

Minutes of the
MEETING OF THE FACULTY SENATE
December 6, 2010

APPROVED

PRESENT: Bruce Bishop, Monika Brannick, Haydn Davis, Marty Furch, Lori Graham, Erin Hartensveld, Barb Kelber, Teresa Laughlin, Pam McDonough, Linda Morrow, Patrick O'Brien, Perry Snyder, Diane Studinka, Fari Towfiq, Wendy Nelson

ABSENT: Jackie Martin-Klement

GUESTS: Channing Shattuck, Terry Humphrey, Linda Locklear, Steve McDonald

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

Approval of Minutes:

Motion 1 MSC Snyder, Hartensveld: Faculty Senate approval of the minutes of November 29, 2010, as amended. The motion carried.

Public Comments: Marty Furch referred to a comment made last week by a Senator who said that Accreditation Standard II.A.6 had never been brought forward to the Senate. Furch indicated that the Faculty Senate was first provided with that information on September 7, 2010, and again several times in subsequent meetings.

Announcements: Monika Brannick announced that the Curriculum Committee will be hosting two Webinars for information and discussion regarding new legislation, SB 1440. Thursday December 9, from 4:00 – 5:00 p.m. in room MB-15 Monday, December 13, from 12:00 – 1:00 p.m. in room SU-302.

A letter from Jane Patton, president of the State Academic Senate, describes the webinars. She writes:

As you probably are aware, the Academic Senate for California Community Colleges is working with the [C-ID System](#) to develop a statewide response to [SB 1440](#), which calls for each college to develop new transfer degrees. We recommend that colleges work with the C-ID system and when a Transfer Model Curriculum (TMC) is developed and distributed, consider adopting it locally. The intersegmental disciplinary faculty groups in C-ID are drafting TCM beginning this semester and we will add more in the spring. We are giving informational presentations and webinars to inform faculty (and others) about the new system.

Agenda Changes: Noting that Dean McDonald and members of the Curriculum Committee were in attendance, Monika Brannick opened discussion of Action items C, Change to BSI/HSI Governance Structure, and item B, Curriculum Committee, with no objection.

Change to BSI/HSI
Governance Structure:

Dean McDonald provided an update on the proposed changes to the following positions:

- Basic Skills Committee/Title V, HSI Steering Committee First-Year Experience Coordinator

- Basic Skills Committee/Title V, HSI Steering Committee Teaching and Learning Centers Coordinator
- Basic Skills Committee/Title V HSI Steering Committee Faculty Resource Center Coordinator.

He noted that the proposed change would reorganize the positions as tri-chairs, rather than keeping them in their current configuration of co-chairs and one coordinator.

Senators were also provided copies with each job description, which included some minor changes to the duties (Appendix A). McDonald noted that the changes evolved not only over the past couple of years, but in anticipation of what is to come in the next few years.

Motion 2

MSC Morrow, Laughlin: Faculty Senate approval of the Governance Structure Group request for the Basic Skills Committee/Title V HSI Steering Committee. The motion carried.

2010/11 ESL Basic Skills Expenditure Plan:

Senators were provided with copies of the 2010-11 ESL/Basic Skills Expenditure Plan (see Exhibit A in November 29, Faculty Senate minutes) at last week's meeting. As Faculty Senate President, Brannick will sign off on the plan if no objections are brought forward. Because a possible error was noted in the time frame, Brannick wanted to get clarification from the Instruction office.

The document should have listed a 2010-11 time frame rather than 2009-10, which was just a clerical error.

Motion 3

MSC Laughlin, Towfiq: Faculty Senate support of the 2010-11 ESL Basic Skills Expenditure Plan. The motion carried.

Recommendation Regarding Dissemination Of SLO's:

Monika Brannick offered the gavel to Senate Vice President Fari Towfiq. Acting as Curriculum Committee Co-chair, Brannick read the following statement:

December 6, 2010

Let me start out with saying that the discussion about SLOs has been very intense ever since the accreditation site visit in March of 2009. The coordinators of the Learning Outcomes Council (LOC) have been sending out many, many emails regarding Student Learning Outcomes (SLOs); they have held workshops, have gone to departments to present, and have helped and supported individual faculty and departments with the writing of and entering SLOs into Curricunet and now into TracDat.

Further, the accreditation standards, in every color you can imagine, have been distributed all over campus time and time again. Vice-president Cuaron has passed them out at every meeting including the chairs/director meetings; Marty Furch and I both have brought them numerous times to the Senate. They have been in discussion since the site visit and since Palomar has been placed on Warning. So to say, this is the first time I see them, tells us what? To imply that faculty are not adequately informed disregards the work all of us have done to raise awareness and give out information regarding all issues surrounding SLOs.

Where to publicize SLOs has been discussed numerous times in the LOC and the Curriculum Committee (CC). Both Marty and I have reported on these discussions right here again and again.

Both committees, the LOC and the CC, see the recommendation of the ACCJC very clearly and therefore, after hour-long discussions over a period of months, approved every single motion unanimously (see handout). Both

bodies, the LOC and the CC, are very clear in their motions: disseminating of SLOs on syllabi in compliance with accreditation standard II.A.6. Publicizing SLOs on web pages is left to departments.

I have worked very hard in both committees, the LOC and the CC, guided always by the recommendation of the Statewide Academic Senate, to clarify the difference between the objectives in the COR and to keep SLOs out of the Course Outline of Record (COR) and Curricunet. A motion to remove all SLOs from Curricunet and enter them only in TracDat was again unanimously approved by the LOC. I have further worked hard to guarantee that TracDat can only be accessed by faculty, with the exception of a staff member from the instruction office, who will have access only to SLOs to extract them once a semester for updates and post them on the LOC website.

