

Minutes of the
MEETING OF THE FACULTY SENATE
February 10, 2020

APPROVED

- PRESENT: Richard Albistegui-Dubois, Jose Briceño, Melinda Carrillo, William Dalrymple, Alexandra Doyle Bauer, Erin Hiro, Teresa Laughlin, Lawrence Lawson, Jackie Martin, Wendy Nelson, Patrick O'Brien, Lillian Payn, Travis Ritt, Chris Sinnott, Craig Thompson, Rocco Versaci, Lori Waite, Anastasia Zavodny
- ABSENT: Adam Meehan, Julia Robinson, Fari Towfiq
- GUESTS: Remy Arnold (ASG), Jonathon 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: None.

AGENDA CHANGES: None.

APPROVAL OF MINUTES:

Motion 1 MSC Martin/Nelson: Faculty Senate approval of minutes of February 3, 2020 (EXHIBIT I).
Abstentions: Jose Briceño, Patrick O'Brien, Chris Sinnott

The motion carried.

ACTION:

A. Committee Appointments/Elections:

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

Equal Employment Opportunity Advisory Committee – Kathleen Grove, Faculty Full Time, 19-21
Sabbatical leave Committee – Patrick O'Brien, Faculty, Tenured Student Services, 19-22

The motion carried.

Senator Anastasia Zavodny presented a ballot for selection to the Dean MSE hiring committee. Seven faculty are to be selected and approved with five of those running uncontested. Senate President Craig Thompson stated that in

addition to a paper ballot, a physical vote (raising of the hands) must also take place so that the public can witness voting to adhere to the Brown Act.

Motion 3 MSCZavodny/Laughlin: Faculty Senate approval to accept the results of the vote for the Hiring Committee for Dean MSE (EXHIBIT III).

Elizabeth Pearson – Biology (uncontested)
Heriberto Rivera – MSE
Nicholas Green – CSIT (uncontested)
Sean Figg – Earth, Space & Environmental Sciences (uncontested)
Craig Chamberlin - Mathematics
Juliane Van Houten – Nursing (uncontested)
Hector Garcia Villa – Physics and Engineering (Uncontested)

The motion carried.

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

B. Curriculum: Senator Wendy Nelson presented actions approved by the curriculum committee on February 5, 2020 (EXHIBIT IV). Nelson stated that the curriculum committee is putting together a general education workgroup. The workgroup will include the articulation officer, curriculum co-chair, SLO coordinator and a faculty member from each of the nine GE areas. The work group is tasked with revising and affirming Palomar's general education philosophy. The work will also include Guided Pathways planning, reviewing GE requirements and making recommendations for additional GE courses, discussing the relationship between college outcomes and the GE courses and finally making recommendations of GE courses approval with the curriculum. A call will go out for additional committee members in the next few weeks.

Motion 4: MSC Ritt/Nelson: Faculty Senate approval of the curriculum committee actions dated February 5, 2020.

The motion carried.

I.A.1, 1.A.2

C. Meta-Majors: Tabled.

REPORTS:

A. Senate President: Senate President Craig Thompson said he hasn't gotten an official response from Acting VP of Human Resources Linda Beam regarding the "acting" positions. Thompson will follow up with her again in writing within the next two weeks. Regarding faculty hiring, Acting Superintendent/President Jack Kahn stated that the faculty hiring process revision approved by Faculty Senate will be placed on the Governing Board agenda on Tuesday, February 11, 2020. During the last Guided Pathways session, a female student ambassador spoke and addressed the trauma she and other Latinx students felt having the Border Patrol participating in a Palomar job fair. He asked if Faculty Senate was interested in writing a resolution in support of a student protest organized by MECHA to oppose the Border Patrol invitation to campus. Senators split on this suggestion. Senator Wendy Nelson stated that if a resolution is written, she would like to give Rosie Antonecchia, the organizer of the job fair in the Career Center, an opportunity to provide feedback to the Senate. Senator Travis Ritt stated that some of his past and present students seek careers in law enforcement including the Border Patrol. This is taking away opportunities from them and could set a bad precedent of excluding law enforcement agencies. Senator Chris Sinnott suggested having career opportunity events with Border Patrol at an off campus site.

B. Planning Council Reports: No Reports.

- C. Palomar Faculty Federation: Senator Teresa Laughlin encouraged senators to attend the Governing Board meeting tomorrow evening. Laughlin added that a reduction in force may still occur even with a considerable amount of retirements. She also stated that PFF will fight for all employees to keep their jobs because they feel it's in the best interest of the students. Lastly, the District must follow "reduction in force" EdCode notice requirement of March 15 when a program is deactivated. Faculty are invited to a negotiations listening session Feb. 11, 2020 from 4 to 5 pm in LR116.
- D. ASG: ASG representative Remy Arnold reported that ASG held their retreat where members discussed the budget as well as resolutions, goals and events for this year. The SDSU Leadership Conference is on February 15 and ASG will be attending. On February 19, ASG will have another promotion along with Club Rush.
- E. Guided Pathways: No Report.
- F. Policies and Procedures: Senator Lawrence Lawson reported the "legal opinion" matter where the president has sole discretion whether the governing board can seek out a legal opinion, has resurfaced in the committee. It will be reviewed again. In terms of grading and academic records for non-credit classes, there is pass, no pass and satisfactory progress marks and the distinction between them is unclear and needs further study. The committee has a tabled item on Immigration Enforcement activities on campus.
- G. Budget Committee: No Report. President Thompson reiterated that Yulian Ligioso is recruiting volunteers to participate on a budget workgroup including a senator.
- H. Senate Committee Reports: Senator Travis Ritt reported that ASCCC finalized last amendments to the local senates' handbook and should be ready in fall 2020.
- I. Other Reports: No Reports

