



MEETING

December 11, 2023

EXHIBITS

Minutes of the
MEETING OF THE FACULTY SENATE
December 4, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Alexandra Doyle Bauer (ZOOM-EC), Kelly Falcone, Katy Farrell, Molly Faulkner (ZOOM-EC), Jenny Fererro, Shelbi Hathaway, Kengo Hotta (ASG), Jason Jarvinen, Lisette Lasater, Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Beth Pearson, Maryan Rizk, Seth San Juan, Tanessa Sanchez, Nina Shmorhun, Nicole Siminski, Elena Villa Fernandez de Castro, Anastasia Zavodny

ABSENT: Rodolfo Jacobo

GUESTS: 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

No public comments.

ANNOUNCEMENTS

Senator Michael Mufson said *Manifest Destinitis* plays again this following weekend starting Thursday evening and running through Sunday afternoon. Tickets are available for performances at <https://www.palomar.edu/palomarperforms/>

Senator Nina Shmorhun said the Palomar Black Faculty and Staff Association is planning their fourth annual Black History Month event. On February 1, the event is slated to kick off the month long series of events. The theme is African Americans in the Arts. The group is looking for volunteers as well as presenters. Additional information can be found here: <https://www.palomar.edu/pbfsa/>

Senate VP Jenny Fererro announced that Women’s History Month is coming in March. Organizers are asking for proposals for presentations. Proposals are being accepted now through February 9.

President Nelson announced that two faculty volunteers are needed to review applicants for the Culturally Responsive Pedagogy & Practices grant funded position. The volunteers will work with Diane Studinka, administrator in charge of this grant this week and will bring recommendation forward to Senate next week. Senators Jenny Fererro and Anne-Marie Mobilia volunteered.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Sanchez/Adams

Faculty Senate approval of meeting minutes dated November 27, 2023 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Vickie Mellos said Curriculum is meeting on December 13 to approve last minute curriculum. This falls after Faculty Senate's last regular meeting for the semester on December 11. She requested a special Faculty Senate meeting later that week to meet final curriculum deadlines.

B. Committee on Committees Elections (Exhibits 2, 3)

Motion 2: MSC Zavodny/Bagaglio

Faculty Senate approval of the results of the ballot to confirm the following individuals (Exhibit 2):

The motion carried.

Elections, Petitions, and Ethics Committee – **Tim Martin**, Faculty
Distance Education Committee – **Marina Parenti**, Instructional Part Time Faculty

Senator and CALM Co-Chair Anastasia Zavodny shared the exhibit for the hiring committee for Dean Student Life & Leadership and explained that the three faculty vying for the one instructional faculty seat have not completed the EEO training and because of the constrained timeline, are not eligible. Senator Zavodny asked for volunteers to fill both the instructional faculty seat as well as becoming an "at-large" faculty member to fill the remaining vacant seat that was designed for behavioral counseling faculty. Senator Nina Shmorhun and President Wendy Nelson volunteered.

Motion 3: MSC Zavodny/Hathaway

Faculty Senate approval of the results of the ballot to confirm the following individual and to approve volunteers for the two other faculty positions (Exhibit 3):

The motion carried.

Hiring Committee for Dean Student Life & Leadership – **Gabriel Sanchez**, Faculty General Counseling
Hiring Committee for Dean Student Life & Leadership – **Nina Shmorhun**, Faculty Instructional
Hiring Committee for Dean Student Life & Leadership – **Wendy Nelson**, Faculty, At-Large

C. Senate Recommendations for Instructional Changes

Motion 4: MSC Mufson/Fererro

Faculty Senate approval of the Dean hiring recommendation to the District (Exhibit 4).

The motion was tabled.

President Nelson shared the exhibit and read the revisions. Some Senators had concerns that Faculty Senate is making these recommendations without having answers to the important questions first. Senators provided some wordsmithing changes as well. Nelson said she will try to get answers to some of the questions this week when she meets with VP Recalde. Nelson will bring those answers and a revised document back to Senate next week.

INFORMATION

A. ASG Report

Senator Kengo Hotta reported that ASG held a special meeting last week because some representatives attended a SSCCC Advocacy Academy last week as well.

B. ASCCC Resolutions (Exhibit 5)

President Nelson displayed the exhibit showing the ASCCC 2023 Fall Plenary Session – Adopted Resolutions. The document also listed the failed resolutions and Nelson provided some of the reasoning behind some failures. Nelson elaborated on the following resolutions:

- Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes
- Resolutions addressing fixes to CCCApply
- Curriculum - Support Revisions to Title 5 to Include DEIA in the Course Outline of Record and Support of an Equitable Course Prefix in Lieu of ESL
- Requiring C grades for CalGETC and Allowing the Use of Credit for Prior Learning on Cal-GETC
- Part-time Faculty Inclusion in OER and ZTC Pathways, Supporting Equal Rights for Part-time Faculty

Nelson also reviewed the failed resolutions:

- Proposed Revision to Title 5 related to the associate degree and American Institutions and Ideals
- Attendance and Grading (following the law about grading process including attendance)
- The adoption of a more equitable term such as 'EMLS' (English for Multilingual Students) or ESOL (English for Speakers of Other Languages) in lieu of 'ESL' (English as a Second Language) in Common Course Numbering

President Nelson said she is talking to VP Recalde about increasing the budget to allow for more faculty participation at ASCCC's plenary sessions.

