



Minutes of the  
MEETING OF THE FACULTY SENATE  
October 22, 2012

APPROVED

- PRESENT:** Ken Dodson, Katy French, Barb Kelber, Greg Larson, Teresa Laughlin, Jackie Martin, Pam McDonough, Christina Moore, Linda Morrow, Patrick O'Brien, Lillian Payn, Perry Snyder, Diane Studinka, Fari Towfiq
- ABSENT:** Melinda Carrillo, Haydn Davis
- GUESTS:** Berta Cuaron, Angel Jimenez, April Testerman
- CALL TO ORDER:** The meeting was called to order by the President, Greg Larson, at 2:02 p.m., in Room SU-30.
- Approval of Minutes:**
- Motion 1** MSC Laughlin, Morrow: Faculty Senate approval of the minutes of October 15, 2012, as presented. The motion carried.
- Public Comments:** There were no public comments.
- Announcements:** Christina Moore announced that members of the Palomar Faculty Federation (PFF) hosted a voter registration event Monday – Thursday last week that resulted in 922 students registering to vote.

Lillian Payn announced that members of the Academic Technology Committee, along with a representative from Blackboard, will host a presentation on a new element of Blackboard titled, "Community," this Thursday, October 24, from 2:00 – 2:30 p.m. in room LL104.

Greg Larson announced that he attended the local Area D meeting on Saturday, October 20. Information was heard on the organization "California Competes," which is interested in making changes in California education, including changes in community colleges. On August 28, 2012, this organization made a presentation to the Little Hoover Commission during which it suggested changes to minimize the important role of community college faculty senates in shared governance. Among other things California Competes recommended striking the following Title 5 language:

*in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted.*

In its place, the organization would like to see these words:

*If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.*

More information can be obtained on the website <http://californiacompetes.org/>. There is also a link to the August presentation that *California Competes* made to the Commission: <http://californiacompetes.org/wp-content/uploads/2012/08/Little-Hoover-Commission-Robert-Shireman-Testimony.pdf>.

Larson added that at the November plenary, the Statewide Academic Senate will be bringing forward a resolution opposing changes to Title 5 Education Code or other directives that dilute the important role of faculty senates in shared governance. A full list of resolutions that will be voted on can be seen at the Academic Senate's website: <http://www.asccc.org/materials>

Committee  
Appointments:

Motion 2 MSC O'Brien, Laughlin: Faculty Senate approval of the following committee appointment:

Selection Committee for the Interim Dean of Counseling  
Elvia Nunez, Counseling

The motion carried.

Barb Kelber indicated that a Senator is needed to serve as an additional alternate on the Evaluation Appeals Committee. The initial call went out in September, but the one position remains to be filled by the Senate.

Motion 3 MSC Laughlin, O'Brien: Faculty Senate approval of the appointment of Pam McDonough to serve as an Alternate on the Evaluation Appeals Committee. The motion carried.

Motion 4 MSC Laughlin, Towfiq: Faculty Senate approval of the following Peer Evaluation Committee Chair appointments:

Sherry Goldsmith, DRC (in department where director is not a faculty member) – Lori Meyers  
Steve White (in department where director is not a faculty member) – Bruce Bishop  
Beth Pearson, Life Science Department Chair – Kim Marshall

The motion carried.

Agenda Changes: With no objections, Senators agreed to suspend the agenda to discuss Information item D, Instructional Planning Council Draft of Enrollment Management Plan.

Instructional  
Planning Council  
Draft of Enrollment  
Management Plan:

At an earlier meeting, Berta Cuaron had distributed to the Faculty Senate draft copies of the Palomar College Enrollment Management and Planning: Guiding Principles, Schedule Development Priorities, and Data Elements for Planning Decisions. Today, she reported that these documents were also distributed at the recent Chairs and Directors meeting, as well as to the Curriculum Committee. Cuaron stated that particularly in light of the upcoming election in November, everyone should be aware of the kind of priorities that will guide decisions on cutting or, perhaps, even adding classes. According to Cuaron, being prepared will assist in campus-wide discussions and provide opportunities for dialogue about programs.