With that in mind, the only issue that ought to be discussed here in the Senate is SLOs on syllabi. I see three different topics being attached to the issue at hand, and all are being discussed simultaneously:

1. SLOs and faculty evaluations
2. SLOs and Department issues
3. SLOs and union

Let me address each one separately.

1. SLOs and evaluations

SLOs are an academic and professional matter. While I do understand and share the concern of SLOs being used in faculty evaluations, I see the dissemination of SLOs as one issue and using them in faculty evaluations as another. One question still remains to be answered: what exactly is the concern regarding the evaluation of SLOs. Is it the content of the SLOs or their inclusion in syllabi? If the concern is that a faculty member may be evaluated on whether or not s/he includes the course SLOs in a syllabus, then the Senate can ask the TERB to develop language with regards to this concern, which ultimately would need to be negotiated by the union to be entered into the contract. On the other hand, if the concern is the substance/content of SLOs, it really is a nonissue because SLOs are under the purview of the faculty and are written by faculty, as members of the CC pointed out.

So again, as I have said before, the Senate at this time ought to only concern itself with the dissemination of SLOs on syllabi, and both the LOC and the CC's motions are very clear about this.

An ASG representative on the CC expressed his disbelief about faculty not being willing to comply with the recommendation of the ACCJC. He also told members of the CC that in the case faculty is not willing to comply, he will be looking for another college, one that is not on warning and accredited. The part-time members of the CC also voted for all motions and are welcoming clear and precise directions. If part-time faculty and students can see the necessity for SLOs on syllabi, it is unclear to me why full-time faculty are balking.

2. SLOs and Department issues

The dissemination of SLOs on syllabi is a recommendation from the ACCJC, and if we want to get off 'Warning,' we have to comply. But neither committee nor the Senate can direct departments on what to do and how to disseminate SLOs. We here at Palomar have always honored departmental autonomy, and we should honor it now. It was suggested in the LOC that once a department developed guidelines for SLOs, whatever these guidelines may be, the department faculty must follow these guidelines. This goes to the very heart of autonomy. I could never vote for this. We never did, and we should not now interfere in departmental issues, guidelines, etc.

3. SLOs and union

As you all know by now, I have been continuously promoting a clear definition of separate duties for the senate and the union. The SLOs are clearly an academic and professional matter and belong in the Senate. As I mentioned before, the issue about evaluations of SLOs, whichever form one might think about, belongs first of all in the TERB, and then it needs to be negotiated and put into the contract. Moreover and more importantly, the addition to any motion of the language of the contract, which states, "*The District's acquisition of TracDat software is to support the District's ongoing effort to meet accreditation standards. The District will not use TracDat or the data collected by TracDat for faculty evaluation or discipline,*" would blur the separation of SLOs from assessment and data collection. We already have, in both committees, the LOC and the CC, assured that only SLOs would be publicized. The question, still to be discussed in all three bodies, is who will extract the data from TracDat for reporting purposes.

So I would like to urge the Senate on behalf of the Curriculum Committee to accept the motion from the December 1st CC meeting, which addresses only the inclusion of SLOs on syllabi and leaves any guidelines regarding SLOs to departments.

Motion 4

MS O'Brien, Nelson: Standard II.A.6 of the ACCJC's Accreditation Standards states, *"The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline."*

In compliance with this standard, faculty must include Student Learning Outcomes on syllabi beginning in fall semester, 2011. The Faculty Senate encourages departments to develop guidelines for the publication of Student Learning Outcomes (SLOs) on course syllabi. Departments should complete these guidelines by the end of spring semester, 2011.

The motion was not voted on, as an amended Motion was accepted by general consensus.

Senators have debated this issue at length over the past several weeks, and discussion continued on matters such as departmental autonomy and the impact on Palomar's evaluation process.

Marty Furch reminded Senators of the urgency of the situation, noting that the Accreditation Standard is very clear in its expectation regarding the inclusion of SLOs in syllabi.

Linda Locklear questioned the need for departmental guidelines, suggesting they might create a lack of clarity and additional problems for multi-disciplinary departments. She referred to the Standards of Performance for faculty which she had drawn from the TERB website, and noted that no mention of outcomes appears anywhere in the document. Barb Kelber thanked her for drawing the document to her attention and reminded the Senate that they had recently approved a revised version of the Standards of Performance to correspond with the current review forms. She will check the current document posted on the website, and she apologized for any confusion this may have caused.

Barb Kelber reminded Senators and guests that the college is not on "Warning" status because of failures in the work relating to SLOs. The warning is specifically connected to Recommendation #2, which has to do with tying funding more clearly to planning. She asked the Senate to note that she had attended the Curriculum Committee meeting in the past week, and no comparable formal statement was offered by the Faculty Senate President to represent the Senate's repeated refusal to accept the previous motions from either the Curriculum Committee or the Learning Outcomes Council. Kelber attempted to represent the Senate's proposed language in those meetings, and she appreciated the time to listen and to respond to colleagues' concerns. She learned a lot about how we might arrive at some compromise language.

Further, Kelber asked the Senate to consider what the future holds and to understand her determination, as TERB coordinator, to be vigilant in attempting to protect a core principle of evaluation: peer review based on discipline expertise. While she understands the move toward compliance, given the pressures of accreditation, she urges faculty to be

aware of the additional steps the standards might require in the future, and she hopes the Senate will include language to promote this awareness among all faculty members.

Specifically, Kelber called the Senate's attention to Accreditation Standard III.A.1.c. (Human Resources section), which offers a clear indication of why the Senate and the faculty should proceed with eyes wide open. The Standard states: "...Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes...."