C. Emergency Faculty Senate Meeting December 14 or 15

President Nelson polled Senators and the Faculty Senate "special" meeting will take place on Thursday, December 14 at 2:30. The meeting location will be finalized shortly.

D. CCC Vision Plan 2030

President Nelson said there are three major strategic directions in the plan. The first is bachelor's degree attainment. Offering more bachelor's degrees and making it easier for Palomar students to transfer at our partner institutions. The plan offered a variety of ways to make this happen. An additional direction is Equitable Workforce and Economic Development supporting workforce needs in health care, climate action, STEM and education. Again, the plan offered some ideas for Palomar to be thinking about as an institution. The third strategic direction is generative artificial intelligence (AI) provides powerful new capabilities with tremendous implications for higher education. While AI holds great promise as a tool to eliminate equity gaps, it could also quite easily replicate biases, such as through uneven access by following the fissures of the pre-existing digital divide. President Nelson reviewed several goals listed under strategic category.

E. Peer Online Course Review (Exhibit 6)

Senator and DE Coordinator Kelly Falcone shared her exhibit providing an overview of Peer Online Course Review (POCR), the CVC Exchange and Quality-Reviewed Badges with a goal of determining how to institutionalize this here at Palomar.

Senator Falcone explained what the California Virtual Campus (CVC Course Exchange) is. The website is provided by the Chancellor's Office and it includes all online classes that are offered by all California Community Colleges. Senator Falcone explained how courses show up for students in the CVC Exchange. A students' Home college courses show up first, followed by Teaching college courses, these courses are sorted to show courses with a Quality Review badge first. Senator Falcone shared that 54 CCC's are currently Teaching colleges with 70 colleges projected to be Teaching colleges by the end of 23-24. Palomar is currently a Home college and will begin the Teaching college implementation in February 2024. As a Teaching college, students from other colleges will be able to cross-enroll in our courses without a separate application to the college. Courses earn a Quality Review badge when they are successfully approved through Peer Online Course Review (POCR). Palomar is currently a POCR certified campus. Palomar needs a faculty member to lead the POCR program to help build and maintain momentum. Funding for POCR has been difficult to come by at Palomar. Another challenge has been improving the quality of online classes before they join the POCR program.

Senator Falcone explained the POCR process and the badge process as well. Senator Falcone shared the following link to get more information about POCR.

<https://www.palomar.edu/distance-education-committee/peer-online-course-review/>

DISCUSSION

A. Discuss Goal 2 – 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.	Award	Units	Justification	Orig.
A.	Apprenticeship-Carpentry	AP C	AS/CA	28	Adding work experience courses - AP WE 730, AP WE 731, AP WE 732, AP WE 733 - to comply with recent Title V changes.	Jason Jarvinen
B.	Apprenticeship-Drywall/Lather	AP DL	AS/CA	33-36.5	Adding required work experience courses - AP WE 740, AP WE 741, AP WE 742, AP WE 743 - to comply with recent Title V changes.	Jason Jarvinen
C.	Apprenticeship-Sheet Metal	AP SM	AS/CA	55	Adding required work experience courses - AP WE 720, AP WE 721, AP WE 722, AP WE 723 - to comply with recent Title V changes.	Jason Jarvinen
D.	Basic Music Skills	MUS	CP	0	Removing deactivated courses MUS 157, 179, and 149.	Paul Kurokawa
E.	Child Development Master Teacher: Preschool	CHDV	AS/CA	37.5	The department is realigning the programs to meet college, student and community needs and streamline degree completions.	Laurel Anderson
F.	CIS: Data Analytics	CSIT	AS/CA	28-30	The program has changed due to the very dynamic nature of computing and data analytics.	Terrie Lynn Canon
G.	Computer Science	CSCI	AS/CA	26-28	Provides classes and skills for transfer into four-year university program.	Anthony W. Smith
H.	Mathematics	MATH	AS	25-26	MATH/CSCI 146 was deactivated. Technical update to correct the degree/cert. by removing CSCI/MATH 146.	Craig S. Chamberlin
I.1.	Music	MUS	AA	30.5-34.5	We removed deactivated courses from the program.	Paul Kurokawa
J.	Nursing	NURS	AA	69.5-75.5	This program change is part of the new curriculum. The third semester of the nursing program was divided into 3 five-week semesters and needs to be changed into one full semester course. The reason for the change is so the students can do all their clinical at one clinical site with 1 instructor for the entire semester.	Juliane Van Houten
K.	Nursing	NURS	AS	63.5-69.5	This program change is part of the new curriculum. The third semester of the nursing program was divided into three 5 week semesters and needs to be changed to one full semester course. The reason for the change is so the students can do all their clinical at one site with 1 instructor for the entire semester.	Juliane Van Houten
L.	Registered Dental Assisting	DA	AS/CA	35-36	DA 90 will be deactivated and two courses are proposed to replace the one class. There will be no additional hours for the two courses which will total 304 hours, but the former DA 90 will become DA 91 to be scheduled during intersession for 48 hours and the remaining 256 hours will be completed in the sequential course DA 92. It can be stressful for students to have a six week break from clinical instruction and practice before being placed at a clinical site. This will allow students to attend the clinical rotation during intersession. Students have requested this change reporting that the break was too long between fall and spring semester for clinical continuity. This will also allow more time in the spring semester for students to complete clinical hours.	Denise E. Rudy