**Palomar College  
Enrollment Management and Planning:  
Guiding Principles, Schedule Development Priorities,  
And Data Elements for Planning Decisions**

**Planning Assumptions:**

- Palomar College will develop a schedule to achieve its FTES Cap (including growth, when available).
- Budget will be allocated to achieve FTES Cap.

**Guiding Principles:**

**Palomar College is committed to its academic program comprehensiveness and to providing its student community with a rigorous quality education and engaging learning experience. The following guiding principles are intended to support the mandated mission of Palomar College and to facilitate and support successful student progress toward educational and career goals:**

- Provide access to GE/Transfer, Career Technical Education (CTE), and basic skills curriculum (developmental courses , i.e., ENG 15, MATH 15; may also include ENG 50, MATH 50 & 60, READ 30 & 50, ESL 45 & 55)
- Sustain curriculum and program comprehensiveness to support student matriculation and achievement of certificate, degree, major field of study, transfer, and TMC requirements.
- Develop an annual discipline class schedule for Fall and Spring offerings that balances curriculum and ensures course sequencing and course rotation.
- Conduct regular, thorough review of enrollment data and trends; adjust schedule to support student needs.
- Plan for discipline-level course rotation to support both day and evening student needs.
- Analyze curriculum balance of offerings at the College level regularly and plan for section adjustments in the areas of GE/Transfer, CTE, and Basic Skills to support student need.
- Schedule appropriate mix of method of delivery (face-to-face, distance education, hybrid)
- Respond to and support community needs with flexible scheduling as it relates to the College Mission of GE/Transfer, basic skills, and CTE/workforce development.
- Honor commitments at center/sites (MOU with Camp Pendleton; Escondido – access to General Education curriculum)
- Utilize facilities efficiently through review and matching of classroom capacity with course maximum.

**Enrollment Management Scheduling Priorities:**

**Tier 1 – (Highest Priority)**

Golden Four – speech, English, critical thinking, mathematics  
GE/Transfer – courses within GE/Transfer Areas A, B, C, D, E  
Programs with external accreditation requirements (NURS, DA, EME, AODS, Fire Academy, Police Academy)  
Preparation for the major/transfer requirements (TMCs)  
Basic Skills/Developmental curriculum (courses numbered 0-99 in ESL, English, mathematics, and reading  
Core Courses (courses required for both certificate and degree completion)  
Career/Technical Education (courses required for both certificate and degree completion)

**Tier 2 – (Second Priority)**

Planned rotation of primary electives to support student completion of a certificate or degree requirements  
Review of course-level multiple sections and adjustments made based on student need  
“Special topics” courses that are part of CTE program as a result of recommendation (response to workforce need)  
“Special topics” courses that are going through curriculum process for permanent course designation  
Grant requirements (STEM)

**Tier 3 – (Third Priority)**

Planned rotation of secondary level electives to support student completion of a certificate or degree requirement  
High demand/community interest  
“Special topics”/Exploratory courses (not going through the curriculum process for permanent course design)  
Field courses not required in a certificate or degree or stand-alone courses  
Study Abroad program

**Enrollment Management Data to be used:**

**Quantitative Data**

Enrollment Load Report (discussed at IPC on 9/26/12)  
Labor Market data (legal requirement for CTE programs)  
Student goals – can pull data on declared majors from ed plans  
PRPs  
Completion rates  
Persistence  
Retention  
Certificates and degrees awarded  
Comprehensiveness of programs

**Qualitative Data**

Capstone experiences (co-curricular)  
External data/research unique to the discipline or program  
Other data considerations

Cuaron noted that some faculty voiced concerns that the Enrollment Management Plan lacks language relating to lifelong learning. Cuaron explained that since for now lifelong learning has been dropped from the California community college mission, the committee that developed the plan did not prioritize such courses. However, Cuaron suggested that perhaps lifelong learning could be placed at the Tier 3 level, which is the lowest priority level, in case the opportunity returns later on to offer such courses.. She also noted that some people recommended consistency in wait lists since one kind of data that will be used to monitor student demand will be the number of students on wait lists. Overall, the committee is still trying to determine all the data which will be used for the college and departments to make scheduling decisions.

