Minutes of the
MEETING OF THE FACULTY SENATE
May 10, 2010

APPROVED

PRESENT: Bruce Bishop, Monika Brannick, Valerie Chau, Haydn Davis, Marty Furch, Lori
                   Graham, Erin Hartensveld, Barb Kelber, Teresa Laughlin, Stan Levy, Jackie Martin-
                   Klement, Sue Norton, Patrick O'Brien, Perry Snyder, Diane Studinka, Fari Towfiq

ABSENT: Ralph Ferges, Linda Morrow, Daniel Sourbeer

GUESTS: John Aragon, Lawrence Hahn

CALL TO ORDER: The meeting was called to order by the president, Monika Brannick, at 2:00 p.m., in
                   Room SU-30.

Welcome: Newly elected Senators Haydn Davis, Lori Graham, and Erin Hartensveld were
                   welcomed. Dan Sourbeer, also a recently elected Senator, was unable to attend today's
                   meeting.

                   Senate members also thanked retiring faculty members Stan Levy and Sue Norton for
                   their years of service to faculty and students.

Senate Officer
Elections: Nominations were accepted for Faculty Senate Vice President.

                   Fari Towfiq was nominated and accepted the nomination.

                   No other nominations were made.

                   Members of the Faculty Senate accepted the nomination by Acclamation, and Fari
                   Towfiq was elected to the position of Faculty Senate Vice President through May, 2011.

                   Nominations were accepted for Faculty Senate Secretary.

                   Barb Kelber was nominated and accepted the nomination.

                   No other nominations were made.

                   Members of the Faculty Senate accepted the nomination by Acclamation, and Barb
                   Kelber was elected to the position of Faculty Senate Secretary through May, 2011.

Approval of Minutes:

Motion 1   MSC Chau, Laughlin: Faculty Senate approval of the minutes of May 3, 2010, as
                   amended. The motion carried.

Motion 2   MSC: O'Brien, Chau: To amend the previously adopted Faculty Senate minutes of March
                   1, 2010. The record of the discussion relating to the Spain Study Abroad Program 2010
                   will now read as follows:

Monika Brannick indicated that she had received an email forwarded by Martha Evans, originally written by Dean Wilma Owens, on the Spain Study Abroad Program 2010. According to Owens, legal interpretation given in the Program and Course Approval Handbook states that courses such as Study Abroad cannot be offered for credit <u>through Workforce Development or Community Services.</u>

The motion carried.

Motion 3   MSC Bishop, Chau: To amend the previously adopted Faculty Senate minutes of April 26, 2010, adding the following sentence to the discussion relating to the Academic Honesty Policy:

<u>In an effort to assure due process for students, the Faculty Senate encourages faculty to utilize this process. It is important to note that the process is not mandatory.</u>

The motion carried.

Public Comments: There were none.

Announcements: Monika Brannick reported that the draft of the Accreditation report from Dr. Steven Kinsella was received last week for factual corrections. Those amendments and corrections have been made and will be forwarded back to Dr. Kinsella by Tuesday, May 11.

Agenda Changes: There were none.

Committee Appointments:

Motion 4   MSC O'Brien, Levy: Faculty Senate approval of the following committee appointments:

<u>Academic Technology</u>
(10-12) Career, Technical, and Extended Education
Nancy Galli/Family and Consumer Sciences

<u>Facilities Review Committee</u>
(10-12) JoAnne Lesser

<u>Strategic Planning Council</u>
(10-12) Barb Kelber/Languages and Literature

The motion carried.

Patrick O'Brien also asked for Senate volunteers to serve on the Committee on Committees.

Teresa Laughlin was elected to the Committee on Committees by acclamation.

BSI/HSI Coordinator Appointment: Monika Brannick announced that one faculty member responded to the recent call for the position of BSI/HSI Coordinator. Senate members were then given an opportunity to review the letter of interest.

Motion 5   MSC O'Brien, Chau: Faculty Senate approval of the appointment of Gary Sosa as the BSI/HSI Coordinator. The motion carried.

Curriculum: Copies of the following Curriculum items were previously provided to Senators electronically:

PALOMAR COLLEGE CURRICULUM COMMITTEE
ACTON ITEMS
Wednesday, May 5, 2010

I. CALL TO ORDER
II. MINUTES OF April 7, 2010
III. ACTION ITEMS

Details of all program and course proposals can be viewed at: *http://www.curricunet.com/palomar*
● Select Track, All Proposals.
● 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, then 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.

