

Minutes of the
MEETING OF THE FACULTY SENATE
November 1, 2010

APPROVED

PRESENT: Bruce Bishop, Monika Brannick, Haydn Davis, Marty Furch, Erin Hartensveld, Barb Kelber, Teresa Laughlin, Pam McDonough, Linda Morrow, Perry Snyder, Wendy Nelson

ABSENT: Lori Graham, Jackie Martin-Klement, Patrick O'Brien, Dan Sourbeer, Diane Studinka, Fari Towfiq

GUESTS:

CALL TO ORDER: The meeting was called to order by the president, Monika Brannick, at 2:05 p.m., in Room SU-30.

Approval of Minutes:

Motion 1 MSC Kelber, Morrow: Faculty Senate approval of the minutes of October 25, 2010, as amended. The motion carried.

Monika Brannick informed the Senate of a suggestion brought by a faculty member with regard to the minutes of Senate meetings. The faculty member asked that the documents which are distributed and discussed at the Senate meeting be included in the approved minutes and made available to the entire faculty. Senators agreed with the suggestion and discussed how best to proceed. Suggestions involved providing a link to the document whenever possible, incorporating distributed materials into the minutes as we often presently do, or placing them at the end of the minutes as appendices. In some cases when electronic copies of documents are not available, faculty will be directed to contact the Senate office if they'd like to receive copies. After further discussion, Senators agreed that depending on the length of the item being discussed, it will either be inserted in the minutes within the context relating to the item, or will be included at the end of the minutes as an appendix attachment.

Public Comments: There were none.

Announcements: Monika Brannick indicated that Senator Dan Sourbeer has resigned his Senate seat due to his recent appointment as Interim Dean of Math and Natural and Health Sciences division. Senate members offered congratulations and wished him well.

Monika Brannick announced that the updated Educational Master Plan is currently being reviewed by the Task Force that was convened last year to work with the consulting group. The primary focus of the update has been to include more detail on the Escondido Center, the TLC's, and the proposed Centers in the North and South. Copies of the Educational Master Plan are available in the Instruction office. Those Senators wishing to receive a link to the document can leave their name in the Senate office and will be provided with that information. When asked why a link is not available to all faculty members, Brannick indicated that she would ask the Vice President for Instruction for that information.

Senators received an electronic copy of a letter from Jack Scott, Chancellor, to all CEO's regarding priorities in class scheduling:

To: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers

From: Jack Scott, Chancellor

Subject: Priorities in Class Scheduling

Date: October 28, 2010

Last year the Legislature lowered the enrollment cap in California community colleges by 3.39% given the harsh funding reductions that we suffered in the 2009-10 fiscal year. However, the Legislature further stated that it was their intent that community colleges make every effort to protect classes in basic skills, transfer, and workforce training. Specifically, the Legislature's guidance was provided in the *2009 Budget Act* (Chapter 1, Statutes of 2009):

29. Notwithstanding any other provision of law, the Chancellor of the California Community Colleges may reduce community college district base workload measures to match available funding under Schedule (1), which reflects a base reduction of \$120,000,000, and local revenues designated to support community college district general apportionments. It is the intent of the Legislature that community college districts, to the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer. On or before March 1, 2010, the chancellor shall provide the Legislature and the Director of Finance with a report on the implementation of this provision.

In reviewing recent enrollment data, it is evident that most colleges followed this direction and made fewer cuts in basic skills, transfer, and workforce training than in other parts of the class schedule. Yet, it is well once again to remind colleges of this legislative intent.

First, unless we take the lead on this matter, then one day the Legislature may become specific in what courses we should offer. One remembers the 1980's when the Legislature adopted a "hit list" that prohibited community colleges from receiving state funding for certain avocational courses. And we recall that last year the Legislative Analyst recommended that all physical education courses in our colleges be funded at the non-credit level. Fortunately, we were able to defeat that recommendation and prevent it from becoming law. But this still remains the view by some that we are offering too many avocational courses. We should take steps to avoid that vulnerability.

Second, it is clear that in times of scarce resources we have to prioritize. In 2009-10 it is estimated that community colleges turned away 140,000 students, most of whom were first time students. In times like this it is difficult to justify keeping a course such as aerobics for seniors while not scheduling enough classes in basic math or English. Under these circumstances the public will be upset when students seeking transfer classes or job retraining are turned away.

