



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*

**MSC, Dixon, Ly, Items III. A & B**

C. **Credit Courses - New**

1. **Course Number and Title:** [CHDV 182 ECE Curriculum Experiences: Art, Music and Movement](#)

**Short Title:** ECE Curric: Art, Music, Move

**Subject:** Child Development (CHDV)

**Transfer Acceptability:** CSU Transfer Course

**Distance Learning Offerings:** Online

**Grading Basis:** Grade/Pass/No Pass

**Justification:** In order for our students to complete their degrees and permits in a timely manner while obtaining the information necessary to teach the variety of curriculum topics, the department has decided to combine the four existing curriculum courses into two. In this case, the CHDV 125 and CHDV 135 are combined into our new CHDV 182. Additionally, we will be able to offer all of our necessary curriculum content each semester through this modification.

*Laurel Anderson*

2. **Course Number and Title:** [CHDV 184 ECE Curriculum Experiences: Language, Literacy, Math and Science](#)

**Short Title:** ECE Curric: Lang/Lit/Math/Sci

**Subject:** Child Development (CHDV)

**Transfer Acceptability:** CSU Transfer Course

**Distance Learning Offerings:** Online

**Grading Basis:** Grade/Pass/No Pass

**Justification:** In order for our students to complete their degrees and permits in a timely manner while obtaining the information necessary to teach the variety of curriculum topics, the department has decided to combine the four existing curriculum courses into two. In this case, the CHDV 130 and 140 are combined into our new CHDV 184. Additionally, we will be able to offer all of our necessary curriculum content each semester through this modification.

*Laurel Anderson*

3. **Course Number and Title:** [ESL 95 English as a Second Language Support](#)

**Short Title:** ESL 95

**Subject:** English as a Second Language (ESL)

**Distance Learning Offerings:** Computer Assisted Instruction, Two-Way Video conferencing

**Grading Basis:** Pass/No Pass Only

**Justification:** We currently have a noncredit version of this course, but a credit option would make this course available to more students, including international students or those who need more credits. We can also make this a mirrored course, thus limiting the number of CORs to continuously modify.

*Tina-Marie Parker*

**MSC, Sosa, Sprague with two errors removed (UC from CHDV 182 and CHDV 184)**

D. **Course Change**

1. **Course Number and Title:** [CHDV 115 Child, Family, and Community](#)

**Short Title:** Child, Family, and Community

**Subject:** Child Development (CHDV)

**Transfer Acceptability:** CSU Transfer Course, UC/CSU Transfer Course

**Distance Learning Offerings:** Online

**Grading Basis:** Grade/Pass/No Pass

**Catalog Impacts:** None

**Student Records Impacts:** Updated coding

**Other Updates:** General course updates not affecting catalog.

*Laurel Anderson*

2. **Course Number and Title:** [CHDV 145 Understanding Childhood Stress and Trauma](#)  
**Short Title:** Understand Child Stress/Trauma  
**Subject:** Child Development (CHDV)  
**Impacts:** Course is included in a number of programs and courses (as prerequisites) which need to be proposed and updated. Click [here](#) for impact report.  
**Transfer Acceptability:** CSU Transfer Course  
**Distance Learning Offerings:** Online  
**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** Title and Course description  
**Student Records Impacts:** Title and Course description, updated coding  
**Other Updates:** General course updates not affecting catalog

*Laurel Anderson*

3. **Course Number and Title:** [CHDV 172 Teaching in a Diverse Society](#)  
**Short Title:** Teaching in a Diverse Society  
**Subject:** Child Development (CHDV)  
**Transfer Acceptability:** CSU Transfer Course, UC/CSU Transfer Course  
**Distance Learning Offerings:** Online  
**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** None  
**Student Records Impacts:** Updated coding  
**Other Updates:** General course updates not affecting catalog

*Laurel Anderson*

4. **Course Number and Title:** [GERM 225 German Reading and Conversation](#)  
**Short Title:** German Reading/Conversation  
**Subject:** German (GERM)  
**Prerequisite:** GERM 102 or three years of high school German  
**Transfer Acceptability:** UC/CSU Transfer Course  
**Distance Learning Offerings:** Online  
**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** Added three year high school German requisite option  
**Student Records Impacts:** Updated coding  
**Other Updates:** General course updates not affecting catalog

*Beatrice Manneh*

5. **Course Number and Title:** [ITAL 225 Italian Reading and Conversation](#)  
**Short Title:** Italian Reading/Conversati  
**Subject:** Italian (ITAL)  
**Prerequisite:** ITAL 102 or three years of high school Italian  
**Transfer Acceptability:** UC/CSU Transfer Course  
**Distance Learning Offerings:** Online  
**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** Added three year high school Italian requisite option  
**Student Records Impacts:** Updated coding  
**Other Updates:** General course updates not affecting catalog.

