

Minutes of the
MEETING OF THE FACULTY SENATE
February 3, 2020

APPROVED

PRESENT: Richard Albistegui-Dubois, Melinda Carrillo, William Dalrymple, Alexandra Doyle Bauer, Erin Hiro, Teresa Laughlin, Lawrence Lawson, Jackie Martin, Adam Meehan, Wendy Nelson, Lillian Payn, Travis Ritt, Julia Robinson, Craig Thompson, Fari Towfiq, Rocco Versaci, Lori Waite, Anastasia Zavodny

ABSENT: José Briceño, Patrick O'Brien, Chris Sinnott

GUESTS: Remy Arnold (ASG) Jon Walker (ASG)

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER: The meeting was called to order by Senate President Craig Thompson, at 2:30 p.m. in room SU-30.

PUBLIC COMMENT: None.

ANOUNCEMENTS:

Senate President Craig Thompson announced that on Wednesday, February 12, come meet Zianobu Davis and see her award-winning documentary *Spirits of Rebellion* presented by the Office of Student Success and Equity. Thompson also announced that the "Spring Horror Film Series," hosted by Dr. Michael Lundell, would begin February 13 with a showing of "American Psycho." All showings in the series will begin at 7:00 p.m. in P-32. "Mary Shelley's Frankenstein" will be shown on February 20.

AGENDA CHANGES: None.

APPROVAL OF MINUTES:

Motion 1 MSC Nelson/Towfiq: Faculty Senate approval of minutes of January 27, 2020 (EXHIBIT I) as amended.
Abstentions: Richard Albistegui-Dubois

The motion carried.

ACTION:

A. Committee Appointments/Elections:

Motion 2 MSC Zavodny/Towfiq: Faculty Senate approval to confirm committee appointment (EXHIBIT II).

Curriculum Committee – Maureen Hallett, Faculty, CTE, 19-22

The motion carried.

Senator Anastasia Zavodny stated the Sabbatical Leave Committee should have a Senator on that committee which meets Thursdays. Senator Travis Ritt suggested that action be taken immediately since this committee is making final comments on recommendations that are going to the Governing Board soon.

Motion 3: MSC Thompson/Lawson: Faculty Senate approval to confirm committee appointment of a Senate representative to the Sabbatical leave Committee.

Sabbatical Leave Committee – Lawrence Lawson

The motion carried.

I.A.1, I.A.2, I.B.1, I.B.2

Regarding future Governance Structure Request Forms, President Thompson stated that those upcoming items should come to Senate first as Information.

B. Curriculum: No Report.

REPORTS:

A. Senate President: President Thompson reported that the "Acting Administrators" letter was sent to Acting Vice President of Human Resources, Linda Beam with no response as of today. Also, Thompson emailed Acting President Kahn requesting that faculty hiring go straight to the Governing Board. Kahn replied in an email stating that the standard is that the matter should go first to Policy & Procedures, then to SPC and then on to Governing Board. Thompson stated that Faculty Senate strongly opposes this vetting process prior to the Governing Board because to do so would clearly diminish the 10+1+1 power and control over the matter. Kahn followed up with a suggestion that he and Thompson meet to further discuss this matter. Lastly, Kahn has created an operational workgroup to address the FCMAT Report issues associated with enrollment data and planning. Kahn recommended that a Faculty Senate member be on this group. Senator Wendy Nelson, a member of the workgroup further explained that this group is currently working on scheduling.

B. Planning Council Reports: No Reports.

C. Palomar Faculty Federation: Senator Teresa Laughlin stated that the union has negotiation sessions planned for next week and are trying to find rooms to accommodate listening sessions for faculty. The sessions are scheduled from 11 a.m. to noon and 4 to 5 p.m. on Tuesday, February 11. There are additional sessions on Wednesday, the 12th from 3 to 4 p.m. and Wednesday, February 26 from 3 to 4 p.m. The location for all these meetings are TBA. Locations will be announced via email. Laughlin also encouraged everyone to attend the governing board meeting on Tuesday, February 10.

D. ASG: ASG representative Remy Arnold reported that Comet Hour is this Wednesday in the student union. The ASG Retreat is this weekend where members will be strategizing for reaching goals this year. The SDSU Leadership Conference is on February 15 and ASG will be attending.

E. Guided Pathways: See Information section below.

F. Policies and Procedures: No Report.

G. Budget Committee: Senator Laughlin reported that Acting Vice President of Finance & Administrative Services, Yulian Ligioso asked if she and others in Faculty Senate would be interested in participating in a group that would review the budget, line by line.

H. Senate Committee Reports: No Report.

I. Other Reports: Senator Adam Meehan reported the Accreditation Steering Committee is ahead of schedule and the teams are working well on the first draft.

INFORMATION ITEMS:

A. Constitutional Review: President Thompson announced that once Faculty Senate reviews this final version, the draft will go out to all faculty asking for a vote on the entire document.

- B. Meta Majors (AKA Palomar Pathways): Senator Wendy Nelson, a member of the Guided Pathways workgroup, shared the following information. The Guided Pathways team -- with input from Palomar College faculty, staff, administrators, and students -- have developed seven proposed clustered degree programs. The Palomar Pathways were voted on by the workgroup.

These clustered degree programs represent an organization of degrees only and don't indicate any actual movement of faculty into different divisions or buildings. This is the first version and will be updated as necessary.

The areas are clustered by what will help students complete their degrees. The Palomar Pathways will also be shared with local K-12 and college partners for feedback.