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I.2. ACTION: New Noncredit Programs - effective fall 2024

Program Title	Disci.	Award	Units	Justification	Orig.
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A. ESL Work Readiness	N ESL	Cert. Compl.	0	ESL students are eager to earn certificates, as evidenced by how well our other noncredit certificate programs are doing. Further, in 2019 the ESL Department surveyed its students on their career and educational goals, and one third of the students said they were taking English classes to get a job or get a better job in the U.S. About two-thirds of students also said they believed they needed more technology skills to succeed in the workplace, and this certificate offers ample instruction and opportunity to improve technology skills. Further, the current Career Track ESL course has been offered each semester for many years, showing that students are consistently interested in these courses.	Tina-Marie Parker
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The courses in this program provide individualized support to students with a variety of educational backgrounds and goals. Students with degrees from another country can learn about getting their degree evaluated and finding jobs in their field in the U.S., students without a high school diploma can learn about G.E.D. and other career options, all students learn how to navigate the U.S. education system, job postings and applications, and the work environment. Students leave this program with the knowledge, skills, and materials to immediately apply for jobs or to pursue a pathway that they had mapped out for themselves. Further, they will have the technology skills needed to do this successfully.

The certificate does not link to any specific job. For many students who already have higher education or ample work experience, the program can help students transfer their education and skills into jobs in the United States. For other students, the program will help students determine their next steps to pursue the high-paying job of their choice.

I.3. ACTION: New Credit Courses - effective fall 2024

Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
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A.	AP WE	720	Sheet Metal Work Experience	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
B.	AP WE	721	Sheet Metal Work Experience and Team	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
C.	AP WE	722	Sheet Metal Work Experience and	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
D.	AP WE	723	Sheet Metal Work Experience and Industry	No		P/NP	No	This course is being created to comply with recent Title V updates to work experience courses.	No	Jason Jarvinen
E.	AP WE	730	Carpentry Work Experience	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
F.	AP WE	731	Carpentry Work Experience and Team Dynamics	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen

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G.	AP WE	732	Carpentry Work Experience and Organizational Culture	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
H.	AP WE	733	Carpentry Work Experience and Industry Exploration	No		P/NP	No	This course is being created to comply with recent Title V updates to work experience courses.	No	Jason Jarvinen
I.2.	AP WE	751	Electrician Work Experience and Team Dynamics	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
J.	AP WE	752	Electrician Work Experience and Organizational Culture	No		P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
K.	DA	92	Advanced Clinical Rotation	No		P/NP	No	This class will replace DA 90 and will be a sequential course with DA 91, an introductory clinical rotation course. This class, DA 92 will be the advanced portion of the clinical rotation, allowing students to practice advanced dental procedures.	<u>Prerequisite: DA 91</u>	Denise E. Rudy
L.	MATH	140E	Calculus with Analytic Geometry, First Course Enhanced	CSU	Yes	G/P/NP	No	Create an enhanced version of Math 140 to support students who are entering calculus without the pre-requisite courses or knowledge.	<u>Prerequisite: MATH 110 and MATH 115 or MATH 127 or MATH 135 or eligibility determined through the math placement process</u>	Shelbi Hathaway
M.	MATH	141E	Calculus with Analytic Geometry, Second Course Enhanced	UC/CSU	Yes	G/P/NP	No	Create an enhanced version of Math 141 to support students who are entering calculus without the pre-requisite courses or knowledge as per AB 1705.	<u>Prerequisite: MATH 140 or MATH 140E</u>	Shelbi Hathaway
N.	MIL	198	Military Leadership: The Sound Decision Maker	CSU	Yes	G	No	This new work experience course will be part of the Military Leadership Certificate of Achievement and Associate Degree. Title 5 changes have removed repeatability options for work experience classes, therefore, we are creating MIL 197, MIL 198 and updating MILL 199 work experience classes to support students in this apprenticeship program.	No	Candace Rose
O.	WELD	161	Mechanical Design for Welded Assemblies	CSU		G	No	This course is required to develop the programming fundamentals to properly and safely operate CNC equipment in the welding department. This course builds on the students' manual layout and drafting skills acquired in our WELD 160 course and allows them to develop the skills that are needed in industry.	<u>Prerequisite: WELD 160</u>	Kevin Powers

