

Community College *of* Philadelphia

MEETING MINUTES
Institution-Wide Committee
Monday, February 22, 2016
3:00 p.m.
Isadore A. Shrager Boardroom

I. Call to Order

The meeting was called to order by Pascal Scoles.

II. Attendance

Delegates

Federation: Sue Ellen Liebman, Eric Massenburg, Bridget McFadden, Pascal Scoles
Administration: Mary Anne Celenza, Jacob Eapen, Judith Gay, Samuel Hirsch,
Students: Nadia Mendez,

Alternates

Administration: Jody Bauer, Sharon Thompson
Federation: Todd Jones

Guests Present

Todd Jones
Pam Carter
Chae Sweet
David Raskin
Laura Davidson
Deb Rossi

III. Approval of Minutes

Motion: Approve the minutes as corrected (Moved: Jacob Eapen; Seconded: Judith Gay)
The minutes of November 23, 2015 were approved (Yes = 7, No = 0, Abstain = 2).

IV. Policies and Procedures Memorandum No 10: Academic and Time Amnesty

Todd Jones presented the proposed revisions to P & P 10 from the Academic Support Committee. The changes consisted of the following:

- a) Remove “or” from the line “Amnesty refers to forgiveness of a student’s grade of F and/or W so that it reads...F and W throughout the policy. The rationale is that the use of only and is a more accurate representation.
 - i. A question arose as to how the FS grade is included. It was explained that the change to a grade of FS occurred after the discussion of this policy and therefore was not considered. The issue will be taken back to the Academic Support Committee for review.

- b) Remove D's from the policy. In the past the policy has included grades of D's, F's and W's. The rationale for this recommendation was the fact that the grade of D shows progress, can be improved and replaced and counts towards graduation.
 - i. A question arose as to what would happen if the grade of D was in a class that is no longer offered, had been given a long time ago, or occurred for a course in a Program that is no longer offered.
 - ii. The discussion considered the fact that a Counselor could make a judgement call about a grade of D but that this could lead to inconsistency in the application of the policy.
 - iii. Another question was asked as to what problem was trying to be resolved by not removing a grade of D. It was stated that since a grade of D counts towards Academic Progress it should not be removed.
- c) It was also mentioned that there needed to be a minor edit of the policy to add the word "a" in the line that states....Academic Amnesty is limited to a grade of F.... (fourth paragraph, second line)
- d) Clarification was requested on the meaning of "one application." It was not clear as to the time frame for the one application and whether it meant once a year, once in a student's whole academic career. The committee had not discussed this issue.

It was recommended that the IWC not recommend the proposed revisions.

Motion: Not recommend the revisions of Policy 10 as presented (Moved: Judith Gay, Seconded: Mary Anne Celenza).

Action: The motion was unanimously approved: (Yes: 9; No: 0; Abstain: 0)

V. **Policies and Procedures Memorandum No 6: Determining Eligibility for Graduation and Issuance of Diplomas**

Todd Jones presented the proposed revisions to P & P 6 from the Academic Support Committee. The changes consisted of the following:

- a) The paragraph that was removed from P & P 12 was inserted into P & P 6. The statement has to do with the fact that the College will grant degrees and academic certificates only to students who have earned at least 30 credit hours in residence.....
- b) The terms Credit by Examination and Credit for Life Experiences was change to Prior Learning Assessment throughout the document.
 - i. It was recommended that the sentence "Prior Learning Assessment can be counted towards the residency requirement." be changed to "Prior Learning Assessment **may** be counted towards the residency requirement." It was agreed that the statement should read "Approved Prior Learning Assessment will be counted towards the residency requirement."
- c) The revision to P & P 6 also recommended that students who enter the College with a Bachelor's degree from a United States, regionally accredited institution will be waived from ENGL 101 and ENGL 102. The rationale for this requested change is the belief that students who have a Bachelor's degree have the writing and research skills necessary to be successful.

- i. Discussion centered on the concern with waiving ENGL 102 because a number of schools do not teach research skills (e.g. Art and Music schools). Also, currently ENGL 102 is the only way a student can fulfill the General Education requirement for Information Literacy. If ENGL 102 is waived then the student may not graduate with knowledge on Information Literacy. This is especially true if the student obtained a bachelor's degree at a time when Information Literacy was not taught.
- ii. A question arose as to why a waiver was being recommended only for ENGL 101 and 102 since students with a Bachelor's degree may also have the ability to waive other courses.
- iii. The rationale given for this request is that having it in a policy will streamline the process. This raised a question as to whether this statement should be in the policy since there is already an approved process for waiving a course taken at another College or University.
- d) A suggestion was made to have the sentence which reads "...but their names will not appear in the commencement program" be changed to "... **may** not appear in the commencement program."