INFORMATION ITEMS:

- A. Constitutional Review: President Thompson presented the final unapproved version of the faculty constitution. Senator Ritt suggested increasing senate membership from 24 to 30 with offset elections, which will allow for staggered terms. Ritt also encouraged senators to reconsider the language used regarding limiting officer eligibility only to full-time faculty. Thompson cautioned senators against making minute revisions at this stage of the approval process since senators have had a substantial amount of time to review the proposed revisions. ASG representative, Remy Arnold made a revision request allowing for an ASG representative seat on Faculty Senate as a non-voting ex-officio member. Senator Anastasia Zavodny stated that the Committee on Committees chair position is not described in the Constitution and should be included as such or as. She recommends that bylaws be added to memorialize release time for the various senate positions. It was noted the Council makes the decision of where release time is used. Thompson will bring these items up for action when voting takes place next meeting.
- B. CALM Governance Structure: Tabled.
- C. Guided Pathways: Palomar's current SOAA is 81 pages. The document was provided to Senate President Thompson on February 3rd. Acting Superintendent/President Kahn has asked Faculty Senate to review and approve this document no later than February 24. Thompson said he thinks there is too much information to review by that date. Senator Wendy Nelson said that Thompson and others from the Senate have been reviewing the document when serving on the Guided Pathways committee and helped produce the document. She added that members of the committee were asked to bring these changes to Guided Pathways as they were happening over the last year and a half and now is the time for a formal approval. She emphasized that Faculty Senate has already approved the Guided Pathways plan and are now asked to review the update of it. Thompson said that he did ask senators to review certain sections of the document but the document changed and invalidated the cited sections. He also stated that the document needed to be static during this review process. There is uncertainty whether Faculty Senate actually needs to approve this document at all. But Thompson said he has a dozen concerns about the document and doesn't believe the Senate has had enough discussion about it.
- D. Governance Structure: Tabled.
- E. Program Review: Tabled.
- F. Senate Goals: Tabled.
- G. Credit for Prior Learning: Tabled.

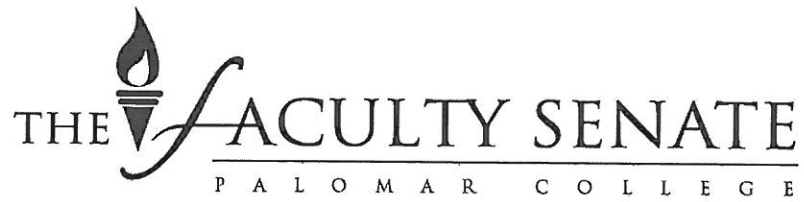
ADJOURNMENT:

The meeting was adjourned at 3:50 PM.

Respectfully submitted,


Erin Hiro, Secretary

Feb 24 2020				Committee Appointments	
Name	Division	Committee	Position	Statement	VOTE for 1:
Mona Ellis	MSE	Registration Committee	Faculty, at-large (18-20)	I would like to join this committee because it is important for faculty to understand and participate in the registration process. It is also important for faculty to be available to answer questions enrollment or counseling may have.	
Natarajan Geetha	MSE	Registreation Committee	Faculty, at-large (18-20)	I have never served on this important committee before. As a member of this committee I hope to serve our students and college and to contribute in a different capacity.	



FACULTY SENATE – Roll Call Vote

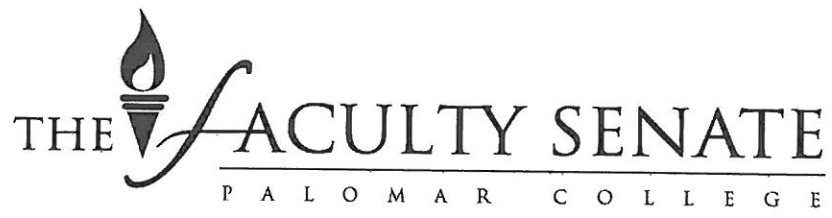
Position/Office: Registration Committee

Date: February 24, 2020

- 1) Mona Ellis
- 2) Natarajan Geetha

	Ellis	Geetha
(Absent) Albistegui- Dubois		
Briceno	X	
Carrillo	X	
Dalrymple		X
Doyle Bauer	X	
Hiro	X	
Laughlin	X	
Lawson	X	
Martin	X	
Meehan	X	
Nelson		X
(Absent) O'Brien		
Payn	X	
Ritt	X	
(Absent) Robinson		
Sinnott		X
Thompson		
Towfiq	X	
Versaci	X	
(Absent) Waite		
Zavodny		X
	12	4