Discussion followed on the documents, and some suggestions were heard on possible amendments. Cuaron reminded all that this will be a living document that will be revisited each year. She assured the Senate that despite all the challenges we face, every attempt will be made to protect the comprehensiveness and the integrity of our programs. Cuaron stated that she would bring the Senate’s suggestions to the November 2<sup>nd</sup> Department Chairs and Directors meeting.

Curriculum:

Senators were provided with electronic copies of the following Curriculum items:

**PALOMAR COLLEGE CURRICULUM COMMITTEE MEETING ACTION ITEMS**  
Wednesday, October 17, 2012

**I. ACTION ITEMS**

**Details of all program and course proposals can be viewed at:** <http://www.curricunet.com/palomar>

- Select "track,"
- From the list of pending proposals, select the Check Status button for the program or course you wish to view.
- Select the Pencil icon in order to navigate through the various pages of the proposal, or
- Select the "COR" or "WR" icon to view the Course Outline of Record or Program Report, or
- Select the "CC" icon to view a report that displays proposed changes for the course outline of record or program
- Select the "CR" icon to view a report that displays ALL proposed changes for the course

**To View Packages**

- Select Packages under Create/Edit Proposals, select the Pencil icon to see individual proposals included in the Package. Various icons will be accessible for creating Reports or viewing the pages of each proposal.

**II. CONSENT CALENDAR**

There will be no separate discussion of these items unless a Curriculum Committee member or guest requests that a particular item be removed from the Consent Calendar. Items so removed will be considered separately. All matters remaining under Consent Calendar are considered to be **routine** and will be approved by **one motion**.

The following curricular changes, pending appropriate approvals, will be effective FALL 2013:

**A. Credit Course/Program Packages**

- 1. There are no Credit Course/Program Packages for this agenda.

**B. Non-Credit Course/Program Packages**

- 1. There are no Non-Credit Course/Program Packages for this agenda.

**C. New Programs**

- 1. There are no new Programs for this agenda.

**D. New Vocational Programs**

- 1. There are no new Vocational Programs for this agenda.

**E. Program Reactivations**

- 1. There are no Program Reactivations for this agenda.

**F. Program Changes**

- 1. There are no Program Changes for this agenda.

**G. Program Deactivations**

- 1. There are no Program Deactivations for this agenda

**H. Vocational Program Changes**

- 1. There are no Vocational Program Changes for this agenda.

**I. Vocational Program Deactivations**

- 1. There are no Vocational Program Deactivations for this agenda.

**J. Credit Courses – New**

- 1. There are no New Credit Courses for this agenda.

**K. Credit Course – Change**

- 1. Course Number and Title: ACCT 101 Bookkeeping  
Discipline: Accounting (ACCT)  
Course Included in the following programs:

- A. Administrative Assistant, A.A. Degree Major or Certificate of Achievement
- B. Advertising, Marketing, and Merchandising, A.S. Degree Major/Cert. Achievement 18 units/more
- C. Bookkeeping/Accounting Clerk, Certificate of Proficiency
- D. Business-General, A.S. Degree Major
- E. E-Marketing, A.A. Degree Major or Certificate of Achievement
- F. Entrepreneurship, Certificate of Proficiency
- G. Graphic Communications Emphasis in Management A.A. Degree Major or Certificate of Achievement
- H. Virtual Assistant, Certificate of Proficiency

Transfer Acceptability: CSU

Decreased LEC hours, decreased unit value, removed ACCT 101L corequisite, updated description and textbook.

