



MEETING

October 23, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
October 16, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Katy Farrell, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Kengo Hotta (ASG), Rodolfo Jacobo, Jason Jarvinen, Lisette Lasater, Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Wendy Nelson, Beth Pearson, Maryan Rizk, Seth San Juan, Tanessa Sanchez, Nina Shmorhun, Nicole Siminski, Elena Villa Fernández de Castro, Anastasia Zavodny

ABSENT: Alexandra Doyle Bauer (ZOOM-A), Kelly Falcone (ZOOM-A), Michael Mufson, Lakshmi Paranthaman

GUESTS: Ben Mudgett, Elyse Real, Norma Villegas

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Senate Secretary Molly Faulkner recognized Senate President Wendy Nelson for her efforts of creating a Senate newsletter which should help faculty stay engaged. The first issue was emailed Sunday evening.

Senator Faulkner also recognized Senator Lawrence Lawson for providing recaps of all the Governing Board meetings.

ANNOUNCEMENTS

Senator Anne-Marie Mobilia announced that Anthropology Days is coming October 31 with tons of activities at the Clock Tower. On November 1, there will be guest speakers from Anthropology, Ethnic Studies, and American Indian Studies. Flyers have been emailed.

Senator and PFF Co-President Lawrence Lawson said PFF is hosting a meet and greet on Thursday, October 19 from 5 to 7 p.m. at Cocina del Charro. PFF will provide appetizers and non-alcoholic beverages. Governing Board members, Dr. Rivera-Lacey, some Vice Presidents and Deans will be in attendance. This event is exclusively a social event.

Senate Secretary Molly Faulkner said Performing Arts has its annual Noche Havana this coming weekend. Experience the Afro-Cuban/Brazilian Drum and Dance Ensemble, Agogo, and the World Drum and Dance Program. Be a part of an

evening of Cuban/Brazilian music and dance. Doors Open at 5:00 p.m. Cuban food and appetizers will be served. Join us
Founded and directed by Patriceann Mead.

Senator and Chair of Committee on Committees, Anastasia Zavodny said Political Economy Days are coming on October 17 and 18.

ASG Representative Kengo Hotta announced that on October 22, the Palomar Symphony Orchestra will be performing.

Senator and Curriculum Co-Chair Vickie Mellos said there is a bachelor's degree workshop on Wednesday, November 1 from 1 to 3 p.m. in LRC-438. If anyone is interested in presenting proposals or ideas or who just wants to come and learn about opportunities, please attend.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Hathaway

Faculty Senate approval of Faculty Senate meeting minutes dated October 9, 2023 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum – No actions to approve.

B. Committee on Committees Elections

Motion 2: MSC Zavodny/Rizk

Faculty Senate approval to accept the results of the ballot for the following positions (Exhibit 2).

The motion carried.

Equivalency Committee – **Michael Dudley**, Faculty, At-large (22-24)
Academic Review Committee – **Richard Albistegui-DuBois**, Faculty, Instruction/Library (22-24)

Senator Anastasia Zavodny gave Senators ballot instructions and emailed the ballot.

INFORMATION

A. ASG Report

ASG representative Kengo Hotta reported that ASG is discussing various issues right now including student housing, Comet Hour events, Halloween activities and committee participation.

B. Provide Feedback for ASCCC on AB 928 (Exhibit 3)

Senate President Wendy Nelson shared the exhibit explaining the goals for AB 928:

- Ensuring a reduction in the number of excess units accumulated by California Community College students before transferring to four-year postsecondary educational institutions.
- Eliminating repetition of courses at four-year postsecondary educational institutions taken by California Community College students who successfully transfer into four-year postsecondary educational institutions.

- Increasing the number of California Community College students who transfer into a four-year postsecondary educational institution through an Associate's Degree for Transfer (ADT) pathway.

President Nelson said AB 928 will do the following:

- Creates a singular lower division general education (GE) pathway for transfer to both UC and CSU - California General Education Transfer Curriculum (Cal-GETC)
- Requires students to be placed on ADT unless they opt out

The impacts of AB 928 are the following:

- Places students on ADT unless they opt out
- Reduces unit requirement to 34 units
- Oral communication included with changes to course
- Arts & Humanities and Behavioral & Social Sciences limited to two courses
- Lifelong Learning and Self-Development not included
- Ethnic Studies included

President Nelson also summarized the latest CAL-GETC which was approved in May 2023 and launches for the 2025/26 academic year. The ADTs will be required starting in Fall 2024.

President Nelson encouraged Senators to provide feedback to ASCCC using the form here:

<https://asccc.org/content/submit-input-ab-928>

Senator Vickie Mellos announced that the GE Committee is meeting on Friday, October 20. There are two vacant seats on this committee: a representative from Ethnic Studies and one from Health/Fitness. Mellos also announced that an AB 928 11.11 Task force will be meeting in November. Student Services was asked to identify what work is being done to communicate with students regarding the ADT opt out element.