Feb 24 2020					
Hiring Committee: Dean Counseling				Faculty At-Large positions	
Name	FT/PT	Division	Department	Statement	Either Vote or Confirm below
Christina Dawber	FT	Student Services	EOPS/CalWORKs	I have worked full-time for nearly 4 years in the EOPS/CARE/CalWORKs/FIRST office. I have also worked part-time for an additional 6 years as a counselor for Veterans, International Student Programs, and General Counseling. Based on this experience, I believe I am knowledgeable regarding the needs of these programs.	
Sabrina Menchaca	PT	Student Services	DRC	I am a DRC counselor and I have a clear understanding of the needs of our students. I would like to be an advocate on behalf of our students, and be a part of choosing the leadership that makes the decisions that impact DRC students and services.	
Dana O'Callaghan	FT	Student Services	Transfer Rep	As a lead full time counselor at the Rancho Bernardo campus, I believe it is important to bring a different voice of representation to the committee for our growing student population at the satellite campuses. As Transfer Center Rep at the RB campus, I also want to bring that knowledge and experience to the committee for our students who are looking to continue their academics beyond Palomar.	
					VOTE for 1:
Karmi Minor-Flores	FT	Student Services	Counseling	Experience in General, EOPS, and CalWorks, lead in Transfer/ Career Center, & director of TRIO SSSP & EOC, so I understand their needs & what to look for in filling this position. As president of WESTOP, I looked for ways to improve things and increase team work among directors in 13 U.S. colonies; all to benefit students and colleagues. I have experience in similar work without the title.	
Glyn Bongolan	FT	Student Services	Counseling	As the chair of counseling, I am heavily invested in the selection of the Dean of Counseling. As I am involved in Guided Pathways efforts, Dual Enrollment, Strong Workforce Program, as well as part of IPC, SSPC, and attend SSEC, I have a well-rounded viewpoint of the needs of the position. I also work with Grant Funded Programs, Outreach, Inreach, and DRC in dual enrollment. I am happy to serve.	
Hossna Sadat	FT	Student Services	General Counseling	I would like to be part of the process of selecting an equity-minded and transformational leader to oversee student services. I fully understand Guided Pathways, Visions for Success, Student Equity, AB705, and more. With my perspective knowledge, I will contribute positively to this hiring committee.	
Letty Aguirre	FT	Student Services	Counseling	I look forward to being part of a committee to help discover a strong leader with a diverse work experience (our dean works with several departments) and understanding of the importance of student equity programs and disbursement of equity related projects among our department.	



FACULTY SENATE – Roll Call Vote

Position/Office: Hiring Committee for Dean of Counseling (Counseling Dept. Candidates)

Date: February 24, 2020

- 1) Karmi Minor-Flores
- 2) Glyn Bongolan
- 3) Hossna Sadat
- 4) Letty Aguirre

	Minor-Flores	Bongolan	Sadat	Aguirre
(Absent) Albistegui- Dubois				
Briceno			X	
Carrillo		X		
Dalrymple			X	
Doyle Bauer				X
Hiro		X		
Laughlin			X	
Lawson			X	
Martin		X		
Meehan				X
Nelson		X		
(Absent) O'Brien				
Payn			X	
Ritt			X	
(Absent) Robinson				
Sinnott			X	
Thompson				
Towfiq		X		
Versaci				X
(Absent) Waite				
Zavodny			X	
		5	8	3

Actions
February 19, 2020 Curriculum Committee Agenda

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

A. New Credit Courses - effective Fall 2020												
Subj. Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator	
1	DT 225	Exploring Robotics and Electrical Circuits	Robotics & Electrical DT 225 Impact Report	CSU	No	No	Graded Only	Not Open Entry/Open Exit	Students in our DT/ENGR 226 and DT/ENGR227 courses have no knowledge of electricity and electrical components; therefore, they are struggling to understand how Printed Circuit Board function. This course will give them the foundation to successfully develop the skills needed to design Printed Circuit Boards. 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.	No	Anita Talone	
2	IT 228	Metallurgy and Industrial Materials	Metallurgy / Industrial IT 228 Impact Report	CSU	No	No	Graded Only	Not Open Entry/Open Exit	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.	No	Michael Wright	
3	KINE 105	Cardio Conditioning Applications	KINE 105	CSU/UC (pending Assoc. Health & Fitness (Lab)	Online	No	Graded Only	Not Open Entry/Open Exit	This course is designed to utilize fitness technology to track and monitor fitness improvements outside of the traditional classroom (or gym). Applying principles of lifelong wellness in an applicable setting for individualized fitness (non-traditional modes of cardio fitness). This course will be the first online fitness class we designed in order to facilitate completion of the district requirements for online students.	No	Lacey Craft	

B. Credit Course Reactivations - effective Fall 2020												
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	Not Open Entry/Open Exit	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 Sarah a valid current EMT - DeSimone B, EMT-II or EMT-P certificate, or have possessed one within the last two years.		