I.4. ACTION: Credit Course Changes - effective fall 2024

	Subj	Nbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	ASL	101	American Sign Language II	UC/CSU	Yes	G/P/NP	No	To align SLOs to the new curriculum.	Prerequisite: ASL 100	Mary Mendoza
B.	ASL	215	Interpreting III	CSU	Yes	G/P/NP	No	Align SLOs with Nuventive Improve.	Prerequisite: ASL 211 Corequisite (Course required to be taken)	Mary Mendoza

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C.	ASL	216L	Interpreting IV Lab	CSU	Yes	G/P/NP	No	Update CPL section.	Corequisite (Course required to be taken concurrently): ASL 216	Mary Mendoza
D.	CHDV	180	School-Age Development	CSU	Yes	G/P/NP	No	Changes in course objectives Update Content in Terms of Specific Body of Knowledge Textbook updates Update Required Writing and Outside Assignments	No	Laurel Anderson
E.	CHDV	190	Curriculum for the School-Aged Child	CSU	Yes	G/P/NP	No	Changes in Catalog Description, student learning outcomes, course objectives, content, textbooks, required writing and outside assignments. This is done to align with course and department goals as well as further articulation with four-year institutions.	No	Laurel Anderson
F.	CHEM	100	Fundamentals of Chemistry	UC/CSU	Yes	G/P/NP	No	The requisite validation (high school algebra) has been updated. The proposal was initially launched because the chemistry department would like to offer CHEM100 as a hybrid course with in-person lab meetings and online lecture.	Prerequisite: One year of high school algebra; <u>Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures MATH 110</u>	Shannon Andrews
G.	CINE	123	Queer Cinema	UC/CSU	Yes	G/P/NP	No	Updating the verbiage to align with issues of self identification around queerness: Catalog Description, SLOs, Content, Objectives, Required Readings, Suggested Readings, and Textbook. Also updated Minimum Quals and Distance Ed sections.	No	Candace Rose
H.	DA	60	Dental Materials	No	No	G	No	The lab for this class is one hour in duration. It needs to be 1.5 hours to meet the needs of the course. This course has needed an increase in lab time for years. Students have made comments and complaints every year about how a less than one-hour lab is not sufficient for using and understanding the materials. In the past, the materials were put out but not used so the time would work. Students need to set up and use the materials and this extra 30 mins. will allow them to do so. We have studied some lab materials which haven't been used due to time constraints.	Prerequisite: Admission to the Registered Dental Assisting Program	Denise E. Rudy
I.	DBA	298	Broadcast Internship	CSU	Yes	G	No	Updating course hours to comply with new title nine and five work experience requirements.	No	Scott Richison

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J.	DT	111	Conceptual Design through Production	CSU	Yes	G	No	This course change is to update the catalog description, the Body of Knowledge and SLOs. 11/16/2023 - Removed DT 190 as recommended prep since it was de-crosslisted and is being deactivated. C. Kearse	Prerequisite: DT 101 and DT 103 or DT 114 Recommended Preparation: DT 117 and DT 190	Anita Talone
K.	EME	212	Clinical Integration II	CSU		P/NP	No	We have changed the sequence of classes in the Paramedic Program and need to make the following changes: 1. Remove EME 210 as a co-requisite 2. Decrease the number of units to 0.5-1.0 3. Attempt to create more meaningful and measurable SLOs 4. Update textbooks/resources	Corequisite (Course required to be taken concurrently): EME 208; EME 208L; EME 209; EME 209L; EME 210	Sarah DeSimone
L.	ESL	106	Multicultural Humanities	UC/CSU	Yes	G/P/NP	No	Updates to more fully highlight the humanities focus of the course as well as to remove a prerequisite course that is no longer offered.	Prerequisite: ESL 105 or ESL 101 or eligibility determined through the English as a Second Language placement process	Tracy Fung
M.	MATH	130	Calculus for Business and the Social Sciences	UC/CSU	Yes	G/P/NP	No	Updating the pre-requisite to match the C-ID as per AB1705 requirements.	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Shelbi Hathaway

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N.	MATH	130E	Calculus for Business and the Social Sciences Enhanced	UC/CSU	Yes	G/P/NP	No	Update prerequisites to align with CI-D as per AB1705 requirements.	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process. Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.	Mark D. Clark
O.	MATH	140	Calculus with Analytic Geometry, First Course	UC/CSU	Yes	G/P/NP	No	Align with the C-ID and remove overlap between Math 140 and 141. Under specific course objectives, item 10, remove "and volumes." Under Content in Terms of Specific Body of Knowledge a. Under item II, adding the limit definition of derivative and higher-order derivatives. b. Correct misspelling on item IVc.. c. Under item IVf, list specific techniques of numerical integration. d. Remove Item VI, Differential Equations. Not on the C-ID.	Prerequisite: MATH 110 and MATH 115 or MATH 127 or MATH 135 or eligibility determined through the math placement process	Cynthia J. Anfinson
P.	MIL	199	Military Leadership: The Ethical Leader	CSU	Yes	G	No	This new work experience course will be part of the Military Leadership Certificate of Achievement and Associate Degree. Title 5 changes have removed repeatability options for work experience classes, therefore, we are creating MIL 197, MIL 198 and updating MILL 199 work experience classes to support students in this apprenticeship program.	No	Candace Rose
Q.	NURS	118-OB	Health Concepts for the Childbearing Family	CSU	No	G	No	Updated the course description to include N117-MS not N117. Also updated LVN pre-requisite	Prerequisite: NURS 117-MS <u>or Admission to the Associate Degree Nursing Program with a current LVN license and at least one year experience within the past 5 years.</u>	Juliane Van Houten
R.	SPCH	100	Oral Communication	UC/CSU	Yes	G/P/NP	No	Updated course description, SLO's, content body of knowledge to meet Cal-GETC requirements.	No	Marquesa Cook-Whearty

