

**SAN DIEGO MESA COLLEGE ACADEMIC SENATE**  
**ACADEMIC AFFAIRS COMMITTEE**  
**POSITION PAPER # 2**  
**Approved by the Academic Senate: October 8, 2018**  
**TITLE: CURRICULUM BALANCE DEFINITIONAL PAPER**

**Mission**

San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access, success, and equity, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

**I. Statement of Philosophy:**

The Academic Affairs Committee intends this document to reflect our desire to see Curriculum Balance work hand-in-hand with Enrollment Management strategies. Along with the traditional tools of Enrollment Management (including, but not limited to Data Tools & Resources, Marketing & Communications, Outreach Programs and Retention and Persistence counseling), efforts should be made to ensure that we offer courses that fit every aspect of our mission: general education (GE), transfer, basic skills, Career Technical Education (CTE) and lifelong learning. Enrollment management strategies would be used to ensure that courses in all of these areas would be offered in appropriate numbers.

**II. Purpose:**

The purpose of Position Paper #2 is to establish a philosophical definition of Curriculum Balance in order to provide insight for both faculty and administration when making decisions regarding course offerings.

- A.** It is intended that this philosophy serve as a guiding principle for participatory governance to the fullest extent possible.
- B.** It is vital to the fulfillment of the College's Mission that course offerings during any semester be equitable and appropriate to maintain the strength of each Department/Discipline/Program (DDP) and the comprehensiveness of the College curriculum.
- C.** It is important that these principles be followed when rapid changes occur in the size of the total College Full Time Equivalent Faculty (FTEF) allocation are made, such as during periods of College budget reductions and changes in funding methodologies occur.
- D.** It is intended that Distance Education (DE) be added to the philosophy of curriculum balance as DE falls under the purview of faculty and has become a growing consideration for many DDP.

### **III. Philosophical Definition:**

- A.** Curriculum Balance is the faculty-driven process whereby course offerings are determined based on the consideration and fulfillment of the comprehensive San Diego Mesa College mission statement:
1. Transfer:
    - a. Courses that meet transfer requirements, which may include general education courses. Transferability is determined by the collaborative discussion of faculty from various disciplines between the community college and surrounding universities.
  2. Workforce Training:
    - a. Courses taken for one or more of the following goals: vocational certificate/degree without transfer, certificate/license maintenance, current job/career advancement without transfer, or career exploration.
  3. Lifelong Learning:
    - a. Courses taken for personal enrichment rather than for general education, transfer education, or workforce training. These courses provide students with the opportunity to introduce, enhance, or further develop knowledge in desired areas of self-improvement.
    - b. Courses that fulfill community-determined areas of self-enrichment that may not be met by transfer, GE, and CTE courses. In practice, it is difficult to delineate what courses are or are not lifelong learning courses because one student's personal enrichment course may be another student's general education course.
    - c. Courses that enhance social inclusion, active community membership, and personal development (with a special emphasis on personal learning environments and self-directed learning), self-sustainability, competitiveness and employability.
  4. Modality:
    - a. Traditional on-campus.
    - b. Fully online: no on-campus instruction or exams.
    - c. Partially online: at least one class meeting or exam on campus, more than 50% of the instruction delivered online.
    - d. Hybrid: more than 50% of the instruction is on campus, less than 50% online.
    - e. Web-enhanced: instruction is delivered 100% on campus using the Learning Management System (LMS) and/or the Internet to post assignments and resources.

#### IV. Criteria for Curriculum Balance:

The criteria for establishing and adjusting the Curriculum Balance shall be as follows:

##### A. Compliance:

1. AB1725: Pertinent extracts from "The Educational Mission of Community Colleges":
  - a. Sec.2 (b)"...The provision of quality transfer education is a primary mission of the community colleges."
  - b. Sec.2 (d)"Vocational and technical education is a primary mission of the California Community Colleges..."
  - c. Sec.2 (g)"Vocational "tracks" should have as much connection as possible with courses in the liberal arts and general education..."
  - d. Sec.2 (I)"...The provision of remedial education is an essential and important mission of the community colleges."
  - e. Sec.2 (l)"...The provision of English as a second language is an essential and important mission of the community college."
  - f. Sec.2 (n)"Because the programs in English as a second language currently offered in the California Community Colleges and the adult schools are inadequate to meet the growing need in this state for those programs, it is essential that the community colleges seek to coordinate those programs with local adult education schools, if any."
  - g. Sec.2 (r)"Programs in non-credit adult education, including adult literacy and citizenship programs conducted in the California Community Colleges are an important and essential function of that system."

##### B. Mission Fulfillment:

1. Course offerings should maintain a balance of all tenets of San Diego Mesa College's comprehensive mission statement.

#### Glossary of Acronyms:

CTE	Career Technical Education
DE	Distance Education
DDP	Department/Discipline/Program
FTEF	Full Time Equivalent Faculty
GE	General Education
LMS	Learning Management System