C. New NonCredit Courses - effective Fall 2020												
Subj. Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator	
1	Removed at Originator's request											

Actions
February 19, 2020 Curriculum Committee Agenda

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
D. Credit Course Changes - effective Fall 2020													
1	ASL 100L	<u>American Sign Language I (Lab)</u>	American Sign Language I (Lab)	None	CSU	Computer Assisted, Television, Online, Two-Way Video Conferencing	No	Grade-Pass/No-Pass-Only	Not Open Entry/Open Exit	Currently, more than 70% of ASL 1 students attend the ASL Lab in H-223 for at least 15 hours per semester. Because the lab component is highly recommended, but not required, it is not built into the schedule. Students need to have an opportunity to practice the language, not just study it. This change will ensure that all students have the opportunity to develop conversational skills with a teacher present to lead communication activities.	Updated description, removed completion of or concurrent enrollment in: ASL 100, added Corequisite: ASL 100, updated grading basis, methods of instruction, added two-way video DE, SLOs, objectives, content, methods of assessment and textbooks	Completion-of- or-enrollment-in-ASL-100 Corequisite: ASL 100	Melissa B. Smith
2	ASL 101	<u>American Sign Language II</u>	American Sign Language II	None	CSU/UC	Computer Assisted, Television, Online, Two-Way Video Conferencing	No	Grade/Pass/No Pass	Not Open Entry/Open Exit	This course change is designed to ensure students have successfully completed both a lecture class and a conversation lab in American Sign Language before taking the next class in the sequence.	Updated description, coding, added ASL 101L corequisite, removed television DE, updated SLOs, objectives, assignments and textbooks	Prerequisite: ASL 100, Corequisite: ASL 101L	Melissa B. Smith
3	ASL 208	<u>Interpreting as a Profession</u>	Interpreting as a Profession	None	CSU	Computer Assisted, Television, Online, Two-Way Video Conferencing	No	Grade/Pass/No Pass	Not Open Entry/Open Exit	Enter SLOs, update to accurately reflect current organizational certification processes, professional practices, and research-based terminology.	Updated description, coding, updated SLOs, objectives, methods of assessments, textbooks and assignments	Prerequisite: ASL 206	Melissa B. Smith
4	EME 106	<u>Emergency Medical Technician (Lecture)</u>	EMT (Lecture)	None	CSU	No	No	Graded Only	Not Open Entry/Open Exit	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.	Updated coding, prerequisite, (removed 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), changed to 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, updated methods of instruction, SLOs, objectives, content, assignments, textbooks	Prerequisite: Current Sarah 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- Corequisite: EME 106L, Prerequisite: 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: EME 106L	Current Sarah DeSimone

Actions
February 19, 2020 Curriculum Committee Agenda

Subj	Number	Title	Short Title	Impacts	Transfer Accept.	Distance Education	Multi-cultural	Grading Basis	Open Entry/Open Exit	Justification	Requisites	Originator	
5	EME 106L	Emergency Medical Technician Skills (Laboratory)	EMT Basic (Laboratory)	None	CSU	No	No	Pass/No Pass Only	Not Open Entry/Open Exit	Update objectives and include new curriculum mandated by Title 22.	Updated coding, prerequisite, (removed, American Heart Association-CPR for Health Care Providers CPR and Emergency Medical Response cards or equivalent, must be age 18 on the first day of EME 106. Corequisite: EME 106), added Prerequisite: Current American Heart Association-CPR for Health Care Providers CPR and Emergency Medical Response cards or equivalent, must be age 18 on the first day of EME 106. Corequisite: EME 106), added Prerequisite: Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider. Certification, must be age 18 on the first day of EME 106, EME 100 updated objectives, content, assignments, textbooks	Prerequisites: Current American Heart Association-CPR for Health Care Providers CPR and Emergency Medical Response cards or equivalent, must be age 18 on the first day of EME 106. Corequisite: EME 106), added Prerequisite: Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider. Certification, must be age 18 on the first day of EME 106, EME 100 updated objectives, content, assignments, textbooks	Sarah DesSimone
6	ID/ARCH 150	Regional Computer Aided Drafting	Beginning CAD	None	CSU	No	No	Grade/Pass/No Pass	Not Open Entry/Open Exit	Adding prerequisite based on feedback from Program Advisory Committee and ID faculty	ARCH 105 updated SLOs and assignments	Jessica Newman	
7	MATH 1	Support for Exploring Mathematics	Support for Math 100	MATH Impact Report	No	No	No	Pass/No Pass Only	Not Open Entry/Open Exit	Align Course Title and Student Learning Outcomes with those of the Corequisite course.	Prerequisite: Eligibility-determined-through-process- the-math-placement process- Corequisite: MATH 100	Wendy R. Metzger	
8	SOC 100	Introduction to Sociology	Introduction to Sociology	None	UC/CSU	Online, Television	Yes (added)	Grade/Pass/No Pass	Not Open Entry/Open Exit	None given. Added to addendum in order to clarify the addition of the Multicultural Requirement	Updated coding, removed objectives, content, textbooks, added television DE, updated objectives, content, textbooks, added instruction, added online, removed television,	Kalyna Katherine Lesyna	
9	CS 100	Introduction to Chicano Studies	Intro to Chicano Studies	None	UC/CSU	Online, Television	Yes	Grade/Pass/No Pass	Not Open Entry/Open Exit	To align course with State college requirements. Added to addendum due to omission from original agenda.	Updated description, coding, methods of instruction, added online, removed television,	Angelica Yanez	