A. 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 2010:

A. **Credit Course/Program Packages**
1. There are no Credit Course/Program Packages on this agenda.

B. **Noncredit Course/Program Packages**
1. There are no Noncredit Course/Program Packages on 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 Changes**

1. Program Title: Dance
Discipline: Dance (DNCE)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 19.00 - 38.00
Changed program description, added DNCE 102 as option in program requirements, added DNCE/MUS 137, DNCE/MUS 138, DNCE165 and DNCE 197K to Group VII elective options, converted recommended courses category to recommended electives category, removed DNCE/MUS 137, DNCE 165, 197K, from recommended electives.
Student learning outcomes and assessment timeline present.
Patriceann J. Mead

F. **Vocational Program Changes**

1. Program Title: Paramedic Training
Discipline: Emergency Medical Education (EME)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 40.50
Added note requiring EME 220, 223 and/or 224 for students who have not satisfactorily met all program requirements. Student learning outcomes and assessment timeline present.
Debi Workman

G. **Program Deactivations**
1. There are no Program Deactivations for this agenda.

H. **Vocational Program Deactivations**

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

I. **Credit Courses – New**
1. There are no New Courses for this agenda.

J. **Credit Course – Change**

1. Course Number and Title: AJ 100 Introduction To Criminal Justice
Short Title: Intro To Criminal Justice
Discipline: Administration of Justice (AJ)
Associate Degree General Education - D Social and Behavioral Sciences CSU GE Area D: Social, Political, and Economic Institutions and Behavior; Historical - D10 - Sociology and Criminology IGETC Area 4: Social and Behavioral Sciences - J. Sociology & Criminology
Transfer Acceptability: UC, CSU

Added methods of instruction, updated textbooks, added required reading, critical thinking and methods of assessment. Student learning outcomes and assessment timeline present.
Kevin Barrett

2. Course Number and Title: AJ 103 Community Relations
Discipline: Administration of Justice (AJ)
Associate Degree Multicultural Requirement - Yes
Transfer Acceptability: UC, CSU
Added methods of instruction, critical thinking and methods of assessment, updated textbooks. Student learning outcomes and assessment timeline present. Removed distance education.
Kevin Barrett

3. Course Number and Title: AJ 180 Criminology
Discipline: Administration of Justice (AJ)
Transfer Acceptability: CSU
Added methods of instruction, critical thinking and methods of assessment, updated textbook and suggested reading. Student learning outcomes and assessment timeline present.
Kevin Barrett

4. Course Number and Title: ARCH 106 Intermediate Architectural Drafting
Short Title: Inter Architectural Drafting
Discipline: Architecture (ARCH)
Prerequisites: ARCH 105
Transfer Acceptability: CSU
Changed discipline from DT to ARCH, deleted L/L component, added LEC component and LEC hours, added LAB component and LAB hours, changed prerequisite from DT 105 to ARCH 105, added methods of instruction, updated textbook and required reading, added critical thinking. Student learning outcomes and assessment timeline present.
Kenneth E. Swift

5. Course Number and Title: EME 196 Special Problems in Field Internship
Short Title: Special Prob/Field Internship
Discipline: Emergency Medical Education (EME)
Co-requisites: EME 210, or EME 215
Added critical thinking, student learning outcomes and assessment timeline present.
Debi Workman

6. Course Number and Title: ENGR 126 Introduction to Electrical and
Computer Engineering
Short Title: Intro Elect/Comp Engineering
Discipline: Engineering (ENGR)
Prerequisite: MATH 140
Transfer Acceptability: CSU
Removed ECHT cross-listing, updated objectives, added methods of instruction, updated textbooks, added required reading, critical thinking and methods of assessment. Student learning outcomes and assessment timeline present.
Arthur Gerwig

7. Course Number and Title: WTE 110 / WWT 110 Waterworks Mathematics
Discipline: Water Technology Education (WTE)/Wastewater Technology Education (WWT)
Repeatability: May be taken 4 times.

Removed WTE/WWT 45 as recommended preparation, changed catalog description, updated objectives, added methods of instruction, updated outline, textbook and required writing, added required reading and critical thinking, added repeatability and repeatability justification. Student learning outcomes and assessment timeline present.
Mollie R. Smith

8. Course Number and Title: WWT 100 Treatment Plant Operations
Discipline: Wastewater Technology Education (WWT)
Repeatability: May be taken 4 times.
Deleted WTE/WWT 45 as recommended preparation, updated outline, textbook, required writing, outside assignments, methods of assessment, and repeatability justification, added required reading and critical thinking. Student learning outcomes and assessment timeline present.
Mollie R. Smith

K. **Credit Courses - Reactivations**
1. There are no Credit Course Reactivations for this agenda.

L. **Credit Courses – Deactivations**
1. There are no Credit Course Deactivations for this agenda.

M. **Noncredit Course - New**
1. There are no New Noncredit Courses for this agenda.

N. **Noncredit Course - Change**
1. There are no New Noncredit Course Changes for this agenda.

O. **Noncredit Course - Deactivation**
1. There are no Noncredit Course Deactivations for this agenda

P. **Distance Learning***
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2010:

Catalog Subject/Number Distance Learning Offering (s)
AJ 103 Television

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

Q. **Requisites and Advisories***
The establishment of the following advisories meets Title 5 Regulation 55003, effective Fall 2010:

Catalog Subject/Number	**Type**	**Description**	**Proposal Type**
ARCH 106	Prerequisite	ARCH 105, DT 105	Course Change
EME 196	Co-Requisite	EME 210 or EME 215	Course Change
ENGR 126	Prerequisite	MATH 140	Course Change

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

B. RESUMPTION OF REGULAR AGENDA

A. ITEMS REMOVED FROM THE CONSENT CALENDAR

B. TECHNICAL CORRECTIONS

1. CSCI 271, approved by the Curriculum Committee November 18, 2009, should have been approved with the following course description:

Macintosh OS X Cocoa Software Development Environment. The OpenGL frameworks are geared primarily toward game development or applications that require high frame rates. OpenGL is a C-based interface used to create 2D and 3D content on Macintosh desktop computers. iPhone OS supports OpenGL drawing through the OpenGL ES framework, which provides support for both the OpenGL ES 2.0 and OpenGL ES v1.1 specifications. OpenGL ES is designed specifically for use on embedded hardware systems and differs in many ways from desktop versions of OpenGL.