Lengthy discussion followed. Many senators expressed their willingness to comply with the inclusion of SLOs in syllabi, others agreed with the necessity of acknowledging the potential role of departments in offering guidelines to faculty, and others agreed that the requirement of compliance should also acknowledge that matters relating to evaluation are covered specifically in the faculty contract. Other Senators indicated that they would not support any motion that directed them with regard to what they should include in their syllabi, and they expressed regret that such a motion might be approved.

After much discussion, Senators expressed support for compromise in the following substitute motion:

Motion 4
Amended Motion

MSC O'Brien, Nelson: Standard II.A.6 of the ACCJC's Accreditation Standards states, "*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*"

- In compliance with this standard, faculty must include Student Learning Outcomes (SLOs) on syllabi beginning in fall, 2011.
- The Faculty Senate encourages Departments to develop guidelines for the incorporation of Student Learning Outcomes on course syllabi and for the publication of the college's course, program, and General Education SLOs on department web pages.
- In this context, Student Learning Outcomes will correspond to the work developing in TracDat (the Palomar Outcomes Database). These SLOs are distinct from Course Objectives in the Course Outlines of Record.
- Please note: this requirement applies only to the inclusion of Student Learning Outcomes on syllabi. This does not apply to the assessment work developing in TracDat (the Palomar Outcomes Database). All assessment work and related data in the context of TracDat are covered by Article 17.9.1 of the Faculty Contract.

The motion carried.

Committee
Appointments:

There were no committee appointments.

Elections:

Patrick O'Brien announced that as a result of the recent Faculty Senate nominations, two faculty members expressed interest in becoming Senators. In accordance with the Faculty Constitution, if the number of candidates does not exceed the number of applicants, no

election will be held and those faculty members will be automatically accepted as member of the Senate.

O'Brien added that faculty members Katy French and Melinda Carrillo will be joining the Senate in the spring semester.

First Year
Experience
Coordinator:

Copies of a letter of interest for the position of First Year Experience Coordinator were distributed.

Motion 5

MSC O'Brien, Hartensveld: Faculty Senate ratification of the appointment of Theresa Hogan Egkan as the First Year Experience Coordinator. The motion carried.

Curriculum:

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

PALOMAR COLLEGE CURRICULUM COMMITTEE MEETING ACTION ITEMS

Wednesday, December 1, 2010

Room SU-30 at 3:00 pm

I. CALL TO ORDER

II. MINUTES OF NOVEMBER 17, 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.

IV. 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 2011:

A. Credit Course/Program Packages

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

B. Noncredit Course/Program Packages

1. There are no Noncredit 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. Vocational Program Reactivations

1. Program Title: Medical Office Specialist
Discipline: Office Information Systems (OIS)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 23-24
Reason for Reactivation: The program was deactivated for the 2010-11 catalog in order to update the Administrative Medical Assisting program. The coordinator of the AMA program retired in December 2009. Medical front-office employment is viable so the reinstatement of the MOS (Medical Office Specialist) with edited and new courses will prepare students for gainful employment. Student Learning Outcomes and Assessment information present.

Judith L. Dolan

G. Program Changes

1. There are no Program Changes for this agenda.

H. Vocational Program Changes

1. Program Title: Accounting
Discipline: Accounting (ACCT)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 30
Reflected title and unit value increase for ACCT 104, deleted CSIT 105 and CSIT/R CSIT 120, updated total units, added CSIT 105 and CSIT/R CSIS 120 to recommended electives. Student Learning Outcomes and Assessment information present.

Carol Bruton

2. Program Title: Auto Chassis and Drive Lines
Discipline: Automotive Technology (AT)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 27
Added AT 170, reflected change from R AT to AT 50, reflected unit value decrease for AT 50, updated total units to reflect changes. Student Learning Outcomes and Assessment information present.

Steven L. Bertram

3. Program Title: Auto Collision Repair
Discipline: Automotive Technology (AT)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 21.00
Reflected change from R AT to AT for AT 50, 51, 55 and 56, reflected unit value decrease from AT 50, 51, 55 and 56, updated total units to reflect changes. Student Learning Outcomes and Assessment information present.

Steven L. Bertram

4. Program Title: Electronic Tune-Up and Computer Control Systems
Discipline: Automotive Technology (AT)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 30.00 - 31.00
Added AT 170 to elective options, Student Learning Outcomes and Assessment information present.

Steven L. Bertram

5. Program Title: Mechanics-General
Discipline: Automotive Technology (AT)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 33.00
Added AT 170, reflected unit value decrease for AT 50. Student Learning Outcomes and Assessment information present.

Steven L. Bertram

6. Program Title: Welding Technology
Discipline: Welding (WELD)
Award Type: A.A. Degree Major or Certificate of Achievement
Total Units: 33
Deleted elective block, added WELD 105, 140, 145, 150 and WELD/IT 108 to program requirements, updated total units. Student Learning Outcomes and Assessment information present.

Jay Miller

I. Program Deactivations

1. There are no Program Deactivations for this agenda.

J. Vocational Program Deactivations

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

K. Credit Courses – New

1. Course Number and Title: ESL 45 Reading and Writing Essentials I

Short Title: Reading/Writing Essentials I

Discipline: English as a Second Language (ESL)

Standalone Course

Student Learning Outcomes and Assessment information present.

Tracy Fung

2. Course Number and Title: FIRE 101 Firefighter Safety

Discipline: Fire Technology (FIRE)

Prerequisites: FIRE 100

Student Learning Outcomes and Assessment information present.

Carl Lofthouse

3. Course Number and Title: GCMW 115 Web Page Layout/WordPress

Discipline: Graphic Communications - Multimedia and Web (GCMW)

Course Included in the following programs:

A. Social Web Development, Certificate of Achievement

Distance Learning Offering(s): Online

Repeatability: May be taken 4 times.