Motion: Not to recommend the revisions for Policies and Procedures No 6 as stated. (Moved: Judith Gay; Seconded: Bridget McFadden).

Action: The motion was unanimously approved: (Yes: 9; No: 0; Abstain: 0)

VI. Policies and Procedures Memorandum No 12: Policy on Transfer Credit

Todd Jones presented the proposed revisions to P & P 12 from the Academic Support Committee. The changes consisted of the following:

- a) The paragraph that was removed from P & P 12 was inserted into P & P 6. The statement has to do with the fact that the College will grant degrees and academic certificates only to students who have earned at least 30 credit hours in residence.....
- b) Titles were corrected to correspond to the new titles resulting from the reorganization (e.g. Vice President for Student Affairs to Vice President for Academic and Student Success).
- c) Some wording changes were recommended to the first paragraph under Appeals Procedure.
 - i. Areas should be area
 - ii. Deans should be changed to Dean
 - iii. The word "appropriate" should be inserted before the word Dean

Motion: To recommend the revisions for Policies and Procedures No 12 as submitted. (Moved: Judith Gay; Seconded: Jacob Eapen).

Action: The motion was unanimously approved: (Yes: 9; No: 0; Abstain: 0)

VII. Proposed Program Revision for Automotive Technology - sent forward by the Curriculum Committee

Pam Carter, Dean of Business and Technology, presented the proposed revisions to the Automotive Technology Committee. The revisions consisted of the following items designed to align the program to what is happening in the workplace so as to increase students' ability to enter the workforce better prepared or to enable them to be better prepared for transfer:

- a) Increasing contact credit hours for AT 100 from two to three credit hours.
- b) Requiring AT 210: Customer Service, formally an elective, for degree completion.
- c) Expand the general education Natural Science requirement from PHYS 105 or STS 101 or CHEM 101 to include EASC 111 or CHEM 103
- d) Increasing the program's contact credit hours from 60 to 65.
- e) Deleting three program learning outcomes because they can only be assess after students graduate from the program.
- f) Adding one program learning outcome.
- g) Changing the name of the program from Automotive Technology-Automotive Service Technology Option to Automotive Technology.

A question was raised concerning the fact that there is a problem with students leaving the program before graduation. Will raising the cost of the program contribute to more students leaving the program or does it help fix the problem? Is there any information on what courses students take prior to leaving the program?

Dr. Carter responded that there were other options for students in Philadelphia that were more expensive than the College's program and students sought those options, so an increase in the cost of the program may not be an issue for students. She further explained that students are not getting the degree but are taking the courses so that they could get a job. The Automotive Technology faculty are trying to re-shape the program to show how valuable it would be to have the Customer Service course. The marketplace is stating that students need this course and faculty will inform students that the course will help them get a job upon graduating from the program.

It was suggested that the Automotive Technology faculty could have integrated Customer Service into existing courses.

Dr. Carter also informed the committee that the Automotive Technology faculty are creating two new Proficiency Certificates to have a stackable approach to the degree program. However, they want to insure that the program is viable in the industry.

A second question was raised concerning the fact that if a student graduates from the Automotive Technology degree program they will have met all the General Education requirements with the exception of Writing Intensive, Interpretive Studies and the American/Global Diversity requirements. This seems to go against the Guided Pathway philosophy. It was suggested that faculty consider including a course in the curriculum such as SOC 101 which covers all three General Education requirements. Dr. Carter informed the committee that for now, they are using the current curriculum template, but that it will change as they move more towards a guided pathway model.

A third comment on the proposed revision had to do with the Curriculum Map and the Program Learning Outcomes. It was pointed out that two PLOs were linked to science courses but it was not clear how the science courses would demonstrate the link to automotive repair. It was recommended that the PLOs not be linked with the science courses. Also it was noted that the Curriculum Map did not align with the suggested revision since EASC 111 was not in the Curriculum Map and therefore the PLO could not be met if a student took EASC 111.