E. Credit Programs - Deactivations - effective Fall 2020											
Program Title	Disci.	Award Type	Justification	Originator							
1 Biology-General	BIOL	A.S./C.A.	This degree is antiquated, very students pursue the degree and those that do would be better served pursuing the AS-T or the Preprofessional degrees.	Elizabeth A. Pearson							
2 Construction Inspection	CI	A.S./C.A.	No longer offering	Dennis C. Lutz							

February 19, 2020 Curriculum Committee Agenda

Actions

Subj. Number	Title	Short Title	Impacts	Transfer Accept	Distance Education	Multi-cultural	Grading Basis	Open Entry/Optional Exit	Justification	Requisites	Originator
3	Drafting Technology: Multimedia		DT	A.S./C.A.					We are not getting the enrollment needed to run the three course DT180, DT182 and DT184; therefore, we are not awarding AS degree or Certificates. DT180 and DT182 are running at the same time, day and with the same instructor just to fill the class. Also, there is not a high demand, livable wage available here in San Diego for this degree.	Anita Talone	
4	Fashion: Buying and Management		FASH	A.S./C.A.					Fashion Merchandising and Design program is deactivating the Fashion: Buying and Management A.S. Degree Major/Certificate in order to stream-line the course selection for the students.	Rita Campo Griggs	
5	International Business		IBUS	A.S./C.A.					The International Business two year degree has been replaced by an International Business/Logistics Certificate of Achievement, stand alone, and Area of Emphasis within the newly revised A.S. General Business degree.	L. Jackie Martin	
6	Advertising, Marketing, and Merchandising		BUS	A.S./C.A.					This program has been replaced with the General Business /Advertising and Marketing emphasis certificate/degree.	Mary Cassoni	

F. Credit Program Changes - effective Fall 2020

Program Title	Disci.	Award Type	Units	Justification	Catalog/Student Records Impacts	Originator
1 Public Relations	COMM	C.A.	18	Changed Certificate of Proficiency to Certificate of Achievement	Updated planning agenda, program SLOs, goals and objectives, removed DBA 120, GCP 149, JOUR 105, added JOUR 200, DBA 105, COMM 204, BUS 155, BUS 150, CE 150	Wendy Nelson
2 Architectural Drafting	ARCH	A.S./C.A.	18	The industry demand for skilled drafting labor.	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	Joseph Lucido
3 Environmental Studies	GEOG	C.A.	16	This multidisciplinary program consists of coursework from Geography, Biology, and Physics, and is aligned with the lower division preparatory requirements for CSU San Marcos' bachelor's degree program in Environmental Studies. The department chairs of Geography, Biology, and Physics have been consulted when the program was proposed. This is a revision to our existing Certificate of Proficiency in Environmental Studies. The GIS Certificate of Achievement Program significantly overlaps with the A.S. in Advanced GIS. The A.S. in Advanced GIS expands upon the core technical knowledge covered by the Certificate of Achievement and gives students additional knowledge about industry specific (i.e. environmental management, remote sensing, cartography) applications of GIS. This is a revision to our existing Certificate of Proficiency in Environmental Studies.	Changed from C.P. to C.A., updated coding, outcomes, removed vocational	Wing H. Cheung
4 Geographic Information Systems	GEOG	C.A.	12.50-14		Changed from C.P. to C.A., updated coding, program	Wing H. Cheung

G. Distance Education - effective Fall 2020

Course	Course Title	Distance Ed Delivery Methods	Proposal Type
1	KINE 105	Cardio Conditioning Applications	New Credit Course
2	ASL 100L	American Sign Language I (Lab)	Credit Course Change
3	ASL 101	American Sign Language II	Credit Course Change
4	ASL 208	Interpreting as a Profession	Credit Course Change
5	SOC 100	Introduction to Sociology	Credit Course Change
6	CS 100	Introduction to Chicano Studies	Credit Course Change

H. Requisites - effective Fall 2020

Course	Course Title	Requisite(s)	Proposal Type
1	EME 116	Emergency Medical Technician Refresher Course	Credit Course Reactivation
2	ASL 100L	American Sign Language I (Lab)	Credit Course Change
3	ASL 101	American Sign Language II	Credit Course Change
4	ASL 208	Interpreting as a Profession	Credit Course Change
5	EME 106	Emergency Medical Technician (Lecture)	Credit Course Change