Senator Ben Adams said that when new students start the registration or enrollment process, they may not know what major or program they want. To force them to get into something that they don't know is basically setting them up for failure. Nelson added that it's imperative that the College comes up with a good strategy of communicating with the students regarding these types of degrees and choices that students need to make. Several Senators shared their concerns for this communication as well.

Senate VP Jenny Fererro said this feedback to ASCCC will ensure a statewide response, best practices, resolutions, And white papers that will have some effect on future legislation. It can also be used and pointed to by colleges to justify decisions being made and enrollment processes including the best way to set up that "dropdown menu" or whatever it is they use for students to register.

Senator Lawrence Lawson supported creating a Senate resolution that can be read at a Governing Board meeting.

C. Review Reports From Faculty Senate Reporting Committees and Areas (Exhibit 4)

President Nelson shared the exhibit while explaining the new monthly committee reporting system designed to improve communications from committees. She encouraged Senators to read the reports because they could include information that the Faculty Senate should address.

Senators highlighted information from reports:

Senator and Academic Integrity chair Katy Farrell explained that this committee will be coming soon to Senate for feedback on the new academic integrity board policy. It will be informally introduced to EESSC this week.

Senator and SLO Co-Coordinator Shelbi Hathaway reported that the SLO committee is trying to figure out a way to make it more automatic that an SLO assessment would also be used for the ILO assessment or that they are done at the same

time. This means that a majority of faculty would be moving to Canvas to do that because that's where the ability to add student data to it is part of the new accreditation standards. There will also be an alternative option for faculty who do not utilize Canvas. Newer technology may also benefit that process.

Senator and CALM Co-Chair Anastasia Zavodny updated her report saying that three of their pathways have been accepted into the ZTC Acceleration Grant and will be going to the Governing Board for a final approval.

Senator and DE Coordinator Kelly Falcone said there is a Website Advisory Group that's not part of shared governance but maybe it should be. Right now, it meets four times a year. Does this group need more representation including a student voice? The DE Coordinator is on the Website Advisory Group. Can this group play a bigger role in getting the student enrollment/registration improved?

D. Reassigned Time Positions and Leaves – Tabled

E. Campus Feedback from the “Reimagining Instruction” Event (Exhibit 5)

VP of Instruction Tina Recalde thanked Senators for the opportunity to come back and provide an update of the findings. VP Recalde said that 54+ people came to the event with all the instructional divisions represented along with Human Resources, Instructional Services and Student Services. Feedback was also received via email after the event. At the event, attendees were asked to vote for either the guided pathways model or the division model. There were 23 votes for the division model and six for the guided pathways model. Next, attendees were asked to provide written comments about each model which VP Recalde shared. Some comments on guided pathways were forwarded to Wendy Nelson who will share this information with the Guided Pathways team. Recalde also shared comments made in the free form area.

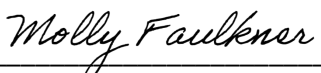
VP Recalde viewed and summarized the remaining slides for Senators. Recalde said that next steps would be to figure out which of the dean/director positions should move forward. Accreditation will help determine which positions have priority over others. Recalde said this would definitely be a staggered hiring approach with some of these positions in front of the Governing Board as early as this semester with at least two of these positions starting in Fall 2024. Spring 2025, other positions can be added.

VP Fererro asked that a structured timeline for these hires be created so that everyone knows what to expect and when to expect the change. Senator Faulkner said that hiring support staff needs attention since most areas are missing key staff support. Hiring more deans and directors also means additional staff support. VP Recalde agreed with both comments. While figuring out what the restructuring looks like and what additional support positions will be needed for the new dean/director positions, the current staffing gaps should be included in those conversations. President Nelson said that a strategic staffing plan is in the works.

F. Faculty Senate Goals – Tabled.

ADJOURNMENT: The meeting was adjourned at 3:55.