*Scott Nelson*

6. **Course Number and Title:** [JOUR 101 Multimedia Writing and Reporting](#)  
**Short Title:** Multimedia Writing/Reporting  
**Subject:** Journalism (JOUR)  
**Transfer Acceptability:** UC/CSU Transfer Course  
**Distance Learning Offerings:** Online

**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** Added UC transferability  
**Student Records Impacts:** Updated coding, added UC transferability.  
**Other Updates:** General course updates not affecting catalog.

*Erin Hiro*

7. **Course Number and Title:** [PSYC/SOC 205 Statistics for the Behavioral Sciences](#)  
**Short Title:** Statistics/Behavioral Sciences  
**Subject:** Psychology (PSYC) / Sociology (SOC)  
**Prerequisite:** MATH 54 or MATH 56 or MATH 60 or eligibility determined through the math placement process  
**Transfer Acceptability:** UC/CSU Transfer Course  
**Distance Learning Offerings:** Online  
**Grading Basis:** Grade/Pass/No Pass  
**Catalog Impacts:** Added MATH 54 as requisite option  
**Student Records Impacts:** Added MATH 54 as requisite option, updated coding

*Fred Rose*

***MSC Sprague, Mudgett with two corrected errors (removed UC from CHDV 145 and PSYC 205 is cross-listed with SOC 205)***

#### IV. DISCUSSION

##### A. **Health and Fitness GE Requirement/Nelson**


While looking at ways to assess Institutional Learning Outcomes while mapping to the General Education Institutional Learning Outcomes, it was discovered that the Health/Fitness requirement was the only one not able to be mapped. Discussion about the requirement followed with concern being expressed about how students could meet the requirement (face-to-face vs. online). Following this, there was discussion between the Chairs of Kinesiology and DNCE about Dance courses being options eligible for students to meet the requirement. Questions to come out of these discussions include whether Palomar has a process of determining which courses meet which requirements and how should such a process look? The following potential steps are being explored:

- a. Create a definition of the health requirement consistent with the outcomes
- b. Curriculum Committee votes on the definition and makes a recommendation to Senate
- c. Curriculum Committee creates a form and process for areas to propose to meet the requirement (similar to multicultural requirement)
- d. Curriculum votes on a case-by-case basis and recommends to Senate

Past practice has been that whatever the CSU approves for General Education, Palomar adopts (example includes the History requirement). The rubric for these designations is set forth by the CSU. There was discussion among the committee about specifying specific outcomes for the requirement and specific outcomes for courses. The Multicultural Studies requirement approval process was discussed, including the history of how the requirement guidelines were created as well as the approval guidelines for courses offered by Palomar and courses transferred in to Palomar. The form to have outside courses considered for multicultural is administered through admissions/student records and funneled to the subcommittee who gives final approval. It was agreed that this work needs to continue for the Health/Fitness requirement. A workgroup made up of Patriceann Mead (DNCE), Molly Faulkner (DNCE), Sarah DeSimone (EME) (potential member) and Ed Sprague (FIRE) will look more closely at developing this process. The group that develops criteria would be separate from the group which actually approves the courses to meet the requirement.

##### B. **Goals/Nelson**

Goals were reviewed. Action will be taken at the next meeting. Wendy presented each goal to the group. Goals 1-5 are new. There was discussion about many of the goals, including the converting of CPs to CAs and changing the governance structure to include Credit for Prior Learning. Committee members should look at the proposed goals and let Wendy know if there should be changes or edits. Goals are as follows:

 <b>Proposed - Curriculum Committee Goals for 2019-2020</b>			
Goals	In Progress	On Hold	Accomplished
1. Revise or affirm our philosophy of General Education to inform guided pathways planning and institutionalize a subcommittee of the Curriculum Committee Titled "General Education" effective Fall 2020.	X		
2. Create a process and evaluate cross listed courses to meet accreditation standards.	X		
3. Reevaluate our timeline and process for creating and reviewing courses and programs.	X		
4. Develop Distance Education review process based on recommendations from the Distance Education workgroup including course accessibility.	X		
5. Inform College of prerequisite enforcement and assist departments needing to make changes to current requisites			
6. Encourage programs to convert certificate of proficiencies to certificate of achievements.			
7. Evaluate the instances of unofficial combining of courses and develop a plan for modifying these courses.			
8. Institutionalize a subcommittee of the Curriculum Committee Titled "Credit for Prior Learning" effective Fall 2020.  Develop and implement college policies in awarding credit for prior learning that expands the types of prior learning assessments available to students beyond credit by exam. The type of assessments include, but are not limited to credit by examination, evaluation of joint service transcripts, evaluation of student created portfolios, evaluation of industry recognized credential documentation, and standardized exams such as AP, IB, and CLEP.			
9. Create an official Curriculum Handbook.			
<b>Ongoing Responsibilities</b>			
1. Adhere to agenda deadlines for all curriculum items.			
2. Assure compliance with Title 5 regulations			
3. Continually improve communication with college between Curriculum Committee and campus.			
4. Continue to refine the requisite review process for new, changed and revised courses in compliance with Title 5 and Accreditation.			
5. Develop and offer Curriculum Development Workshops with focus on the Integrated Course Outline			
6. Encourage departments to deactivate courses not scheduled at least once every two years.			
7. Provide training process (video, online, etc.) for committee members			
8. Disseminate noncredit information to assist faculty in the development of noncredit courses and certificates.			
9. Review separately the Distance Education component of courses in compliance with Title 5 and Accreditation.			
10. Revise all identified courses on an AD-T that require C-ID approval status.			
11. Support continuous implementation of revised Distance Education policies and procedures.			
13. Support and mentor faculty through curriculum process.			
14. Meet the annual Credit Course Certification			
15. Members of the Curriculum Committee participate in discussions around Guided Pathways			