Actions
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Subj. Number	Title	Short Title	Impacts	Transfer Accept.	Distance Education	Multi-cultural	Grading Basis	Open Entry/Options	Justification	Requisites	Originator
6	EME 106L	Emergency Medical Technician Skills (Laboratory)						Exit	Prerequisite: Current American Heart Association CPR for Health Care Providers CPR and Emergency Medical Response cards or equivalent must be age 18 on the first day of EME 106. Corequisite: EME 106, Prerequisite: Current American Heart Association CPR for BLS Provider or American Red Cross for the Health Care Provider Certification, must be age 18 on the first day of EME 106. Corequisite: EME 106	Credit Course Change	
7	ID/ARCH 150	Beginning Computer Aided Drafting							ARCH 105	Credit Course Change	
8	MATH 1	Support for Exploring Mathematics							Prerequisite: Eligibility determined through the math placement process. Corequisite: MATH 100	Credit Course Change	
<p>I. Credit Course Reviews</p> <p>The following courses have completed the course outline review process and are effective Fall 2020. No formal action is taken on reviews. They are presented for information only</p>											
1	FIRE 151	Fire Fighter I Academy			Distance Education						Originator David Miller
					None						



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny				Date: February 10, 2020			
Proposed Name of Requested Group: Comets Affordable Learning Materials Committee							
	Council	x	Committee		Subcommittee		Task Force
Action Requested:		Add		Delete	x	Change	
Role: Educate and promote the use of lower cost and zero cost textbook alternatives, including facilitating the creation of a ZTC degree.							
Products							
Reporting Relationship: Faculty Senate							
<ul style="list-style-type: none"> • Meeting Schedule: 2nd and 4th Mondays 1:00-2:00pm in room MD-301 							
Chair: 1 Faculty Co-Chair, 1 Co-Chair; both elected from the CALM Committee body							
Members:							
<ul style="list-style-type: none"> • 1 Faculty member from each Division • 2 Faculty At-Large • Dean, Instructional Division • Member of the Distance Education Committee • Bookstore Manager or designee • ASG representative 							

Approved: Feb 24 2020 at Faculty Senate
Reviewed by Strategic Planning Council:



Policy on Direct Assessment of Credit for Prior Learning

*Approved Revision
January 2014*

Background¹

The growing complexity of policies and practices for transfer and award of credit has been brought about, in part, by the changing nature of postsecondary education. With increasing frequency, students are pursuing their education in a variety of institutional and extra-institutional settings. Policies on transfer and award of credit should encompass educational accomplishment attained in extra-institutional settings.

Most programs which provide students with the means to acquire knowledge and skills at an individual pace and then to demonstrate achievement of specific competencies to apply toward a course, certificate or degree, do so by clock hour or credit awards. However, an increasing number of programs provide for award of certificate or degree by direct assessment of student learning.²

Transfer and award of credit is a concept that increasingly involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula with similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for institutions to develop reasonable and definitive policies and procedures for acceptance of such learning experiences, as well as for the transfer of credits earned at another institution. Such policies and procedures should provide consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas. Institutions also have a responsibility to advise the student that the work reflected on the transcript may or may not be accepted by a receiving institution as bearing the same (or any) credits as those awarded by the provider.

The basic principle is that each institution is responsible for determining its own policies and practices with regard to the transfer, acceptance, and award of credit. Institutions are encouraged to review their policies and practices periodically to assure that they accomplish the institutions' objectives and that they function in a manner that is fair and equitable to all students. The institution's articulation and transfer procedures should evaluate courses, programs and other learning experiences on their learning outcomes, and the existence of valid measures for assessing learning.

¹ The background information comes from the Joint Statement on the Transfer and Award of Credit, initially created in 1978, and revised in 2001. The three signatories are national associations whose member institutions are directly involved in the transfer and award of academic credit: the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation. Information from the March 19, 2013 Dear Colleague letter of the U.S. Department of Education on applying for Title IV eligibility for direct assessment (competency-based) programs is also included.

² The U.S. Department of Education has clarified that programs of this nature may be approved for award of Federal Student Assistance (FSA), using an equivalency calculation of clock hours or credits to determine the basis for payment and award of FSA. However, FSA may be awarded only for learning overseen by the institution. Pre-collegiate coursework and preparatory coursework required for entry into a certificate or degree program do not qualify for FSA if they involve direct assessment of learning.

Policy

The Commission is committed to excellence and integrity in credits, certificates and degrees awarded by member institutions. Institutional policies and procedures must outline the process and standards by which direct assessment of prior learning is conducted and credits, certificates, and degrees are awarded.

Policy Elements

Assessing Prior Learning

In making the determination whether to award college credits, certificates, and degrees to students for prior learning:³

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. ^a Assessment should be based on standards and criteria for the level of acceptable learning that are published.
3. ^e Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. ^e Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. ^c All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
9. ^a Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed for currency.