*Carol Bruton*

2. Course Number and Title: MATH 245 Discrete Mathematics

Discipline: Mathematics (MATH)

Prerequisites: MATH 130, or MATH 140

Associate Degree General Education - A2: Communication and Analytical Thinking

CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) - B4:

Mathematics/Quantitative Reasoning

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning - 2A: Mathematical Concepts and Quantitative Reasoning

Transfer Acceptability: UC, CSU

Removed placement test as prerequisite option, updated course objectives, outline, and textbooks.

*Jay R. Wiestling*

3. Course Number and Title: PSYC 115 The Psychology of Personal Growth and Development

Short Title: PSYC OF PERSONAL GROWTH/DEV

Discipline: Psychology (PSYC)

Associate Degree General Education - E: Lifelong Learning and Self-Development

CSU GE Area E: Lifelong Learning and Self-Development - E: Lifelong Learning and Self- Development

Transfer Acceptability: CSU

Updated description, objectives, outline, textbooks and suggested reading.

*Haydn Davis*

4. Course Number and Title: ZOO 101 General Zoology (Lecture)

Discipline: Zoology (ZOO)

Course Included in the following programs:

A. Biology-General A.A. Degree Major or Certificate of Achievement General Studies-  
Emphasis in Science and Mathematics A.S. Degree Major

B. University Studies - Emphasis in Mathematics and Science A.S. Degree Major

Associate Degree General Education - B: Natural Sciences

CSU GE Area B: Scientific Inquiry and Quantitative Reasoning - B2: Life Science

IGETC Area 5: Physical and Biological Sciences - 5B: Biological Science

Transfer Acceptability: UC, CSU

Changed title to match corresponding ZOO 100 course.

*Elizabeth A. Pearson*

#### **L. Credit Courses – Reactivations**

1. There are no Credit Course Reactivations for this agenda.

#### **M. Credit Courses - Deactivations**

1. Course Number and Title: PHOT 155 Digital Photography II

Discipline: Photography (PHOT)

Prerequisites: PHOT 150

Reason for Deactivation: Program reorganization made this course redundant.

*Robert M. Barry*

#### **N. Non Credit Course – New**

1. There are no New Noncredit Courses for this agenda.

#### **O. Non Credit Course - Change**

1. There are no Non Credit Course Changes for this agenda.

#### **P. Non Credit Course – Deactivation**

1. There are no Non Credit Course Deactivations for this agenda.

**Q. Distance Learning\***

The following courses may be offered as distance learning and meet Title 5 Regulations 55200- 55210, effective Fall 2013.

**Catalog/Subject Number**

**Distance Learning Offerings (s)**

There are no Distance Learning approvals for this agenda.

*\*underline indicates new, strikethrough indicates deletion, plain text indicates no change*

**R. Requisites and Advisories\***

*Removed from Consent Calendar and approved separately.*

**VII. RESUMPTION OF REGULAR AGENDA**

**A. Items Removed from the Consent Calendar**

**1. Requisites and Advisories\***

The establishment of the following advisories meets Title 5 Regulations 55003, effective Fall 2013.

Catalog Number	Type	Description	Proposal Type
MATH 245	Prerequisite	MATH 130 or MATH 140 <del>or a passing score on the appropriate placement test</del>	Change

*\*underline indicates new, strikethrough indicates deletion, plain text indicates no change*

**B. Technical Corrections**

1. The Curriculum Committee approved the deactivation of the **Astronomy A.A. Degree/Certificate of Achievement** at the September 19 Curriculum Committee meeting. Upon further discussion, the department has decided to **retain** this degree/certificate. As such, it will remain an active program in the college's catalog and program inventory. This deactivation was not approved by the Faculty Senate.

Program Title: Astronomy

Discipline: Astronomy (ASTR)

Award Type: A.A. Degree Major or Certificate of Achievement

Total Units: 38 – 40

Reason for Deactivation: Lack of enrollment. Program being retained.

