Substantive Change Application:
New Baccalaureate Degree Program

Building Performance and Environmental Design

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted:
April 25, 2025

Palomar College
1140 W. Mission Road
San Marcos, CA 92069

Substantive Change Application

Baccalaureate Degree Program

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

This application must be submitted *at least* 30 days prior to the anticipated start date of the change. Once the application has been submitted, ACCJC will invoice your institution for the appropriate fee. Applications must be complete, and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org.

Title of degree:	**Building Performance and Environmental Design**
Type of degree	☐**BA** ☒**BS**
Anticipated start date:	Fall 2026

Institution name:	Palomar College				
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It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards[1]. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

[1] 34 CFR § 602.16(a)

Describe how the baccalaureate degree is consistent with the mission of the institution (*Standard 1.1*).

Include in your response the rationale and internal approval process for the proposed program (e.g., Curriculum Committee, Academic Senate, Board of Trustees, students, advisory boards, community members, etc.).

Rationale

The Bachelor of Science in Building Performance and Environmental Design (BSBPED) prepares students to become sustainability specialists dedicated to creating environmentally and socially responsible built environments. Grounded in Leadership in Energy and Environmental Design (LEED) standards, the program emphasizes sustainable design, building analytics, and performance optimization.

Sustainability specialists consider the client's goals, cost savings, energy efficiency, and human health in the overall consideration of a building. They advise architects, environmental engineers, interior designers, building officials, and general contractors to ensure the building's performance and design meet or exceed federal, state, and local guidelines. They also perform or oversee building analytics and/or design, benchmarking, lifecycle cost analysis, construction detailing, maintenance and operation optimization, renovation, and demolition.

According to O*NET OnLine, 52% of sustainability specialists' roles require a bachelor's degree, with another 39% requiring graduate-level education (O*NET Sustainability Specialists). Regionally, San Diego County has 1,925 job openings in relevant fields, but zero bachelor's-level completions. Statewide, 18,977 openings are met with only 43 bachelor's degrees awarded annually. Research conducted by the Centers of Excellence for Labor Market Research indicates that baccalaureate degree holders in Building Performance and Environmental Design can expect to be paid hourly rates between $34.34 to $37.78 (Centers of Excellence – Building Performance and Environmental Design Occupations).

The proposed BSBPED advances one of the College's strategic objectives outlined in Vision Plan 2035: to "develop new certificates, associate degrees, and bachelor's degrees aligned with emerging career opportunities." It also reflects the College's commitment to sustainability, demonstrated by its 11 LEED-certified buildings. In addition, the BSBPED is aligned with the California Community Colleges Board of Governors' Climate Action and Sustainability Framework and responds to growing regional and statewide workforce demands in sustainability-focused careers (Vision Plan 2035).

BSBPED's Alignment with the College's Mission, Vision, and Values

Mission Statement: Palomar College respects each of our students' experiences and supports them to achieve academic success. As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities.

Alignment: The BSBPED directly supports the College's Mission and commitment to academic success by providing an affordable and accessible baccalaureate pathway, which will enable students to achieve their academic goals in a profession that will directly impact their local and global communities.

Vision: Transforming lives for a better future.

Alignment: The BSBPED fulfills the College's vision by preparing students for sustainable careers that contribute to environmental responsibility and innovative building practices. Not only do these careers address sustainability, but they also offer students an opportunity to make an impact while earning a living wage.

Values: Palomar College is guided by the following core values:

- **Access**
  We make education possible for everyone.
- **Diversity, Equity, and Inclusion**
  We recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.
- **Academic Excellence**
  We provide quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.
- **Student Focused**
  We offer a caring and supportive environment that addresses the holistic and distinct needs of our students.
- **Community**
  We are an integral part of our region and strive to foster meaningful relationships within our college and local communities.
- **Transformation**
  We inspire learning, improvement, and growth for all.
  (Palomar College Mission Statement)

Alignment: The BSBPED program reflects the College's core values by expanding access to affordable higher education in Science, Technology, Engineering, and Mathematics (STEM) for students who may not otherwise pursue a baccalaureate degree. In support of academic excellence, the program integrates a rigorous upper division curriculum and general education component into a technical and career pathway.

The College's student-focused approach is evident in the comprehensive support services that guide students through degree completion and career preparation. Additionally, the BSBPED program strengthens community engagement by building upon current industry partnerships that create pathways to employment and promote workforce development. By equipping students with specialized expertise in sustainable building practices, the program empowers graduates to lead and innovate in their field.

Internal Planning and Approval Process

Faculty and administrators began developing the Bachelor of Science in Building Performance and Environmental Design (BSBPED) following the statewide expansion of community college bachelor's programs.

The initial exploration began in March 2023, when a cross-functional team—including the Vice President of Instruction (who had prior experience developing baccalaureate degrees at a community college); the Dean of Career, Technical, and Extended Education; the Faculty Senate President; and faculty representatives—attended the CCC Baccalaureate Degree Workshop to better understand the state's application and approval process.

The College launched an institutional process, starting with an all-college event and an open application process hosted by the Curriculum Committee, where faculty were invited to present proposals for potential community college baccalaureate programs. Applications needed to address the following areas:

- A clear program rationale aligned with the College's Mission and Vision Plan.
- An analysis of labor market data and regional employer needs to demonstrate demand.
- Engagement with regional advisory committees and assessed industry and student interest.
- Upper-division program requirements and learning outcomes.
- A resource and cost analysis, including instructional staffing, facilities, and equipment.
- Assessment of the College's administrative and student support capacity.
- Verification of faculty qualifications to teach upper-division coursework.
- Alignment with the existing associate degrees.
- Confirmation that the program would not duplicate any existing bachelor's degrees at California State Universities (CSUs) or in the University of California system (UCs).
- Submission of appropriate labor market evidence, including data from the Centers of Excellence for Labor Market Research and input from industry partners.

From this process, the BSBPED program was selected as the proposal most aligned with the state's criteria for community college baccalaureate degrees (Chairs and Directors Meeting Agenda 10/13/2023; Curriuculum Committee Minutes 9/6/2023).

Over the following months, faculty and administrators engaged in comprehensive planning to develop the program in alignment with institutional priorities and labor market needs. The lead faculty; Dean of Career, Technical, and Extended Education; Dean of Instruction; and Vice President of Instruction met regularly to refine the program design, assess institutional readiness, and coordinate implementation efforts. This included active engagement with industry advisory committees and consultation with student services and instructional support teams (Advisory Committee Minutes 12/8/2023). In January 2025, the College submitted the BSBPED program application to the California Community Colleges Chancellor's Office. (Please refer to the section on external approval process for information and evidence of the CCCCO's

preliminary approval).

Faculty Senate and Curriculum Committee representatives were involved throughout the planning process, and the Governing Board received regular updates (Curriculum Committee Meeting Agenda 9/4/2024; Curriculum Committee Agenda Item 4/2/2025; Governing Board Report 3/7/2025; Governing Board Report 4/4/2025).

Describe how the baccalaureate degree will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (*Standard 1.3*).

Program, course, and student-level data for the BSBPED cohorts will be integrated into the Program Review and Planning (PRP) dashboards and utilized in the PRP process, which includes the integration and review of disaggregated data.