2. GCIP 295 and GCIP 296, approved November 4 2009 by the Curriculum Committee, removed the GCMW cross-listing. The department would like to have the cross-listing reinstated for further work and review. Therefore, the courses remain GCIP/GCMW 295 and GCIP/GCMW 296.

3. READ 30, approved February 3 by the Curriculum Committee and February 22 by the Faculty Senate, is being retracted for further work and review by the department.

C. APPROVE GENERAL EDUCATION/INSTITUTIONAL STUDENT LEARNING OUTCOMES

D. APPROVE MOTION REGARDING DIRECTION FROM FACULTY SENATE REGARDING ADAS AS CO-CONTRIBUTORS IN CURRICUNET

E. APPROVE TECHNICAL ADMINISTRATIVE UPDATES TO INCLUDE NOTIFICATION OF DEPARTMENT CHAIR AND DEAN

F. APPROVE 2010-2011 CURRICULUM COMMITTEE TIMELINE

G. INFORMATION/DISCUSSION

1. Status of Course Outline Reviews

A. The following courses have completed the course outline review process between April 1, 2010 and April 28, 2010 and are effective Fall 2010.

AJ	106	Police Ethics
AJ	141	Enforcement Psychology
ARAB	101	A Arabic IA
ARAB	101B	Arabic IB
ARAB	102B	Arabic IIB
ARAB	201A	Arabic IIIA
ARAB	201B	Arabic IIIB
ASL	100	American Sign Language I
ASL	110	Awareness of Deaf Culture
AT	145	Auto Emissions, Diagnosis, Driveability, and Repair
AT	150	Chassis Restoration and Assembly
AT	155	Body Restoration and Assembly
AT	210	Specialized Automotive Electronics
AT	220	Advanced Automotive Transmissions
BMGT	110	Human Resource Management
BMGT	115	Organizational Theory and Design
BOT	110	Botany of Spring Wildflowers
BOT	195	Field Study of Native Plants
BUS	186	Microsoft Publisher
CFT	100	Fundamentals of Woodworking
CFT	105	Machine Woodworking/Furniture
CFT	110	Machine Tool Joinery I
CFT	111	Machine Tool Joinery II
CFT	120	Advanced Furniture Lab
CFT	122	Cabinetmaking Construction Lab
CFT	124	Chair and Table Construction Lab
CFT	128	Stringed Instruments Lab
CFT	141	Making Woodworking Tools
CFT	143	Decorative Box Making
CFT	144	Production Furniture Making
CFT	149	Hand Joinery I
CFT	151	Veneering Technology I
CFT	152	Veneering Technology II
CFT	153	Studio Furniture Design I
CFT	154	Studio Furniture Design II
CFT	155	Classic American Chair Designs
CFT	156	Advanced Classic American Chair Designs
CFT	157	Chair and Seating/Prototype Construction
CFT	158	Chair and Seating/Production Manufacturing
CFT	161	Tables/Prototype Construction
CFT	162	Tables/Production Manufacturing
CFT	163	Plastic Laminate Fabrication Techniques