Student Learning Outcomes and Assessment information present.

Lillian S. Payn

4. Course Number and Title: OIS 84 Healthcare Writing Techniques

Discipline: Office Information Systems (OIS)

Prerequisites: OIS 80

Course Included in the following programs:

A. Medical Office Specialist, A.A. Degree Major or Certificate of Achievement

Distance Learning Offering(s): Online

Student Learning Outcomes and Assessment information present.

Judith L. Dolan

5. Course Number and Title: OIS 86 Electronic Health Record Applications

Short Title: Electronic Health Record Apps

Discipline: Office Information Systems (OIS)

Prerequisites: OIS 80

Course Included in the following programs:

A. Medical Office Specialist, A.A. Degree Major or Certificate of Achievement

Distance Learning Offering(s): Online

Student Learning Outcomes and Assessment information present.

Judith L. Dolan

L. Credit Courses – Changes

1. Course Number and Title: ARCH 129 Basic Architectural Drafting with AutoCAD

Short Title: Basic Arch Drafting w/AutoCAD

Discipline: Architecture (ARCH)

Transfer Acceptability: UC, CSU

Reflected discipline change from DT to ARCH, deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, textbook, and methods of assessment, added required reading and critical thinking. Student Learning Outcomes and Assessment information present.

Kenneth E. Swift

2. Course Number and Title: AT 220 Advanced Automotive Transmissions

Short Title: Adv Automotive Transmissions

Discipline: Automotive Technology (AT)

Prerequisites: AT 120

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated catalog description, methods of instruction, required writing and methods of assessment. Student Learning Outcomes and Assessment information present.

Mark Coppedge

3. Course Number and Title: BIOL 45A Field Studies in Natural History

Short Title: Field Studies/Natural History

Discipline: Biology (BIOL)

Repeatability: May be taken 4 times.

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, adjusted variable units, updated methods of instruction, required reading, critical thinking, required writing, outside assignments, methods of assessment, and title 5 repeatability language. Student Learning Outcomes and Assessment information present.

Daniel B. Sourbeer

4. Course Number and Title: BUS 165 Keyboarding

Discipline: Business Education (BUS)

Transfer Acceptability: CSU

Distance Learning Offering(s): Online

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, textbooks, required reading, outside assignments and methods of assessment. Added online distance learning. Student Learning Outcomes and Assessment information present.

Judith L. Dolan

5. Course Number and Title: GEOG 134 GIS Applications and Programming

Short Title: GIS Applications

Discipline: Geography (GEOG)

Prerequisites: GEOG 120

Transfer Acceptability: CSU

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated catalog description, methods of instruction, and textbooks. Student Learning Outcomes and Assessment information present.

Wing H. Cheung

6. Course Number and Title: GEOG 136 Intermediate ArcGIS: GIS Analysis

Short Title: Intermediate GIS Analysis

Discipline: Geography (GEOG)

Prerequisites: GEOG 120

Transfer Acceptability: CSU

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated catalog description, and textbooks. Student Learning Outcomes and Assessment information present.

Wing H. Cheung

7. Course Number and Title: ID 198 Skills in Quick Sketch

Discipline: Interior Design (ID)

Repeatability: May be taken 2 times.

Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, increased unit value to reflect changes, updated required writing, added repeatability and title 5 repeatability language. Student Learning Outcomes and Assessment information present.

Sandra Andre

8. Course Number and Title: KINE 47 Physical Education/Kinesiology Topics

Short Title: PE/Kinesiology Topics

Discipline: Kinesiology (KINE)

Repeatability: May be taken 4 times.

Changed discipline from PE to KINE, changed title, deleted L/L component and hours, updated catalog description, methods of instruction, and methods of assessment, added content description, required reading and critical thinking, updated title 5 repeatability language. Student Learning Outcomes and Assessment information present.

Robert C. Vetter

9. Course Number and Title: OIS 80 Medical Terminology and Anatomy

Short Title: Medical Terminology/Anatomy

Discipline: Office Information Systems (OIS)

Course Included in the following programs:

- A. Medical Office Specialist, A.A. Degree Major or Certificate of Achievement

B. Medical Language Specialist A.A. Degree Major or Certificate of Achievement

Distance Learning Offering(s): Online
Changed discipline from MA to OIS, changed course number, updated objectives, methods of instruction, outline, textbooks, suggested reading, and methods of assessment, added required reading and critical thinking. Added online distance learning. Student Learning Outcomes and Assessment information present.
Judith L. Dolan

10. Course Number and Title: OIS 82 Medical Insurance Billing and Coding
Short Title: Medical Insurance Bill/Coding
Discipline: Office Information Systems (OIS)
Recommended Prep: OIS 80
Course Included in the following programs:

A. Medical Office Specialist, A.A. Degree Major or Certificate of Achievement

Distance Learning Offering(s): Online
Changed discipline from MA to OIS, changed course number and title, changed recommended preparation course and discipline, updated description, objectives, methods of instruction, textbooks, required writing and methods of assessment, added required reading and critical thinking. Added online distance learning. Student Learning Outcomes and Assessment information present.
Judith L. Dolan

11. Course Number and Title: RTV 110 Broadcast Writing and Producing
Short Title: Broadcast Writing/Producing
Discipline: Radio and Television (RTV)
Transfer Acceptability: CSU
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, textbooks and methods of assessment, added required reading and critical thinking. Student Learning Outcomes and Assessment information present.
Lisa Faas

12. Course Number and Title: RTV 140 Radio News
Discipline: Radio and Television (RTV)
Transfer Acceptability: CSU
Grading Basis: Grade Only
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, changed grading basis to graded only, updated methods of instruction, and critical thinking. Student Learning Outcomes and Assessment information present.
Patrick J. Hahn