The PRP process is carried out annually by all instructional and noninstructional programs/units (Instructional Program Review Website). The PRP process includes the development of a comprehensive review and plan every four years, with annual updates in between. Program planning units examine data that informs evaluation, planning, and resource allocation. Data is disaggregated for analysis by program type, student characteristics, and mode of delivery (online and on campus) (Program Review Data Dash Boards Sample – Drafting Technology; CTE Report 2025).

Additional quantitative and qualitative data are considered in the evaluation and planning process. For example, instructional programs evaluate various enrollment management trend data (e.g., enrollments, full-time equivalent students, fill rates, and efficiency ratios) and labor market information. Program standards and aspirational goals are assessed for student success and completion, and qualitative data such as curriculum and student learning outcome (SLO) reviews are utilized as part of the assessment (2024-25 PRP Comprehensive Review Form).

Describe how the baccalaureate degree reflects appropriate breadth, depth, and expected learning outcomes (*Standard 2.1 and 2.2*).

Does Baccalaureate Degree have a minimum of 120 credits? ☒Yes ☐No

Is Baccalaureate Degree more than 120 credits? ☒Yes ☐No
If yes, provide justification for additional credits.

Justification for Additional Credits

The BSBPED curriculum was developed by faculty in collaboration with the program's advisory committee, industry professionals, and relevant professional organizations to ensure it meets or exceeds the standards of comparable baccalaureate degrees offered by community colleges and universities nationwide. Students may choose from the following lower-division pathways:

- Architectural Building Information Modeling (BIM) – 30 units
- Architecture – 30 units

- Interior Design – 30 units

In addition to the lower division pathway, students complete a minimum of 34 units of lower division general education coursework following the California General Education Transfer Curriculum (CalGETC) pathway, which prepares students for transfer to either a California State University (CSU) or a University of California (UC) campus. Students who complete these lower division requirements at other colleges may submit their transcripts, a written statement, and a portfolio as part of their application process (CalGETC).

The upper-division coursework is a total of 60 units, which includes 51 units of Building Performance and Environmental Design coursework and 9 units of upper-division general education coursework.

Students will complete four units beyond the 120-unit requirement, due to following the CalGETC lower-division general education pathway. This pathway was selected for the BSBPED program because it prepares students not only for this degree but also for transfer into Architecture and Interior Design baccalaureate programs at California State Universities and other institutions across California, providing multiple academic and career avenues. The College is exploring the development of a local general education pathway specific to baccalaureate degrees but will require time to advance this through the curriculum process and participatory governance. Importantly, students who were previously certified under the CSU GE or IGETC general education patterns, which served as the precursors to CalGETC, will not be required to complete additional lower division general education coursework to earn the baccalaureate degree.

Program Catalog Description, Goals, and Learning Outcomes

The following content includes the BSBPED program description, goals, and learning outcomes.

Program Description

The Bachelor of Science in Building Performance and Environmental Design (BSBPED) is designed to empower the next generation of professionals with the expertise needed to create environmentally and socially responsible built environments. This program fosters critical thinking, creativity, and a commitment to sustainable practices, preparing students for meaningful contributions to the future of our planet as sustainability specialists. Building from standards set by the U.S. Green Building Council and their Leadership in Energy and Environmental Design (LEED) certification program, a sustainability specialist evaluates a building project's goals and challenges, then advises on the sustainability path that makes sense for the client and the building itself.

As described above, sustainability specialists consider the client's goals, cost savings, energy efficiency, and human health in the overall consideration of the building. They advise architects, environmental engineers, interior designers, building officials, and general contractors to ensure that the building's performance and design meet or exceed federal,

state, and local guidelines. They also perform or oversee building analytics and/or design, benchmarking, lifecycle cost analysis, construction detailing, maintenance and operation optimization, renovation, and demolition. All projects utilize building information modeling (BIM) software.

Program Goals

- **Integrate Sustainable Design Principles:** Equip students with the knowledge and skills needed to integrate sustainable design principles into the built environment, emphasizing the importance of ecological, social, and economic considerations.
- **Advance Construction Techniques for Sustainability:** Provide students with a comprehensive understanding of construction techniques and methodologies that prioritize sustainability, focusing on resource efficiency, waste reduction, and environmentally responsible practices.
- **Develop Proficiency in Sustainable Technologies**: Foster proficiency in the use of cutting-edge technologies and tools that support sustainability in the built environment, such as Building Information Modeling (BIM), energy modeling, and life cycle assessment tools.
- **Promote Interdisciplinary Collaboration:** Encourage interdisciplinary collaboration by fostering communication and collaboration skills among students, enabling them to work seamlessly with professionals from diverse fields, including architecture, engineering, and environmental science.
- **Cultivate Critical Thinking and Problem-Solving Skills**: Develop students' critical thinking and problem-solving skills, empowering them to address complex challenges in the built environment by applying sustainable design and construction strategies.
- **Instill Ethical and Social Responsibility**: Emphasize ethical considerations and social responsibility in the decision-making process, ensuring that graduates appreciate the broader societal impacts of their work and contribute positively to community well-being.
- **Provide Hands-On Learning Opportunities:** Offer hands-on learning experiences, such as field trips, design charrettes, and construction site visits, to reinforce theoretical knowledge and provide practical insights into the application of sustainability principles.
- **Address Global and Local Sustainability Challenges:** Equip students with the ability to analyze and address both global and local sustainability challenges in the built environment, considering regional environmental conditions, cultural aspects, and economic factors.
- **Encourage Lifelong Learning and Professional Development:** Foster a commitment to lifelong learning and professional development by instilling a curiosity for emerging trends, technologies, and best practices in sustainability within the built environment.
- **Facilitate Effective Communication**: Develop effective communication skills, including the ability to convey complex sustainability concepts to diverse audiences, facilitating collaboration and understanding among stakeholders.
- **Measure and Evaluate Sustainability Impact:** Train students to measure and evaluate

the environmental, social, and economic impact of sustainable design and construction projects, using metrics and indicators to assess and communicate project sustainability performance.

- **Cultivate Leadership and Innovation:** Nurture leadership qualities and innovation by encouraging students to explore novel approaches to sustainable design and construction, inspiring them to become catalysts for positive change in the industry.

Program Student Learning Outcomes

- **Interdisciplinary Learning:** Students will integrate design ideas and sustainability with building analytics and construction as well as environmental science, statistical analysis, and communication of ideas.
- **Technical Proficiency:** Students will accurately perform building analytics and/or design, benchmarking, life-cycle cost analysis, construction detailing, maintenance and operation optimization, renovation, and demolition.
- **Environmental Stewardship:** Students will explore, analyze, and document strategies for reducing the environmental impact of the built environment, including understanding energy consumption, waste generation, and carbon emissions.
- **Social and Economic Awareness:** Students will investigate and evaluate the social and environmental aspects of sustainable design, emphasizing the importance of community engagement, social equity, and economic viability in the development and management of built environments.
- **Practical Experience:** Students will engage in, analyze, and evaluate hands-on learning opportunities, including internships, fieldwork, and real-world projects to bridge theoretical knowledge with practical applications.
- **Research and Innovation:** Students will conduct research studies/projects and make recommendations that contribute to advancements in sustainable practices and technologies within the built environment.

Program Curriculum

The following tables list the full program pathway (including the three lower division pathways).