To view the list of Palomar Pathways with degrees/certificates please review the following:

To learn more about the GP team's process for creating the Palomar Pathways (aka: Meta Majors), please take a look at the following post in the Guided Pathways newsletter:

- C. Guided Pathways: Senator Wendy Nelson and President Thompson shared the following link and general discussion followed.
- D. Governance Structure: Senator Lawrence Lawson said the committee's goal is to fix the inefficient and confusing governance structure at Palomar College. The committee began analyzing the governance handbook and structure to make it more efficient. The group differentiated between two types of groups or bodies: operational and governance. Lawson explained groups that fall under "council" are considered operational and perform the necessary work whereas the council and above is the governance that assign, monitor and access the work. Lawson referred to Grossmont College's Governance Handbook and mentioned they do an excellent job of explaining the governance process and how and why it works. Lawson shared a draft of Palomar's new and improved Table of Contents (EXHIBIT IV). He will be forwarding a link to Palomar's updated handbook as well as Grossmont's. He asked Senators to review major points for both and asked for feedback. Lawson also shared a draft of the proposed Palomar College Participatory Governance Structure (EXHIBIT V). This structure will be rolled out to the Planning Councils, Faculty Senate, and others over the next month for feedback. Lawson also pointed out that the proposed structure is created so that joint committees can exist among Faculty Senate and the four proposed councils when 10+1+1 matters are considered. Equal representation was very important when mapping the structure. Lawson asked Senators to consider who should sit on the four proposed councils and bring that feedback to Faculty Senate as well. Senators Zavodny and Laughlin shared that an effective communication system must be addressed as well.
- E. Senate Goals: Tabled.
- F. Credit for Prior Learning: Tabled.
III.A.1, III.A.2, III.A.3

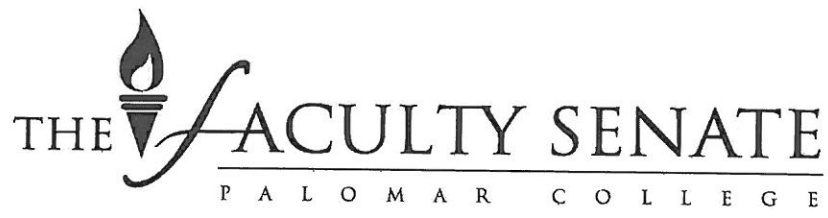
ADJOURNMENT:

The meeting was adjourned at 3:50 PM.

Respectfully submitted,



Erin Hiro, Secretary



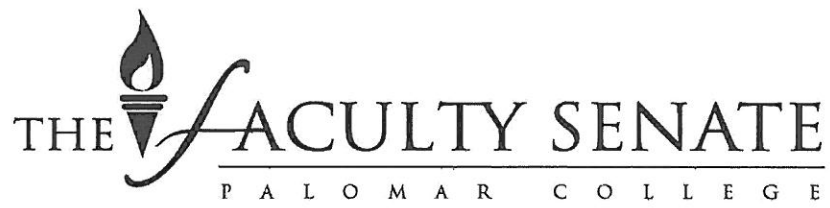
FACULTY SENATE – Roll Call Vote

Position/Office: Hiring Committee Dean MSE - Chemistry

Date: February 10, 2020

- 1) Heriberto Rivera
- 2) Kathy Pickham

	Rivera	Pickham
Albistegui- Dubois	X	
Briceno		X
Carrillo	X	
Dalrymple		X
Doyle Bauer	X	
Hiro		X
Laughlin	X	
Lawson		X
Martin	X	
(Absent) Meehan		
Nelson	X	
O'Brien	X	
Payn		X
Ritt		X
(Absent) Robinson		
Sinnott	X	
(No Vote) Thompson		
(Absent) Towfiq		
Versaci	X	
Waite	X	
Zavodny		X
TOTAL VOTES	10	7



FACULTY SENATE – Roll Call Vote

Position/Office: **Hiring Committee Dean MSE - Mathematics**

Date: February 10, 2020

- 1) James Brust
- 2) Eli Ziade
- 3) Craig Chamberlin

	Brust	Ziade	Chamberlin
Albistegui- Dubois		X	
Briceno			X
Carrillo			X
Dalyrmple		X	
Doyle Bauer		X	
Hiro		X	
Laughlin			X
Lawson		X	
Martin			X
(Absent) Meehan			
Nelson		X	
O'Brien			X
Payn			X
Ritt			X
(Absent) Robinson			
Sinnott			X
(No Vote) Thompson			
(Absent) Towfiq			
Versaci			X
Waite			X
Zavodny			X
TOTAL VOTES		6	11

EXHIBIT II

Feb 10 2020			Committee Appointments			
Name	Division	FT/ PT	Committee	Position	Statement	Confirm all
Kathleen Grove	SBS	FT	Equal Employment Opportunity Advisory Committee	Faculty Full Time 19-21	I have served on several faculty hiring committees and TERB committees and have a keen interest in the diversity plan and employment policies at Palomar College	
Patrick O'Brien	Student Services	FT	Sabbatical Leave Committee	Faculty, Tenured Student Services (19-22)	In my 18 years at Palomar I have served on many councils, committees and task forces. I enjoy working with faculty and administrators from other divisions and I have never serve on the Sabbatical Committee.	