CFT	164	Cabinet Installation
CFT	165	Cabinetmaking/Face Frame Construction
CFT	166	Cabinetmaking/Production and Manufacturing
CFT	167	Cabinetmaking/32 MM European Construction
CFT	168	Cabinetmaking/Architectural Millwork
CFT	169	Cabinetmaking/Computer Cabinet Layout
CFT	170	Workbench Design and Production
CFT	171	Furniture for the Wood Shop
CFT	172	Turbocad for Cabinets and Furniture
CFT	175	Jigs and Fixtures
CFT	180	Wood Bending and Lamination/Wood Technology
CFT	185	Machine Tool Set-Up and Maintenance
CFT	186	Machine Tool/Production Carving
CFT	187	Introduction to Carving
CFT	188	Intermediate Carving
CFT	189	Advanced Carving
CFT	190	Specialty and Manufactured Hardware
CFT	195	Finishing Technology/Touch-Up and Repair
CFT	198	Advanced Wood Finishing
CHDV	144	Exploring the Effects of Media on Young Children
DA	90	Clinical Rotation
DMT	54	Heavy-Duty Electricity
DMT	55	Heavy-Duty Diesel Tune-Up and Engine Analysis
DMT	61	Diesel Engine Rebuilding I
DMT	65	Air Brake Systems
DMT	66	Truck Transmission and Drive Lines
DMT	70	Medium-Duty Diesel Engine Tune-Up
DMT	81	Basic Hydraulics
EME	116	Emergency Medical Technician Refresher Course
EME	200	Advanced Cardiac Life Support
EME	201	Pediatric Advanced Life Support
EME	202	Prehospital Trauma Life Support
EME	203	Paramedic Challenge (Lecture)
EME	203L	Paramedic Challenge Skills
EME	206	Introduction to Paramedic Training (Lecture)
EME	206L	Introduction to Paramedic Training (Laboratory)
EME	208L	Trauma Skills (Laboratory)
EME	209L	Paramedic Obstetrical and Pediatric Skills (Laboratory)
EME	210	Hospital Clinical Experience
ENG	50	Introductory Composition
ENG	100	English Composition
ENG	203	Critical Thinking and Composition through Literature
ENGR	100	Introduction to Engineering
ENGR	210	Electrical Network Analysis
ENGR	210L	Electrical Network Analysis Lab
ENGR	235	Engineering Mechanics – Statics
ESL	1	Beginning ESL I
ESL	10	English Pronunciation II
ESL	2	Beginning ESL II
ESL	3	Beginning ESL III
FASH	125	Retailing/Promotion
FCS	110	Microbiology and Foods
FCS	165	Fundamentals of Nutrition
FREN	102	French II
FREN	202	French IV
FREN	215	Advanced French
GERM	102	German II
GERM	201	German III
GERM	202	German IV
ITAL	201	Italian III
JAPN	201	Japanese III
JAPN	202	Japanese IV
HIST	151	History of Latin America to 1824
ID	165	Interior Design Laboratory
JS	106	Introduction to Judaism I
JS	107	Introduction to Judaism II – Culture

MATH	55	Geometry
MUS	101	Survey of 20th Century Music
MUS	110	Music Skills I
MUS	111	Music Skills II
MUS	134	Palomar Women's Chorus
MUS	143	Palomar Chorale Chamber Ensemble
MUS	147	Concert Choir
MUS	148	Palomar Chorale
MUS	149	Spectrum Pop/Jazz Singers
MUS	150	Musical Theatre – Vocal
MUS	152	Jazz Ensemble
MUS	155	Chamber Ensemble – Brass
MUS	158	Chamber Singers
MUS	159	Musical Theatre Orchestra
MUS	161	Summer Concert Band
MUS	162	Summer Stage Band
MUS	170	Great Musicians Through Film
MUS	172	Repertory Jazz Ensemble
MUS	198	Palomar Symphony Orchestra
MUS	210	Advanced Harmony
MUS	211	Counterpoint
MUS	215	Music Skills III
MUS	216	Music Skills IV
MUS	250	Choral Conducting
N CTZN	400	Citizenship
PHSC	100	Introduction to Physical Science
PHSC	100L	Introduction to Physical Science Laboratory
PHSC	101	Principles of Physical Science
PHSC	101L	Principles of Physical Science Laboratory
PHYS	120	General Physics
PHYS	121	General Physics
PHYS	200	Fundamentals of Physics
PHYS	201	Fundamentals of Physics
PHYS	232	Principles of Physics
PSYC	105	Marriage, Family and Intimate Relationships
RE	145	Real Estate Exchanges
RE	158	Current Trends in Escrow
RE	49	California Real Estate License Exam Preparation
SPAN	101A	Spanish IA
SPAN	101B	Spanish IB
SPAN	102	Spanish II
SPAN	102B	Spanish IIB
SPAN	201A	Spanish IIIA
SPAN	201B	Spanish IIIB

8. 2009-2010 Curriculum Activity Summary

	Current Agenda	2009-10 Cumulative
New Courses	0	31
Course Revisions	8	346
Course Deactivations	0	76
Course Reviews (4/1/2010-4/28/2010)	152	498
New Programs	0	6
Program Revisions	2	72
Program Deactivations	0	2
Course SLOs (as of 4/28)	160	699
Program SLOs (as of 4/28)	2	74
Total Activity	**324**	**1804**

Motion 6   MSC O'Brien, Chau: Faculty Senate ratification of the Curriculum Consent Calendar dated May 5, 2010. The motion carried.

Copies of the 2010-11 Curriculum Committee Timeline were also provided:

2010 - 11 Curriculum Committee Timeline

<u>**Curriculum Writing/ Curricunet Training**</u>

September 8, 2010   Curriculum Writing/Curricunet Training for Faculty, Chairs/Directors, Deans, Curriculum Committee members   2:00-4:00 PM TBA

Proposal Deadlines
Any changes to courses which affect the catalog (**course title, number, hours, components, requisites, description, and repeatability**) may require **program changes**. Please allow enough time to meet catalog deadlines for programs.

September 3, 2010   Recommend last date to <u>**Pre-Launch**</u> any new course or course revision which includes UC/CSU GE or IGETC status or transfer to UC/CSU. (These items MUST be on the October 6 Curriculum Committee agenda.)

September 24, 2010   DEADLINE to <u>**Launch**</u> any new course or course revision which includes UCCSU GE or IGETC status or transfer to UC/CSU. (These items MUST be on the October 6 Curriculum Committee agenda.)