Respectfully submitted,


Molly Faulkner, Secretary

Item I. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2024:

I.1. ACTION: Credit Program Changes - effective fall 2024

Program Title	Disci.	Awa	Unit	Justification	Orig.
		rd	s		
A. Information Technology	CSIT	AS/C	30	Industry changes have necessitated re-organization of some of the required and elective courses in the degree. No new courses are proposed.	Ronald Burgher
		A			

I.2. ACTION: Credit Course Changes - effective fall 2024

Subj	Nbr	Title	Trns	Dist.	Grad.	Open	Justification	Reqs.	Originator
			f.	Ed.	Basis	Entry/ Exit			
A. CS	102	United States History from a Chicano Perspective II	UC/ CSU	Yes	G/P/NP	No	Updating SLOs	No	Angelica Yanez
B. DT	117	Blueprint Reading and Geometric Dimensioning and Tolerancing (GD+T)	CSU	Yes	G	No	We are removing the WELD 117 cross listing of this class. We met with Welding (Ashley Wolters and Kevin Powers) and they are in favor of this. Welding is deactivating the WELD 117 class. We are also updating the objectives and body of knowledge in META to bring the class up to today's standards.	No	Anita Talone
C. DT	227	Printed Circuit Board Design II	CSU	Yes	G	No	This proposal is to update the catalog description, edit the Body of Knowledge, and review/revise the SLO's.	Prerequ isite: DT 226	Anita Talone
D. GEOG	138	GIS Internship	CSU	Yes	G/P/NP	No	Changed Units/Hours due to Title V changes based on guidance from Jason Jarvinen, Work Experience Coordinator. "The Title V change simplified the work experience hours requirement to 54 hours of work experience per each unit of credit. There is no longer a distinction between paid and unpaid positions. Currently paid positions require 75 hours/unit and unpaid positions require 60 hours/credit unpaid. It's nice that we won't have to sorry about keeping track of paid versus unpaid hours once this change goes through. We need to change minimum and maximum weekly contact hours in the "Units/Hours" tab in Meta. •For "MIN Lab Category" under "Min Weekly Contact Hours" we want to put 1.5. •For "MAX Lab Category" under "Max Weekly Contact Hours" we want to put 6.0"	Prerequ isite: GE OG 120	Wing H. Cheung

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E.	GEOG	140	Introduction to Remote Sensing and Drone Data Processing	CSU	Yes	G/P/NP	No	The current proposal adds Geography 120 (Introduction to Geographic Information Systems) as a pre-requisite (that may be taken concurrently) with Geography 140 (Introduction to Remote Sensing and Drone Data Processing). Previously, Geography 140 was usually only taken by students in the Geographic Information Systems (GIS) certificate program, who would typically enroll in Geography 120 as their very first class in the program. The increasing popularity of our UAS (Drone) certificate program has led many students to jump straight into this class with no GIS preparation. Meanwhile, moving to more experiential and active curriculum for Geography 140 means that more of the course focus is on carrying out analysis in GIS software rather than on remote sensing theory (which requires less understanding of GIS). Students new to the UAS program have communicated to instructors directly and via course evaluations that even after several weeks focused on a distillation of GIS basics for remote sensing, they feel unprepared for some of the basic operations in GIS required to view and analyze satellite and UAS (drone) data. The increasing percentage of UAS certificate program students making up Geography 140 enrollment has led to lower success rates in the course overall. However, UAS certificate students still do have to take Geography 120, they are just not required to take it during/before Geography 140. Students who have previously taken Geography 120 typically have very high success rates and rarely get lower than a B in the class. This change would ensure that students will have gotten the basics on types of maps and spatial data, projections and coordinate systems, methods of data input, input of raster and vector datasets, understanding of different types of data, data editing, etc. from Geography 120 before getting to topics that build on those basics in Geography 140. This would result in the ability to focus more on the unique data, capabilities, and analysis opportunities of remote sensing and drone data rather than spending a substantial portion of the course giving an abbreviated introduction to GIS in general.	<u>Prerequ</u> <u>isite:</u> <u>(Comple</u> <u>tion of,</u> <u>or</u> <u>concurr</u> <u>ent</u> <u>enrollm</u> <u>ent</u> <u>in): GEO</u> <u>G 120</u>	Stephen Crook
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F.	PHSC	101	Principles of Physical Science	CSU	Yes	G/P/NP	No	Changes to the course catalog description: Remove sentence ("A general education course designed particularly for non-science majors.") We have many science courses in the MSE division designed for non-science majors. Either all of them should state this in the description or none of them should state this in the description. It is better that none of them state this in the description. Remove sentence ("Especially recommended for teacher training.") This statement is unnecessary since students who are majoring in elementary/secondary education majors will see PHSC 101 in their pathways. This course is also required in other majors but they were not mentioned in the description. It's best to remove mention of related majors altogether. I also changed the word "films" to "videos" to more accurately represent 21st-century technology.	No	Catherine Jain
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I.3. ACTION: Course Deactivations - effective fall 2024										
	Subj	Nm	Title	Trns	Dist.	Grad.	Open	Justification	Originator	
		br		f.	Ed	Basis	Entry/Exit			
A.	BUS	115	Business Law	UC/CSU	Yes	G/P/NP	No	Course has not been taught in over 3 years and curriculum has been updated with offerings of BUS 117 (Legal Environment of Business).	Leah Hoover	
B.	CSCI	230	Java GUI Programming	CSU	Yes	G/P/NP	No	Course is deactivated as it has not been offered in several years. No student demand for enrollment at this time.	Terrie Lynn Canon	
C.	CSCI	235	Android Development	CSU	Yes	G/P/NP	No	The course no longer has student enrollment to justify offering the course. It has not been offered for several years. It was an elective and not required in any degree. It has been removed from the Computer Science degree.	Terrie Lynn Canon	
D.	CSCI	295	Directed Study in Computer Science	UC/CSU		G/P/NP	No	This course is a place holder for directed studies. There is currently a CSCI 195 - Directed Studies in Computer Science. CSCI 195 will be sufficient for any directed studies project. Furthermore, students have not completed any directed studies in years.	Terrie Lynn Canon	