The recently adopted *2010 Budget Act* provides community college districts with \$126 million to support an additional 26,000 full-time equivalent enrollments. These added resources represent an opportunity for community colleges to expand access to badly needed instruction in basic skills, transfer, and workforce training. As you consider how your district will use these additional funds, I strongly urge you to consider both the legislative intent and the pressing need to prioritize scarce resources, described above.

I want to be clear: This is a recommendation, not a requirement. The determination of which courses to offer is a decision made at the college level. This is the genius of our system: each college can determine the needs of its community. But I believe it is wise for us to take into account the intent of the Legislature and the general feeling of the public. It is good policy and makes sense for us to prioritize transfer, workforce training, and basic skill courses in these difficult times. We moved in that direction in 2009-10; let's continue that trend in 2010-11.

Monika Brannick reported that she attended the Area D meeting held on Saturday, October 30, at Long Beach City College. In addition to reviewing many of the resolutions which will be presented at the Statewide Academic Senate meeting next week, there was much discussion on SB1143 (the creation of a Task Force on student success and completion rates) and SB1440 (guaranteeing transfer from the community colleges to the CSU).

Marty Furch invited all faculty members to attend the Assessment Workshop with Bob Pacheco, Research and Planning Director of Barstow College, on Friday, November 5. Lunch will be served at 11:30 in room MB-15, and the workshop will run from 12:00 – 2:30 p.m. in MB2.

Barb Neault Kelber expressed her appreciation and admiration for the organizers of Political Economy Days, Teresa Laughlin and Peter Bowman. The Senate recognizes the extensive efforts of Teresa, Peter, and the entire Economics, History, and Political Sciences department.

Committee
Appointments:

Motion 2

MSC Laughlin, Hartensveld: Faculty Senate approval of the following committee appointments:

Compliance Officers

Tracy Johnston
Lawrence Lawson
Karen McGurk
Kelly Falcone

Sabbatical Leave committee

(09-12) Library
Douglas Key/MNH&S (at-large position)

The motion carried.

Curriculum:

The next meeting of the Curriculum Committee will be held on November 3, 2010.

Monika Brannick informed Senate members that an announcement to fill the position of Curriculum Co-Chair will be distributed soon. The incoming co-chair will be appointed in a time frame which will allow for a shadowing period with the current co-chair. This process was used successfully in the appointment of the current Tenure & Evaluations Review Coordinator as well.

TERB:

At last week's meeting, Senate members discussed and supported the revised Palomar College Peer Evaluation Report. (Appendix 1)

Barb Kelber distributed copies of the revised Palomar College Professor Tenure and Evaluations Review Report (Appendix 2). Kelber noted the very minor differences in the documents, and brief discussion followed. Kelber reminded the Senators that the revision incorporates changes that were approved by the Senate previously. It also includes the element regarding learning outcomes (now #9) in exactly the same wording as currently appears in Peer and Probationary Review forms as #11. She explained that with the Senate's support, all evaluative forms must be sent forward as recommendations from the Tenure and Evaluations Review Board (TERB) for approval or negotiation by the Palomar Faculty Federation and the District.

One Senator again expressed concern regarding #9 in the document: "The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes." The Senator is concerned that faculty members may be confused by the wording, as they may feel as if they have to individually establish and define what those learning outcomes are.

Motion 3

MSC Kelber, Laughlin: Faculty Senate support of the Palomar College Professor Tenure and Evaluations Review Report as recommended by the Tenure and Evaluations Review Board (TERB). The motion carried.

Kelber also distributed copies of the Library Instruction: Individual or Group Observation Form (Appendix 3) for discussion.

Kelber noted that the Library faculty are currently utilizing several new forms as part of a pilot project which focuses on the revision of their evaluative materials. The pilot project was approved by the TERB and supported by the Faculty Senate, after which it was formally accepted with a Memorandum of Understanding (MOU) between the PFF and the District. The Library Instruction: Individual or Group Observation form, if approved, will be used in addition to the other revised forms.

Motion 4

MS Kelber, Laughlin: Faculty Senate support of the Library Instruction: Individual or Group Observation form as recommended by the Tenure and Evaluations Review Board (TERB). The motion was tabled.

