

**Palomar College**  
**Curriculum Committee Minutes**  
Wednesday, September 18, 2019  
Room AA-140, 3:00 pm

I. **Call to Order**

**Members** Matt Doherty, Katy Farrell, Craig Forney, Luis Guerrero, Pearl Ly, Shelbi Mayo, John McMurria,  
**Present** Vickie Mellos, Benjamin Mudgett, Wendy Nelson, Lillian Payn, Nichol Roe, Candace Rose, Suzanne Sebring, Justin Smiley, Gary Sosa, Carla Thomson  
**Absent** Patti Dixon, Jim Eighmey, Marlene Forney, Margie Fritch, Jack Kahn, Cory Lindsey, Adam Meehan, Ed Sprague  
**Staff** Marty Snyder (Recorder)      **Guests** Lacey Craft, Melissa Grant, Patriceann Mead, Bob Vetter

II. **Announcements**

- A. Currently trying to negotiate META. There have been some challenges. Wendy talked with Jack, may have to move some deadlines out
- B. MATCH - conference this weekend, October 3rd Film collaboration and future collaborations coming up soon. This is geared toward instructors and how they would use the information. However, everyone is welcome.
- C. **Curriculum Drop-Ins**
  - i. September 19, 2019 – 2:00 – 4:00 pm
  - ii. October 11, 2019 – 10:00 am – noon
  - iii. October 22, 2019 – 2:00 pm – 4:00 pm

III. **Curriculum Committee Orientation**

IV. **ACTION - The following curriculum changes, pending appropriate approvals, will be effective **Fall 2020**:**

A. **Noncredit Programs – New**

1. **Program Title: Grammar Skills for ESL**

**Discipline:** English as a Second Language (N ESL)

**Award Type:** Certificate of Completion (Noncredit-Hours only; no units)

**Justification:** We currently offer 3 courses that help ESL students to develop their grammar skills for academic writing. These three N ESL courses, when sequenced as a program, will equip non-native speakers with the English grammar skills needed to succeed in college writing courses as well as in career, associate, or transfer-degree programs.

*Tracy Fung*

**This Action item was pulled and will be on the IPC agenda next week.**

2. **Program Title: [Conversation Skills for ESL](#)**

**Discipline:** English as a Second Language (N ESL)

**Award Type:** Certificate of Completion (Noncredit-Hours only; no units)

**Justification:** We would like to update the curriculum for the single noncredit conversation class that we currently offer. We would like to offer two focused 8-week conversation courses to sequence as a noncredit program:

- NESL 922 - Beginning Conversation 1
- NESL 923 - Beginning Conversation 2

Shorter courses (8 weeks instead of 16 weeks) offer more entry points for students. Also, none of the classes require pre-requisites, so any student can take the classes at any point.

After successfully completing NESL 923, students can receive a non-credit certificate of completion in "Conversation Skills for ESL"

*Tracy Fung*

**MSC, Mudgett, Sosa, all in favor.**

Suzanne Sebring - whole purpose to be eligible for enhanced funding and more entry points for students

Sosa - Students are motivated to achieve something instead of just go to class. If you take these two classes you have something to show your employer, give strong motivation

V. **DISCUSSION**

A. **Accreditation/Barton**

Michelle Barton presented on the Institutional Self Evaluation kick off project and presented the seven-year accreditation cycle and what that cycle includes. Other questions addressed included what is accreditation, why is it important, what is included in the ISER report, timeline for the project, writing team structures and support for the project.

B. **Health and Fitness GE Requirement – Dance & Online Option/Mead & Craft**

Previously had a conversation about health course being a part of the GE requirement. Students were having difficulty completing a program because they were not able to complete the lab component of the class. (Lacey Craft) The lab was a hurdle for online and satellite students to complete. The department met last semester and had lots of discussion regarding this issue. They also reached out to other colleges to see what they were doing and were able to learn from them. The findings led some in the department to see what we best practices could be used in order to develop a new option. The department formulated a variable unit lecture plus lab option which would facilitate more instructor/student interaction. Instead of only offering classes over 16 weeks, shorter options (8 or 4 weeks) are being developed. This would also decrease the total amount of lab hours for students to complete (38 instead of 54). This new course would be a standalone course option and would be a great addition to all of the KINE course. With available tracking and technology, instructors can see more of what students are doing to complete the hours and intervene when necessary. Learning to use tracking devices could also be more helpful for students. A meeting to launch is scheduled for tomorrow. Face-to-face and online options will be available.