13. Course Number and Title: RTV 150 Performance and Acting for Broadcast and Film
Short Title: Performance/Acting Brdcast/Film
Discipline: Radio and Television (RTV)
Transfer Acceptability: CSU
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, textbooks and methods of assessment, added required reading and critical thinking. Student Learning Outcomes and Assessment information present.
Lisa Faas

14. Course Number and Title: RTV 170 Introduction to Video Editing
Discipline: Radio and Television (RTV)
Transfer Acceptability: CSU
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, outline, textbooks, suggested reading, required writing and methods of assessment, added required reading and critical thinking. Student Learning Outcomes and Assessment information present.
Lisa Faas

15. Course Number and Title: RTV 220 Television Production and Direction
Short Title: TV Production and Direction
Discipline: Radio and Television (RTV)
Prerequisites: RTV 120 / ENTT 120, and RTV 110
Transfer Acceptability: CSU
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction, textbooks, suggested reading, outside assignments and methods of assessment, added required reading and critical thinking. Student Learning Outcomes and Assessment information present.
Lisa Faas

16. Course Number and Title: RTV 230 Digital Audio with Pro Tools
Discipline: Radio and Television (RTV)
Prerequisites: RTV 130 / ENTT 130
Transfer Acceptability: CSU
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, updated methods of instruction and methods of assessment, added textbook, required reading and critical thinking. Student Learning Outcomes and Assessment information present.

Lisa Faas

17. Course Number and Title: RTV 275 Avid Editing for Television and Film
Short Title: Avid Editing for TV and Film
Discipline: Radio and Television (RTV)
Prerequisites: and RTV 270
Transfer Acceptability: CSU
Grading Basis: Grade Only
Deleted L/L component and hours, added LEC component and hours, added LAB component and hours, changed grading basis, updated prerequisite, methods of instruction, textbook, required reading and methods of assessment. Student Learning Outcomes and Assessment information present.

Patrick J. Hahn

M. Credit Courses - Reactivations

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

N. Credit Courses – Deactivations

1. Course Number and Title: ESL 1 Beginning ESL I
Discipline: English as a Second Language (ESL)
Prerequisites: Eligibility established through the English as a Second Language placement process.
Reason for Deactivation: Course replaced with a non-credit only option.

Marty Furch

2. Course Number and Title: ESL 2 Beginning ESL II
Discipline: English as a Second Language (ESL)
Prerequisites: A minimum grade of C in ESL 1, or eligibility established through the English as a Second Language placement process.
Reason for Deactivation: Course replaced with a non-credit only option.

Marty Furch

3. Course Number and Title: ESL 3 Beginning ESL III
Discipline: English as a Second Language (ESL)
Prerequisites: A minimum grade of C in ESL 2, or eligibility established through the English as a Second Language placement process.
Reason for Deactivation: Course replaced with a non-credit only option.

Marty Furch

4. Course Number and Title: ESL 98.3 Vocational ESL III
Discipline: English as a Second Language (ESL)
Prerequisites: ESL 98.2
Reason for Deactivation: Students have not enrolled in the course for more than 4 semesters.

Marty Furch

5. Course Number and Title: WELD 10L Shielded Metal Arc Welding Laboratory
Short Title: SHIELDED METAL ARC WELDING LAB
Discipline: Welding (WELD)
Repeatability: May be taken 4 times.

Reason for Deactivation: Course no longer being offered.

Jay Miller

6. Course Number and Title: WELD 15L Gas Tungsten Arc Welding Laboratory
Short Title: GAS TUNGSTEN ARC WELDING LAB
Discipline: Welding (WELD)
Repeatability: May be taken 4 times.

Reason for Deactivation: Course no longer being offered.

Jay Miller

7. Course Number and Title: WELD 20L Semiautomatic Arc Welding Laboratory

Short Title: SEMIAUTOMATIC ARC WELDING LAB
Discipline: Welding (WELD)
Repeatability: May be taken 4 times.
Reason for Deactivation: Course no longer being offered.
Jay Miller

O. Noncredit Course - New

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

P. Noncredit Course - Change

1. There are no Noncredit Course Changes for this agenda.

Q. Noncredit Course - Deactivation

1. Course Number and Title:

R. Distance Learning*

The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2011:

Catalog Subject/Number	Distance Learning Offering (s)
GCMW 115	<u>Online</u>
OIS 84	<u>Online</u>
OIS 86	<u>Online</u>
BUS 165	Online
OIS 80	<u>Online</u>
OIS 82	<u>Online</u>

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

S. Requisites and Advisories*

The establishment of the following advisories meets Title 5 Regulation 55003, effective Fall 2011:

Catalog Number	Type	Description	Proposal Type
FIRE 101	Prerequisite	<u>FIRE 100</u>	Credit Course New
OIS 84	Prerequisite	<u>OIS 80</u>	Credit Course New
OIS 86	Prerequisite	<u>OIS 80</u>	Credit Course New
AT 220	Prerequisite	AT 220	Credit Course Change
GEOG 134	Prerequisite	GEOG 120	Credit Course Change
GEOG 136	Prerequisite	GEOG 120	Credit Course Change
RTV 220	Prerequisite	RTV/ENTT 120 & RTV 110	Credit Course Change
RTV 230	Prerequisite	RTV/ENTT 130	Credit Course Change
RTV 275	Prerequisite	RTV 470 , 270	Credit Course Change

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

VII. RESUMPTION OF REGULAR AGENDA

A. ITEMS REMOVED FROM THE CONSENT CALENDAR

B. DEACTIVATION OF ROP COURSES AND PROGRAMS (Attachments B.1-5)

C. STUDENT LEARNING OUTCOMES IN CURRICUNET

D. GUIDELINES FOR CERTIFICATES OF ACHIEVEMENT AND CERTIFICATES OF PROFICIENCY (Attachment C)

E. DISCUSSION OF SB 1440

F. INFORMATION/DISCUSSION

1. Dissemination of Student Learning Outcomes

2. Status of Course Outline Reviews

The following courses have completed the course outline review process between November 9, 2010 and November 23, 2010 and are effective Fall 2011.