EXHIBIT III

Feb 10 2020					
Hiring Committee: Dean MSE			Faculty At-Large positions		
Name	FT/PT	Division	Department	Statement	Either Vote or Confirm below
Elizabeth Pearson	FT	MSE	Biology	I would like to represent my department and my perspective as a department chair in MSE of 6 years.	Confirm
					Vote for 1:
Heriberto Rivera	FT	MSE	Chemistry	To serve as the voice for the chemistry department.	
Kathy Pickham	PT	MSE	Chemistry	I am interested in being a part of the hiring committee since I am interested in having a voice in this decision. I think adjuncts are often overlooked by the administration even though they teach a majority of classes and make up a majority of the faculty. The Dean of the department is an important position because it is involved in policy decisions that affect all members of the department.	
Nicholas Green	FT	MSE	CSIT	I have served on multiple Dean hiring committees in the past and feel that I have the knowledge and desire to hire the correct person to move our division forward into success.	Confirm
					Vote for 1:
James Brust	PT	MSE	Mathematics	I would like to join this committee because it's in my long-term interest to know more about how hiring committees work.	
Eli Ziade	FT	MSE	Mathematics	Primarily to represent my department in the hiring of the new Dean of Math, Sciences, and Engineering Division.	
Craig Chamberlin	FT	MSE	Mathematics	I want to help hire the best qualified, fiscally responsible person to help the MSE division successfully navigate the considerable challenges we face in the coming years.	
Juliane Van Houten	FT	MSE	Nursing	As the chair of the Nursing Department, I will work closely with the Dean. I would like to help select a qualified candidate who will meet the unique needs of Palomar College.	Confirm
Hector Garcia Villa	FT	MSE	Physics and Engineering	I would like to help the division find the best Dean possible, and also represent the PHYSENG department in this process.	Confirm

Actions
February 5, 2020 Curriculum Committee Agenda
The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

A. New Credit Courses												
Subj.	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
1	FIRE 173	<u>Legal Aspects of Emergency Services Law</u>	Emergency Services Law	No Impacts	No	<u>Online</u>	N/A	Grade/Pass/No Pass	Not Open Entry/Open Exit	This course meets the requirements of a non-core Fire and Emergency Services and Higher Education Initiative (FESHE) class through the National Fire Academy and is based on the recommended curriculum.	No	Ed Sprague
2	SWHS 100	<u>Introduction to Social Work and Human Services</u>	Intro to SWHS	<u>SWHS 100 Impact Report</u>	CSU	<u>Online Computer Assisted</u>	N/A	Grade/Pass/No Pass	Entry/Open Exit	Creation of course is a core class in the development of the Social Work and Human Services CTE Program at Palomar. This program is intended to add a degree that allows students to transfer and gain higher education in related disciplines.	No	James Fent
3	SWHS 120	<u>Social Work and Human Services Fields of Service</u>	SWHS Fields of Service	<u>SWHS 120 Impact Report</u>	CSU	<u>Two-Way Online Computer Assisted</u>	N/A	Grade/Pass/No Pass	Entry/Open Exit	Creation of course is a core class in the development of the Social Work and Human Services CTE Program at Palomar. This program is intended to add a degree that allows students to transfer and gain higher education in related disciplines.	No	James Fent

B. Credit Course Reactivations												
Subj.	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
1	EME 116	Emergency Medical Technician Refresher Course	EMT Refresher Course		CSU	No	No	Pass/No Pass Only	No	EME 116 was deactivated as a result of consistent low enrollment. This class is mandated by Title 22 and we have been informed by the San Diego Co. EMS that we must begin to offer this class.	Prerequisite: Possess a valid current EMT-B, EMT-II or EMT-P certificate, or have possessed one within the last two years.	Sarah Desimone

C. New NonCredit Courses												
Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
1	N ESL 941	<u>Academic ESL Review</u>	Summer Bridge	No impacts	No	<u>Online</u>	N/A	Pass/No Pass/Satisfactory	Open Entry/Open Exit	Until recently, summer bridge was run by the TLC and N BASC 900 was used for the ESL summer bridge program. The course is now being offered by the ESL department, but the curriculum in N BASC 900 is generic and doesn't reflect the content we would like to teach our ESL students to prepare for future academic Due to repeatability and a focus on skills attainment, N ESL 971 will increase the access and success of non-native adult learners, preparing them for advanced ESL writing classes.	No	Vickie Mellos
2	N ESL 971	<u>Written Communication I</u>	Written Communication I	No impacts	No	<u>Online</u>	N/A	Progress Pass/No Pass/Satisfactory	Not Open Entry/Open Exit		No	Lawrence Lawson
3	N ESL 973	<u>Written Communication III</u>	Written Communication III	No impacts	No	<u>Online</u>	N/A	Progress Pass/No Pass/Satisfactory	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, N ESL 973 will increase the access and success of non-native adult learners, preparing them for advanced ESL writing classes.	No	Tracy Fung
4	N ESL 975	<u>Accelerated Written Communication I</u>	Accelerated Written Comm I	No impacts	No	No	N/A	Progress Pass/No Pass/Satisfactory	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, N ESL 975 will increase the access and success of non-native adult learners, preparing them for advanced ESL writing classes.	No	Lawrence Lawson
5	N ESL 976	<u>Accelerated Written Communication II</u>	Accel Written Communication II	No impacts	No	<u>Online</u>	N/A	Progress Pass/No Pass/Satisfactory	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, N ESL 976 will increase the access and success of non-native adult learners, providing a noncredit option for students taking ESL 106.	No	Tracy Fung

D. Noncredit Course Changes													
Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Catalog/Student Records Impacts	Requisites	Originator
1	N ESL 910	English Pronunciation II	English Pronunciation II	N ESL 910	No	Online	N/A	Pass/No Pass/Satisfactory	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, NESL 10 will increase the access and success of non-native adult speakers in employment and community added DE, textbooks participation.	Coding, updated grading basis, open entry/exit,	No	Tracy Fung

