

2. **Web: Front End Development** – MS Payn, Eighmey – Lillian explained that this is a popular program as it fills a gap that CSWB programs do not address. Those programs deal with the back end such as programming. This program pertains to front end development addressing human factors and other end-user concepts. The curriculum discussion also addressed the recency of the program's courses being offered. The committee decided that the program should be looked at more holistically.

Eighmey, removed second, Web: Front End Development

MSC Payn, Sebring to table Web: Front End Development

- D. **Distance Education** – MSC Sprague, Dixon to approve FASH 70, FASH 180 and NUTR 185 as Distance Education and NUTR 185 requisites.
- E. **Requisites** - – MSC Sprague, Dixon to approve FASH 70, FASH 180 and NUTR 185 as Distance Education and NUTR 185 requisites.

6. **ACTION – ADVANCED PLACEMENT (AP) POLICY**

- A. This is a refresh of our AP policy. There were no substantial changes. Departments reviewed their course equivalencies. Changes include updates to respond to CSU requirements when students desire to transfer. Most were already aligned but there were a few exams that needed to be updated. Those changes are highlighted in the policy. Ben reviewed how electives are treated at the CSU. Courses not aligned to specific programs may be used as electives to satisfy any shortages in electives. This policy aligns with our four-year partners.

MSC Sprague, Mudgett to approve the Advanced Placement Policy

7. **DISCUSSION**

A. **Distance Education (DE)**

The discussion included how we will deal with online course approval should we continue offering all courses online. Richard Loucks discussed the preparation that may be necessary should we continue to have to offer courses online. Courses offered online for summer and fall will require more formal approval per communication from the Chancellor's Office. There will not be a need to acquire this approval prior to offering them but we will need to eventually provide DE addendums for all courses. A Professional Development plan will also be necessary as well as apportionment guidelines. There will most likely be guidelines from ACCJC we will also have to prepare for. Face-to-face courses for summer and fall 2020 will not have to be changed as they currently stand. Spring 2021 is when courses will have to be formally approved for DE. Once the crisis is over, the UCs will more than likely require that specific courses not be offered online. These conversations will continue as we move forward.

B. **META Majors at Palomar College**

Most of the meta-major names have been finalized and sent out to our community partners. Discussion of the Business and STEM areas was pretty much finalized. However, there was a variety of feedback about the Trade and Industry meta-major. Specifically, students had trouble distinguishing what Trade and Industry meant. Specifically, students knew what the word 'trade' meant but there is concern about how it would be interpreted as a college pathway. Most are comfortable with Health and Safety but there are still questions about including Humanities in the Languages major. There are disciplines in some of the other meta-majors which fall into the category of Humanities. Therefore, many are uncertain about grouping Humanities with Languages. As we continue to name these areas, we need to think about our students' perspectives as opposed to our traditional college structure of divisions. Further discussion about Trade and Industry revealed that our K-12 partners don't really like that name. Per Nichol roe, Advanced Manufacturing was explored but there was concern that K-12 students entering college may not know what that really means. Additionally, the major contains so much more than manufacturing. There are areas such as diesel technology which make naming this major really tricky. Some student suggestions included Trades and Engineering, Technical and Industrial, Trade and Technology, Industry, Industry and Design Manufacturing, Construction, Industrial Technology and Design There was more discussion and Suzanne Sebring informed the group that the region is looking to use the name Career Education as opposed to Trade and Industry

because it encompasses all of the discussed areas and resonates with students. A suggestion was made to explore the term “Vocational” but Suzanne and Nichol both confirmed that “Vocational” is not a word that many want to continue to use. There are so many careers in this particular pathway, it is important that it is identified in such a way that students know what is available to them. As for the Language area, Fabienne suggested it be called Language and Communication which should be pretty clear to students. Humanities is more of an academic category but everyone knows what Communication is and what careers fall into that category. There was also discussion about Philosophy, Logic, Critical Thinking and Religious Studies. This discussion will be taken back to Guided Pathways for consideration. Wendy reminded the committee that the college may make changes as we move forward and become more informed.

C. **Unofficially Combined Classes**

Groups have been identified and deans will be speaking with department chairs in the appropriate areas about next steps.

D. **General Education (GE) College Outcome – Ethical Reasoning/Farrell**

Since there was so little participation in our previous College Outcomes assessment for Multicultural and Global Consciousness, the Learning Outcomes Subcommittee attempted to look at a different way of assessing our current college Outcome, Ethical Awareness. Course SLOs which were mapped to Ethical Awareness in Tracdat were applied to the rubric. Out of the 225 course outcomes which were mapped to Ethical Reasoning, only 22 actually aligned. So, less than 10% of the course SLOs mapped to Ethical Reasoning were accurately mapped. If they were correctly mapped, the subcommittee was unable to see it in the outcome or the assessment data. It looks as though we will be unable to use this method to assess. We will need to work on accurately aligning our course SLOs to the College Outcomes. Ben asked whether College Outcomes could be included in META. Curriqunet has an SLO module available which may be able to allow us to track and assess within META. When we were initially looking for a system to collect and assess SLOs, the module was not able to handle the assessment and tracking Palomar was seeking. The SLO module may have improved and is something which could be explored in the future. However, it is only available as an add-on.

E. **Technical Review/Nelson** - Not discussed due to time.

8. **INFORMATION**

A. **General Education (GE) Subcommittee/Nelson** - Not discussed due to time.

9. **REPORTS**

- A. **Accreditation/Smiley** - Not discussed due to time.
- B. **Articulation/Mudgett** - Not discussed due to time.
- C. **Credit for Prior Learning/Rose & Mudgett** - Not discussed due to time.
- D. **Learning Outcomes/Farrell** - Not discussed due to time.
- E. **Noncredit/Sebring** - Not discussed due to time.
- F. **Strong Workforce, Student Success and Retention/Fritch** - Not discussed due to time.

10. **FUTURE ITEMS FOR DISCUSSION**

- A. Electronic Requisite Enforcement
- B. Periodic Curriculum Review
- C. Curriculum Handbook
- D. Certificates of Proficiency to Certificates of Achievement
- E. MIS Project Data Elements
- F. Courses not Offered
- G. Combining of Classes (Sections)
- H. University Studies

11. **NEXT MEETING** – Wednesday, April 15, 2020 at 3:00 pm, Zoom Conferencing

12. **ADJOURNMENT** – Meeting adjourned at 5:02 pm