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E.	DNCE	140	Dance Improvisation I	UC/ CSU		G/P/NP	No	Due to course cuts this course has not been offered in years.	Margaret M. Faulkner
F.	DNCE	141	Dance Improvisation II	UC/ CSU		G/P/NP	No	Due to course cuts this course hasn't been offered in years.	Margaret M. Faulkner
G.	GC	100	Graphic Communications	CSU	Yes	G/P/NP	No	Content is not currently relevant for our programs.	Lillian S. Payn
H.	GC	101	History of Graphic Communications	CSU	Yes	G/P/NP	No	Content is not currently relevant for our programs.	Lillian S. Payn
I.	GCMW	100	History of Multimedia	UC/ CSU	Yes	G/P/NP	No	Course no longer relevant in current programs.	Lillian S. Payn
J.	GCMW	206	Motion Graphics Production and Compositing	CSU		G/P/NP	No	GCMW 206 hasn't been offered in over 3 years. It has also been removed from the Interactive Media Design: Emphasis in 3D Modeling and Animation program.	Mark J. Bealo
K.	SPAN	295	Directed Study in Spanish	CSU		G/P/NP	No	No foreseen demand for Span 295, course has not been offered for many years.	Kathleen M Sheahan

I.4. ACTION: Requisites - effective fall 2024

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2024

Course	Course Title	
A. DT 227	Printed Circuit Board Design II	Prerequisite: DT 226
B. GEOG 138	GIS Internship	Prerequisite: GEOG 120
C. GEOG 140	Introduction to Remote Sensing and Drone Data Processing	<u>Prerequisite: (Completion of, or concurrent enrollment in): GEOG 120</u>

I.5. ACTION: Distance Education - effective fall 2024

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2024

Course	Course Title
A. CS 102	United States History from a Chicano Perspective II
B. DT 117	Blueprint Reading and Geometric Dimensioning and
C. DT 227	Printed Circuit Board Design II
D. GEOG 138	GIS Internship
E. GEOG 140	Introduction to Remote Sensing and Drone Data
F. PHSC 101	Principles of Physical Science

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Item J. from BoardDocs Agenda

J.1. ACTION: Distance Education and Course Reviews				
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective fall 2023.				
Subj	Nm	Title	Dist.	Originator
br				
A.	ANTH	197 Topics in Archaeology		Marlo Willows
B.	AS	102 African-American History II	Yes	Sherehe Hollins
C.	BUS	130 Principles of Supply Chain Management	Yes	Brian Roppe
D.	CFT	108 Business Woodworking		Jordan Clarke
E.	DNCE	110 Modern Dance I	Yes	Margaret M. Faulkner
F.	DNCE	111 Modern Dance II		Margaret M. Faulkner
G.	DNCE	115 Ballet I	Yes	Margaret M. Faulkner
H.	DNCE	116 Ballet II	Yes	Margaret M. Faulkner
I.	DNCE	117 Pointe I	Yes	Margaret M. Faulkner
J.	DNCE	118 Pointe II	Yes	Margaret M. Faulkner
K.	DNCE	120 Jazz Technique I	Yes	Margaret M. Faulkner
L.	DNCE	121 Jazz Technique II	Yes	Margaret M. Faulkner
M.	DNCE	131 Tap II	Yes	Margaret M. Faulkner
N.	DNCE	140 Dance Improvisation I		Margaret M. Faulkner
O.	DNCE	141 Dance Improvisation II		Margaret M. Faulkner
P.	DNCE	153 Capoeira: Afro/Brazilian Martial Arts I	Yes	Margaret M. Faulkner
Q.	DNCE	154 Capoeira: Afro/Brazilian Martial Arts II	Yes	Margaret M. Faulkner
R.	DNCE	155 Hip Hop I	Yes	Margaret M. Faulkner
S.	DNCE	156 Hip Hop II	Yes	Margaret M. Faulkner
T.	DNCE	190 World Dance Production I		Margaret M. Faulkner
U.	DNCE	197H Topics in Dance		Margaret M. Faulkner
V.	DNCE	205 Modern Dance III		Margaret M. Faulkner
W.	DNCE	206 Modern Dance IV		Margaret M. Faulkner
X.	DNCE	210 Ballet III	Yes	Margaret M. Faulkner
Y.	DNCE	211 Ballet IV	Yes	Margaret M. Faulkner
Z.	DNCE	215 Jazz Technique III	Yes	Margaret M. Faulkner
A.A.	DNCE	216 Jazz Technique IV	Yes	Margaret M. Faulkner
A.B.	DNCE	217 Pointe III	Yes	Margaret M. Faulkner
A.C.	DNCE	218 Pointe IV	Yes	Margaret M. Faulkner