October 1, 2010   Recommended last date to <u>**Pre-Launch**</u> all other curriculum proposals (e.g. non-transfer courses, program proposals) to be effective FALL 2011.

October 29, 2010   DEADLINE to <u>**Launch**</u> all other curriculum proposals (e.g. non-transfer courses) to be effective FALL 2011.

December 1, 2010   DEADLINE to <u>**Launch**</u> program proposals to be effective FALL 2011 *(check Curriculum Committee agendas and Curricunet Active Course Impact Reports to determine changes needed.)*

Ongoing   Course Outline of Record Reviews

<u>**Curriculum Committee Meetings**</u>

September 15, 2010	Curriculum Committee Meeting	3:00 PM SU-30
October 6, 2010	Curriculum Committee Meeting - Course proposals which include UC/CSU GE or IGETC status or transfer to UC/CSU must be approved by this date.	3:00 PM SU-30
November 3, 2010	Curriculum Committee Meeting	3:00 PM SU-30
November 17, 2010	Curriculum Committee Meeting	3:00 PM SU-30
December 1, 2010	Curriculum Committee Meeting - **LAST** opportunity for Curriculum Committee to approve ALL curriculum proposals to be effective FALL 2010.	3:00 PM SU-30
February 2, 2011	Curriculum Committee Meeting. Ideally, all course and program proposals should be acted upon by this time.	3:00 PM SU-30
February 16, 2011	Curriculum Committee Meeting. Other curriculum activity – no course/program actions	3:00 PM SU-30
March 16, 2011	Curriculum Committee Meeting. Other curriculum activity – no course/program actions	3:00 PM SU-30
April 6, 2011	Curriculum Committee Meeting. Other curriculum activity – no course/program actions	3:00 PM SU-30
May 4, 2011	Curriculum Committee Meeting. Last meeting for Academic Year 2010-11, no curriculum action, wrap-up only.	3:00 PM SU-30

Motion 7   MSC Laughlin, Kelber: Faculty Senate ratification of the 2010-11 Curriculum Committee Timeline. The motion carried.

Monika Brannick noted that the above timelines are generated by Articulation Agreements with other colleges. She noted that course review timelines will also be added beginning in the fall semester.

Senators received copies of the following Proposed Processes for Technical Administrative Updates:

PROPOSED PROCESS FOR TECHNICAL ADMINISTRATIVE UPDATES

This is a proposal to develop a process through which certain technical changes/corrections to courses and programs in Curricunet may be accomplished administratively, as opposed to a faculty originator being required to put forth a proposal through the complete approval process.

The types of changes that would qualify for such technical, administrative implementation would include only minor changes that are impacts from other changes approved by the Curriculum Committee and Faculty Senate, as follows:

1. Recommended Electives in a Degree or Certificate
   Recommended Electives are courses that are recommended to students, but the units do not contribute to the completion of the degree/certificate.

   - Delete a course from the Recommended Electives group, if that course was deactivated – Example A
   - Switch out a course in the Recommended Electives group when the course discipline or course number changes – Example B
     Since course titles and unite are not displayed in the catalog for Recommended Electives, it is not necessary to switch out courses when the title changes or the units change.

2. Course Deactivations
   - Delete a course from a group of electives, if the course was deactivated, and there is minor impact or no impact on the total units of the degree or certificate – Example C

3. Course Title Change
   - Switch out a course in a Degree/Certificate when the course title is changed – Example D
     There is no impact on the total units for the Certificate/Degree.

4. Course Unit Value Change with No Impact on Degree or Certificate Total Units
   - Switch out a course in a Degree/Certificate when the course unit value is changed and there is no impact on the total units of the Degree/Certificate – Example E
     For example, the course is in a list of electives from which to choose a specific number of units.

5. Course Unit Value Change with Minor Impact on Degree or Certificate Total Units
   - Switch out a course in a Degree/Certificate when the course unit value is changed and there is minor impact on the total units of the Degree/Certificate – Example F
     For example, the total unit is changed by one or two units; the total unit change does not place the certificate or degree in a different category (e.g. CP to CA, CA to CP).

6. Course Number or Course Discipline Updates (includes new or eliminated Cross Listings)
   - Switch out a course in a degree or certificate when a course number is changed, a course discipline (including cross listings) was changed, and there is no impact on the total units of the degree/certificate – Example G

7. Requisite course number is changed
   - A requisite course's discipline or course number is changed, and the new discipline and/or course number must be updated wherever that course appears as a requisite.

8. University Studies and General Studies AA Degrees
   - Courses in the University Studies and General Studies AA Degrees are in a continual state of flux throughout the curriculum cycle. That is, new courses are added (pending approval by CSU/UC), deactivated, or modified (e.g. discipline change, number change).

     The final approval/disapproval by CSU or UC will determine whether new courses may be added to the degrees. Course deactivations or course discipline changes or number changes must be entered into the degrees in order to keep them up to date. All changes are approved by the Curriculum Committee and Faculty Senate, even though they may later be overturned by CSU/UC.

     Rather than require the Articulation Officer send proposals through the complete approval process, the updates could be accomplished as technical administrative updates.