Courses included in the Lower Division Pathway 1
Associate of Science: Architectural Building Information Modeling, BIM

Course	Name	Units
ARCH 105	Basic Architectural Drafting	3.0
Select One		
ARCH 135	Architectural Materials and Methods of Construction	3.0
OR		
ARCH 295	Architectural Internship	3.0
ARCH/ID 150	Beginning Computer Aided Drafting	3.0
ARCH 200	Advanced Visualization in Design	3.0
ARCH 202	Introduction to Revit Architecture	3.0

ARCH 204	Advanced Revit	3.0
ARCH 215	Design Studio IA	3.0
ARCH 216	Design Studio IB	3.0
ARCH 217	Design Studio IIA	3.0
ARCH 218	Design Studio IIB	3.0
	Total Units for Pathway 1:	30

Courses included in the Lower Division Pathway 2

Associate of Science: Architecture

Course	Name	Units
ARCH 105	Basic Architectural Drafting	3.0
Select One		
ARCH 120	Architectural History	3.0
OR		
ARCH 121	Multicultural Architectural History	3.0
ARCH 122	History of Architectural Theory	3.0
ARCH 135	Architectural Materials and Methods of Construction	3.0
ARCH 145	Designing for Communication and Presentation	3.0
Select One		
ARCH 202	Introduction to Revit	3.0
OR		
ID 151	Beginning Revit	3.0
ARCH 215	Design Studio IA	3.0
ARCH 216	Design Studio IB	3.0
ARCH 217	Design Studio IIA	3.0
ARCH 218	Design Studio IIB	3.0
	Total Units for Pathway 2:	30

Courses included in the Lower Division Pathway 3

Associate of Science: Interior Design

Course	Name	Units
ID 100	Introduction to Interior Design	3.0
ARCH 105	Basic Architectural Drafting	3.0
ARCH 125	Presentations Methods in Interior Design	3.0
ID/ARCH 150	Beginning Computer Aided Drafting	3.0
ID 170	Space Planning	3.0
ID 105	Materials and Resources	3.0
ID 145	Kitchen and Bath Design	3.0
ID 141	Commercial Interior Design	3.0
Select One		
ID 151	Beginning Revit	3.0
OR		
ARCH 202	Introduction to Revit	3.0

ID 250	Interior Design Capstone	3.0
	Total Units for Pathway 3:	30

BSBPED Upper Division Courses

Course	Name	Units
BPED 300	Studio I: Residential/Multifamily and Intergenerational Living	3
SOC 300	Applied Social Statistics	3
BPED 320	Building Performance	3
GEOG 300	Analysis of Environmental and Health Hazards	3
BPED 340	Construction Methodology I: Construction & Practical Structural Applications	3
BPED 490A	Professional Pathways: Reflection	1
BPED 350	Studio II: Urban Infill & Retrofit Design	3
BPED 360	Professional Practice	3
BPED 370	Environmental Policy	3
BPED 380	Building Systems: Lighting and Solar Design	3
BPED 390	Site and Urban Design	3
BPED 490B	Professional Pathways: Observation	1
BPED 420	Global Case Studies	3
BPED 400	Studio III: Commercial Construction and Disassembly Principles	3
SPCH 300	Dynamic Communication	3
BPED 430	Building Systems II: Ventilation, Water, and Waste	3
BPED 440	Construction Methodology II: Advanced Construction & Practical Structural Applications	3
BPED 490C	Professional Pathways: Selection	1
BPED 450	Thesis Studio IV: Self Directed Climate-Responsive Design	3
BPED 460	Thesis Construction Methodology III: Self Directed Construction Documentation	3
BPED 470	Thesis Analytics: Self Directed Building Analytics	3
BPED 480	Professional Internship & Industry Readiness	3
	Total units for upper division	60

Course Descriptions - Upper Division Major Coursework (presented in course-taking order)

BPED 300 Studio I: Residential/Multifamily and Intergenerational Living
Course Description: This course will center on the new construction of a residential or multifamily housing development designed specifically for a desert environment. Emphasis will be placed on desert climate design strategies, including passive cooling techniques, water-wise landscaping, thermal massing, and solar orientation. Students will utilize Building Information Modeling (BIM).

The course will also integrate sustainable design principles and Universal Design standards, ensuring accessibility for all users while minimizing environmental impact. In addition, the concept of intergenerational living will be a core focus, promoting adaptable spaces that support multiple generations under one roof and foster community connections.

BPED 320 Building Performance

Course Description: This course delves into the principles and practices of building performance with an emphasis on sustainable design strategies and LEED (Leadership in Energy and Environmental Design) certification. Students will explore the impact of various design choices on building performance, including energy efficiency strategies, indoor environmental quality, and the overall environmental footprint of a building throughout its lifecycle.

The course will guide students in analyzing key performance indicators such as R-value (thermal resistance), acoustic performance, carbon emissions, and other environmental benchmarks to assess the sustainability of buildings. Students will also learn to evaluate how different materials, systems, and building strategies contribute to energy savings, occupant comfort, and long-term environmental responsibility.

BPED 340 Construction Methodology I: Construction & Practical Structural Applications

Course Description: This comprehensive course explores sustainable practices in residential construction with a strong emphasis on innovative building methodologies, LEED (Leadership in Energy and Environmental Design) certification, and Passive House standards. As the need for environmentally responsible and energy-efficient housing grows, this course equips students with practical knowledge to implement cutting-edge solutions. In addition to sustainable design, the course integrates the practical applications of structural systems, introducing students to the fundamental principles of residential structural design. Topics include load paths, material selection, framing techniques, and code compliance. Real-world examples and case studies will demonstrate how structural integrity and sustainability go hand-in-hand.

BPED 350 Studio II: Urban Infill & Retrofit Design

Course Description: This course explores an adaptive reuse and urban infill project located along a transit-oriented corridor in a coastal environment. Students will utilize Building Information Modeling (BIM). The focus will be on reimagining existing structures with an emphasis on interior architecture and a sustainable, environmentally responsive design approach. Coursework will cover the selection and impact of interior materials, including their environmental performance and lifecycle. Projects will be developed using Building Information Modeling (BIM) tools to promote integrated and efficient design solutions.

BPED 360 Professional Practice

Course Description: This course provides a comprehensive overview of the professional practices and responsibilities of project managers, architects, and interior designers. Focusing on the key aspects of ethics, contract negotiation, and the bidding process, this course will equip students with the practical knowledge required to navigate the complexities of professional practice in project management, architecture, and interior design. The course will

explore the legal and ethical standards that govern the profession, the essential elements of contracts, and the procedures involved in the bidding process for construction projects. By the end of the course, students will be able to understand the ethical challenges they may encounter, negotiate, and prepare contracts, and manage the bidding process effectively.

BPED 370 Environmental Policy

Course Description: This course provides students with a comprehensive understanding of climate change, environmental issues, and the policies that shape the relationship between the built environment and the natural world. Through an exploration of international, national, state, and local environmental policies, students will gain insight into how these regulations influence the construction and design industries. The course will also emphasize the interconnectedness of political and economic factors at the local level and how these realities impact the way we build and interact with the environment. By the end of the course, students will be equipped with the knowledge to analyze and navigate the evolving landscape of environmental policy and its effects on the building industry.