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S.	SPCH	105	Beginning Argumentation and Critical Thinking	UC/CSU	Yes	G/P/NP	No	Updating the course description, SLO's, course objectives, textbooks, and assignments per new Cal-GETC standards and current IGETC standards for critical thinking IGETC Area 1B and Cal-GETC Area 1B.	Prerequisite: ENG 100 with a minimum grade of C or <u>ESL 110</u> with a minimum grade of C	Marquesa Cook-Whearty
T.	SPCH	197A	Topics in Speech Communication	UC/CSU		G/P/NP	No	Updated SLO and assignments.	No	Marquesa Cook-Whearty
U.	WELD	117	Print Reading and Geometric Dimensioning and Tolerance	CSU	Yes	G	No	Remove Welding discipline from cross-listing. This course was changed to be blueprint reading without Welding consent. Welding already has a course for blueprint reading. This is confusing our students and they are taking this course which is not degree applicable.	No	Kevin Powers
Removed the CPL offering for this course, since it is no longer cross-listed with DT117 - CR 11/17/23										

I.5. ACTION: Non-Credit Course Changes - effective fall 2024

Subj	Nbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	N ESL	994	Working in the U.S.	No	Yes	P/NP	No	Updating so this COR matches its mirrored equivalent, ESL 94.	No	Tina-Marie Parker

I.6. ACTION: Course Deactivations - effective fall 2024

	Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry/	Justification	Originator
A.	DT	190	Manufacturing I Introduction to MasterCAM	CSU	Yes	G/P/NP	No	Drafting Technology is deactivating the DT 190 class and removing the cross-listing with MACH 190. We will use the MACH 190 designation in the Drafting and Design CAD/CAMM Technology Certificate/AS Degree. This Program change has been launched.	Anita Talone
B.	WELD	190	Manufacturing I Introduction to MasterCAM	CSU	Yes	G/P/NP	No	Cross-listing removed. This course needs to be deactivated.	Kevin Powers

I.7. ACTION: Requisites - effective fall 2024

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2024										
Course Number	Course Title									
A.	DA	92	Advanced Clinical Rotation					<u>Prerequisite: DA 91</u>		
B.	MATH	140E	Calculus with Analytic Geometry, First Course Enhanced					<u>Prerequisite: MATH 110 and MATH 115 or MATH 127 or MATH 135 or eligibility determined through the math placement process</u>		
C.	MATH	141E	Calculus with Analytic Geometry, Second Course Enhanced					<u>Prerequisite: MATH 140 or MATH 140E</u>		

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D.	WELD	161	Mechanical Design for Welded Assemblies	<u>Prerequisite: WELD 160</u>
E.	ASL	101	American Sign Language II	Prerequisite: ASL 100
F.	ASL	215	Interpreting III	Prerequisite: ASL 211 Corequisite (Course required to be taken concurrently): ASL 215L Recommended Preparation: ENG 100; ASL 220
G.	ASL	216L	Interpreting IV Lab	Corequisite (Course required to be taken concurrently): ASL 216
H.	CHEM	100	Fundamentals of Chemistry	Prerequisite: One year of high school algebra; <u>Prerequisite: Completion of intermediate algebra or the equivalent, or</u>
I.	DA	60	Dental Materials	Prerequisite: Admission to the Registered Dental Assisting Program
J.	DT	111	Conceptual Design through Production	Prerequisite: DT 101 and DT 103 or DT 114 Recommended Preparation: DT 117 and DT 190
K.	EME	212	Clinical Integration II	Corequisite (Course required to be taken concurrently): EME 208; EME 208L; EME 209; EME 209L; EME 210
L.	ESL	106	Multicultural Humanities	Prerequisite: ESL 105 or ESL 101 or eligibility determined through the English as a Second Language placement process
M.	MATH	130	Calculus for Business and the Social Sciences	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process. <u>Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.</u>
N.	MATH	130E	Calculus for Business and the Social Sciences Enhanced	Prerequisite: MATH 110 or MATH 110E or MATH 126 or eligibility determined through the math placement process. <u>Prerequisite: Completion of intermediate algebra or the equivalent, or eligibility or completion of any course between MATH 110 and 245 (excluding MATH 197, MATH 120, or PSYC/SOC 205, or BUS 204) based on multiple measures.</u>
O.	MATH	140	Calculus with Analytic Geometry, First Course	Prerequisite: MATH 110 and MATH 115 or MATH 127 or MATH 135 or eligibility determined through the math placement process
P.	NURS	118-OB	Health Concepts for the Childbearing Family	Prerequisite: NURS 117-MS <u>or Admission to the Associate Degree Nursing Program with a current LVN license and at least one year experience within the past 5 years.</u>
Q.	SPCH	105	Beginning Argumentation and Critical Thinking	Prerequisite: ENG 100 with a minimum grade of C <u>or ESL 110 with a minimum grade of C</u>