Discussion followed on the minor proposed changes, and Barb Kelber suggested that it may be helpful for Senators to see the document in its original form to provide an opportunity to discuss all the proposed changes in a clearer context. This item will be tabled until next week's meeting, and Kelber will take the Senate's feedback to the TERB meeting later in the day.

Motion 5

MSC Kelber, Laughlin: To Table Motion 4. The motion carried.

As the agenda moved forward into Information items, Monika Brannick reminded Senators of the importance of maintaining respect and courtesy in the discussion of difficult subjects. She asked Senators to observe the guidelines offered in Robert's Rules of Order.

Learning Outcomes
Council:

Entering Data into the
Outcomes Database:

Marty Furch indicated that workshops are available to offer training for faculty who use the Outcomes Database. Workshops will continue to be scheduled, as the coordinators for the Learning Outcomes Council hope to allow for ample training opportunities. Furch noted that, as reported at last week's meeting, she, Katy French, and Richard Albistegui-Dubois were removed from the list of those with access to discipline information but will still be available to assist faculty with SLO's upon request.

Furch also added that Vice President Cuaron has allocated two office spaces for the SLO Coordinators beginning in the spring semester. One will be located in the MD building and one will be located in the NS building.

Communicating and
Disseminating Student
Learning Outcomes:

Marty Furch reported that the work of communicating and disseminating Student Learning Outcomes is in the early stages. Discussions are ongoing, as the Learning Outcomes Council seeks to establish clear guidelines with regard to making information "public" and engaging in "widespread dialogue" as required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Senators discussed the Rubric from the ACCJC, "Characteristics of Institutional Effectiveness in Student Learning Outcomes," specifically focusing on the levels of

“Development” and “Proficiency.” Palomar is currently at the Development level and must move forward to the Proficiency level in the next two years:

Development:

- College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.
- College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intend course, program, and degree learning outcomes.
- Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.
- Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.
- Appropriate resources are being allocated to support student learning outcomes and assessment.
- Faculty and staff are fully engaged in student learning outcomes development.

Proficiency:

- Student learning outcomes and authentic assessment as in places for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Senators discussed the items at length, and Marty Furch noted bullet number three under “Proficiency”: “There is widespread institutional dialogue about the results.” Furch pointed out that this is just one of the items in need of campus-wide input on ways to incorporate the requirements into the Palomar College culture. Additional discussion occurred on ways to move forward in the process, and Senators acknowledged that this will be particularly difficult given the wide range of teaching methods and curriculum that has been developed over time at Palomar College. One Senator suggested that Palomar should interact with other campuses to observe what models were successfully utilized in their accreditation processes.

Marty Furch noted that the Accrediting Commission offers guidelines with sets of questions that will steer us through the process when the time comes to complete the report, which will be helpful. The new Program Review and Planning Documents that departments and disciplines are submitting are asking for assessment results at the program level, which may constitute “widespread dialogue.” Furch also added that the Statewide Academic Senate, acknowledging the challenges facing many colleges as they struggle with this process, have distributed a document entitled, “Guiding Principles of SLO Assessments,” which will likely be adopted at the Statewide Academic Senate meeting next week in Anaheim.

One Senator suggested that it may be helpful to create a Faculty Senate subgroup to conduct these lengthy discussions and bring reports back to the group as a

whole, although there were varying opinions on whether these lengthy dialogues should be held by the entire Faculty Senate or by a Faculty Senate subgroup.

Monika Brannick also reminded Senators that the Curriculum Committee and the Learning Outcomes Council have made a formal recommendation that SLO's be posted on department web pages, faculty web pages, on Blackboard, and on course syllabi. She stated that the Senate needs to have that discussion and bring forward a recommendation as well. One Senator cautioned against directing faculty and departments with regard to what is appropriate for their websites, syllabi, etc.

Further discussion on this agenda item will occur at next week's meeting.

Policies & Procedures: Senators were provided with copies of the following Policies & Procedures:
BP (Board Policy) 4240 Academic Renewal (Appendix 4)
BP 4240 Credit By Examination (Appendix 5)

Monika Brannick informed Senators that members of the Joint Council will discuss these items at their next meeting, and Brannick will bring them back to the Senate for further review.

Copies of the following policy were also provided electronically for discussion at next week's meeting.
BP 5500 Standards of Conduct (Appendix 6)

Workforce & Community
Development:

Copies of a Contract Proposal from the Workforce & Community Development department (Exhibit 7) were provided. The proposal is to contract with *Two Directions* for the delivery of 192 hours of training to meet the Community Care Licensing State Regulations.