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Subj.	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
2	N ESL 913	ESL Grammar Skills II	ESL Grammar Skills II	N ESL 913 Impact Report	No	No	N/A	Pass/No Pass/Satisfactory/Progress	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, NESL 13 will increase the access and success of non-native adult speakers in developing stronger language accuracy in English.	Updated objectives, outcomes, grading basis, open entry/exit, repeatability	No Tracy Fung
3	N ESL 920	Academic Speaking and Listening	Academic Speaking/Listening	N ESL 920 Impact Report	No	Online	N/A	Pass/No Pass/Satisfactory/Progress	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, NESL 20 will increase the access and success of non-native adult speakers in developing stronger speaking skills in English for career purposes.	Updated coding, added DE, updated outcomes, grading basis, open entry/exit, repeatability and textbooks	No Tracy Fung
4	N ESL 945	Reading and Writing Essentials I	Reading and Writing Essen. I	None	No	No	N/A	Pass/No Pass/Satisfactory/Progress	Not Open Entry/Open Exit	NESL 45 will increase the access and success of non-native English speaking adults in our floor level academic ESL course due to repeatability and a focus on skills attainment.	Updated coding, updated outcomes, grading basis, open entry/exit, repeatability, and textbooks	No Tracy Fung
5	N ESL 955	Reading and Writing Essentials II	Reading and Writing Essen II	None	No	No	N/A	Pass/No Pass/Satisfactory/Progress	Not Open Entry/Open Exit	Due to repeatability and a focus on skills attainment, NESL 955 will increase the access and success of non-native adult learners, preparing them for advanced ESL writing classes.	Updated coding, updated outcomes, grading basis, open entry/exit, repeatability and textbooks	No Tracy Fung
6	N ESL 982	Computer Skills 1 – Foundational Skills	Computer Skills 1	N ESL 982 Impact Report	No	No	N/A	Pass/No Pass/Satisfactory/Progress	May be Open Entry/Open Exit	We would like to update the curriculum for the computer class we offer in the ESL department. Currently, there is only one course (NESL 983 Computer Literacy) that runs for an entire semester. The teachers have found that it is a lot of curriculum to cover in one semester. Instead, we would like to offer three focused 8-week courses: NESL 982 - Computer Skills 1 - Foundational Skills NESL 983 - Computer Skills 2 - Office Applications NESL 984 - Computer Skills 3 - The Digital Age We wanted to create shorter courses so that there are more entry points for students. Also, none of the classes require pre-requisites, so any student can take the classes at any point. The first week of each course will include a review of computer vocabulary and computer basics. In addition, we created the last course to include updated technology.	Updated coding, updated outcomes, grading basis, open entry/exit, repeatability and textbooks	No Tracy Fung

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Subj.	Number	Title	Short Title	Impacts	Transfer Accept.	Distance Education	Multi-cultural Basis	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator	
7	N ESL 983	Computer Skills 2 - Office Applications	Computer Skills 2	N ESL 983 Impact Report	No	No	N/A	Pass/No Pass/Satisfactory Progress	May be Open Entry/Open Exit	We would like to update the curriculum for the computer class we offer in the ESL department. Currently, there is only one course (NESL 983 Computer Literacy) that runs for an entire semester. The teachers have found that it is a lot of curriculum to cover in one semester. Instead, we would like to offer three focused 8-week courses: NESL 982 - Computer Skills 1 - Foundational Skills NESL 983 - Computer Skills 2 - Office Applications NESL 984 - Computer Skills 3 - The Digital Age We wanted to create shorter courses so that there are more entry points for students. Also, none of the classes require pre-requisites, so any student can take the classes at any point. The first week of each course will include a review of computer vocabulary and computer basics. In addition, we created the last course to include updated technology.	Updated coding, updated outcomes, objectivity, grading basis, repeatability and methods of assessment	No	Tracy Fung

E. Credit Course Changes

Credit Course Changes													
Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Catalog/Student Records Impacts	Requisites	Originator
1	BIOL 101L	Introductory Biology: General Biology Laboratory	Intro Bio: Gen Bio (Lab)	https://paonline.coursecourse.com/DynamicReports/AlertPrint.asp?comparisonReportByfnth?previousEntityId=4566&id=1059_1&entityType=Courses&reportId=43	UC/CSU	No	No	Grade/Pass/No Pass	No	The Biology Department would like to change all Introductory level non-majors Biology course titles to "Introductory Biology: _____" insert emphasis here. We are hoping this will make it more clear to students and counselors that our courses are not sequenced, they do not need to take Biology 100 before taking the other courses, and to let students know they have multiple options for meeting their GE requirement. We are hoping that it will also minimize articulation problems where the names of some of our introductory courses were similar to major-level courses at their institutions.	Updated title, reflected requisite title updates, SLOs, content, transfer	Yes	Elizabeth A. Pearson
2	BIOL 118L	Introductory Biology: Ecology Laboratory	Intro Bio: Ecology (Lab)	None	CSU/UC	No	No	Grade/Pass/No Pass	No	The Biology Department would like to change all Introductory level non-majors biology course titles to "Introductory Biology: _____" insert emphasis here. We are hoping this will make it more clear to students and counselors that our courses are not sequenced, they do not need to take Biology 100 before taking the other courses, and to let students know they have multiple options for meeting their GE requirement. We are hoping that it will also minimize articulation problems where the names of some of our introductory courses were similar to major-level courses at their institutions.	Updated title, reflected requisite title updates	No	Elizabeth A. Pearson