I.8. 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 Number	Course Title
A.	MATH 140E	Calculus with Analytic Geometry, First Course Enhanced
B.	MATH 141E	Calculus with Analytic Geometry, Second Course Enhanced
C.	MIL 198	Military Leadership: The Sound Decision Maker
D.	ASL 101	American Sign Language II
E.	ASL 215	Interpreting III
F.	ASL 216L	Interpreting IV Lab
G.	CHDV 180	School-Age Development
H.	CHDV 190	Curriculum for the School-Aged Child
I.	CHEM 100	Fundamentals of Chemistry
J.	CINE 123	Queer Cinema

December 6, 2023 Curriculum Committee Actions

K.	DBA	298	Broadcast Internship
L.	DT	111	Conceptual Design through Production
M.	ESL	106	Multicultural Humanities
N.	MATH	130	Calculus for Business and the Social Sciences
O.	MATH	130E	Calculus for Business and the Social Sciences Enhanced
P.	MATH	140	Calculus with Analytic Geometry, First Course
Q.	MIL	199	Military Leadership: The Ethical Leader
R.	SPCH	100	Oral Communication
S.	SPCH	105	Beginning Argumentation and Critical Thinking
T.	WELD	117	Print Reading and Geometric Dimensioning and Tolerance

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 spring 2024.

	Subj	Nmbr	Title	Dist.	Originator
A.	ACCT	104	Accounting Spreadsheet Concepts	Yes	Leah Hoover
B.	AIS	121	Pacific Islanders	Yes	Diana Ortiz
C.	BUS	129	Principles of Logistics	Yes	Brian Roppe
D.	CHDV	145	Understanding Childhood Stress and Trauma	Yes	Laurel Anderson
E.	CHDV	205	Internship in Child and Family Services	Yes	Laurel Anderson
F.	CSCI	160	Overview of the Video Game Industry	Yes	Anthony W. Smith
G.	CSCI	161	Video Game Design	Yes	Anthony W. Smith
H.	CSCI	260	Video Game Programming I	Yes	Anthony W. Smith
I.	CSCI	290	Introduction to Machine Learning	Yes	Anthony W. Smith
J.	CSWB	120	JavaScript and jQuery	Yes	Stephen R. Perry
K.	CSWB	150	PHP with MySQL	Yes	Stephen R. Perry
L.	DNCE	249	Afro-Cuban/Brazilian Dance III	Yes	Margaret M. Faulkner
M.	DNCE	250	Afro-Cuban/Brazilian Dance IV	Yes	Margaret M. Faulkner
N.	ENG	137	The Literary Magazine: History and Production	Yes	Richard Hishmeh
O.	ENG	150	Introduction to Linguistics	Yes	Richard Hishmeh
P.	ENG	210	Survey of British Literature I	Yes	Richard Hishmeh
Q.	ENG	290	Comic Books as Literature	Yes	Richard Hishmeh
R.	ESL	20	Academic Speaking and Listening	Yes	Heather Hosaka
S.	GBST	101	Introduction to Global Studies	Yes	Travis Ritt
T.	GCMW	101	Multimedia I	Yes	Mark J. Bealo
U.	GCMW	205	Digital Video for Multimedia	Yes	Mark J. Bealo
V.	GEOG	136	Intermediate ArcGIS: GIS Analysis	Yes	Wing H. Cheung

December 6, 2023 Curriculum Committee Actions

W.	GEOG	142	Environmental Applications of GIS	Yes	Wing H. Cheung
X.	GEOG	143	Introduction to Cartography and Computer Mapping	Yes	Wing H. Cheung

November 29, 2023

Re: Letter of Interest for Credit for Prior Learning Coordinator

Dear Faculty Senate President Nelson and Senators,

I would like to apply for the Credit for Prior Learning Coordinator (Spring 2024) position. I am interested in the position because I have seen first-hand how Credit for Prior Learning (CPL) can reduce barriers for students while advancing equity, diversity, inclusion, and belonging.

I have had the chance to work with the Credit for Prior Learning program over the past couple of years through the Military Leadership Program. I go to Camp Pendleton regularly to assist with orientation briefs for active duty Marines. Many of the Marines are highly interested in Credit for Prior Learning when they learn about it. In fact, Credit for Prior Learning serves as a powerful draw for the Military Leadership Program and Palomar College.