Monika Brannick noted that AP (Administrative Procedure) 4400, Community Services, has not yet been approved and is not currently in place, but in this AP, four contracts similar to this one are being brought forward. Though the AP does not specifically include a required approval by Department Chairs, PFF, Faculty Senate, and Workforce & Community Development Advisory Group, it definitely indicates that these proposals should go to these groups. Brannick added that this Contract Proposal for *Two Directions* has been approved by the Workforce & Community Development Advisory Group under the Senate, and the PFF has also given its approval to this contract. After some discussion, Senators agreed that because Senator Diane Studinka of the Child Development Department was absent from today's meeting, the item would be brought back next week to allow for specific questions to be answered.

GRAD Program: Monika Brannick reported that members of the GRAD (Goals, Responsibility, Attitude, and Determination) Program continue to meet each week. The group is currently reviewing proposals received from various departments and areas.

Other: One Senator requested that an item appear on next week's agenda regarding the Student Activity Fee. Currently, Palomar College Student Affairs asks for a voluntary \$15 per student as an activity fee which is used to sponsor various student events. There is a question as to whether those funds are being spent as there is currently approximately

\$250,000 in that account. Monika Brannick indicated that she would place the item on the agenda for the next Senate meeting.

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

Respectfully Submitted,

Barb Neault Kelber, Secretary

APPENDIX 1

PALOMAR COLLEGE PEER EVALUATION REPORT

Evaluee _____

Department _____

When the committee members are finished reviewing and discussing each component of the evaluation the committee chair will complete the **Peer Evaluation Report**. The various components will include:

a. Professional Improvement Form b. Professional Development Contract c. course materials d. student evaluations (method is chosen by evaluee) e. peer evaluation (method is chosen by evaluee) f. supervisor evaluation (if appropriate). Please attach supporting documents. In your comments, please do not refer to the student evaluation questions by number. This report will eventually be a stand-alone document. The student evaluations will not accompany this report, so referring to the student evaluation questions by number (rather than in words) will not be descriptive.

Definitions of evaluation categories: (based on Standards of Performance for Faculty, Faculty Manual)

High Professional Performance - *Frequently exceeds accepted standards of professional performance. (Check this box when the professor's professional performance is beyond what is reasonably expected.)*

Standard Professional Performance - *Regularly meets accepted standards of professional performance. (This is the standard of performance that is expected of all professors when they are hired and they are expected to maintain this level of performance throughout their tenure at Palomar College.)*

Substandard Performance - *Does not consistently meet accepted standards of professional performance.*

Unsatisfactory Performance - *Does not meet minimal standards of professional performance.*

Comments for each of the following are highly encouraged. It is appropriate to write positive comments for meaningful feedback and encouragement for each question where it applies. If a "Substandard Performance", "Unsatisfactory Performance", or "No" is checked, **comments are required.**

1. The professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.

High Professional Performance

Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

Comments:

2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

3. The professor teaches a course that is appropriately organized, with clearly-stated objectives in keeping with the Course Outline of Record.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

4. The professor demonstrates subject matter expertise.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

6. The professor communicates in a clear, informative, and professional manner.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

7. The professor designs fair and clearly-stated grading policies that promote high standards for student work.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

8. The professor provides fair and reasonably prompt evaluation of student work.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.

High Professional Performance Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

Comments:

10. The professor fulfills the contractual requirements of the position.

High Professional Performance

Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

Comments:

11. The professor demonstrates continued professional growth by participation in professional development activities.

High Professional Performance

Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

Comments:

12. The professor demonstrates commitment to the college and to education by service to the college.

High Professional Performance

Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

Comments:

13. **Summary Comments and Recommendations (required)**

Overall Recommendation:

High Professional Performance

Standard Professional Performance

Substandard Performance

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Unsatisfactory Performance

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Referral to Tenure & Evaluations Review Board

The Tenure & Evaluations Review Board will reach a consensus with the peer committee for the overall recommendation.

Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluatee _____

Committee Signatures

Committee Chair: _____ Date: _____
(print name): _____

Committee Member: _____ Date: _____
(print name): _____

My signature acknowledges that I have met with the committee chair and reviewed my peer review evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file.