BPED 380 Building Systems I: Lighting and Solar Design

Course Description: This course focuses on the integration of lighting and solar design systems within buildings, with an emphasis on energy-efficient solutions. Students will learn how to use energy modeling tools and techniques to optimize building performance, focusing on daylighting analysis, solar panel integration, and the impact of building orientation and shading on energy use. The course will guide students through the process of preparing realistic, client-ready design drawings and reports that demonstrate how lighting and solar design can reduce energy consumption and contribute to achieving zero-energy building status.

BPED 390 Site and Urban Design

Course Description: This course explores the fundamentals and contemporary practices of sustainable site and urban design. Students will examine how thoughtful design decisions impact the character, function, and resilience of neighborhoods and communities. Through case studies and real-world examples, the course analyzes successful and unsuccessful urban projects to uncover the key elements that contribute to lasting, human-centered environments. Emphasis is placed on integrating sustainability, equity, and contextual responsiveness into site planning and urban form. Students will learn to evaluate a project's influence on community identity and develop strategies for creating spaces that are adaptable, inclusive, and enduring. The course encourages a forward-thinking design approach that considers environmental, social, and cultural longevity.

BPED 420 Global Case Studies

Course Description: This course provides an in-depth exploration of sustainable global practices and innovative construction methodologies in the built environment. Students will examine real-world case studies of projects from around the world that highlight best practices in sustainable design, construction, and urban development. Through the analysis of these international projects, students will gain a broader understanding of how various regions adapt to local environmental, economic, and cultural contexts while addressing global sustainability challenges.

BPED 400 Studio III: Commercial Construction and Disassembly Principles
Course Description: In this course, students will utilize Building Information Modeling (BIM) software to create multi-disciplinary, data-driven, and functional designs that respond to specific climate zones, with a special focus on cold weather construction methods. Designs will integrate climate-responsive strategies, cultural and contextual sensitivity, and promote equity in the built environment.

The course emphasizes sustainable methodologies, including designing for disassembly, allowing for buildings to be deconstructed and materials to be reused—supporting long-term environmental resilience and resource efficiency. Projects will address real-world climate challenges, encouraging students to explore innovative solutions that merge technology, sustainability, and social responsibility in architectural design.

BPED 430 Building Systems II: Ventilation, Water, and Waste
Course Description: This course offers an in-depth examination of the mechanical, plumbing, and ventilation systems that support building performance, with a focus on sustainability, energy efficiency, and occupant health. Students will explore the integration of water supply, waste management, gas distribution, and HVAC (Heating, Ventilation, and Air Conditioning) systems within the architectural design process.

Through technical analysis and software-based modeling, students will gain hands-on experience in designing, comparing, and evaluating system alternatives using Building Information Modeling (BIM) tools.

BPED 440 Construction Methodology II: Advanced Construction & Practical Structural Applications
Course Description: This course provides an in-depth introduction to commercial construction methods, materials, and systems. Students will explore applicable building codes, structural systems, wall sections, and detailed construction assemblies. Emphasis is placed on current innovations in commercial construction, including cool roof technologies, dual plumbing systems, green insulation solutions, and biodegradable building materials.
The course also integrates practical applications of structural design, focusing on how commercial structures are engineered for safety, durability, and efficiency. Topics include load distribution, structural framing systems (steel, concrete, and hybrid), seismic considerations, and coordination with architectural detailing.

BPED 450 Thesis Studio IV: Self Directed Climate-Responsive Design
Course Description: This advanced capstone course challenges students to synthesize their education through the development of a self-selected thesis project focused on climate-responsive and sustainable design solutions. Emphasizing discretion in design decision-making, students will explore how stakeholders navigate material choices, energy strategies, and ecological integration to enhance long-term performance and resilience of the built environment.

Through the lens of sustainability and environmental stewardship, students will critically analyze how design decisions shape project outcomes—balancing innovation, context, and constructability. Each student will be responsible for producing a complete and professional set of construction documents using Building Information Modeling (BIM) software, demonstrating a comprehensive understanding of structure, systems integration, detailing, and compliance with applicable codes.

The course culminates in an oral defense of the project, where students will present and justify their design strategies and technical documentation to a panel of faculty and industry professionals. This rigorous process fosters clear communication, critical thinking, and prepares students for professional practice or graduate-level study.

BPED 460 Thesis Construction Methodology III: Self Directed Construction Documentation
Course Description: This advanced capstone course centers on the technical development of a comprehensive construction documentation set for a self-selected architectural project. Students will focus on demonstrating construction knowledge through precise detailing, wall sections, specifications, cut sheets, and material callouts, with an emphasis on climate-responsive building systems and sustainable construction practices.
The course prioritizes the execution of accurate and code-compliant drawings using Building Information Modeling (BIM) software, showcasing an in-depth understanding of structural integration, envelope assemblies, and sustainable building technologies.
The term concludes with an oral defense, where students present their documentation package and justify their construction methodologies to a panel of faculty and industry professionals. The course prepares students for professional practice by simulating real-world expectations for documentation quality, coordination, and technical rigor.

BPED 470 Thesis Analytics: Self Directed Building Analytics
Course Description: This advanced capstone course emphasizes the student's responsibility for creating a comprehensive set of construction documents for a self-selected architectural project. Students will be tasked with conducting the necessary calculations and providing supporting research to ensure the technical accuracy and viability of their work.
Throughout the course, students will be expected to execute precise, code-compliant drawings using Building Information Modeling (BIM) software. They will independently perform calculations related to structural integration, envelope assemblies, and the performance of sustainable building systems. Students must demonstrate their ability to justify their design and construction decisions through research, including material choices and energy strategies, ensuring that these align with sustainable and climate-adaptive goals.

BPED 480 Professional Work Experience & Industry Readiness
Course Description: This unpaid work experience course provides students with hands-on industry experience in the fields of architecture, construction management, interior design, and building performance as well as professional input on their thesis development. Students will work with professional firms, government agencies, or industry organizations to apply classroom knowledge in real-world settings. In addition to gaining practical experience, students will prepare for and complete an industry-recognized certification to enhance their

credentials and career readiness. Through mentorship, professional networking, and structured coursework, students will develop the skills necessary to transition into the workforce successfully. skills necessary for career advancement in architecture, construction management, interior design, or environmental design.

BPED 490 (A, B, C) Professional Pathways

Course Description: This course is designed to guide students in exploring the wide range of career opportunities within the built environment, helping them identify and refine their professional goals and portfolios as they approach graduation. Through a combination of self-assessment, industry research, guest lectures, and hands-on activities, students will gain a clearer understanding of the diverse disciplines available, including architecture, interior design, construction management, urban planning, sustainability consulting, landscape architecture, building performance analysis, and more. Students will exit the class with a portfolio of their work, ready to enter the workforce.

Describe the upper-level general education requirements for the baccalaureate degree (*Standard 2.3*)**.**

The BSBPED will require three upper-division general education courses: SOC 300 (Applied Social Statistics), GEOG 300 (Analysis of Environmental and Health Hazards), and SPCH 300 (Dynamic Communication). Lower-division prerequisites or recommended preparation for each upper-division general education course fulfill lower-division general education requirements. Each of the upper-division general education courses fulfills a general education category—critical thinking (SPCH 300), mathematics & quantitative reasoning (SOC 300), and physical science (GEOG 300)—while simultaneously meeting program goals, including design, construction, and sustainability.