BMGT	101	Introduction to Management
BMGT	105	Small Business Management
BMGT	130	Management/Leadership Issues
ENG	280	Women and Literature
INS	100	Introduction to Insurance
INS	110	Principles of Property and Liability Insurance

RE	115	Real Estate Practice
RE	120	Legal Aspects of Real Estate
RE	130	Real Estate Economics
RE	135	Real Estate Investments
RE	140	Introduction to Property Management

3. 2010-2011 Curriculum Activity Summary

	Current Agenda	2010-11 Cumulative
New Courses	5	17
Course Revisions	17	244
Course Deactivations	7	103
Course Reviews (11/9/2010 – 11/23/2010)	11	144
New Programs	0	3
Program Revisions	7	44
Program Deactivations	0	1
Total Activity	47	556

Brannick noted that all ROP programs were also deactivated at the Curriculum Committee meeting. A copy of the list was passed around for information. All ROP faculty members have been informed. Two have retired and the remaining faculty have transitioned into full-time faculty members.

Senators were also provided with the following Guidelines for Certificates of Achievement and Certificates of Proficiency. The guidelines resulted from the efforts of a workgroup created by the Curriculum Committee:

**Palomar College
Guidelines for Certificates of Achievement and Certificates of Proficiency**

Certificates of Achievement:

12-17 college credit units

Approved by the System Office; therefore, transcribed (appears on a student's transcript) and is in the System Office inventory Courses:

- o **Focus on a skill, and are part of a programmed pattern leading to a career path**
 - o **Serve as a building block and/or foundation that lead to a Certificate of Achievement (CA)**
- 18-30 units, major field of study.**

- o **Are "program applicable" and not viewed as stand-alone courses**

Certificate(s) are:

- o included in the System Office official curriculum inventory
- o counted and reported in the Management Information System (MIS) and qualify for Perkins funding
- o reported in Accountability Reporting for Community Colleges (ARCC, AB1417)

****18-30 college credit units***

Approved by the System Office; therefore, transcribed (appears on a student's transcript) and is in the System Office inventory Courses:

- o **Serve as core curriculum/foundation for a major field of study for the Associate Degree**
- o **Are "program applicable" and not viewed as stand-alone courses**

Certificate(s) are:

- o included in the System Office official curriculum inventory
- o counted and reported in the Management Information System (MIS) and qualify for Perkins funding
- o reported in Accountability Reporting for Community Colleges (ARCC, AB1417)

*Unit ranges align with Title §55070 and §55061.5 language that defines an Associate Degree of 60 credit units, with the major field of study typically being 30 units, and the General Education requirements being 30 units. Exceptions may be made for programs with external accreditation and licensing mandates where curriculum requirements are specifically defined.

Approval process for Certificate of Achievement:

- Approved by Curriculum Committee, Faculty Senate, Governing Board, Regional Occupational Deans (CTE only), and System Office
- The approval process requires planning information such as employment outlook, impact on budget, staffing and facilities, equipment needed, and estimated number of completers.
- Online submission to the System Office of all Certificates of Achievement and Associate Degrees

Certificate of Proficiency (CP):

Less than 12 college credit units

- Local recognition only and not approved by System Office; therefore, not transcribed and not in the System Office inventory Courses:
 - o Focus on a skill, and are part of a programmed pattern leading to a career path
 - o **May** serve as a building block and/or foundation that lead to a Certificate of Achievement (CA) major field of study
 - o **Courses provide specialized training for specific employment in workforce**

Approval process for Certificate of Proficiency:

- Approved by Curriculum Committee, Faculty Senate, Governing Board
- The local approval process requires the same planning information (e.g. employment outlook, impact on budget, staffing and facilities, equipment needed, and estimated number of completers) for a Certificate of Proficiency that is required for a Certificate of Achievement
- Not submitted to the System Office

Timeline

Recommended that departments review their Certificates of Proficiency and, where appropriate, convert to Certificate of Achievement no later than effective Fall 2013.

Planning

In keeping with the mission of California Community Colleges, departments are encouraged to create an opportunity for students to earn both a Certificate of Achievement and an Associate's Degree where appropriate with the discipline. In the planning process for converting a Certificate of Proficiency (12-17 units) to a Certificate of Achievement (12-17 units or more), it is important to consider whether or not the CA units may lead to a major field of study of 18-30 units and will provide the student with the opportunity to complete an Associate Degree when the General Education requirements are satisfied. If the Certificate of Achievement will lead to an Associate Degree with the appropriate general education requirements, the designation of either an Associate in Arts or Associate in Science must follow Title 5, Section 55061.5 guidelines.

References

- Title 5, Section 55070
- Title 5, Section 55061.5
- ACCJC Standards II.A.
- AB 1417 (Accountability Reporting for Community Colleges)
- Program and Course Approval Handbook, 3rd Edition, Rev. March 2009
- What is the Meaning of a California Community College Degree?* Published by the Academic Senate for California Community Colleges; Adopted Fall 2008

DEFINING THE ASSOCIATE IN ARTS AND THE ASSOCIATE IN SCIENCES

Action Required

Associate in Arts Degrees in Science, Technology, Engineering, Mathematics, and Career Technical Education must be converted to Associate in Science Degrees. General Education requirements for an Associate of Science degree are the same as GE requirements for the Associate of Arts degree.