It is important to note that all courses in Kinesiology (KINE) don't count toward the General Education (GC) requirement. There are specific learning outcomes in those courses geared toward fulfilling the GE requirement. This is the concept of the department.

There will be increased interaction for the distance education class and hopefully by the end, students will retain what to do to take care of themselves.

(Patrice Anne Mead) She was hired to develop a World Drum and Dance program. They would like to create a KINE class, and start a world class company. She has prepared a document to support the inclusion of Dance classes to fulfill the AA Health and Fitness requirement. She listed a number of proposed courses for the pilot program stating that additional classes will be considered for future inclusion.

Learning outcomes for GE should be identified as a part of this discussion. Kinesiology wants to ensure that students are retaining learning outcomes that support lifelong learning. Not all KINE courses are included as eligible course for the GE requirement, including hard core conditioning courses.

(Rose) What is our role as the curriculum committee? A GE subcommittee would be helpful to inform these types of decisions. In the past, KINE met with other departments to discuss proposals which were then taken to Curriculum.

(Farrell) The Health 100 lab Student Learning Outcome is focused on fitness, benefits of fitness and overall health. Outcomes for Tennis are all related to Tennis. What makes Tennis count when Dance outcomes are related to dance and they may not count? All outcomes should be clear and aligned with GE Institutional Learning Outcomes (ILOs).

(Nelson) Perhaps the next step would be to align all course outcomes. Outcomes need to be available and public. (Rose) Do we need an Institutional Learning Outcome? (Farrell) We should work on a GE/ILO at the same time as looking at Dance for GE eligibility. (Mudgett) - Should follow the model of the multicultural requirement. (Ly) The test-out options make this conversation more complicated and need to be addressed.

C. **Goals/Nelson**

- i. GE subcommittee- fall start
- ii. Curriculum Handbook

- iii. Cross-listed courses –fall start
- iv. Prerequisites enforcement- fall start
- v. Moving CPs to CAs
- vi. MIS project data elements) see Richard
- vii. Curriculum review of classes that have not been offered
- viii. Unofficial combining of courses- fall start

Wendy reviewed the status of the proposed goals and the focus areas of the Curriculum Committee. One of the key topics was enforcement of prerequisites. Focus areas will include:

- GE subcommittee - approving GE and Program SLOs
- Cross-listed courses - finalize new process
- New Technical Review Process
- Prerequisite enforcement (This needs to be a goal)
- Moving Certificates of Proficiency to Certificates of Achievement (Needs to be a goal). Possible workshop for moving from CP to CA and create videos.
- MIS project data elements - Richard Loucks will continue to provide information to the Committee
- Curriculum review of classes that have not been offered
- Unofficial combining of courses (This needs to be a goal)
- Credit for Prior Learning (CPL) (This needs to be a goal) Will recommend CPL as an institutional subcommittee
- Curriculum Handbook / ACCJC (This will be a goal)

What is the status of META majors and what is the role of the committee in this process. The Research and Planning Office offered to do a review our data, much of which was missing. The discussion will continue in Guided Pathways on Friday considering the card sort and Chancellor Office Curriculum Inventory (COCI) data. The Promise Program also wants to use meta-majors for new Promise students. The committee discussed the relevance of having a goal related to meta-majors. All goals will be brought back to the next meeting to be voted on.

**D. GE Subcommittee/Nelson**

Discussed representation of the subcommittee. It will be started as a workgroup before becoming a subcommittee. It was suggested to look at what is already taking place before reinventing the structure. There may already be a group that can do this work.

**E. Cross-listed classes/Nelson – Not discussed**

**F. Distance Education/Nelson – Not discussed**

**VI. REPORTS**

**A. Accreditation/Kahn – No further report.**

**B. Articulation/Mudgett**

A new template model for Business was developed by C-ID. The public comment period is open now

**C. Credit for Prior Learning Workgroup/Rose & Mudgett**

The Credit for Prior Learning Conference will be presented October 4th. Title 5 changes were approved.

**D. Learning Outcomes/Farrell**

Learning Outcomes is currently preparing to assess Quantitative Reasoning and Communication. Want to investigate whether information/assessment for teaching questions on the PRP may be pulled directly. MATCH is meeting with conference speakers on Friday and they may be able to partner this discussion.

**E. Noncredit/Sebring**

Awaiting information from the Chancellor's office regarding Title 5.

**VII. FUTURE ITEMS FOR DISCUSSION - Electronic Requisite Enforcement**

**VIII. NEXT MEETING – October 2, 2019, 3:00 pm, Room AA-140 - Meeting adjourned at 5:01**