SOC 300 Gen Ed: Applied Social Science

Course Description: Applied statistical techniques in the analysis of population dynamics, urban planning, and behavioral engagement patterns for socially conscious and sustainable environments. Statistical techniques include descriptive and inferential statistics, probability, correlation, and multiple regression analysis. Application of the research process with the use of statistical analysis software.

GEOG 300 Gen Ed: Analysis of Environmental and Health Hazards

Course Description: Rapid urbanization and climate change have exacerbated environmental hazards and their impacts around the world. These hazards include mass wasting events, floods, wildfires, extreme weather phenomena, seismic activities, droughts, and water pollution. This course will provide students with an understanding of how natural and anthropogenic drivers are turning environmental hazards into natural disasters. Students will also learn to apply various geographic information science (GIS) tools to analyze, communicate, and mitigate the risks posed by environmental hazards.

SPCH 300 Dynamic Communication

Course Description: Using practical exercises, this class will ensure the students are effective communicators in written, oral, presentation, and video formats. In addition, the class will focus on understanding sources in the misinformation age, on using economic tools to understand the realities of the building industry, and on creating persuasive arguments.

Describe how courses in the baccalaureate degree will be scheduled to ensure completion in the expected period of time (*Standard 2.5*)**.**

The upper-division portion of the BSBPED program follows a two-year, full-time cohort model. BSBPED students will complete their upper-division coursework over four semesters and one summer session. Course scheduling will be structured to support successful completion of each semester's courses and may include a combination of full semester, fast-track, and online courses. Course titles and numbering may be subject to minor adjustments during the final steps of the curriculum approval process.

Upper-Division Planned Course Schedule:

Semester 1: (16 Weeks; 16 units)

Course	Name	Units
BPED 300	Studio I: Residential/Multifamily and Intergenerational Living	3
SOC 300	Applied Social Statistics	3
BPED 320	Building Performance	3
GEOG 300	Analysis of Environmental and Health Hazards	3
BPED 340	Construction Methodology I: Construction & Practical Structural Applications	3
BPED 490A	Professional Pathways: Reflection	1

Semester 2: (16 Weeks; 16 Units)

Course	Name	Units
BPED 350	Studio II: Urban Infill & Retrofit Design	3
BPED 360	Professional Practice	3
BPED 370	Environmental Policy	3
BPED 380	Building Systems: Lighting and Solar Design	3
BPED 390	Site and Urban Design	3
BPED 490B	Professional Pathways: Observation	1

Summer 1: (4 Weeks, 3 Units)

Course	Name	Units
BPED 420	Global Case Studies	3

Semester 3: (16 weeks, 13 units)

Course	Name	Units
BPED 400	Studio III: Commercial Construction and Disassembly Principles	3
SPCH 300	Dynamic Communication	3
BPED 430	Building Systems II: Ventilation, Water, and Waste	3
BPED 440	Construction Methodology II: Advanced Construction & Practical Structural Applications	3
BPED 490C	Professional Pathways: Selection	1

Semester 4: (16 Weeks, 12 Units)

Course	Name	Units
BPED 450	Thesis Studio IV: Self Directed Climate-Responsive Design	3
BPED 460	Thesis Construction Methodology III: Self Directed Construction Documentation	3
BPED 470	Thesis Analytics: Self Directed Building Analytics	3
BPED 480	Professional Internship & Industry Readiness	3

Describe how the institution designs and delivers equitable and effective services and programs *(e.g., counseling, advising, tutoring, library, etc.)* that support students in the baccalaureate degree (*Standard 2.7*)**.**

The College is committed to supporting students in the BSBPED program by offering dedicated, comprehensive, and equity-centered services from application through graduation, ensuring wrap-around support for both prospective and enrolled students (Rancho Bernardo Education Center Website; Rancho Bernardo Education Campus Services).

Outreach, Admissions, Enrollment, and Onboarding

In coordination with the College's Outreach team, program marketing will be shared with high schools, alumni, community colleges, industry partners, and the local community. In addition to completing the application to attend the College, students interested in applying to the baccalaureate program will submit a program application to the department that includes lower-division transcripts, a written statement, and a portfolio.

Admission decisions will be based on a scoring rubric utilized by the faculty committee reviewing the materials. Notification of acceptance will be managed by the office of the Dean of Instruction, in collaboration with Enrollment Services. Once students formally accept their offer to the program, Enrollment Services will be notified of the decision so that the student can be formally moved into a student group that allows them to enroll in upper division coursework at the College. Faculty will work with Admissions, Enrollment Services, Financial Aid, and Counseling to provide orientation and onboarding for students accepted into the program prior to their first fall term.

Financial Aid & Scholarships

As students are accepted into the program, their admissions letter will provide Financial Aid information. Through one-on-one appointments and workshops, Financial Aid staff will guide students in understanding their aid options and completing required applications to maximize their eligibility. Support will be provided for FAFSA and California Dream Act applications, along with financial aid workshops covering aid options and their impact on the baccalaureate for students. Students will also be able to apply for available scholarships through the Palomar College Foundation.

Holistic Academic Counseling

In addition to providing comprehensive academic and degree counseling, the BSBPED program will have a designated counselor who specializes in supporting students throughout both the lower- and upper-division portions of the program. While all College counselors will be familiar with the BSBPED program to assist lower-division students on a pathway for the bachelor's degree, those admitted into the program will be required to meet one-on-one with the

dedicated counselor. Supporting students throughout the pathway ensures they have completed all lower-division requirements and are on track to successfully apply for the program and progress through the upper-division coursework. The dedicated counselor will also work with BSBPED students to create and regularly update individualized education plans aligned with degree requirements and timely completion.

Career Counseling
Baccalaureate students will receive career preparation support through collaboration with the Career Center and the BSBPED faculty. Workshops and one-on-one appointments will address résumé building, job searching, networking, interview skills, and career assessments on an individual level. As part of the curriculum, the BSBPED will provide multiple opportunities for students to engage with industry professionals to develop their networking skills, receive feedback on their designs, and work to ensure that they are prepared to enter the workforce upon completion of the program.

Health and Wellness
Students will have full access to the College Health Center for medical needs and the Behavioral Health Center for mental health therapy and resources.

Basic Needs Support
Through the College's Basic Needs department, BSBPED students will have access to the Food and Nutrition Center (food pantry) for groceries, toiletries, and clothing. The department's staff and the Office of Student Life and Leadership can also connect students to community resources related to housing, health services, and CalFresh (California's Supplemental Nutrition Assistance Program).

Special Programs
BSBPED students will be eligible to participate in the College's relevant special programs and services, such as EOPS/CARE, CalWORKs, NextUp, Disability Resource Center, Umoja, Puente Program, Dreamer Resource Center, Pride Center, TRIO/Student Support Services, Veterans Resource Center, and the International Student Program.

Student Life & Leadership
Students will have opportunities to build leadership and engagement skills through participation in the Associated Student Government and student clubs. They will also have the option to establish their own student club tailored to the BSBPED degree or their specific career interests.

Learning Support
The Teaching and Learning Center located on the fourth floor of the Rancho Bernardo Education Center (RBEC) building (where the program will be housed), provides tutoring and dedicated study spaces for students. Staffing includes a specialized Revit/AutoCAD tutor who supports Architecture and Interior Design students. To further support BSBPED students, the program budget includes funding for one to two additional student tutors who will specialize

in providing support for upper division students in the program. These tutors have space available in the Teaching and Learning Center (TLC) (Teaching and Learning Center Website).