*James P. Pesavento*

**C. Curriculum Committee Goals 2012-2013**

D. The Curriculum Committee **recommends** the purchase of the newest version of **Curricunet, CurricUNET Meta**, with the District signing a Letter of Intent before December 31, 2012 and planning the implementation of the new version no later than Fall 2014.

**E. Discussion**

1. Prerequisites, Corequisites and Limitations on Enrollment/Content Review § 55003. **Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.**

*(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.*

2. Repeatability

3. Other

**F. Information**

1. Student Success Taskforce

2. GE/ILO Assessment

3. Status of Course Outline Reviews

The following course has completed the course outline review process between September 26, 2012 and October 9, 2012 and are effective Fall 2013.  
MATH 200 Introduction to Linear Algebra

3. 2012-2013 Curriculum Activity Summary

	<b>Current Agenda</b>	<b>2012-13 Cumulative</b>
New Courses	0	0
Course Revisions	4	13
Course Reactivations	0	0
Course Deactivations	1	3
Course Reviews (9/26/2012– 10/9/2012)	1	9
New Programs	0	2
Program Revisions	0	0
Program Deactivations	0	1
<b>Total Activity</b>	<b>6</b>	<b>28</b>

These items will be brought back for Faculty Senate ratification at next week's meeting.

Academic Senate  
Part-Time Faculty  
Caucus Resolutions:

Two weeks ago, Perry Snyder brought forward two resolutions from the Academic Senate Part Time Faculty Caucus and asked that the Senate consider expressing its support as they are brought forward to the fall session of the Statewide Academic Senate in early November. The resolutions contain the following wording...

*...Be it Therefore Resolved that the Academic Senate for the California Community Colleges create a yearly award for part-time faculty that follows criteria for excellence in part-time faculty contributions and that is similar to the Hayward Award.*

*...Be it therefore resolved that every District should include at least 10% of its total seats for part-time faculty or, should local Senates comprise less than 10 members, at least one of those seats include a part-time faculty member.*

Motion 5

MSC Moore, Laughlin: The Faculty Senate endorses, in spirit, the following resolutions brought forward from the Academic Senate's Part-Time Faculty Caucus: that the Academic Senate create a yearly award for part-time faculty and that at least 10% of seats on a Faculty Senate should be held by part-time faculty members or, for smaller Faculty Senates, there be at least one part-time Faculty Senator. The motion carried.

Snyder noted another resolution he would like the Senate to consider at their next meeting on October 29:

Whereas the State Academic Senate's Educational Policies Committee recommended in its paper entitled *Part Time Faculty: A Principled Perspective* in Spring 2002 that local Academic Senates work with their local collective bargaining agent, administration and board of trustees to establish principled definitions and policies regarding part-time faculty pay equity, "comparable pay for comparable work" and what should be the professional expectations of all faculty;

Whereas the State Academic Senate passed a resolution in Spring 1995 (01.10) urging local senates to include part time faculty as local academic senate members;

Whereas a few local senates already pay remuneration to part time faculty who serve as senators on local senates;

Whereas full time faculty who are engaged in committee, department or senate work are fulfilling their contractual obligations and are hence being remunerated;



***Be it therefore resolved** that local senates offer appropriate remuneration to part time senators in recognition of the comparable work they do for their departments and senates.*

TERB Revision -  
Article 17:

At the October 1, and October 15, 2012, Senate meeting, Senators discussed proposed revisions to the Student Evaluations Form and made suggestions regarding potential amendments.

At today's meeting, Kelber placed the document on the overhead, showing the next article in line for discussion, 17.1.10, and after lengthy discussion some changes to the wording were recommended.

This item will remain on the agenda for further discussion next week.

Other:

Greg Larson noted that due to the lengthy agenda at our recent meetings, it has been a few weeks since we've had the opportunity to hear any reports from Senators. He reminded Senate members that reports can be submitted in writing and placed in the minutes to provide updates on what various committees are currently discussing.

ADJOURNMENT:

The meeting was adjourned at 3:32 p.m.

Respectfully submitted,

Pam McDonough, Secretary