It was also recommended that the language in the initial description of the program be changed from “entry-level vocational education” to entry level Career and Technical education.

Motion: To not recommend the program revisions for the Automotive Technology Program as submitted. (Moved: Judith Gay; Seconded: Jacob Eapen).

Action: The motion was approved: (Yes: 8; No: 1; Abstain: 0)

VIII. Proposed Program Revision for Communication Studies – sent forward by the Curriculum Committee

David Raskin of the English Department presented the proposed revisions to the Communication Studies Degree Program to the Committee. The revisions consisted of the following items with the rationale being that the program revisions would provide a more updated version of Communication Studies:

- a) Remove the existing course, ENGL 114, from the list of required courses
- b) Add ENGL 114, ENGL 122, and ENGL 124 to the list of directed electives.
- c) Add a new capstone course, ENGL 214 to the list of required courses.
- d) Make ENGL 116 a first semester course and move ENGL 107 and ENGL 117 to the second semester of the program.
- e) Remove ENGL 114 as a prerequisite for ENGL 116.
- f) Change the prerequisite for ENGL 116 to read “ENGL 101, which may be taken concurrently.”
- g) Add ENGL 287H, ENGL 298H, and ENGL 299 to the list of courses that satisfy the Literature Elective.
- h) Amend the existing Program Learning Outcomes.
- i) Amend the Catalog page for Communications Studies to reflect these changes.

A question was raised concerning why ENGL 114 remained an option for students in the Communication Studies program since the course does not transfer since it is below the level of what most four year Colleges and Universities required. It was suggested that this goes against a Guided Pathway philosophy.

Mr. Raskin explained that ENGL 114 was only a directed elective and was also required in the Mass Media program. It was suggested that ENGL 114 still be kept as a course so students in the Mass Media program could take it but that it should be removed from the Communication Studies Program.

Another question was raised concerning ENGL 114. Since the current catalog description states that the content of the course addresses significant information on the theory of communication it seems to be a mismatch with the true nature of the course content. Mr. Raskin was asked if there were any plans to revise ENGL 114. He stated that there are plans to revise ENGL 114.

A third question was raised concerning the addition of ENGL 122 and ENGL 124 to the list of directive electives. Since there are issues around the transferability of these courses it was questioned why they were still remaining in the curriculum. Mr. Raskin stated that since they were directed electives, students take them in consultation with an advisor. It was recommended that these courses be removed as directed electives since there is no guarantee that a student will see an advisor before making a choice and could therefore be taking courses that would not be counted towards transfer.

The following items were also mentioned:

1. On page 4, the word implied should be replaced with explicit.
2. On page 12, it was suggested that the Social Sciences category could be broadened by adding other relevant social science courses.
3. On page 12, it was questioned why the BHHS 105 course was in the Management and Leadership category since there is a weak connection with the category and the course is not transferable.
4. It was suggested that the reasonable group of categories be rethought since the courses under Management and Leadership may not transfer.
5. The curriculum revision provides for students to meet the General Education requirements with the exception of Interpretive Studies. It was recommended that the footnote be checked against the courses in the curriculum to insure that this requirement is not being met. If it is not being met, then the recommendation is to have a course in the curriculum that fulfills the Interpretive Studies General Education requirements to minimize the fact that students might take a course they do not need.

A final question had to do with why ENGL 214: Communication Theory was placed in the fourth semester when it is commonly taken earlier. Mr. Raskin explained that students needed some of the earlier courses in order to apply the theory more intently within the communications field. He also said that this course was perceived as a capstone course that would be useful for program assessment.

Motion: To not recommend the program revisions for the Communication Studies Program as submitted. (Moved: Eric Massenburg; Seconded: Sue Ellen Liebman).

Action: The motion was approved: (Yes: 7; No: 1; Abstain: 1)

IX. Proposed Program Revision for Health Care Studies – sent forward by the Curriculum Committee

Laura Davidson of the Allied Health Department presented the proposed revisions to the Health Care Studies Degree Program to the Committee. The revisions consisted of the following items:

- a) Changing the program from a select to a non-select program.
- b) Requiring AH 101: Introduction to the Health Care Professions
- c) Requiring AH 116: Interpersonal and Professional Skills in the Health Care Setting or ENGL 115: Public Speaking for the communication elective.
- d) Minor revision to one of the Program Learning Outcomes to more accurately reflect the goal of preparation for careers in health care.
- e) Eliminating one Program Learning Outcome since it is being assessed elsewhere.
- f) Adding a new Program Learning Outcome to align the course with the Guided Pathway model.