Technical Corrections
When a proposal has already been approved by the Curriculum Committee and Faculty Senate and a subsequent change becomes apparent for that same curriculum year, we generally administratively incorporate that change and report it to the Curriculum Committee and Faculty Senate as a Technical Correction. These are generally impacts that result from related course changes and which are not controversial or substantial. Since there is

already a newly dated version of the course or program in progress, we can easily incorporate an additional technical correction as needed.

Monika Brannick reported that the document was approved by the Curriculum Committee at their last meeting. She asked that the Senate take a good look at the document, recognizing that many elements of the curriculum process have changed with the implementation of the Curricunet program; many adaptations have been made by many people in order to make the new program successful. She added that as a faculty member and as the Curriculum Co-chair, she is concerned with any changes, even those perceived as administrative changes, being made by anyone other than the faculty member who will be impacted by that change.

Motion 8

MS Levy, Snyder: That the Proposed Process for Technical Administrative Updates submitted by the Curriculum Committee be denied by the Faculty Senate. The motion was eventually tabled.

Lengthy discussion followed and opinions varied on whether the document oversteps into areas that should be overseen by faculty in all circumstances. Senators noted that the Instruction Office is faced with significant challenges which have prompted the proposal. Given the pressing deadlines of catalog preparation, the Instruction Office seeks the ability to make these administrative changes because some faculty members do not respond to communications from the Instruction Office in a timely manner, causing delays. The administrative changes being considered will be strictly limited, intended to follow specific changes approved by the Curriculum Committee and the Faculty Senate, following the appropriate and existing process.

Other senators questioned the proposal, asking whether it was appropriate for non-faculty to implement changes, regardless of how small, which are ultimately the responsibility of a faculty member. Senators were concerned with those faculty members who may not be aware of changes being made, particularly when those changes will impact courses in their programs. In addition, Senators emphasized the importance of the faculty's responsibility for all elements of curriculum and noted the danger they perceive in the incremental erosion of that responsibility.

Discussion turned to the possibility of tabling the item until the fall semester when more information can be obtained. Senators would like to consider details about the proposed process for changes, specifically with regard to the notification of faculty who will be impacted by the changes. Senators recommended the development of a document such as a Program Impact Report to assist faculty.

Motion 9

MSC Furch, Levy: To Table Motion 8. The motion carried.

Other:

Several weeks ago a Senator reported that an issue had emerged in the Physics and Engineering department involving a transfer student who had petitioned to receive an Engineering Degree from Palomar, but had taken only GE courses while enrolled here. Because the department had no idea of the quality and caliber of this individual's Engineering training, and because Palomar's Engineering Degree is held in such high regard, the department recommended that guidelines be developed regarding minimum qualifications for the number of units required to receive a degree in a specific course or area.

Monika Brannick stated that the Curriculum Committee discussed this issue at their last meeting, and Articulation Officer Gloria Kerkoff indicated that Palomar must follow

current law requiring that certain courses articulated by other colleges are accepted by Palomar, just as those colleges accept courses from Palomar.

Brannick noted a recommendation that the district look into the implementation of a "Recency Policy." Brannick indicated that Kerkoff was going to investigate this issue further, and it will be brought back in the fall semester. Discussion followed.

Policies & Procedures: Copies of the following Policies & Procedures were provided:
AP 4023, Course Outline
BP 4023, Course Outline

Senators discussed the documents, and there was a concern expressed with a specific amendment added as a Local requirement: "at least one textbook no older than five years of the current year." Some courses do not require the use of a textbook, or perhaps they require an older version of a textbook. Several recommendations were made for a change in the wording of that portion.

Monika Brannick indicated that she would take the Policy and Procedure back to the task force with the Senate's recommended changes.

Learning Outcomes
Council: Copies of the following Palomar College General Education/Institutional Student Learning Outcomes were provided:

Palomar College General Education/Institutional Student Learning Outcomes
The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate:

Knowledge of Human Cultures and the Physical and Natural World through
• Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
• Inquiry and analysis
• Critical and creative thinking
• Written and oral communication
• Artistic perception
• Quantitative literacy
• Information literacy
• Digital literacy
• Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
• Civic knowledge and engagement—local and global
• Intercultural knowledge and competence
• Ethical reasoning and action
• Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including
• Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

This list has been adapted from the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities - http://www.aacu.org/leap/vision.cfm

Palomar College General Education/Institutional Student Learning Outcomes

Example Outcomes

The college's GE/Institutional Student Learning Outcomes are modeled after the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities (AACU). The Learning Outcomes Council compiled these examples of outcomes for each area of the GE/Institutional Student Learning Outcomes framework. The examples provide clarity and context for the each of the College's essential student learning outcomes. For further elaboration of outcomes and guidance on assessment, visit the AACU VALUE (Valid Assessment of Learning in Undergraduate Education) website.