Selection of Evaluators for Prior Learning⁴

Faculty members who conduct the evaluation of prior learning experience exercise professional judgment and competency in applying the evaluative criteria and procedures. Faculty who are involved in evaluating prior learning should have the data necessary to determine the skills, competencies, and knowledge held by the candidate for direct assessment of learning, including position descriptions, outlines of training programs completed, and records of examinations taken, if any; and the means to compare the demonstrated learning with the learning outcomes acquired by students who have completed the related course or curriculum.

Adopted June 1980; Revised June 1990, June 2008, January 2009, January 2014

³ Standards for Assessing Learning; Council for Adult and Experiential Learning (CAEL), Chicago, Illinois; adapted from *Assessing Learning: Standards, Principles, and Procedures* (Second Edition); M. Fiddler, C. Marienau, and U. Whitaker; Chicago: Kendall Hunt Publishing Company; 2006.

⁴ Refer to the guides for the evaluation of educational experiences, Center for Adult Learning and Educational Credentials, American Council on Education (ACE), Washington, DC.

INSTRUCTIONAL SERVICES

AP 4235 CREDIT FOR PRIOR LEARNING**References:**

Education Code Section; 66025.71, 66700, 70901, Sections 70901 and 70902
Title 5 Sections 55002, 55023, 55021, 55025, 55052, 55052

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on a high level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)
- Achievement of an examination administered by other agencies approved by the District
- Evaluation of industry recognized credential documentation
- Evaluation of student-created portfolios
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the District
- The student must have previously earned credit or noncredit from the District or be currently registered in the District
- Current students must have an education plan on file
- The course is listed in the current Palomar College Catalog
- The student is not currently enrolled in the course to be challenged
- Credit by Examination: The student is registered in the District and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department)

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.

Date Approved: 3/23/10; Revised: 12/4/18; Revised: 11/19/19

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Prior Learning Assessment Grading Policy

- Grading shall be according to the regular grading system in accordance with Administrative Procedure 4230 Grading and Academic Record Symbols
- Students shall be offered a "Pass/No Pass" option, in accordance with Administrative Procedure 4232 Pass/No Pass Grading Option, if that option is ordinarily available for the course
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

Transcription of Credit for Prior Learning

- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning

Advanced Placement

See Administrative Procedure 4236 Advanced Placement Credit

International Baccalaureate

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a District approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Records Office
- The student achieved a minimum acceptable score on the IB examination as recommended by the District's IB equivalency guide

College Level Examination Program

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a District-approved College Level Examination Program (CLEP) under the following circumstances:

- Official CLEP transcripts must be on file in the Records Office
- The student achieved a minimum acceptable score on the CLEP examination as recommended by the District's CLEP Equivalency Guide

Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office
- Official transcripts must be on file in the Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry

Date Approved: 3/23/10; Revised: 12/4/18; Revised: 11/19/19

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline

Industry Recognized Credentials

Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records office
- Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee
- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment
 - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
 - If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Records Office to be kept on file and recorded on the student transcript

Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file
- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning

Date Approved: 3/23/10; Revised: 12/4/18; Revised: 11/19/19

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Records Office to be kept on file and recorded on the student transcript

Credit by Examination from Within the District

The Department chair or faculty designee shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the department chair or faculty designee and instructor prior to initiating the formal process. All steps must be completed in the order listed or the Petition for Credit by Examination shall not be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session.

The District will award college course credit for successful completion of a District examination administered by the appropriate departmental faculty under the following circumstances:

- Achievement of a grade that qualifies for Credit by Examination through the Career and Technical Education (CTE) Transitions program
- Credit by satisfactory completion of an examination administered by the District in lieu of completion of a course listed in the Palomar College Catalog

The District Credit by Examination Process:

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination.

Upon completion of an education plan, students interested in Credit for Prior Learning using Credit by Examination shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

The Credit by Examination Procedures

- Student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

Date Approved: 3/23/10; Revised: 12/4/18; Revised: 11/19/19

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

- Student meets with the department chair or faculty designee further instructions for Credit by Examination
- If the department chair or faculty designee determine the Credit by Examination assessment measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade and forward to the Records office to be kept on file and recorded on the student transcript. Completed exam materials must remain on file with the department/program for three years

Office of Primary Responsibility: Instructional Services

Role of Credit for Prior Learning (CPL) Coordinator: to oversee, coordinate and ensure accreditation standards regarding the Credit for Prior Learning State Initiative

Reporting Duties: Report to the Faculty Senate at the end of each semester regarding CPL data and progress campus-wide

Other Committee Duties: serve as a regular member of the Curriculum Committee

Communication Duties: communicate on a regular basis with areas such as : Student Services, Articulation Office, Counselors, Faculty, Evaluations, Pathways.

Faculty Senate Oversight. Because the methods by which students are awarded Credit for Prior Learning is faculty driven, the CPL Coordinator should report to the Senate on a regular basis.