Professor: _____ Date: _____

Administrative Signatures

My signature acknowledges that I have reviewed the materials.

Division Dean: _____ Date: _____
(print name): _____

My signature acknowledges that I have reviewed the materials.

Vice President: _____ Date: _____
(print name): _____

Tenure and Evaluations

Review Coordinator: _____ Date: _____

My signature acknowledges that I have reviewed the administrative signatures as well as received a copy of my evaluation.

Professor: _____ Date: _____

APPENDIX 2

PALOMAR COLLEGE PROFESSOR TENURE AND EVALUATIONS REVIEW REPORT

1st year report
year report

2nd year report

3rd year report

4th

Probationary Professor _____

Department _____

When the committee members are finished reviewing and discussing each component of the evaluation the committee chair will complete the **Professor Tenure and Evaluations Review Report**. The various components will include: a. Professional Improvement Form b. Professional Development Contract c. course materials d. student evaluations e. classroom or workplace observations f. letter from department chair/program director g. supervisor evaluation (if appropriate). Please attach supporting documents. In your comments, please do not refer to the student evaluation questions by number. This report will eventually be a stand-alone document. The student evaluations will not accompany this report, so referring to the student evaluation questions by number (rather than in words) will not be descriptive.

Definitions of evaluation categories: (based on Standards of Performance for Faculty, Faculty Manual)

High Professional Performance - Frequently exceeds accepted standards of professional performance. (Check this box when the professor's professional performance is beyond what is reasonably expected.)

Standard Professional Performance - Regularly meets accepted standards of professional performance. (This is the standard of performance that is expected of all professors when they are hired and they are expected to maintain this level of performance throughout their tenure at Palomar College.)

Substandard Performance - Does not consistently meet accepted standards of professional performance.

Unsatisfactory Performance - Does not meet minimal standards of professional performance.

Comments are required for all questions.

1. The professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

3. The professor teaches a course that is appropriately organized, with clearly stated objectives in keeping with the Course Outline of Record.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

4. The professor demonstrates subject matter expertise.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

6. The professor communicates in a clear, informative, and professional manner.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

7. The professor designs fair and clearly stated grading policies that promote high standards for student work.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

8. The professor provides fair and reasonably prompt evaluation of student work.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

10. The professor fulfills the contractual requirements of the position.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

11. The professor demonstrates continued professional growth by participation in professional development activities.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

12. The professor demonstrates commitment to the college and to education by service to the college.

High Professional Performance Standard Professional Performance
 Substandard Performance Unsatisfactory Performance

Comments:

13. **Summary Comments and Recommendations:**

Overall Recommendation:

High Professional Performance

Standard Professional Performance

Substandard Performance

Unsatisfactory Performance

1st Year

Rehire

Do not rehire

2nd Year

Rehire

Do not rehire

3rd Year Satisfactory Unsatisfactory
4th Year Rehire/Grant Tenure Do not
rehire/Deny Tenure

Evaluation Meeting Confirmation:

Date and Length of Meeting with Evaluee: _____

Signatures (Comments are optional)

Committee Chair: _____ Date: _____
(print name): _____

Comments:

Committee Member: _____ Date: _____
(print name) _____

Comments:

Random Committee Member: _____ Date: _____
(print name) _____

Comments:

Division Dean: _____ Date: _____
(print name) _____

Comments:

Vice President: _____ Date: _____
(print name) _____

Comments:

My signature acknowledges that I have read and received a copy of the evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file.

Professor: _____ Date: _____
Comments:

Tenure and Evaluations
Review Coordinator: _____ Date: _____

APPENDIX 3

LIBRARY INSTRUCTION: INDIVIDUAL OR GROUP OBSERVATION

Date of Observation _____

Name of Evaluee _____

Name of Evaluator _____

Type of Instruction (large group/reference) _____

A. Prior to the observation:

1. The evaluee should give the evaluator any materials that the evaluee would like the evaluator to see.

3. The evaluee will identify areas of interest to the evaluee for the evaluator to specifically observe (e.g., do I speak or act in a manner that is welcoming to the student(s)?)