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate:

Knowledge of Human Cultures and the Physical and Natural World through
Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
• Connect and apply the knowledge, skills, and abilities developed through general education studies to activities in personal life, career, and citizenship
• Demonstrate ability to thrive in a complex global world and an understanding of its historical, social, economic, moral, and cultural challenges
• Recognize and respect likenesses and differences among human cultures and their contributions to society
• Exhibit the ability to effectively engage with individuals with diverse backgrounds and perspectives
• Understand scientific and technological developments and their impact on global economics
• Identify and commit to lifelong learning and personal development opportunities
• Promote and participate in the arts and their contributions to human development, expression, creativity, and curiosity
• Demonstrate knowledge of various forms of government, their principles, and relevance to global existence

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
Inquiry and analysis
• Assess new information skeptically
• Construct structured and rigorous experiments, gathering data, and conducting research
• Consider possible options with an open mind and an awareness of one's own biases
• Understand that uncertainty is part of the process
• Demonstrate awareness of potential sources of error
• Frame questions clearly, and in a way which makes inquiry possible
• Present evidence in support of an argument or hypothesis

Critical and creative thinking
• Explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion
• Reason through logic without discounting intuition and imagination
• Develop intellectual curiosity
• Recognize and scrutinize assumptions, including one's own
• See the value of learning established procedures yet be open to innovation

Written and oral communication
• Communicate effectively both in writing and in speech and in a variety of contexts
• Communicate in an understandable and organized manner to explain ideas, express feelings, or support conclusions
• Communicate with clarity of expression
• Communicate with a correct use of grammar, syntax, punctuation
• Communicate accurately when reporting or evaluating information
• Read effectively and analytically
• Use credible, relevant sources to support ideas

Artistic Perception
• Analyze and interpret artistic compositions in the visual and performance media
• Demonstrate understanding of the role of art as a reflection and critique of society

• Exhibit comprehension of how formal elements contribute to the meaning and communication of artistic works in visual and performance media
• Show an understanding of the artistic processes
• Analyze and interpret commercial media in the context of artistic history and process

Quantitative literacy
• Develop competence in arithmetic operations: addition, subtraction, multiplication, division
• Develop competence in algebraic operations: modeling a situation (translate a problem into an algebraic equation using variables for unknown quantities), solve algebraic equations
• Read and understand graphs, use mathematical and analytical skills to other disciplines and real-world situations
• Develop competence in applied analytical skills: structure arguments, use inductive and deductive reasoning skills, draw inferences.
• Structure arguments, demonstrate inductive and deductive reasoning skills, weigh evidence, draw inferences, perform basic statistical operations, read and understand simple graphs, perform simple data analysis, handle basic financia operations (like balancing a checkbook, calculating interest), and transfer mathematical and analytical skills to other disciplines and real-world situations

Information literacy
• Determine the nature and extent of information needed
• Access the needed information
• Evaluate information and its sources critically
• Incorporate information into knowledge base and value system
• Use information to accomplish a specific purpose
• Access and use information ethically and legally

Digital literacy
• Use digital and emerging technologies to: o Choose the appropriate technology to accomplish a task
o Model routine, intentional, and effective use of technology
o Employ current standard technologies as well as emerging technologies for communication and collaboration in workplace, education, personal life, and the larger community
o Use technology for improved productivity
o Maintain awareness of and proficiency in emerging technologies to access, evaluate, create and synthesize information

Teamwork and problem solving
• Work collaboratively and constructively with others; share tasks; complete tasks on time
• Work effectively within culturally diverse settings; treat others with respect and consideration
• Teach others; learn from others; negotiate decisions and problem solving
• Demonstrate leadership
• Function as an active participant in a group or team setting
• Listen to others' ideas; consider the desires and rights of others equally with one's own desires and rights; show commitment to the team
• Communicate effectively with team members to address conflicts and solve problems

Practiced extensively, *across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

Personal and Social Responsibility, including
Civic knowledge and engagement—local and global
• Analyze and solve problems in the community
• Apply knowledge and skills from the classroom to community settings and public questions
• Cultivate personal and academic integrity
• Contribute to a larger community, recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally
• Recognize, appreciate, and consider the perspectives of others to inform one's own judgment
• Develop competence in ethical and moral reasoning
• Work through controversy with civility
• Participate in public life, public problem solving, and community service

Intercultural knowledge and competence
• Demonstrate critical self-reflection of one's own assumptions and stereotypes
• Comprehend one's own social and cultural group identities and the relative privilege or marginalization of each
• Demonstrate intercultural communication skills

• Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community
• Examine and analyze a community issue in the context of systemic inequities
• Enter, participate in and exit a community in ways that do not reinforce systemic injustice
• Demonstrate reciprocity and responsiveness in service work with community

Ethical reasoning and action
• Demonstrate critical self-reflection of one's own ethical values
• Exhibit knowledge of cultural assumptions and norms
• Show the capacity to perceive events from others' perspectives
• Use self-awareness and self-assessment to solve problems
• Demonstrate courage in acting ethically
• Utilize independence of judgment combined with awareness of the opinions of others
• Cultivate personal and academic integrity

Foundations and skills for lifelong learning
• Understand that learning is a lifelong process
• Learn from the suggestions of others
• Explore new ideas and processes; apply prior learning to new situations
• Exhibit intellectual curiosity
• Independently present meaningful insights and take the initiative to develop them into new, unique, or novel ideas
• Understand how college skills will affect their lives in later years