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A.D.	DNCE	230	Tap III	Yes	Margaret M. Faulkner
A.E.	DNCE	231	Tap IV	Yes	Margaret M. Faulkner
A.F.	DNCE	253	Capoeira: Afro/Brazilian Martial Arts III	Yes	Margaret M. Faulkner
A.G.	DNCE	254	Capoeira: Afro/Brazilian Martial Arts IV	Yes	Margaret M. Faulkner
A.H.	DNCE	255	Hip Hop III	Yes	Margaret M. Faulkner
A.I.	DNCE	256	Hip Hop IV	Yes	Margaret M. Faulkner
A.J.	DNCE	270	Contemporary Ballet Production I	Yes	Margaret M. Faulkner
A.K.	DNCE	271	Classical Ballet Production I		Margaret M. Faulkner
A.L.	DNCE	272	Contemporary Ballet Production II	Yes	Margaret M. Faulkner
A.M.	DNCE	273	Modern Dance Production I	Yes	Margaret M. Faulkner
A.N.	DNCE	274	Contemporary Modern Dance Production I	Yes	Margaret M. Faulkner
A.O.	DNCE	275	Modern Dance Production II	Yes	Margaret M. Faulkner
A.P.	DNCE	276	Contemporary Modern Dance Production II	Yes	Margaret M. Faulkner
A.Q.	DNCE	277	Classical Jazz Production I		Margaret M. Faulkner
A.R.	DNCE	278	Modern Jazz Production I	Yes	Margaret M. Faulkner
A.S.	DNCE	279	Tap Production I	Yes	Margaret M. Faulkner
A.T.	DNCE	282	Classical Ballet Production II		Margaret M. Faulkner
A.U.	DNCE	287	Classical Jazz Production II		Margaret M. Faulkner
A.V.	DNCE	288	Modern Jazz Production II	Yes	Margaret M. Faulkner
A.W.	DNCE	289	Tap Production II	Yes	Margaret M. Faulkner
A.X.	DNCE	290	World Dance Production II		Margaret M. Faulkner
A.Y.	DT	103	SolidWorks I	Yes	Anita Talone
A.Z.	DT	104	SolidWorks II	Yes	Anita Talone
B.A.	ENG	203	Critical Thinking and Composition Through Literature	Yes	Leanne M. Maunu
B.B.	ENG	250	Introduction to Shakespeare	Yes	Leanne M. Maunu
B.C.	ENG	260	Literature through Film	Yes	Leanne M. Maunu
B.D.	ENG	49	Reading and Writing for College Composition	Yes	Leanne M. Maunu
B.E.	GEOG	132	Database Management and Data Acquisition	Yes	Wing H. Cheung
B.F.	GEOG	144	Internet Mapping and Application Development	Yes	Wing H. Cheung
B.G.	ID	105	Materials and Resources	Yes	Jessica Newman
B.H.	ID	125	Presentation Methods in Interior Design	Yes	Jessica Newman
B.I.	MUS	102	Introduction to Jazz	Yes	Ellen Weller
B.J.	POSC	197	Political Science Topics		Peter Bowman
B.K.	POSC	295	Directed Study in Political Science		Peter Bowman
B.L.	WELD	160	Metal Layout for Fabrication		Kevin Powers