Active duty Marines are a highly diverse group in terms of socioeconomic and cultural backgrounds. At every brief, I meet Marines who tell me that they joined the Marine Corps because they did not think they were a good fit for college - or because someone else told them they were not a good fit for college. When the Marines learn that Palomar College, as an institution, values the knowledge and skills that they have developed through professional training, they express pleasant shock. Many of these students go on to enroll in courses beyond the Military Leadership Program as they pursue an associate degree in Military Leadership or another degree.

CPL is highly attractive to students in many different disciplines. Indeed, forty seven disciplines currently offer CPL for one or more classes. CPL has enormous potential to reduce barriers for students by reducing time-to-degree completion while helping to increase enrollment by attracting new students to Palomar College.

The CPL Coordinator is responsible for working with faculty, students, departments and programs on campus, and the California Community College CPL Community. In my six years at Palomar, I have experience collaborating with faculty, students, and other departments and programs on job, internship, and work-based learning opportunities. I have worked regionally with the other San Diego/Imperial County community colleges on work-based learning initiatives. I would welcome the opportunity to help coordinate CPL activities for the spring of 2024.

Thank you very much for your consideration.

Jason Jarvinen
Associate Professor/Work Experience Coordinator



11.17.2023

Diane Studinka and Wendy Nelson
1140 West Mission Road
San Marcos, California 92069
[\(760\) 744-1150](tel:(760)744-1150)
dstudinka@palomar.edu
wnelson@palomar.edu

Dear Dean, Studinka and Faculty Senate President Nelson,

As a compassionate and experienced educator who recently completed “Voice/ Diversity/Equity/ Social Justice” course under “Crosscultural, Language, and Academic Development “program through UMass Global University as Professional Development opportunity, I read about position of Lead Coach of the Faculty Cultural Curriculum Teaching Institute with a great interest. In this letter, I would like to personally write to you and submit myself for consideration as one of Lead Coach of the Faculty Cultural Curriculum Teaching Institute at Palomar College as well as to request for me to attend a Senate meeting for a Q&A regarding their application.

I currently work as part-time faculty at Palomar College and Fashion teacher at Carlsbad HS. I have 20+ years of experience as secondary and post-secondary educator. I am an effective, competent teacher who is very passionate about classroom where students’ voices are heard, and cultures understood to support and increase student success.

Some of my key achievements have been teaching outside and inside US (understanding and practicing various educational systems and policies); working with diverse groups of students and clients during my designer and educator careers; constantly taking Professional Development trainings to gain more knowledge and skills to better serve and inspire my students (such as POET, WBL, UDL and Aspiring Administrator Trainings). Recently my Integrated lesson plans received a recognition and "High Quality" title from the California Educators Together. My recent Professional Development trainings were: “Voice/ Diversity/Equity/ Social Justice” course under “Crosscultural, Language, and Academic Development “program through UMass Global University-Spring -Summer 2023 and “PETAL” course under Palomar Excellence in Teaching and Learning training - Summer 2023.

I believe my experience, skills, interpersonal abilities, and passion for sharing my knowledge would make me a strong fit for the Faculty Lead Coach position. I am excited about the possibility of working with Palomar College Faculty to help them to learn how to read and understand their class student demographic data and revise/create assignments and activities to increase cultural relevance and student success. I would be grateful for the chance to help Palomar Senate “ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.”

I look forward to the opportunity speaking with you more about my qualifications.

Sincerely,

Elena Chirkova

Dear President Nelson and the Members of the Faculty Senate,

I write to express my interest in the position of Lead Coach of the Faculty Cultural Curriculum Teaching Institute. This will be an excellent opportunity for me to use my training and experience to help guide my fellow faculty members in using culturally responsive pedagogy and becoming better teachers overall. I firmly believe that the practices involved with culturally responsive pedagogy as creating better learning environments that will only enhance a good teacher's classroom skills. Earlier this year I successfully completed the IDEAAs and PETAL courses. I found the material presented in both courses to be helpful for my continued development as an educator and assisting my commitment to diversity, equity, inclusion, accessibility, and antiracism. While some of the materials presented in these courses were already part of my pedagogical practices, the instruction helped me to sharpen and better structure them. Because I primarily teach general education classes required of all students at Palomar, I am always faced with a broad cross-section of the student population. This exposure to our college's diversity has shown me many of the challenges our students face and the work they do to overcome them. In addition to my teaching experience at Palomar, I have previously served on the Professional Development Committee which has given me insight on some of the issues that may arise in developing a curriculum that will be incorporated into faculty training.

Thank you for your consideration. If you have any questions or require additional information you may contact me at jarmenta@palomar.edu.

Dear Senate Members,

This letter regards my interest in participating as a Faculty Lead/Coach for the Cultural Curriculum Teaching Institute (2023-2025).

Since joining the Palomar College community in 2017 as a part-time instructor, and as a full-time faculty member since 2019, I have devoted my learning and teaching to DEIAA practices. It has been my greatest pleasure and satisfaction to continue to learn how to better support our amazingly diverse students.