A comment was made that some students already enrolled in the Health Care Studies Program were taking courses that did not match with their intended goals. For example, a student who wants to go on in Nursing may take AH 101 and BIOL 106 which are not part of the Nursing curriculum.

In response to this comment it was explained that currently students who are seeking to enter one of our current select Health Care Programs (e.g. Nursing, Dental Hygiene) should be in CST and not Health Care Studies. If they have elected Health Care Studies then they need to follow the curriculum. However, in the future issues such as this will be dealt with by the Guided Pathways Model. In addition, only a small number of students from CST will get into a select Health Care Program. In the future, taking AH 101 allows them to better map out what they need academically. Health Care Studies will help students who do not get into a Health Care Select program graduate workforce ready.

It was questioned why MATH 150: Introductory Data Analysis was an option for students since MATH 251: Statistics for Science was more likely to transfer. Mrs. Davidson explained that the Health Care Studies Program allows students to graduate and enter the workforce as well as transfer. It would be important for those students who were not interested in transferring to a four year College or University to understand how to interpret health care data. Those students will be able to use one of the proficiency certificates, built in to the Health Care Studies Program, to find a job in Health Care. The curriculum also provides a number of general elective courses so students wishing to transfer will have enough room to take courses matching their chosen transfer school's requirements.

It was recommended that there would be some mention on the catalog page that students in the Health Care Studies Program would be required to take AH 101 with their first 12 credits.

It was questioned as to why DIET 106 was an option for students instead of DIET 111. Mrs. Davidson explained that a number of the proficiency certificates embedded in the Health Care Studies Program only require a general understanding of nutrition and DIET 106 is sufficient for these students.

The following suggestions were made:

- 1) Take MATH 150 and MATH 251 out of the Curriculum assessment map since it would be difficult to relate those courses to health care issues.
- 2) Broaden the choice of courses under the Communication area
- 3) Put a statement in the catalog indicating that students should be looking at intended majors as they select their courses.

Motion: To recommend the program revisions for the Health Care Studies Program to include the recommendation of requiring students to take AH 101 within their first 12 credits. (Moved: Judith Gay; Seconded: Eric Massenburg).

Action: The motion was approved unanimously: (Yes: 8*; No: 0; Abstain: 0)

X. Proposed Program Revision for Health Services Management – sent forward by the Curriculum Committee

Deborah Rossi, Department Head of Allied Health, presented the proposed revisions to the Health Services Management Degree Program to the Committee. The revisions consisted of the following items:

- a) Changing the program from a non-select to a select program.
- b) Requiring students to complete the FNMT 118 course by the time they have earned 12 credits in order to remain in the program.
- c) Requiring students to complete either MATH 150 or MATH 251, ENGL 102 and CIS 103 by the time they have earned 24 credits.
- d) Changing the requirement from MATH 150 or ECON 112 to MATH 150 or MATH 251.
- e) Adding BIOL 110 as a required course.
- f) Deleting AH 220.
- g) Reduction of the minimum number of credits required for graduation from 62 to 60 credits.

It was recommended that there would be some mention on the catalog page that students in the Health Services Management Program would be required to take FNMT 118 within their first 12 credits and MATH 150 or MATH 251, ENGL 101 and CIS 103 by the time they had earned 24 credits.

Motion: To recommend the program revisions for the Health Care Studies Program to include the recommendation of requiring students to take FNMT 118 within their first 12 credits and MATH 150 or MATH 251, ENGL 101 and CIS 103 by the time they had earned 24 credits. (Moved: Judith Gay; Seconded: Eric Massenburg).

Action: The motion was approved unanimously: (Yes: 8*; No: 0; Abstain: 0)

*Because the meeting ran late, one Federation appointee had to leave. Thus the change from 9 voting members to 8 voting members

XI. New Business

It was requested that the Curriculum decisions be sent to Dr. Generals for an expedited review.

Given that the deadline for all final catalog changes is March 16, 2016 Committee members were willing to change the next IWC meeting from Monday, March 28, 2016 to Monday, March 14, 2016 should there be a need to have pending catalog materials approved.

XII. Adjournment

The meeting was adjourned at 5:15 PM.