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3	BIOL 131L	Introductory Biology: Marine Biology (Laboratory)	Intro Bio: Marine Bio (Lab)	None	UC/CSU	No	No	Grade/Pass/ No Pass	No	The Biology Department would like to change all introductory level non-majors biology course titles to "Introductory Biology: _____" insert emphasis here. We are hoping this will make it more clear to students and counselors that our courses are not sequenced, they do not need to take Biology 100 before taking the other courses, and to let students know they have multiple options for meeting their GE requirement. We are hoping that it will also minimize articulation problems where the names of some of our introductory courses were similar to major-level courses at their institutions.	Updated title, coding, reflected requisite title updates, SLOs, content, assignments, textbooks, BIOL 131	Elizabeth A. Pearson	
4	BIOL 141	Introductory Biology: Zoology (Lecture)	Intro Bio: Zoology (Lecture)	None	UC/CSU	No	No	Grade/Pass/ No Pass	No	This proposal is to change the course title to Introductory Biology: Zoology Lecture. The Biology Department would like to change all introductory level non-majors biology course titles to "Introductory Biology: _____" insert emphasis here. We are hoping this will make it more clear to students and counselors that our courses are not sequenced, they do not need to take Biology 100 before taking the other courses, and to let students know they have multiple options for meeting their GE requirement. We are hoping that it will also minimize articulation problems where the names of some of our introductory courses were similar to major-level courses at their institutions.	Updated title, SLOs, textbooks	No	Kimberly M. Velazquez
5	CHDV 106	Infant and Toddler Care and Curriculum	Infant and Toddler Curriculum	None	CSU	Online	No	Grade/Pass/ No Pass	No	Adjustments to course description, objectives, and content outline to achieve alignment with other courses throughout the state via the Curriculum Alignment Project (CAP).	Updated description, SLOs, objectives, content, methods of assessment, textbooks	Jenny Ferro	
6	CHDV 112	Early Intervention and Inclusion	Early Intervention & Inclusion	None	CSU	Online	No	Grade/Pass/ No Pass	No	Adjustments to course description, objectives, and content outline to achieve alignment with other courses through the Curriculum Alignment Project (CAP).	Updated description, SLOs, objectives, content	Jenny Ferro	
7	CHDV 202	Advanced Practicum in Early Childhood Education: Preschool	Adv Practicum: Preschool	CHDV 202 Impact Report	CSU	Online	No	Grade/Pass/ No Pass	Not Open Entry/Open Exit	This course will provide supervised field experience for the student at their choice of location and will be offered online. It is difficult for students to take time off of work in order to complete this course. In addition, the units for this course will be cut in half to 1.5 units. By giving students options, more degrees and certificates will be awarded.	Updated description, changed units to 1.50, lecture to 0.50, objectives, assignments, textbooks	Prerequisite: CHDV 201 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 99, CHDV 104, CHDV 105A, CHDV 120, CHDV 152A, CHDV 142, CHDV 101, CHDV 195, CHDV 182, CHDV 184, CHDV 185	Diane C. Studinka

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Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Exit	Justification	Requisites	Originator
8	CHDV 203	Advanced Practicum in Early Childhood Education: Infant/Toddler	Adv Practicum: Infant/Toddler	CHDV 203 Impact Report	CSU	Online	No	Grade/Pass/No Pass	Not Open Entry/Exit	This course will provide supervised field experience for the student at their choice of location and will be offered online. It is difficult for students to take time off of work in order to complete this course. In addition, the units for this course will be cut in half to 1.5 units. By giving students options, more degrees and certificates will be awarded.	Prerequisite: CHDV 201 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 99, CHDV 103, CHDV 104, CHDV 105B, CHDV 106, CHDV 120, CHDV 142, CHDV 152B, CHDV 182, CHDV 184, CHDV 195, CHDV 199, CHDV 108-CHDV 110, CHDV 125, CHDV 130, CHDV 135, CHDV 140, CHDV 144 Prerequisite: CHDV 201 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 99, CHDV 104, CHDV 105C, CHDV 110, CHDV 112, CHDV 120, CHDV 152A, CHDV 152B, CHDV 106, CHDV 142, CHDV 182, CHDV 184, CHDV 195, CHDV 103, CHDV 101, CHDV 103-CHDV 108, CHDV 145, CHDV 149	Diane C. Studinka
9	CHDV 204	Advanced Practicum in Early Childhood Education: Inclusive Setting	Adv Practicum: Inclusion	CHDV 204 Impact Report	CSU	Online	No	Grade/Pass/No Pass	Not Open Entry/Exit	This course will provide supervised field experience for the student at their choice of location and will be offered online. It is difficult for students to take time off of work in order to complete this course. In addition, the units for this course will be cut in half to 1.5 units. By giving students options, more degrees and certificates will be awarded.	Prerequisite: CHDV 201 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 99, CHDV 104, CHDV 105C, CHDV 110, CHDV 112, CHDV 120, CHDV 152A, CHDV 152B, CHDV 106, CHDV 142, CHDV 182, CHDV 184, CHDV 195, CHDV 103, CHDV 101, CHDV 103-CHDV 108, CHDV 145, CHDV 149	Diane C. Studinka
10	CSIT 150	Introduction to SQL	Introduction to SQL	None	CSU	Online	No	Grade/Pass/No Pass	Not Open Entry/Exit	Expanding lab to 3 hours and reducing lecture to 2 hours to allow for more actual computer programming work to be done by students who	Expanded lecture to 2, lab to 3,	Stephen R. Perry
11	CSIT 175	Python Programming	Python Programming	None	CSU/UC	Online	No	Grade/Pass/No Pass	Not Open Entry/Exit	Expanding lab to 3 hours and reducing lecture to 2 hours to allow for more actual computer programming work to be done by students who	Changed lecture to 2, lab to 3	Stephen R. Perry
12	DNCE 115	Ballet I	Ballet I	None	UC/CSU	No	No	Grade/Pass/No Pass	No Exit	This reflects an attention to Health and Fitness.	Updated description, coding, SLOs, objectives, Updated description, coding, SLOs, objectives, content	Margaret M. Faulkner
13	DNCE 149	Afro-Cuban/Brazilian Dance I	Afro-Cuban/Brazilian Dance I	None	UC/CSU	No	No	Grade/Pass/No Pass	No Exit	reflects an attention to Health and fitness	Updated description, coding, SLOs, objectives, Updated description, coding, SLOs, objectives, content	Margaret M. Faulkner
14	DNCE 151	Latin Social Dance I	Latin Social Dance I	None	UC/CSU	No	No	Grade/Pass/No Pass	No Exit	reflects an attention to Health and Fitness	Updated description, coding, SLOs, objectives, Updated description, coding, SLOs, objectives, content, textbook, assignments	Margaret M. Faulkner
15	DNCE 153	Capoeira, Afro/Brazilian Martial Arts I	Capoeira/Afro/Braz Mrtl Art I	None	UC/CSU	No	No	Grade/Pass/No Pass	No Exit	reflects an attention to health and fitness	Updated description, SLOs, objectives, content	Margaret M. Faulkner
16	DNCE 210	Ballet III	Ballet III	None	UC/CSU	No	No	Grade/Pass/No Pass	No Exit	reflects an attention to Health and Fitness	Updated description, SLOs, objectives, textbook	Margaret M. Faulkner