Anchored *through active involvement with diverse communities and real-world challenges*

Integrative Learning, including
Synthesis and advanced accomplishment across general and specialized studies
• Connect outside experience to academic study; see connections across disciplines; adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations; demonstrate a developing sense of self as a learner
• Demonstrate the ability to apply communication, computational, technology and life skills across the curriculum
• Demonstrate integrative learning through completion of capstone courses in the major
• Participate in learning communities and other cross-disciplinary activities
• Participate in work-based learning activities, internships and other experiential learning opportunities
• Participate in service learning
• Attend campus cultural events such as films, theatre, dance, music and art that engage attendees in inter-disciplinary dialogues

Demonstrated *through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Resources Consulted
Association of American Colleges and Universities
• LEAP Framework - http://www.aacu.org/leap/vision.cfm
• Value Rubrics - http://www.aacu.org/value/ (Rubrics are also available in the Learning Outcomes Blackboard shell)

Lifelong Learning
• Examples above were taken from Long Beach State GE Outcomes -
http://www.csulb.edu/divisions/aa/ge/students/fsll/
• AACU "Foundations and Skills for Lifelong Learning Value Rubric
http://assessment.aas.duke.edu/documents/LifelongLearning.pdf
• Manchester Metro U http://www.celt.mmu.ac.uk/ltia/issue5/willmot.shtml

Information Literacy
• Association of College & Research Libraries Information Literacy Competency Standards for Higher Education http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

Digital Literacy
• California ICT Digital Literacy Assessments and Curriculum Framework, November 2008.
http://www.ictliteracy.info/rf.pdf/California%20ICT%20Assessments%20and%20Curriculum%20Framework.pdf
• Related assessment initiatives include: ACT WorkKeys Assessments, Certiport IC3, ETS iskills/ICT Certification Exam, ICDLU Digital Literacy Assessment, ACRL and the National ICT Literacy Policy Council

Standards, ISTE NETS.
Intercultural knowledge and competence
• Examples above were taken from CSU, Monterey Bay. This university has a service-learning component in their graduation requirements. Service-learning can facilitate meeting most of these outcomes.
http://service.csumb.edu/programs/cpulr.html#outcomes

Civic Knowledge and engagement
- http://www.aacu.org/resources/civicengagement/index.cfm
- http://www.nl.edu/cec/upload/Working-Definition-of-Civic-Engagement.pdf

Motion 10	MSC Furch, Towfiq: Faculty Senate approval of the Palomar College General Education/Institutional Student Learning Outcomes. The motion carried. Furch provided a brief overview of the document, noting that it will be published on the Student Learning Outcomes website soon.
Palomar Outcomes Database:	Marty Furch reported that system administrators of the Palomar Outcomes Database are going to create a "test" account that is "Reports Only," which will provide training opportunities for those who will generate user reports and who need information about how accounts are run. The program is still not live, as training sessions are ongoing for the system administrators. Data must be moved from Curricunet into this program, a task which will be done by faculty with assistance from Furch and/or others involved in the transition. She noted that many decisions have to be made when moving the data, and, as a result, faculty need to participate in the process. A team of trainers will be put together and will then go to each department or discipline over the next year and work with them to transfer the data specific to their department, discipline, or area. Trainers will be able to assist faculty and staff in understanding and utilizing the new program. Furch added that Vice President Cuaron supports the idea of retreats for departments and/or disciplines in order for faculty to focus carefully on this significant work. Any interested Chairs or faculty members should contact Cuaron for more information. Furch expressed the hope that all of the new data can be entered into the program, and the transfer of data can be made in one year's time. Further, she hopes that by allowing ample time for the transition, faculty will have a reasonable opportunity to familiarize themselves with the new process.
ASG:	John Aragon provided a report on the accomplishments of the ASG in the 2009-10 academic year: Members put in approximately 2,400 committee hours representing students. Allocated $11,002.65 to various clubs Put in approximately 920 office hours Mailed 260 letters to members of the California legislature Spent over $13,000 on 8 events Provided over 1,900 free meals to students Senators thanked Aragon and members of the ASG for their service to students this year.
President Deegan:	No meeting was scheduled with President Deegan last week.
Governing Board:	The next meeting of the Governing Board will be held on May 11, 2010.
Strategic Planning Council:	Monika Brannick reported that members of the Strategic Planning Council continue to discuss the distribution of funds based on priorities; the Council will begin to develop and agree upon criteria for the determination of funding priorities.

Joint Council/PFF:	Monika Brannick indicated that members of the Joint Council/PFF will discuss Policies & Procedures at their next meeting.
Academic Technology Committee:	Haydn Davis stated that members of the Academic Technology Committee continue to make progress on online training for faculty.
Palomar Faculty Federation:	Jackie Martin-Klement reported that PFF officers are making the transition into their new positions. More information on the dues increase will be distributed soon.
ADJOURNMENT:	The meeting was adjourned at 3:29 p.m.
	Respectfully submitted,
	Barb Neault Kelber, Secretary