Library Services
Currently, the library on the fourth floor of the RBEC houses all the College's Architecture and Interior Design books and magazines, along with rotating displays of student work. There will be a designated space that houses expanded library resources for the BSBPED program. The librarian will create a check-out system for BSBPED materials, such as project sets consisting of printed construction documents, specifications, contracts, Revit models, and cut sheets. Additional professional journals and other academic resources recommended by the program's advisory committee and reference librarians (such as, *The Ultimate Solar Power Design Guide*, *Professional Practice for Interior Designers*, *The Plumber's Handbook Revised*, *The Architecture of Light*, *Yes is More*, and *Mau MC24*) have been added. Additional resources will be added, as needed, throughout the program review and advisory committee process each year (Library Website).

Describe how the institution systematically reviews and assesses the baccalaureate degree to ensure quality and implement improvements and innovations in support of equitable student achievement (*Standard 2.9*)**.**

The BSBPED program will actively participate in the faculty-led program review and planning (PRP) process, which includes administrative and peer review feedback. This process includes a comprehensive review and strategic planning cycle every four years, with annual updates to ensure continuous improvement. The PRP integrates data analysis, reflection, goal setting, outcome assessment, and resource requests, enabling programs to systematically evaluate their effectiveness and plan for future enhancements. For career education programs, this process also incorporates labor market analysis, regional data review, and engagement with career and technical industry advisory committees to maintain relevance and alignment with workforce needs (2024-25 PRP Comprehensive Review Form; 2024-25 PRP Annual Review Form).

To fully accommodate the unique needs of the baccalaureate program, the existing instructional PRP process and associated forms will be refined to ensure adequate representation and support for upper-division coursework. The College's existing PRP data dashboards are already structured to provide comprehensive, program-specific insights at both the course and program levels regardless of program type (i.e., associate's, certificate, bachelor's). These dashboards, managed by the Office of Institutional Research, Planning, and Grants, capture key metrics like enrollment trends, course success rates, student completions, and workforce outcomes. Furthermore, they are designed to disaggregate student outcomes by demographic categories, allowing for equity-focused analysis and targeted interventions (Program Review Data Dash Boards Sample – Drafting Technology). This infrastructure ensures that the BSBPED program will seamlessly integrate into existing data review processes upon its launch.

Additionally, the BSBPED program will be embedded within the College's established learning outcome assessment cycle, ensuring that student learning outcomes for upper-division courses and the program are clearly defined, systematically assessed, and regularly reported.

Student feedback, which will be collected through entrance and completion surveys, as well as industry and employer assessments. This information will be a critical component of ongoing program evaluation. The College will model student feedback surveys and related processes after those already implemented for existing career education programs, such as Dental Assisting (Dental Assisting Survey 2024; Dental Assisting Survey Results Report 2024), and will implement surveys that are currently used by the other California Community College baccalaureate degree programs. These data sources will drive continuous program improvements, ensuring alignment with student needs and industry expectations.

The BSBPED program will also benefit from ongoing feedback and strategic input from the BSBPED Advisory Committee, which has engaged in the development of the program and will meet annually, ensuring that curricular and instructional strategies remain responsive to emerging trends and innovations in the field. This comprehensive evaluation framework will support the program's long-term success and sustainability (BSBPED Program Advisory Committee Minutes 12/8/2023).

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the baccalaureate degree (*Standard 3.1*).

The College ensures the integrity and quality of its programs and services by employing well-qualified faculty, staff, and administrators. Existing faculty, classified professionals, and administrators will oversee and support the BSBPED program. The College's executive team is fully committed to ensuring that the program has the necessary resources for success. The BSBPED will be housed in the Career Technical & Extended Education (CTEE) division, under the Design & Manufacturing Department.

The division is supported by a dedicated dean, associate dean, and a team of division staff. Within the Department of Design and Manufacturing, leadership is provided by two department co-chairs, each with a 0.20 FTE reassignment to support both departmental and programmatic needs. The department is also staffed by a full-time academic department assistant. The BSBPED program's instructional team currently includes two full-time and two part-time faculty members, with plans to expand as the program grows. Additional support includes a designated counselor (with a partial load) who guides students from application through graduation, and an upper-division tutor who provides academic assistance within the program.

To maintain high academic standards, all faculty, staff, and administrators are employed in accordance with the hiring practices outlined in Board Policy (BP) and Administrative Procedure (AP) 7120 (Recruitment and Hiring) and AP 7120A (Faculty Hiring Procedures) (AP 7120; AP 7120A). These practices comply with all federal and state hiring regulations, including California Code of Regulations, Title 5, Section 53000 et seq., which establishes equal employment opportunity regulations for California community colleges.

Faculty hiring follows a rigorous process to ensure qualifications align with the minimum standards approved by the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for the California Community Colleges (ASCCC) (CCC Handbook - Minimum Qualifications for Faculty). Position announcements reflect the essential skills, responsibilities, and subject expertise needed to uphold the College's Mission and goals.

Classified, Confidential and Supervisory Team, and administrative positions are also advertised through position announcements aligned with the College's job descriptions. Minimum and preferred qualifications adhere to Title 5 regulations, ensuring that all positions remain job-related, legally compliant, and supportive of the diverse community college student population (Title 5 §53006; Title 5 §53022).

Faculty Qualifications for the BSBPED Program

Faculty teaching in the BSBPED program must meet the California Community Colleges Chancellor's Office minimum qualifications, which require a master's degree or higher with expertise in one or more of the following areas: Architecture, Interior Design, Sustainability, Engineering, Geography, Environmental Economics, or Sociology.

The following faculty members will teach in the program:

- **Joseph Lucido** (Current Full-time faculty) – B.Arch in Architecture, M.Arch+Rad in Real Estate Development; 25 years in architecture and construction, 15 years in education; LEED Accredited Professional.
- **Jessica Newman** (Current Full-time faculty) – BFA in Interior Design, MFA in Fine Arts, MA in Interior Architecture; 20 years in architecture and interior design, 20 years in teaching.
- **Ginger Rabe** (Current Part-time faculty) – BS in Interior Design, MS in Sustainable Building & Architecture in the Built Environment; 16 years in architecture/interior design, 2 years in teaching.
- **Brett Tullis** (Current Part-time faculty) – B.Arch, M.Arch; 30 years in architecture; LEED Accredited Professional.

In addition to the current faculty listed above, the BSBPED program will hire additional qualified part-time faculty members through the College's established hiring process. These faculty will possess academic credentials, professional experience, and applied expertise in areas such as:

- Engineering, with specialization in building science and distributed energy systems.
- Economics and Environmental Economics, with preference for candidates who have served as environmental economists in government agencies.
- Geography and related interdisciplinary fields, with required LEED accreditation.
- Applied experience in land use planning, zoning, sustainability, and green building design.

Additionally, upper-division general education courses will be taught by faculty from the Geography (GEOG), Sociology (SOC), and Speech (SPCH) departments. All faculty teaching these courses have met the required minimum and expected qualifications.

Describe the institution's fiscal resources to support and sustain the baccalaureate degree (*Standard 3.4*).