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Subj.	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
17	DNCE	283 Musical Theatre Scenes III	Musical Theatre Scenes III	None	CSU	No	No	No	Grade/Pass/No	We are removing pre requisites -- we have discovered we don't need them	Removed DNCE 174 prerequisite, updated description, coding, changed units to 3, changed lecture to 1.50 and lab to 4.5, methods of instruction, SLOs, objectives, content, assignments, methods of assessment, textbooks	Margaret M. Faulkner
18	DT	117 Blueprint Reading and Geometric Dimensioning and Tolerance	Blueprint Reading and GD&T	DT 117 Impact Report	CSU	No	No	No	No Pass Graded Only	Blueprint reading is critical to GD&T use and theory, we are changing the Units to 3 to allow enough time to add blueprint reading an concepts. Student need both components in one class so they will be able to read GD+T symbols and understand their application and meaning.	Prerequisite: DNCE 174 No	Anita Talone
19	EME	106 Emergency Medical Technician (Lecture)	EMT (Lecture)	None	CSU	No	No	No	Graded Only	Additional mandatory curriculum has been added by the California State EMS office. This requires a need to add additional objective and updates to the course content.	Prerequisite: Current American Heart Association CPR for Health-Care Providers and Emergency Medical Response cardiac or equivalent must be age 18 by the first day of class-Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider, EME 100 and must be age 18 by the first day of class. Corequisite (Course required to be taken concurrently): EME 106L	Sarah Desimone

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Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Optional Exit	Justification	Requisites	Originator
20 EME	106L	Emergency Medical Technician Skills (Laboratory)	EMT Basic (Laboratory)	None	CSU	No	No	Pass/No Pass Only	No	Update objectives and include new curriculum mandated by Title 22.	Updated coding, requisites, SLOs, objectives, content, assignments, textbooks	Sarah DeSimone
21 ESL	12	<u>ESL Grammar Skills I</u>	ESL Grammar Skills I	None	No	Online	No	Grade/Pass/No Pass	No	Adding DE.	Updated coding, added DE, updated SLOs, objectives, textbooks	Tracy Fung
22 ESL	13	<u>ESL Grammar Skills II</u>	ESL Grammar Skills II	None	No	Online	No	Grade/Pass/No Pass	No	Adding DE.	Updated coding, added DE, updated SLOs, objectives, textbooks	Tracy Fung
23 FIRE	131	<u>Introduction to Emergency Management</u>	Intro to Emergency Management	None	CSU	Online, Other (Hybrid)	No	Grade/Pass/No Pass	No	Revise the course title and update the content to more accurately reflect the current course content and where it fits in the educational sequence. Change title from Emergency Preparedness to Introduction to Emergency Management. Update textbook from 5th to 6th edition. Update SLOs. Provide the opportunity for online delivery as supported by the textbook authors and publisher.	Updated title, description, coding, DE, SLOs, objectives, content, assignments, methods of assessment, textbook	Ed Sprague
24 FIRE	133	<u>Disaster Mitigation</u>	Disaster Mitigation	None	CSU	Online, Other (Hybrid)	No	Grade/Pass/No Pass	No	Revise course title and update the content to more accurately reflect the current course content and where it fits in the educational sequence. Change title from "Disaster Mitigation" to "Disaster Mitigation and Preparedness". Change textbook. Provide the opportunity for online delivery as supported by the textbook publisher.	Updated description, coding, DE, SLOs, objectives, content, assignments, methods of assessment, textbook	Ed Sprague
25 ID	141	<u>Commercial Interior Design</u>	Commercial Interior Design	None	CSU	No	No	Grade/Pass/No Pass	No	Prerequisites added based on feedback from Program Advisory Committee and ID faculty.	Added prerequisites, updated coding, content, textbook	Jessica Newman

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Subj.	Number	Title	Short Title	Impacts	Transfer Accept.	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
26	IT	125 <u>Tooling Concepts</u>	Tooling Concepts	DT 125 Impact Report	CSU	No	No	Graded Only	No	The job market for Machinist and CNC Programmers requires this type of knowledge and experience. Palomar would be the only institute in North County to provide this type of education and training. Collectively, Machining and CNC Occupations in San Diego County have a labor market demand of 769 annual job openings. Comparatively, the average occupation in San Diego County has a labor market demand of 277 annual job openings. Only two educational institutions in San Diego County supply 74 awards for these occupations, suggesting that there is a supply gap in the region.	Updated title, coding, changed units to 4, changed lecture hours to 2, updated SLOs, textbooks	Michael Wright
27	MATH	100 <u>Exploring Mathematics</u>	Exploring Mathematics	None	UC/CSU	No	No	Grade/Pass/No Pass	No	COR Update	Prerequisite: MATH 60 or MATH 56 or eligibility determined through the math placement process or Corequisite (Course required to be taken concurrently): MATH 1	John Harland