**C. GE (General Education) Subcommittee/Nelson**

The GE Subcommittee will eventually be an official Curriculum Subcommittee but will initially start as a workgroup. Interested faculty include Katy Farrell, ben Mudgett and Craig Forney. More divisional representation is desired.

**D. Cross-listed Classes/Nelson**

This issue has been discussed previously and the committee is starting discussions to move toward next steps. The decision was made to start with Career, Technical (CTE) versus. Non-CTE because minimum qualifications are likely not the same. Options to fix courses with this issue include:

- i. Implementing an equivalency process
- ii. Assigning faculty which meet minimum qualifications in each discipline to teach the course
- iii. Uncross-listing the courses

There are some departments who are reconsidering cross-listing. Challenges may include how to handle situations where departments do not agree which should retain the course. Once courses are uncross-listed, CID and articulation would terminate for that (uncross-listed) course. Currently, newly cross-listed courses are discouraged unless absolutely necessary.

**E. Distance Education (DE)/Nelson**

There was extensive discussion about new Distance Education guidelines. There needs to be a way to designate how a course is actually taught online versus how it is approved to be taught online. Title 5 has had some recent changes to DE. There are changes to accessibility requirements and other areas of DE.

Changes need to be approved and implemented in META as a part of the approval process. Distance Education options include:

- i. Courses taught totally online
- ii. Hybrid (online and face-to-face including in-person orientations and proctored exams)
- iii. Online with flexible in-person component (proctor...range of time and range of location)

Other areas that need to be defined utilizing the Course Outline of Record (COR) process include accessibility. Faculty need to be able to read and acknowledge the requirements. Once acknowledged, the Academic Technology committee will teach people how to meet the requirements. The DE addendum must be reviewed and updated each time the course is updated. New guidelines include requirements for instructor to student and student to student although Instructor to student has always been a requirement. Newer requirements include ongoing, regular and effective student-to-student contact. Hybrid courses meant to be partially taught online must meet DE requirements for the online component of the hybrid class. Changes in faculty selection and workload include a directive that online instructors must be validated for preparedness. Our current method to ensure this is POET (Palomar Online Education Training). Other things may also count (educational degrees, etc.). Also included are suggestions for intervention and remediation and affirmation that the course has been reviewed with the Dept. Chair for suitability to be taught online.

The Curriculum Committee will take a look at the changes and offer suggestions. Ultimately, these guidelines and the acknowledgement would reside in META on the DE page to replace the current questions. Suzanne Sebring also announced that noncredit courses slated to be offered online require two census dates, done at the 1/5 and 3/5 points of the class. Palomar currently has no way to automate this so it has to be done manually. There is working at the state level being done to change this. Palomar is currently only offering a small number of online classes.

V. **INFORMATION**

- A. META Majors – *Not addressed due to time*

VI. **REPORTS**

- A. Accreditation/Kahn – *Not presented due to time.*
- B. Articulation/Mudgett – *Not presented due to time.*
- C. Credit for Prior Learning Workgroup/Rose & Mudgett – *Not presented due to time.*
- D. Learning Outcomes/Farrell – *Not presented due to time.*
- E. Noncredit/Sebring – *Not presented due to time.*

VII. **FUTURE ITEMS FOR DISCUSSION** - Electronic Requisite Enforcement, Periodic Curriculum Review, Curriculum Handbook, Certificates of Proficiency to Certificates of Achievement, MIS Project Data Elements, Courses not Offered, Combining of Classes (Sections)

VIII. **NEXT MEETING** – October 16, 2019, 3:00 pm, Room H-306  
Meeting adjourned 4:58 pm