The 2024-25 Palomar Community College District Adopted Budget demonstrates the College's financial resources and its capacity to launch and sustain the BSBPED program (FY 2024-25 Adopted Budget). The College maintains a strong fiscal outlook for the current year and the years ahead. The recently completed 2023-24 audit revealed no audit findings and highlighted the College's healthy reserve balance (see excerpt below). These reserves will allow the College to manage projected operational deficits over the next few years, while continuing to grow enrollment. This growth is essential to meeting the requirements of the Student Centered Funding Formula (SCFF) and ensuring increased funding as enrollment continues to rise. The College's solid reserves, combined with the projected increase in enrollment, contributed to its earning AA credit ratings from both Moody's and Standard & Poor's in early 2025, reflecting confidence in its financial stability and long-term planning.

Audit Excerpt – Fiscal Year 2023-24:
"As reported to the State Chancellor's Office on the Annual Financial and Budget Report (CCFS-311), the District ended the year with an Unrestricted General Fund balance of $54,197,788, or 33.8% of total expenditures and outgo. This represents a $5,685,012 increase in fund balance from the prior year, based on the modified accrual basis of accounting. A portion of the ending fund balance is set aside to meet the Governing Board's minimum reserve requirement of 16.67%, in alignment with the Chancellor's Office recommendation of two months of expenditures for economic uncertainties."

In addition to general fund resources, the College receives over $2.5 million through CCCCO's Strong Workforce Program funding and grant. These funds are designated to develop, grow, and support the College's Career Technical Education (CTE) programs districtwide, ensuring students are equipped with the skills needed to enter the workforce.

Over the past two years, approximately $240,000 in Strong Workforce funds have supported the development and launch of the BSBPED. This funding has covered faculty compensation for upper-division curriculum development and application preparation. Costs associated with submitting the California Community Colleges Chancellor's Office (CCCCO) application have been funded through a combination of Strong Workforce and general funds, supporting both faculty contributions and administrative leadership. Strong Workforce resources have also funded key aspects of the program's implementation, including the creation of the BSBPED application process, and procurement of startup needs such as equipment, furniture, and software.

General funds have supported the development of Instructional and Student Services processes specific to baccalaureate programs. With the addition of a new Dean of Instruction and its current support staff, the Office of Instruction is properly staffed to manage upper-division curriculum development, updates to the curriculum system, adjustments within PeopleSoft for course and student tracking, articulation efforts, and the creation of a program

handbook.

In Student Services, existing staff and administrators are leading the development of baccalaureate-specific processes in areas such as admissions, financial aid, counseling, evaluations, outreach, and student engagement. While current permanent staffing levels are sufficient to support the launch and first cohort of the BSBPED program, future staffing needs will be reassessed as enrollment grows.

As described in the physical resources and technology sections of this application, the BSBPED will mostly utilize existing resources. Strong Workforce funds have been used for upgrading and outfitting a new upper-division lab classroom. Additional ongoing operational needs for the BSBPED, including supplies, software, and instructional materials, are not significant, and will be incorporated into program and division budgets. A blend of general and Strong Workforce funds will continue to support professional development opportunities for faculty, staff, and administrators involved in the baccalaureate program.

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the baccalaureate degree (*Standard 3.8*).

The Palomar College Rancho Bernardo Education Center (RBEC) will be home to the BSBPED. RBEC is an ACCJC-approved education center. It is located on a 27-acre site and includes a four-story instructional building and an adjacent four-story parking structure. The facility features 37 rooms, including lecture and laboratory spaces, faculty and academic administrative offices, comprehensive student support services, library services, a bookstore, and a community room used for campus and public events—including the annual Architecture Review and Design Presentations event for the Architecture and Interior Design programs (ACCJC Approval Letter RBEC).

Currently, the Architecture and Interior Design programs use two lecture rooms and three laboratory rooms on the fourth floor of RBEC. These same spaces will be utilized for the BSBPED program. No new construction or major renovations are required for implementation. However, an additional classroom will serve as an upper-division lab. The College is purchasing new classroom furniture through its Strong Workforce grant funding to outfit the lab. Equipment already supporting the Architecture and Interior Design programs—such as wall exhibits, materials samples, hard hats, and laser cutter will also serve the BSBPED program. Additional materials specific to upper-division instruction, such as software, safety equipment, scales, markers, and foam core are included in the program's budget.

BSBPED students will access a wide range of academic and student support services at the RBEC, housed in physical spaces that foster engagement and success. Core services—including admissions, registration, counseling, and financial aid—are centralized for convenient student access. Additional dedicated spaces support orientations, behavioral and mental health services, a campus bookstore, transfer and career services, student government, and access to specialized programs, such as EOPS, CARE, CalWORKs, and DSPS.

Academic support is anchored by RBEC's full-service library, a modern facility featuring a comprehensive academic collection, networked computers, printers, copiers, and both

individual and group study areas. These spaces are equipped with advanced technology, ergonomic furnishings, and ample electrical access to support student learning. BSBPED students also benefit from access to the College's extensive online resources, including 24/7 research databases, eBooks, streaming media, and live chat with library professionals.

The center also includes a Teaching and Learning Center (TLC) and a dedicated STEM Center, each providing flexible, tech-enabled workspaces for individual and collaborative study. These spaces offer walk-in tutoring, academic coaching, and peer-to-peer learning opportunities to support student achievement across disciplines.

While BSBPED students will be fully supported at the RBEC, they will also have full access to the San Marcos main campus and other educational centers, as needed.

Describe the institution's technology resources to support and sustain the baccalaureate degree (*Standard 3.9*).

The College will provide comprehensive and coordinated technology services to support the BSBPED. This support will be led the Information Services (IS) Department and the Academic Technology Resource Centers (ATRC) (Information Services Website; ATRC Website). These units, in collaboration with Facilities and other departments, ensure robust technology infrastructure and support across all College locations, including the Rancho Bernardo Education Center (RBEC), home to the BSBPED program.

RBEC is staffed with on-site full-time Network Systems Technicians and part-time Infrastructure Systems Administrators and Audio-Visual Technicians, ensuring that faculty and students receive timely and effective technology support.

Faculty and staff leverage the College's enterprise systems for instruction and operations. A common learning management system (Canvas) supports both online and onsite course delivery, instructional support, and college business processes. Additionally, the College uses PeopleSoft's Fiscal Management, Human Capital Management, and Campus Solutions software for key operational functions such as purchasing, scheduling, and managing student data (PeopleSoft Financials Website, Software Systems Catalog).

Technology support is coordinated through a centralized Information Servies (IS) Help Desk, which manages service requests using established operating procedures, routing work orders to appropriate technicians. ATRC maintains a separate work order system to manage academic technology support (ATRC Work Orders, IS Remedy Report 2022–23). Students receive technical support through the Academic Technology Help Desk and 24/7 Canvas Chat services (Canvas Chat).

Specific to the BSBPED program, the College is upgrading an existing classroom at RBEC to support upper-division lab courses. The room will include 24 full computer stations (monitor, mouse, keyboard) equipped to run advanced design software, including Lumion and Enscape. These tools are currently used in lower-division coursework and are integrated into upper-division instruction.