B. Answer the following questions regarding the instruction session

1. How did the librarian demonstrate knowledge and competence in the fields of library and information studies and information literacy?
2. Was the librarian's presentation of information concepts, skills, and resources clear and appropriate for the level of the student(s)?
3. Was the librarian respectful toward the student(s), demonstrating a willingness to help?
4. Did the librarian establish an environment that facilitates learning and promotes the active role of students?
 - a. How did the librarian encourage student participation?
 - b. What other strategies did the librarian use (e.g., lecture, demonstration, discussion, in-class assignment or other active learning exercise, formal or informal assessment, etc.)?
5. Comments regarding the specific observations requested by evaluee (see section A. 2).
6. Additional comments and suggestions.

C. Observation follow-up

Meet for a few minutes after the observation to discuss how the instruction or reference session advanced the evaluee's goals.

APPENDIX 4

Palomar Community College District Policy

CCLC No. 4240

Instructional Services

H. Lee 1/09

BP 4240 ACADEMIC RENEWAL

Reference:

Title 5 Section 55044

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Superintendent/President shall establish procedures that provide for academic renewal.

Office of Primary Responsibility: Student Services

~~❖ From current Palomar College BP 419 titled Academic Renewal~~

~~Academic Renewal (77-6793, 93-16344, 00-20695)~~

~~Philosophy. Palomar Community College District is committed to meeting the educational needs of all its citizens. Open entry encourages students of varied educational backgrounds to pursue their individual goals. Palomar's commitment to all students increases the likelihood of enrolling those who have failed in the past but who have shown their readiness to try again. To reduce the negative impact of past academic failure and to facilitate fair and equitable treatment of all students in pursuit of their academic goals, Palomar Community College District supports Academic Renewal.~~

~~A student may request that 30 units of previous course work taken at Palomar College or any other institution be disregarded when computing grade point average (GPA)*. Course work not to be counted must include the entire semester or term. Subject, but not unit, credit will be allowed for work completed satisfactorily (A, B, or C) during disregarded terms. Academic Renewal cannot be used to set aside semesters containing course work that has been used to meet degree, certificate, or certification requirements.~~

~~*NOTE: Not all four-year institutions accept Academic Renewal.~~

Rev. ~~GB 4-26-94, 7-10-01~~

NOTE: This policy is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **blue ink** is additional language to consider including in this policy. The language in **black ink** is current Palomar College Policy 419 titled Academic Renewal dated 4-26-94 and 7-10-01.

Date Adopted: *(Replaces current Palomar College Policy 419)*

APPENDIX 5

Palomar Community College District Policy

CCLC No. 42

Instructional Services

DRAFT as of 2/25/08

BP 4235 CREDIT BY EXAMINATION

Reference:

Title 5 Section 55050

Credit may be earned by students who satisfactorily pass authorized examinations. The Superintendent/President shall establish administrative procedures to implement this Board Policy.

❖ From current Palomar College BP 415 titled Credit by Examination

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.

Not all courses listed in the catalog may be eligible for Credit by Examination. The determination of which courses in a discipline may be taken by examination is made by that department/program. The Department Chair/Director will 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 or experience.

The following rules apply to earning Credit by Examination:

- The examination must be reviewed and approved by the Department Chair/Director prior to its administration. Completed examinations must remain on file in the department/program for three years.
- A maximum of fifteen (15) units earned at Palomar College or elsewhere through Credit by Examination may be applied towards completing an Associate in Arts degree, general education transfer certification or vocational

certificate program at Palomar College. (The Department of Nursing Education's Credit by Examination Policy may be obtained from the Nursing Education Department Office. A maximum of 20 units may be obtained through credit by examination.)

- The student's transcript will clearly identify all courses taken Credit by Examination. Courses attempted through Credit by Examination are graded on a Credit/No Credit basis. The student must earn the equivalent of a "C" or better to earn a grade of Credit.
- Credit by Examination may not be attempted for a course more than once.
 - Credit by Examination may be taken for a course when a student has previously received credit for a more advanced course only with the approval of the Department Chair/Director and Division Dean.
- Courses in Nursing Education may be taken Credit by Examination only under the rules of the Board of Registered Nursing.
- A student must be currently enrolled in at least one credit course at Palomar College, excluding Credit by Examination, and may not be on probation or dismissal status when applying for Credit by Examination.
 - If no units are completed (with a grade other than "W"), the Credit by Examination petition will not be processed. No fees will be refunded.
 - The student must pay the same fees or non-resident tuition required of a regular course to take Credit by Examination.
- The process of Credit by Examination must be completed prior to the end of the current semester or session. Failure to complete the process within that time period will result in a grade of No Credit for the course.
- Credit by Examination will be recorded on the student's permanent record only if departmental and institutional procedure has been followed.