Timeline

Title 5, Section 55061.5, states that the distinction between the Associate in Arts Degree title and the Associate in Science Degree title is effective with students admitted to the community college Fall 2013 or later.

Reference

Title 5 Section 55061.5

Planning

In keeping with the mission of California Community Colleges, departments are encouraged to create an opportunity for students to earn both a Certificate of Achievement and an Associate's Degree where appropriate with the discipline. In the planning process for converting a Certificate of Proficiency (12-17 units) to a Certificate of Achievement (12-17 units or more), it is important to consider whether or not the CA units may lead to a major field of study of 18-30 units and will provide the student with the opportunity to complete an Associate Degree when the General Education requirements are satisfied. If the Certificate of Achievement will lead to an Associate Degree with the appropriate general education requirements, the designation of either an Associate in Arts or Associate in Science must follow Title 5, Section 55061.5 guidelines.

Curriculum Cycle Timeline

Proposed for implementation 2011-12.

Spring – Develop plan at department level

Fall (by October) - Proposals launched/pre-launched in CurricUNET

Fall (by December) - Proposals approved by Curriculum Committee and Faculty Senate

February - Governing Board Approval

February - Submit to System Office for Approval (response should be received within 30 – 45 days)

May – Finalize college catalog

June – Catalog arrives on campus for the upcoming year

Note: We are advised by the System Office not to publishing certificates/degrees in our college catalog until they have been approved by the System Office.

Motion 6 MSC Bishop, Morrow: Faculty Senate ratification of the Curriculum Committee Consent Calendar as well as all other action items included with the Consent Calendar. The motion carried.

GRAD Program: Monika Brannick reported that members of the Strategic Planning Council recently approved the Resource Request of \$70,000 for the GRAD Program. The group will begin meeting again in the fall semester and will make determinations regarding the use of those funds.

Constituency List: At a Faculty Senate meeting several weeks ago, a guest questioned why the Faculty Senate no longer utilizes constituency lists. This item was placed on the agenda to allow for discussion of this practice and whether it was considered useful in the past. Several Senators spoke on this issue, as they were members of the Senate when it was introduced in the late 1970's, as well as again in the late 1980's. They recalled that it was not much of a success. Discussion occurred on keeping faculty apprised of issues currently being brought to the Senate and the need for faculty to be informed. There was agreement that

faculty are kept sufficiently up to date by the weekly distribution of the Faculty Senate motions, the approved minutes, as well as the availability of the Faculty Senate webpage. Senate meetings are open meetings, and all faculty are invited to attend.

ASG: Channing Shuttuck reported that members of the ASG continue their work on enforcing the use of designated smoking areas on campus. The group is also discussing "Open Textbooks," a program which offers free textbooks online.

Other: Wendy Nelson and Teresa Laughlin reported that a Faculty Forum is currently scheduled for January 31, 2010, in lieu of the Senate's regularly scheduled meeting.

ADJOURNMENT: The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Barb Neault Kelber, Secretary

APPENDIX A

Basic Skills Committee/Title V, HSI Steering Committee First-Year Experience Coordinator

Duties

1. Serve as **Tri-Chair on** the Basic Skills Committee/Title V, HSI Steering Committee.
2. Serve on Basic Skills/Title V Workgroup.
- ~~3. Coordinate and direct the activities of the Teaching Learning Center (TLC) in Escondido.~~
3. Coordinate the establishment of first-year experience activities, such as advising and referral processes, orientation and support services, and a summer bridge program.
4. Participate in the establishment, implementation, and evaluation of learning communities.
5. Participate in the establishment, implementation, and evaluation of a student-peer mentoring program.
6. Collaborate with Faculty Resource Coordinator in the establishment, implementation, and evaluation of a faculty mentoring program. ~~and peer and faculty supervised tutoring.~~
7. Assist in the creation of the Teaching Learning Center (TLC) at the San Marcos campus.
8. Promote dialogue, understanding, and response to the Basic Skills initiative and the Title V, HSI grant.
9. Implement, evaluate, and revise the Basic Skills action plan and the Title V “tasks.” **
10. Continue, **in collaboration with BSI/HSI Workgroup**, to research and develop innovative **teaching strategies and** learning venues to meet the needs of the basic skills, Hispanic, and low-income students.
11. Implement Title V, HSI project activities in compliance with approved grant goals, objectives, data collection and reporting, and budget.

** **Add links to current action plans and HSI tasks here**

Products

- Increased awareness of and involvement addressing students’ Basic Skills needs.
- Coordination of student support.
- ~~• Coordination of the TLCs.~~
- **Creation of Summer Bridge Program**
- Updated annual action plan.
- Collection and reporting of Title V, HSI activities, progress, and expenditures on a quarterly and annual basis to Project Evaluation workgroup.

Reporting Relationship: Faculty Senate

APPENDIX A

Basic Skills Committee/Title V, HSI Steering Committee ~~Co-Coordinator,~~ Escondido Teaching and Learning Centers Coordinator

Duties

1. Serve as **Tri**-Chair of the Basic Skills Committee/Title V, HSI Steering Committee.
2. Serve on Basic Skills/Title V Workgroup.
3. Coordinate and direct the activities of the Teaching Learning Centers (TLCs) in Escondido **and San Marcos**.
4. Assist in the creation of the Teaching Learning Center (TLC) at the San Marcos campus.
5. Promote dialogue, understanding, and response to the Basic Skills initiative and the Title V, HSI grant.
6. Implement, evaluate, and revise the Basic Skills action plan and the Title V “tasks.” **
7. Continue, **in collaboration with BSI/HSI Workgroup**, to research and develop innovative **teaching strategies and** learning venues to meet the needs of the basic skills, Hispanic, and low-income students.
8. Implement Title V, HSI project activities in compliance with approved grant goals, objectives, data collection and reporting, and budget.