As part of the program, students will use industry-standard 3D modeling tools, including Revit, AutoCAD, Insight, and Forma from the Autodesk AEC Collection—all available through free student licenses. Students will have access to Adobe Creative Suite under a free student license as well. Additional software tools to be utilized as part of the program, such as SketchUp Studio and Global eTraining, are incorporated in the program's budget.

Describe how the institution's decision-making structures support innovation and equitable student outcomes for the baccalaureate degree (*Standard 4.3*).

The College's decision-making structures are designed to support innovation and advance equitable student outcomes across all academic programs, including the baccalaureate degree.

Shared Governance and Representation

The College ensures broad participation in governance through its five planning councils, which include representation from all constituent groups: Students, faculty, staff, and administrators. Academic and professional matters, including curriculum, are guided by the Faculty Senate in alignment with Board Policy (BP) 2510. The BSBPED program and curriculum have been developed in alignment with the College's Board Policies and Administrative Procedures (BP 2510; AP 2510).

The College's principal participatory governance body, the College Council, is co-chaired by the Superintendent/President and includes representatives from all constituent groups (College Council Governance Structure). This council is responsible for:

- Establishing and evaluating governance processes.
- Reviewing and integrating recommendations from planning groups and task forces.
- Overseeing development and assessment of institutional plans, including the College's long-range Educational and Facilities Vision Plan 2035.

Planning Councils and Strategic Alignment

Four key planning councils with their own reporting committees report to the College Council:

- Institutional Effectiveness, Planning, and Fiscal Stewardship Council (IEPFSC Governance Structure)
- Equity, Education, and Student Success Council (EESSC Governance Structure)
- Employees, Community, and Communication Council (ECCC Governance Structure)
- Infrastructure and Sustainability Council (ISC Governance Structure)

Each council plays a role in fostering innovation and equity. For example:

Equity, Education, and Student Success Council (EESSC)

EESSC is instrumental in advancing equity-focused strategies and oversees development and monitoring of the College's Equity Plan. The council leads peer review of Instructional Program Reviews and Planning (PRPs), which require analysis of disaggregated data by modality, session, and student demographics. This ensures that equity considerations are embedded into instructional planning and outcomes.

Instructional Program Review Committee
Reporting to both EESSC and the Faculty Senate, this committee evaluates program data and plans for continuous improvement with a focus on equitable outcomes. As described above, the BSBPED will engage in the College's PRP process (Instructional Program Review Committee Structure).

Curriculum Committee
Under the Faculty Senate, this committee oversees all curriculum matters, ensuring that courses and programs—including the baccalaureate degree—meet standards of quality, innovation, and relevance (Curriculum Committee Governance Structure).

Integration of the Baccalaureate Degree into the Decision-Making Structures of the College
The BSBPED will be fully integrated into the College's shared governance and decision-making processes. All BSBPED curriculum is approved by the Curriculum Committee and the program will participate in the formal program review, planning, and equity evaluations, consistent with the College's commitment to innovation and equitable outcomes.

Other

Describe any external approval process for the baccalaureate degree *(state/federal approvals, etc.)***.**

Include documentation, if appropriate, of state/regional authorization with application, or within one year of ACCJC approval.

California Community College Chancellor's Office Review and Approval Timeline

The College submitted the BSBPED program application to the California Community Colleges Chancellor's Office (CCCCO) in January 2025. On February 21, 2025, the CCCCO granted provisional approval, confirming the proposal met policy requirements, earned a passing program quality score, and was pending approvals from the Accrediting Commission for Community and Junior Colleges (ACCJC), intersegmental partners, and the Board of Governors (BOG) (CCCCO BSBPED Provisional Approval Letter; BDP Scoring Rubric; BDP Scoring Sheet).

The application was subsequently forwarded for intersegmental review by the University of California (UC) and California State University (CSU) systems, which approved it without objection on March 10, 2025 (BDP Initial Decision).Following this, the application advanced to the BOG President for approval, contingent on ACCJC's substantive change approval. Once ACCJC approval is confirmed, the CCCCO will place the College's BSBPED program on the BOG agenda for final approval.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment*.

  Current Student Website
  College Catalog
  Accreditation Website
  Curriculum Website and Sample COR - ACR 102

- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

  BP 5530 Student Complaints and Grievances
  AP 5530 Student Complaints and Grievances

- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
  - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
  - Evidence of timely corrective action taken in response to any Title IV audits or program reviews

  Palomar College has complied with the requirements for Federal programs. Please see the Independent Auditor's Reports (2022-2024) below.

  Independent Auditor's Reports on Compliance for Federal Programs

  See *Policy on Institutional Compliance with Title IV*

  Federal Student Aid Experimental Sites
  Independent Auditors Reports on State Compliance 2022-2024
  Cohort Default Rate
  Inceptia Performance Report

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.

1	O*NET Sustainability Specialists
2	Centers of Excellence – Building Performance and Environmental Design Occupations
3	Vision Plan 2035
4	Palomar College Mission Statement
5	Chairs and Directors Meeting Agenda 10/13/2023
6	Curriuculum Committee Minutes 9/6/2023
7	Advisory Committee Minutes 12/8/2023
8	Curriculum Committee Meeting Agenda 9/4/2024
9	Curriculum Committee Agenda Item 4/2/2025
10	Governing Board Report 3/7/2025
11	Governing Board Report 4/4/2025
12	Instructional Program Review Website
13	Program Review Data Dash Boards Sample – Drafting Technology
14	CTE Report 2025
15	2024-25 PRP Comprehensive Review Form
16	California General Education Transfer Curriculum
17	Rancho Bernardo Education Center Website
18	Rancho Bernardo Education Campus Services
19	Teaching and Learning Center Website
20	Library Website
21	2024-25 PRP Annual Review Form
22	Dental Assisting Survey 2024
23	Dental Assisting Survey Results Report 2024
24	BSBPED Program Advisory Committee Minutes 12/8/2023
25	AP 7120 Recruitment and Hiring
26	AP 7120A Faculty Recruitment & Hiring Procedures
27	CCC Handbook - Minimum Qualifications for Faculty
28	FY 2024-25 Adopted Budget
29	ACCJC Approval Letter RBEC
30	Information Services Website
31	Academic Technology Resource Center Website
32	PeopleSoft Financials Website
33	Software Systems Catalog
34	Academic Technology Resource Center Work Orders
35	Information Services Remedy Report 2022–23

36	Canvas Chat
37	BP 2510 Participation in Local Decision-Making
38	AP 2510 Participation in Local Decision-Making
39	College Council Governance Structure
40	IEPFSC Governance Structure
41	EESSC Governance Structure
42	ECCC Governance Structure
43	ISC Governance Structure
44	Instructional Program Review Committee Structure
45	Curriculum Committee Governance Structure
46	CCCCO BSBPED Provisional Approval Letter
47	BDP Scoring Rubric
48	BDP Scoring Sheet
49	BDP Initial Decision
50	Current Student Website
51	College Catalog
52	Accreditation Website
53	Curriculum Website
54	Sample COR - ACR 102
55	BP 5530 Student Complaints and Grievances
56	AP 5530 Student Complaints and Grievances
57	Independent Auditor's Reports on Compliance for Federal Programs
58	Federal Student Aid Experimental Sites
59	Independent Auditors Reports on State Compliance 2022-2024
60	Cohort Default Rate
61	Inceptia Performance Report