Students wishing to take a course via Credit by Examination are encouraged to informally discuss the matter with the Department Chair/Director and instructor prior to initiating the formal process.

~~GB 6-6-79, GB Rev. 6-28-94, GB Rev. 6-13-00~~

Office of Primary Responsibility: _____

NOTE: This policy is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **blue ink** is additional language to consider including in this policy. The language in **black ink** is current Palomar College BP 415 titled Credit by Examination dated 6-6-79, 6-28-94, and 6-13-00.

Date Adopted:
(Replaces current Palomar College Policy 415)

APPENDIX 6

Palomar Community College District Policy

CCLC No. 5500

Student Services
DRAFT as of 5/11/07

BP 5500 STANDARDS OF CONDUCT

References:

[Education Code Sections 66300, 66301, 70902, and 76030 et seq.;](#)
[Accreditation Standard II.A.7.b](#)

- ❖ **From current Palomar College BP 305 titled Academic Integrity Code of Conduct (92-15739)**

Academic Integrity is a code of conduct for students that requires honest and ethical academic endeavor.

It is an integral part of the spirit embodied in an academic community. Violations of this code of conduct are considered serious and may result in penalties ranging from failing a test or assignment to expulsion from the College District. The Governing Board of the Palomar Community College District supports the principles of the Academic Integrity Code and supports the efforts of faculty and staff to ensure that these principles are upheld.

~~GB 5-25-93~~

- ❖ **From current Palomar College Procedure 305 titled Academic Integrity Code of Conduct**

~~Academic Integrity is a code of conduct for students that requires honest and ethical academic endeavor.~~

Violations

Violations of the Academic Integrity Code include:

- Cheating, plagiarism or false representation of another's work as one's own.
- Forgery, alteration, or misuse of college District documents or records.
- Use of false identification.
- Knowingly furnishing false information to the District.

- Unauthorized use or misuse of District equipment.
- Unauthorized access, use, or alteration of computer hardware, software, or data.
- Obstruction or disruption of the educational process.
- Soliciting or assisting another to do any of the above.

Consequences

Consequences for violating this code may result in any or all of the following:

- A. At the discretion of the instructor the student may receive:
 1. A failing grade for the assignment/project/exam.
 2. ~~A failing grade for the course.~~
 3. Short-term suspension as described in ~~Section IV A of the Rules and Regulations for Student Behavior~~ AP5520 Student Discipline Procedures.
- B. Long-term suspension or expulsion may be applied following the procedures described in ~~the Rules and Regulations for Student Behavior~~. AP5520 Student Discipline Procedures.
- C. In the event that District-level sanctions, including suspension or expulsion, are applied, the procedures described in ~~the Rules and Regulations for Student Behavior~~ AP5520 Student Discipline Procedures will be employed. The code of conduct that details the standards is administered by the Director of Student Affairs.

The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Governing Board shall consider any recommendation from the Superintendent/President for expulsion. The Governing Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Governing Board on the expulsion shall be taken at a public meeting.

This policy shall be made widely available to students through the Palomar College Catalog, class schedule, and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person

2. Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred by the Superintendent/President or designee
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5
4. Committing or attempting to commit robbery or extortion
5. Causing or attempting to cause damage to District property or to private property on campus
6. Stealing or attempting to steal District property or private property on campus or knowingly receiving stolen District property or private property on campus
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District
8. Committing sexual harassment as defined by law or by District policies and procedures
9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law
10. Willful misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by the academic code of integrity (see Procedure 5500 titled Standards of Conduct)
13. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District
14. Unauthorized entry upon or use of District facilities
15. Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions
16. Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises or the violation of lawful District administrative procedures or the substantial disruption of the orderly operation of the District
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct

18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

❖ **From current Palomar College Policy 420.1 titled General Application**

~~Palomar College students are responsible for regulating their own conduct and for respecting the rights and privileges of others. They are expected to conduct themselves in a manner compatible with the function of the College as an educational institution and respect and obey all civil and criminal laws.~~

~~Failure to abide by the standards as set forth by Palomar College is cause for disciplinary action.~~

~~EC 66300, 66017, 87708, 76030 et seq; 5 CAC 41301, 41302; PC 415.5;
GB 1-12-82~~

Administration of this policy is defined in AP 5500 titled Standards of Conduct. Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures. Also see BP 5030 titled Fees and BP 5130 titled Financial Aid which address consequences of disciplinary action.