- Collaborate with faculty discipline experts to identify new credit for prior learning opportunities
- Ensure equitable assessments are taking place and portfolio review includes a department approved rubric on file
- Workshops for students, faculty
- Coordinate the maintenance of the CPL policy
- Coordinate CPL workflow
- Coordinate academic and instructional practices
- Resource for CPL ACE recommendations for military records
- Coordinate with Student Learning Outcomes Facilitation training to ensure outcomes are CPL friendly
- Website maintenance
- Ensure faculty driven
- Messaging to students and counselors CPL opportunities
- Assist faculty in developing CPL opportunities with military partners
- Faculty informed, professional development provided, meetings with faculty as appropriate
- Liaison between student services and instruction
- Collaborate with Student Learning Coordinator(s) on CPL course outcomes
- Participate on curriculum committee to oversee CPL curricula impacts
- Report to Senate at least once per semester

The Credit for Prior Learning Coordinator(s) oversee the District's compliance with ACCJC Policy on Credit for Prior Learning to include:

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are published.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
9. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed for currency.

Faculty members who conduct the evaluation of prior learning experience exercise professional judgment and competency in applying the evaluative criteria and procedures. Faculty who are involved in evaluating prior learning should have the training necessary to conduct equitable assessment of learning from experience. data necessary to determine the skills, competencies, and knowledge held by the candidate for direct assessment of learning, including position descriptions, outlines of training programs completed, and records of examinations taken, if any; and the means to compare the demonstrated learning with the learning outcomes acquired by students who have completed the related course or curriculum.

ACCJC Policy on Credit for Prior Learning Reading 1 of Approved Revision January 2014 (Ben)

Acting President Jack Kahn has suggested using Pathways monies to pay for release time for the CPL Coordinator position.

The CPL workgroup recommends 40% release time at least for the first year, while Ben and Candace are bringing faculty into their roles. Release time could be divided among several faculty.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
College Name: Palomar Community College														
CPL Assessment Method														
Subject	Course Number (***) indicates course part of ADT/AssistT	California State C-ID Number, https://c-id.net	Course Name	Unit Value	Cal State University (CSU) transfer	University of California (UC) transfer	Credit By Exam Pass (CBE-P)	Credit By Exam Grade (CBE-G)	Joint Service Transcript Pass (JST-P)	Portfolio (P)	Industry Certification/Licensure	International Baccalaureate (IB)	Advanced Placement (AP)	College Level Exam Program (CLEP)
3	ACCT 101		Bookkeeping	3			X		X					
4	ACCT 104		Accounting Spreadsheet Concepts	2			X		X					
5	ACCT 105		Individual Income Taxes	4			X		X					
6	ACCT 107		Taxation of Business Entities	4			X		X					
7	ACCT 110		QuickBooks	2			X		X		X			
8	ACCT 115		Employee Benefits	2			X		X					
9	ACCT 201***	ACCT 110	Financial Accounting	4										
10	ACCT 202***	ACCT 120	Managerial Accounting	4										
11	BMGT 101		Introduction to Management	3			X		X					
12	BMGT 105		Small Business Management	3			X		X		X			
13	BMGT 153		Entrepreneurship	3			X		X		X			
14	BUS 100***	BUS 110	Introduction to Business	3										
15	BUS 104***	BUS 140	Business Information Systems	3							X			
16	BUS 110		Business Mathematics	3			X		X					
17	BUS 117***	BUS 120	Legal Environment of Business	3										
18	BUS 125		Business English	3			X		X					
19	BUS 129		Introduction to Logistics	3			X		X		X			
20	BUS 130		Supply Chain Management	3			X		X		X			
21	BUS 136		Money Management	3			X		X					
22	BUS 150		Advertising	3			X		X		X			
23	BUS 152		Social Media for Business	3			X		X					
24	BUS 155		Marketing	3			X		X					
25	BUS 157		E-commerce	3			X		X					
26	BUS 165	BSOT120X	Beginning Keyboarding	2			X		X					
27	BUS 166	BSOT130X	Intermediate Keyboarding	2			X		X					
28	BUS 170	BSOT111X	Word for Business - Basic	1			X		X					
29	BUS 171	BSOT121X	Word for Business - Advanced	1			X		X					
30	BUS 173		Job Search	1			X		X		X			
31	BUS 175	BSOT112X	Excel Basic	1			X		X					
32	BUS 176	BSOT122X	Excel Intermediate	1			X		X					
33	BUS 177	BSOT132X	Excel Advanced	1			X		X					
34	BUS 204***	MATH 110	Quantitative Business Analysis	4										
35	BUS 205***	BUS 115	Business Communications	3										
36	LS 121***		Legal Studies	3										
37	LS 145		Legal Ethics	3			X		X					
38	LS/POSC 240***		Civil Liberties and Procedures	3										
39	RE 100	Coming Soon! - Vetting closed.	Introduction to Real Estate	3			X		X					
40	RE 105	https://c-id.net/n/	Real Estate Finance	3			X		X		X			
41	RE 110		Real Estate Appraisal	3			X		X		X			
42	RE 115		Real Estate Practice	3			X		X		X			
43	RE 120		Legal Aspects of Real Estate	3			X		X		X			
44	RE 140		Introduction to Property Mgt.	3			X		X		X			