** **Add links here**

Products

- Increased awareness of and involvement addressing students’ Basic Skills needs.
- Coordination of student support.
- Coordination of the TLCs.
- Updated annual action plan.
- Collection and reporting of Title V, HSI activities, progress, and expenditures on a quarterly and annual basis to Project Evaluation workgroup.

Reporting Relationship: Faculty Senate

APPENDIX A

Basic Skills Committee/Title V, HSI Steering Committee ~~Co-Coordinator, San Marcos~~ Faculty Resource Center Coordinator

Duties

1. Serve as **Tri-Chair** of the Basic Skills Committee/Title V, HSI Steering Committee.
2. Serve on Basic Skills/Title V Workgroup.
- ~~3. Coordinate and direct the activities of the Teaching Learning Center (TLC) in Escondido.~~
3. Provide support and resources for faculty involved in student success initiatives such as Learning Communities, Service-Learning, Faculty Inquiry Groups, and Faculty Mentoring. Conduct workshops, provide group and individual support, and make community contacts in order to assist faculty in their efforts to integrate these new teaching and learning approaches into their classes.
4. Maintain a library (physical and digital) of resources related to student success initiatives.
5. Work with other campus groups (Faculty Senate, Professional Development Committee, and others) to promote faculty awareness and interest in new teaching and learning approaches.
6. Assist in the creation of the Teaching Learning Center (TLC) at the San Marcos campus.
7. Promote dialogue, understanding, and response to the Basic Skills initiative and the Title V, HSI grant.
8. Implement, evaluate, and revise the Basic Skills action plan and the Title V “tasks.” **
9. Continue, **in collaboration with BSI/HSI Workgroup**, to research and develop innovative **teaching strategies and** learning venues to meet the needs of the basic skills, Hispanic, and low-income students.
10. Implement Title V, HSI project activities in compliance with approved grant goals, objectives, data collection and reporting, and budget.

** **Add links here**

Products

- Increased awareness of and involvement addressing students’ Basic Skills needs.
- Coordination of student support.
- Coordination of the TLCs.
- Updated annual action plan.
- Collection and reporting of Title V, HSI activities, progress, and expenditures on a quarterly and annual basis to Project Evaluation workgroup.

Reporting Relationship: Faculty Senate

APPENDIX A

PALOMAR COLLEGE GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by
Marty Furch/Berta Cuaron
10-16-08, 04-27-09

Date 2-25-04, 4-6-04, 5-4-04,
4-7-05, 3-7-06, 4-16-08,

Proposed Name of Requested Group: Basic Skills Committee/Title V, HSI Steering Committee

Council	X Committee	Subcommittee	Task Force
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ROLE, PRODUCTS, REPORTING RELATIONSHIPS:

The Basic Skills Committee/Title V, HSI Steering Committee, guided by the Learning Outcomes Council will advance the Basic Skills Initiative and the Title V, HSI grant at Palomar College.

DUTIES:

1. Create the Teaching Learning Centers (TLC) at the San Marcos campus and Escondido center.
2. Promote dialogue, understanding, and response to the Basic Skills Initiative and the Title V, HSI grant.
3. Implement, evaluate, and revise the Basic Skills action plan and the Title V "tasks."
4. Continue to research and develop other learning venues to meet the needs of the basic skills, Hispanic and low-income students.
5. Implement Title V, HSI project activities in compliance with approved grant goals, objectives, data collection, and reporting and budget.

PRODUCTS:

- Increased awareness of and involvement in students' Basic Skills need.
- Coordination of Student Support.
- Coordination of the TLCs.
- Update annual action plan.
- Collection and reporting of Title V, HSI activities, progress, and expenditures on a quarterly and annual basis to Project Evaluation workgroup.

REPORTING RELATIONSHIPS:

Basic Skills Committee/Title V, HSI Steering Committee reports to the Learning Outcomes Council, which in turn reports to the Faculty Senate. In accordance with Palomar's BP 2510, the Governing Board relies primarily upon the advice and judgment of the Faculty Senate on Academic and Professional Matters.

Meeting Schedule: 3rd Thursday of each month: 2-3:30 p.m.

Chair: Faculty Co-Chair (TLC Coordinator 3 year term)
Faculty Co-Chair (TLC Coordinator 2 year term)

Members:

Faculty Representatives from the following departments (appointed by the Faculty Senate):

- Library
- Reading
- English
- Math
- Counseling
- **Professional Development
- DRC
- ESL

Two Full-Time Faculty Members, at-large

One Part-Time Faculty Member, at-large

The Learning Outcomes Council Coordinator

**2 faculty coordinators of the BSI who serve as co-chairs of the Basic Skills Committee
appointed by the Faculty Senate to 3 year terms

**Dean of Languages and Literature

Dean of Counseling

**VPI

Director of Occupational and Non-Credit programs

**VPI Designee

Tutoring Center Coordinator

**Director, Institutional Research and Planning

One Confidential and Supervisory Team Member appointed by CAST

One Administrative Association Member appointed by AA

One Classified Staff Member appointed by CCE/AFT

One Student appointed by ASG

**First-year Experience Coordinator

**Members of the Project Evaluation workgroup – Monitors and collects all grant activity data and expenditures, completes and submits quarterly and annual reports, discusses and resolves implementation issues, meets quarterly with external project evaluator (grant compliance requirement), and ensures compliance with overall grant agreement terms and conditions.

Reports to the Faculty Senate:

Comments: Addition to Reporting Relationship made 4-6-04

4-6-04 First Reading

5-4-04 Approved

5-4-05 Revision Approved

3-7-06 Revisions Approved

4-29-08 Revision Approved

4-27-09 Revision Approved