Exhibit 3

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Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION	Notes
Henry Lesperance	SBS	Ethnic Studies	AB 1111/928 Steering Committee Taskforce	GE Subcommittee: Faculty, Area 7 Ethnic Studies	I will learn to listen from the diverse perspectives that are represented in the committee. I realize that some diverse perspectives stem from academic formations, ethnic and racial backgrounds, and/or pedagogical approaches which also diverge within academic fields. In light of this, I will do my best to work with the committee folks to pursue an academic curriculum that advances an environment of inclusion and antiracism among student and faculty body.	I have experience developing a curriculum that considers the applications of cultural theory in the fostering of cultural competence among folks working in an academic and/or private settings. Within my work I emphasize the power of a cultural diversity because of the innovative solutions it offers to a wider range of possible problems, when the interaction between individuals is organized and coordinated to allow for a recombination leads to innovated practices. The solutions to problems provided by each individual coming from different cultural backgrounds can result in generative practices that can help promote equity, inclusion, and antiracism at Palomar College. I would focus in addressing some of the factors that limit interconnectedness among people, whether because of different cultural backgrounds or education formation. Facilitating communication among peoples of different cultural traits presents coordination challenges that can be mitigated by thinking about how information transmission among individuals can be facilitated in ways that considers cultural diverse traits.		
Lacey Craft	SBS	Health & Kinesiology	AB 1111/928 Steering Committee Taskforce	GE Subcommittee: Faculty, Health and Fitness	Contributing to conversations, implementing changes and evolving GE standards that directly impact our diverse student demographics and needs is a very important responsibility. I strive to increase my knowledge and understanding of how new legislation will guide curriculum decisions. I am eager to examine the impacts on underserved and marginalized student groups and eliminate barriers that impact student success. As we streamline pathways for students, we need to value the voices of our students, colleagues and administrators and use a DEIAA lens as we strive to provide an equitable learning experience to meet the needs of our diverse student population at Palomar College.	Specifically for this GE Subcommittee, I am able to represent the district requirement for both health and fitness. Served on this subcommittee when it started as a work group & contributed to creating a new model in which we produced formalized standards for GE requirements with outcomes, assessment methods and measures to examine results. Fortunate to advocate for the development of a process in which we can continue to examine, discuss, and evolve curriculum and coursework for everchanging needs of our students. Contributed to developing specific DEI outcomes for the health & fitness requirement. Would very much like to contribute in the progress of the committee with the inclement changes ahead with AB 1111 / 928.		
Nina Shmorhun	MSE	Earth, Space, and Environmental Sciences (ESES)	North County Higher Education Alliance (NCHEA)	Faculty (Counseling if possible) (23-25)	NCHEA seeks to improve educational opportunities, student success, and communication amongst the North County College consortium (CSUSM, MiraCosta, Palomar). DEIAA is paramount, not only to the success of the alliance, but also to centering students in the work that they do. I continually work to advance my own DEIAA knowledge through workshops, conferences, participating in discussions, and supporting student-led work. As a member of the NCHEA committee, I will seek to advance the ongoing work of the alliance, while utilizing a DEIAA lens that I have long used as an educator.	Joining this committee is driven by, what I see as, an ongoing need to increase and enhance opportunities for students in- and out- of the classroom setting. Addressing disparity and promoting equity in higher education begins with putting students at the center of our work and ensuring that each student has what they need to be successful. To aid in this work, collaboration amongst the North County consortium is key. I bring a unique set of skills, experiences, identities, and a STEM-focused background that I believe can contribute to, and enhance, the mission of NCHEA. I have several years of experience collaborating with two- and four- year colleges. As an example, I currently collaborate with SIO, UCSD, and several non-profits throughout San Diego to enhance the classroom experience for my Oceanography and Geology Students; this work began first by seeking out partnership and collaboration amongst our community partners. In addition, I will bring a deep understanding and implementation of DEIAA practices to this committee. I have created and led DEIAA workshops, actively promote DEIAA work throughout campus, and work to address disparities in- and out- of the classroom.		
Mary "Liz" Mendoza	L&L	Speech/ASL	Learning Outcomes Council Subcommittee	Faculty at-large (22-24)	I have a diverse background having grown up in a Mexican/White family and attending school on the Jicarilla Apache reservation in Dulce, NM. I teach and interact in the Deaf community, which puts accessibility in the forefront of all that I do. I embrace diversity in al aspects of my life.	I have been involved in LOSC for years and believe that I am productive member.		Last-minute addition to ballot

Palomar Community College District Procedure**AP 4105**

INSTRUCTIONAL SERVICES**AP 4105 DISTANCE EDUCATION****References:**

Education Code Sections 66700 and 70901 et seq.;

Title 5 Sections 55200 et seq.

Title 5 Sections 55260 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.1

Authentication:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

To comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials.

Definition:

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(Replaces all previous versions of AP 4105.)

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. An “online” distance education course uses the District-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a “partially online” course.

Distance Education: Title 5 §55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conference; or (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision. The definition of ‘Distance Education’ does not include correspondence courses.”

Note: Correspondence Education includes courses where the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence education is not distance education and requires separate approval.

Publication of Distance Education Course Section Facts:

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
 - Details of the class format, including any in-person synchronous meeting days/dates and times.
 - Any required asynchronous, in-person activities.
 - Any required technology platforms, devices, and applications for all class formats.
 - Any test or assessment proctoring requirements.