Course #	Title	Short Title	Impacts	Transfer Accept.	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Catalog/Student Records	Originator
1	DR	20	Pre-Algebra Support	No	No	No	Pass/No Pass Only	No	Course is no longer taught.	Remove	Sherry Goldsmith
2	DR	25	Algebra Support	No	No	No	Pass/No Pass Only	No	The course is no longer being taught.	Remove	Sherry Goldsmith
3	DT	180	3D Studio Max - Intro to 3D Modeling and Animation	DT 180 Impact Report	CSU	N/A	Grade/Pass/No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree and Certificate Program that we are deactivating. We rarely award this certificate and there is no high wage or job market here in San Diego or Imperial County anymore. The job market has shifted.	Remove	Anita Talone
4	DT	182	3D Studio Max - Advanced 3D Modeling and Animation	DT 182 Impact Report	CSU	N/A	Grade/Pass/No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree and Certificate Program that we are deactivating. We rarely award this certificate and there is no high wage or job market here in San Diego or Imperial County anymore. The job market has shifted.	Remove	Anita Talone
5	DT	184	Real Time 3D	DT 184 Impact Report	CSU	N/A	Grade/Pass/No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree	Remove	Anita Talone

Program Title	Disc.	Award	Units	Justification	Originator
1 <u>Social Work and Human Services</u>	AODS	A.A./C.A.	28	This program is being developed to assist the growing need for entry level Human Services workers in our Region. The data shows the demand for these positions greatly outweighs the demand. The intention for this program is to also replace the existing PSS Certificate Program and Degree at Palomar.	James Feint
2 <u>Child Development Associate Teacher</u>	CHDV	C.A.	12.5	As the college, students, and community needs change, our department is ready to meet these changes through a streamlined process of students obtaining degrees and certificates while preparing for the workplace and state licenses and permits.	Laurel Anderson

H. Credit Program Changes

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Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
Program Title												
1		Architectural Drafting		Disc: ARCH	A.S./C.A.	18				The industry demand for skilled drafting labor.	Catalog/Student Records Impacts Updated SLOs, Mission and Curriculum, Goals and Objectives, removed vocational, added ARCH 295 and ARCH 150, removed ARCH 145, ID 150, ARCH 160, set ARCH 202 to 3 units Changed title, updated units, various course addition and deletions	Originator Joseph Lucido
2		Child Development: Administration		CHDV	A.S./C.A.	40				The degrees are stack-able. And, other degrees can be completed before this one, but the content in those degrees are combined with content unique to this one.		Laurel Anderson
3		Child Development: Child and Family Services		CHDV	A.S./C.A.	27.5				Our department degrees are stack-able and therefore students can obtain the Child Development Associate Teacher Degree before obtaining this one.	Changed title, updated units, various course addition and deletions	Laurel Anderson
4		Child Development: Master Teacher: Infant/Toddler		CHDV	A.S./C.A.	39				The department is realigning the programs to meet college, student and community needs and streamline degree completions.		Laurel Anderson
5		Child Development: School Age Assistant		CHDV	C.A.	15.5				We are making the change to a Certificate of Achievement rather than a Certificate of Proficiency	Changed title, converting to C.A. (formerly C.P.)	Laurel Anderson
6		Child Development: Teacher		CHDV	A.S./C.A.	28				This program incorporates the Child Development Associate Teacher Certificate.	Changed title, updated units, various course addition and deletions	Laurel Anderson
7		Dance: Emphasis in Euro-Western Dance		DNCE	A.A./C.A.	22-25.50				Responding to class cuts by scheduling team and continuing to strive for efficiency and more completers.	Updated SLOs, updated units, various course addition and deletions	Margaret M. Faulkner
8		Dance: Emphasis in General Dance		DNCE	A.A./C.A.	24.50-28.50				We are responding to the class cuts by the enrollment team and we are responding to the Districts desire for efficiency and completions.	Updated SLOs, updated units, various course addition and deletions	Margaret M. Faulkner
9		Dance: Emphasis in World Dance		DNCE	A.A./C.A.	21.50-26.50				Responding to course cuts by scheduling team and working toward greater efficiency and completers.	Updated SLOs, updated units, various course addition and deletions	Margaret M. Faulkner

Technical Corrections												
Course #	Title	Short Title	Subj	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Catalog/Student Records Impacts	Originator
1	ID 125	Presentation Methods in Interior Design	ID	Impact Report	CSU	N/A	No	Grade/Pass/No Pass	No	Change name from Presentation Methods in Interior Design I to Presentation Methods in Interior Design, as we no longer have a part II. This class was eliminated under the new program effective Fall 2019, but feedback from the Program Advisory Committee, faculty, and students, everyone strongly agrees that this class must be part of our program again. Additionally, our Program Outcome states that students should exit our program with a workplace or transfer-ready portfolio. This class is an essential part of a strong portfolio.	Updated title, coding, other course updates not affecting catalog. <u>This course was approved at the 11/20/2019 meeting at 3 hours of lecture and 3 hours of lab.</u> <u>The course should have been 2 hours lecture and 3 hours lab or a total of 3 units (unit value does not change).</u>	Jessica Newman
2	N ESL 995	English as a Second Language Support Course	N ESL	N/A	N/A	N/A	N/A	Pass/No Pass/Satisfactory Progress	No	Due to a META glitch for noncredit courses, this course was approved as 1-4 hours lecture per semester instead of 1-4 hours lecture per week for a total of 16-72 hours per semester.	Correct hours to total per semester (16-72 hours of lecture).	Tracy Fung