NOTE: This policy is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The wording in **blue ink** is additional language to consider including in this policy. The language in **violet ink** is additional suggested revisions from the Office of Student Affairs. The language in **black ink** is current Palomar College Policy 305 titled Academic Integrity Code of Conduct adopted on 5-25-93; Policy 420.1 titled General Application adopted on 1-12-82; Policy 420.2 titled Application of Policy to Conduct of Applicants for Admission or Readmission with no adoption date; Policy 421 titled Confidentiality with no adoption date; Policy 422 titled Delegation with no adoption date; Policy 423 titled Record of Disciplinary Action with no adoption date; Policy 423.1 titled Technical Departures with no adoption date, and Palomar College Procedure 305 titled Academic Integrity Code of Conduct with no date. The language in **green ink** reflects suggested revisions from Student Services. This policy was reviewed at the May 11, 2007 Policy and Procedure Task Force Meeting.

Date Adopted:

(Replaces current Palomar College Policies
305, 420.1, 420.2, 421, 422, 423, 423.1)

APPENDIX 7

WORKFORCE & COMMUNITY DEVELOPMENT
1935 E. VALLEY PKWY
ESCONDIDO, CA 92025



August 7, 2009

Contract Proposal for: **Claudina Lopez**
 Business Manager
 Two Directions, Inc

Palomar Contacts: Christine Amely, Director Workforce & Community Development - 760-744-1150 ext. 7899

Instructor: Child Development Department Approved Instructors

Location: Two Directions, Valley Center

Objectives:

Palomar College proposes to contract with Two Directions for the delivery of 192 hours of training to meet the Community Care Licensing State Regulations. There are 4 Child Development classes (3 units each for a total of 12 units) required for this licensing. Each 3 unit class will be meet for a total of 48 hours.

Two of these classes must be:

CHDV 100 – Child Growth and Development	3 units = 48 hours
CHDV 115 – Child, Family and Community	3 units = 48 hours

In addition, you may select two classes from the following recommended courses:

CHDV 125 – Art in Early Childhood	3 units
CHDV 130 – Math and Science in Early Childhood	3 units
CHDV 135 – Music and Creative Movement in Early Childhood	3 units
CHDV 140 – Children’s Literature and Language Development	3 units
CHDV 185 – Curriculum in Early Childhood Education	3 units

Logistics:

- Palomar College’s Child Development Department Chair must approve the instructors who will teach these for credit classes. **The instructors will meet all minimum qualifications and currently teach for the CHDV department.** The college will be charging a fee for contract training delivery at an hourly rate in addition to the \$26.00 per unit for transcribing the credits

for these courses and providing the certification to those who complete and pass the courses. These courses will only be open to Two Directions clients.

- Palomar will conduct 48 hours of instruction for each course to be delivered on a day and time that will be determined. ~~The intention is to complete each course in a 6 week period (8 hours per week). Total program would be completed in 24 weeks. The first class may begin no sooner than September 14, 2009 upon receiving contract approval by Palomar College's board.~~ (Start dates and times will be determined. Debbie will work the schedule out with Two Directions in consultation with the CHDV department.)
- Palomar will provide necessary instructional and participant materials at a per person cost. Class size is limited to 20 students.
- Each student will be registered as a Palomar College student. All classes listed above will be taught to the current Course Outline of Record (COR) and course syllabi. Students will be required to complete all course assignments and exams with the same rigor as classes taught on campus. ~~Student and will be tested and required to complete homework to receive a grade (or pass/fail) in order to receive their units certificate.~~

Proposed Fee

Our normal hourly rate is \$225 to \$250 per hour. Per our telephone conversation, we will offer a discounted hourly rate to help meet your needs and budget.

\$24,000.00 - 192 hours of Child Development training @ \$125.00 per hour (discounted rate)

\$ 6,240.00 - 12 units per student at \$26 per unit for transcribing classes x 20 students

\$30,240.00 - Total

Note: Estimated books and materials fee @ \$ per