Class Formats:

- **Face-to-Face:** Learning that requires the instructor and students to meet in person at a set time and location.
- **Fully Online:** Learning that occurs completely online. All approved instructional contact hours, including online proctored assessments or course orientations, are delivered

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online. No in-person (face-to-face) assessments or meetings are required. Instructional contact hours for fully online classes can be synchronous, asynchronous, or a combination of both.

- **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.
 - **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Partially Online:** Learning that occurs through a combination of Face-to-Face and Online (Synchronous and/or Asynchronous). An online class that requires any amount of Face-to-Face contact is considered a Partially Online class, this includes a single in-person course orientation, proctored in-person assessments, or any other in-person requirement.
 - **Note:** Students are provided with the specific in-person or online course meeting requirements in the class schedule per the required Publication of Distance Education Course Section Facts.
- **HyFlex:** Learning that occurs in both Face-to-Face and Synchronous Online class formats simultaneously. Students have the flexibility to choose to attend either in-person or online at a set time and location.

Course Approval and Certification:

Each new or existing course to be provided through distance education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

When approving courses to be offered through distance education, the Curriculum Committee will certify the following:

- ⊖ **Course Quality Standards:** The same standards of course quality are applied to any portion of a class conducted through distance education as are applied to in-person classes. Areas that are part of the Distance Education Review process include, but are not limited to:
 - ⊖ Student Access to Resources

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○ Student Services

○ Intervention and Remediation Recommendations

○ Test Security

○ Academic Integrity

- **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.
- **Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance education **must** address the following:
 - How course outcomes will be achieved in a distance education mode;
 - How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction;
 - How the course design and all course materials must be accessible to every student, including students with disabilities.
- **Duration of Approval:** All distance courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Regular and Substantive Interaction:

Title 5 §55204 states districts must ensure that “any portion of the course that is delivered through distance education will include **regular and substantive interaction** between the instructor(s) and students, (and among students if described in the course outline of record or DE Addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

- **Substantive interaction:** For purposes of this definition, substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also **includes at least two of the following:**
 - Providing direct instruction;
 - Assessing or providing feedback on a student's coursework;
 - Providing information or responding to questions about the content of a course or competency;

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- Facilitating a group discussion regarding the content of a course or competency; or
 - Other instructional activities approved by the institution's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
 - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Instructor to Student Interaction:** Any portion of a course through distance education includes instructor-initiated regular substantive interaction between instructor and students either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact (unless there is an approved exception through the DE Addendum)
 - Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Accessibility Standards:

- All course materials must be accessible, as explained in Title 5: "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally

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and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

- Electronic course materials, e-textbooks, websites, and course packs must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG).
 - Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG). Distance education courses, materials, and resources must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Distance education resources must generally be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

Faculty Selection and Workload: Instructors of course sections delivered through distance education are individuals responsible for delivering course content who meet the qualifications for online instruction known as Faculty Online Certification.

- **Faculty Online Certification:** Validation of preparedness, or certification, of faculty to teach online shall be determined in at least one of the following ways:
 - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
 - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
 - Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college’s comprehensive list of certified online instructors.

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- Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.
- An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.
- **For assigning of distance education courses, refer to PFF-District CBA/ Article 20.**
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Office of Primary Responsibility: Faculty Senate and Instruction Office

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GOVERNANCE STRUCTURE GROUP REQUEST

Date: 8/25/2023

Proposed Name of Requested Group:	Instructional Program Review and Planning Committee	
Request submitted by:	Wendy Nelson	
Group Type: Committee If task force, estimated end date:	Action Requested: Change If Change, identify type of change: Add membership	
Reporting Relationship: Joint: Faculty Senate and Equity, Education & Student Success Council		
Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations.		
Products: Program Review and Planning summaries and recommendations of overall instructional resource needs; Recommendations for global needs for Instruction, as determined from PRP analysis; Continuing revisions to the PRP form for Instructional programs		
Meeting Schedule: As needed, or as called		
Chair(s): Co-chairs: Vice President, Instruction and Faculty Senate President		
Members: • Four (4) Faculty (appointed by Faculty Senate) • Four (4) EESSC members (with 2 from faculty members of EESSC) • Vice President, Instruction • Curriculum Co-chair • One (1) Representative, Institutional Research and Planning • One (1) Instructional Dean		

Structure Reviewed by College Council

First Reading:

Approved:

Form revision reviewed by College Council:

Approved by College Council:

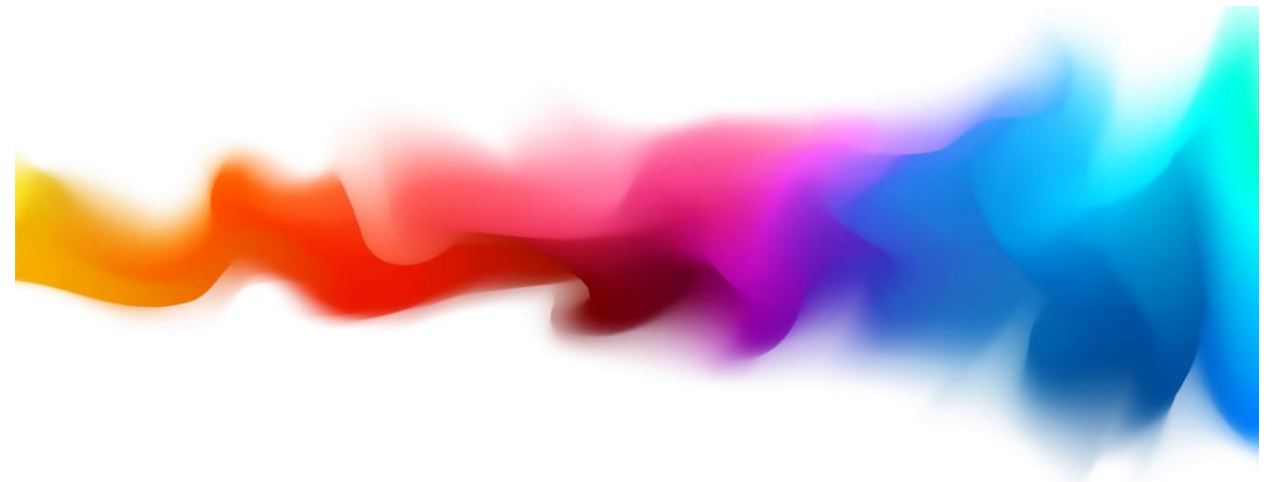
Reassigned Time Position Leave Policy

Faculty holding reassigned time positions appointed by Faculty Senate who are on approved leave (sabbatical, FLMA, etc.) may choose one of the following options:

1. Vacate the remainder of their term and the Faculty Senate would put out a call for someone to fill the remainder of the term
2. Return to their position after their leave (only available for leaves of one semester or less) and the Faculty Senate would put out a call for someone to fill the term on a substitute basis for the length of the approved leave (one semester or less).

Realigning the GEILOs to the ACCJC NEW Standards

Exhibit 7



SLO Facilitator/LOSC Report 10/13/23 and 10/23/23

Current GEILO Standards

Palomar's currently has:

- 10 GEILO Standards
- Each with a different number of Dimensions
- For a total of 41 rubrics

ILO Title	# of Dimensions
Oral Communication	3
Written Communication	6
Visual Communication	0
Quantitative Literacy	5
Critical Thinking	5
Information Literacy	4
Teamwork and Problem Solving	6
Ethical Awareness	4
Civic Knowledge and Engagement	2
Intercultural Knowledge	6

ACCJC New Standards Report: June 2023



June of 2023 the ACCJC created a document with [new updated accreditation standards](#).



New Standards take affect starting Fall 2025 with [implementation guidelines](#)



Palomar's next accreditation cycle will fall under these new guidelines, and we want to start making changes now.

Accreditation Standard 2.3:

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to:

- 1. Communication**
- 2. Quantitative reasoning**
- 3. Critical thinking**
- 4. Information literacy**
- 5. Civic responsibility, and**
- 6. The ability to engage with diverse perspectives.**

Possible Sources of Evidence Could Include:

- Documents and/or narrative detailing expected learning outcomes of general education component and indicating assessment results are used



LOSC Goal

Consolidate Palomar's
10 GEILO Standards
down to 6 general
education component
to make accreditation
more seamless

The How

01

Start by getting feedback from Curriculum to reorganize our current dimension rubrics to the 6 ACCJC general education component

02

Look for overlapping rubrics within each ACCJC general education component and consolidate where possible.

03

Bring back suggestions to Curriculum and then to Senate for further feedback.



Step 1: Feedback from Curriculum

To help us in our process to reorganize the current dimension into the new 6 groups determined by the ACCJC we ask you to do participate in the linked sorting activity.

- [Activity Video Directions](#)

Passcode: q6f*dzHF

- [Activity Link](#)



Future of ILO Assessment

- We have heard faculty concerns about ILO assessment and are working to update the process.
- The plan is to devise a process that will allow faculty to simultaneously assess the ILOs when course SLOs are assessed.
 - This process will be dependent on the technology replacing Nuventive in its current form, and faculty utilizing canvas to assess SLOs.
 - We are working on an alternative method to Canvas for faculty who do not use Canvas.

Learning Outcomes Subcommittee - LOSC

We need to fill one seat on LOSC

Meeting Times

3rd Wednesday

9:00am – 10:30am

Any Volunteers to help us do this hard
work?