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Subj	Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator
J. Credit Course Deactivations												
Course #	Title	Short Title	Subj	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Catalog/Student Records impacts	Originator
1	DT 180 3D Studio Max-Intro	DT		DT 180 Impact Report	CSU	N/A	N/A	Grade/Pass/ No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree and Certificate Program that we are deactivating. We rarely award this certificate and there is no high wage or job market here in San Diego or Imperial County anymore. The job market has shifted north. Orange County Community Colleges have instructors with Hollywood connections and have really great programs for animation and gaming. There are several private colleges also teaching these classes here in San Diego County. Additionally, there is no longer an instructor to teach them.	Remove	Anita Talone
2	DT 182 3D Studio Max-Advanced	DT		DT 182 Impact Report	CSU	N/A	N/A	Grade/Pass/ No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree and Certificate Program that we are deactivating. We rarely award this certificate and there is no high wage or job market here in San Diego or Imperial County anymore. The job market has shifted north. Orange County Community Colleges have instructors with Hollywood connections and have really great programs for animation and gaming. There are several private colleges also teaching these classes here in San Diego County. Additionally, there is no longer an instructor to teach them.	Remove	Anita Talone
3	DT 184 Real Time 3D Technical/Game Animation	DT		DT 184 Impact Report	CSU	N/A	N/A	Grade/Pass/ No Pass	No	These three classes are part of the Drafting: Multimedia AS Degree and Certificate Program that we are deactivating. We rarely award this certificate and there is no high wage or job market here in San Diego or Imperial County anymore. The job market has shifted north. Orange County Community Colleges have instructors with Hollywood connections and have really great programs for animation and gaming. There are several private colleges also teaching these classes here in San Diego County. Additionally, there is no longer an instructor to teach them.	Remove	Anita Talone

K. Distance Education												
Course #	Distance Ed Delivery Methods											
1	FIRE 173	Legal Aspects of Emergency Services										
4	SWHS 100	Introduction to Social Work and Human Services										
5	SWHS 120	Social Work and Human Services Fields of Service										
6	N ESL 941	Academic ESL Review										
7	N ESL 971	Written Communication I										
8	N ESL 973	Written Communication III										
9	N ESL 976	Accelerated Written Communication II										
10	N ESL 910	English Pronunciation II										
11	N ESL 920	Academic Speaking and Listening										
12	CHDV 106	Infant and Toddler Care and Curriculum										
13	CHDV 112	Early Intervention and Inclusion										
14	CHDV 202	Advanced Practicum in Early Childhood Education: Preschool										
15	CHDV 203	Advanced Practicum in Early Childhood Education: Infant/Toddler										
16	CHDV 204	Advanced Practicum in Early Childhood Education: Inclusive Setting										
17	CSIT 150	Introduction to SQL										
18	CSIT 175	Python Programming										
19	FIRE 131	Introduction to Emergency Management										
20	FIRE 133	Disaster Mitigation										

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L. Requisites													
1	EME	116	Emergency Medical Technician Refresher Course								Requisite: Possess a valid current EMT-B, EMT-IL or EMT-P certificate, or have possessed one within the last two years.	New Credit Course	
2	BIOL	131L	Introductory Biology: Marine Biology (Laboratory)								Prerequisite: Completion of, or concurrent enrollment in: BIOL 131	Credit Course Change	
3	CHDV	202	Advanced Practicum in Early Childhood Education: Preschool								Prerequisite: CHDV 201 Prerequisite: Completion of, or concurrent enrollment in: CHDV 99, CHDV 104, CHDV 105A, CHDV 120, CHDV 152A, CHDV 142, CHDV 101, CHDV 195, CHDV 182, CHDV 184, CHDV 145	Credit Course Change	
4	CHDV	203	Advanced Practicum in Early Childhood Education: Infant/Toddler								Prerequisite: CHDV 201 Prerequisite: Completion of, or concurrent enrollment in: CHDV 99, CHDV 103, CHDV 104, CHDV 105B, CHDV 106, CHDV 120, CHDV 142, CHDV 152B, CHDV 182, CHDV 184, CHDV 195, CHDV 140, CHDV 135, CHDV 130, CHDV 135, CHDV 135, CHDV 140, CHDV 144, CHDV 145	Credit Course Change	
5	CHDV	204	Advanced Practicum in Early Childhood Education: Inclusive Setting								Prerequisite: CHDV 201 Prerequisite: Completion of, or concurrent enrollment in: CHDV 99, CHDV 104, CHDV 105C, CHDV 110, CHDV 112, CHDV 120, CHDV 152A, CHDV 152B, CHDV 106, CHDV 142, CHDV 182, CHDV 184, CHDV 195, CHDV 103, CHDV 101, CHDV 102, CHDV 108, CHDV 145, CHDV 172	Credit Course Change	
6	DNCE	283	Musical Theatre Scenes III								Prerequisite: DNCE 174	Credit Course Change	
7	EME	106	Emergency Medical Technician (Lecture)								Prerequisite: Current American Heart Association CPR for Health Care Providers and Emergency Medical Response cards or equivalent, must be age 18 by the first day of class. Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider. EME 100 and must be age 18 by the first day of class.	Credit Course Change	
8	ID	141	Commercial Interior Design								Corequisite (Course required to be taken concurrently): EME 106L	Credit Course Change	
9	MATH	100	Exploring Mathematics								Prerequisite: ID 100, ARCH 105, ID 125 Prerequisite: MATH 60 or MATH 56 or eligibility determined through the math placement process or Corequisite (Course required to be taken concurrently): MATH 1	Credit Course Change	