My qualifications for the position include working as an organizer and participant in a two-day Curriculum Audit training for 10 Palomar College faculty in August 2021. As a workshop organizer, I helped recruit workshop participants, generate a pre-workshop questionnaire, develop and facilitate the session on transparent assignments, and co-organize the workshop on equity in active learning. As a participant, I reviewed my enrollment, success, and retention data for my courses for the past five years, met with a data specialist to reflect on results across demographic groups, and devised a plan to improve success and retention. I participated in other workshop sessions including equitizing the syllabus and equitizing the COR.

To further deepen my knowledge about equity teaching, I enrolled in the 4-week, 40-hour @ONE course on Equity and Culturally Responsive Online Teaching in the summer of 2021. The course included locating the “achievement gap” at Palomar College and learning about institutional approaches to addressing these gaps. Also, we reviewed the tenets of Critical Race Theory and Intersectionality, learned about Culturally Responsive Teaching and Learning practices, equitized a syllabus, and made an action plan for further equity work.

In the summer and fall of 2022, and the winter of 2023, I worked as an IDEAA’s team member to create an asynchronous, online DEIAA course for all employees at Palomar College. I collaborated with team members on Module 1 (Understanding Diversity, Equity, Inclusion, Accessibility and Antiracism at Palomar College) to create profiles for our African American, Latino, and Asian and Pacific Islander students using California and national reports on economic backgrounds, high school and college graduation rates, unique challenges faced, and histories of discrimination. For Module 3 (Intersectionality and Recognizing Biases) I selected videos pertaining to race and intersectionality and LGBTQ+ Latina/o students and wrote discussion questions. For Module 4 (DEIAA-minded Practices) I collaborated in developing a section on communications, drawing from the Community College Equity Assessment Lab and research on equity-based communication practices, and a section on equitizing a syllabus. For Module 5, (DEIAA Resources at Palomar and Beyond) I collected information from 25 representatives of Palomar College student, staff, and faculty support services.

In the spring and fall of 2023 I served on a Palomar College team to develop DEIAA competencies and criteria as part of the Governor's Recovery with Equity Roadmap and the Chancellor's Office Vision for Success. The team drew from a template from the Chancellor's Office to develop four competency themes for institutional consideration at Palomar College.

Thank you for your consideration.

John

John McMurria

Associate Professor

Media Studies Department

Palomar College

Pronouns: he/him/his

jmcmurria@palomar.edu

(760) 744-1150 ext. 2444

Hello Faculty Senate,

I'm writing to express my interest in participating in the Cultural Curriculum Teaching Institute as a Faculty Lead Coach. This is such an exciting opportunity for Palomar to advance our aspirations for systemic transformation through concrete, learning-focused engagement.

The prospect of researching, planning, and creating a Cultural Curriculum Teaching Institute is wonderful. Collaborating with colleagues to devise a curriculum that humanizes the data and inspires fellow teachers would be a rewarding challenge. As a faculty lead, I would enjoy working collectively with teachers in a mode of creative problem solving to address the specific contexts of their classes.

My experiences have prepared me well for this challenge. I have been steeped in Diversity, Equity, Inclusion, Accessibility & Antiracism work since my second year at Palomar in 1996, when I organized a "Responding to Racism" campus-wide & community-inclusive series of events and forums. In my ongoing commitment to this work, I continue to educate myself through reading, research, forums and experiential workshops. My work on the EEDCC committee has provided the opportunity to organize and lead events and workshops that center the joyous, human connection and expansion that comes from this work. I also bring the lived experience of participating in culturally charged, diverse organizations and activist groups through a wide range of trainings and actions.

As a theatre teacher and theatre maker, my craft has required me to deeply investigate many cultures and develop a keen sense of empathy and understanding of the complexities of cultural exchange. My work with the Pedagogy and Theatre of the Oppressed has provided me with many techniques for experiential learning that would be very useful to developing and facilitating this curriculum.

Finally, I want to acknowledge my position as a white, CIS gender, male of privilege. I think self-awareness and reflection are key elements of this work. If selected, I would participate in this work with cultural humility and awareness of my own areas of growth.

Peace,

Michael

Michael A. Mufson

Professor of Theatre Arts, Palomar College

Nina Maria-Elena Shmorhun
Assistant Professor, Earth Science (Oceanography/Geology)

Dear Faculty Senate President Wendy Nelson and Faculty Senate Office:

Please accept this letter as my application for one of the positions of Lead Coach of the Faculty Cultural Curriculum Teaching Institute. I am currently an Assistant Professor of Earth Science (Oceanography & Geology) in the Department of Earth, Space, & Environmental Sciences (ESES) at Palomar College. In addition to my role as a tenure-track faculty member, I am the Faculty Advisor for the Umoja Club, Faculty Senator, and active member in the Palomar Black Faculty and Staff Association (PBFSA).

I currently bring a deep love of teaching and passion for the Earth Sciences to each of my students and all my classes. I strive to assess students' ongoing learning needs and ensure they obtain the fundamental knowledge to be successful regardless of where and how they continue their education. I believe that acknowledging, identifying, and addressing students' differences are paramount for student accessibility, perseverance, and academic success. With this mindset, I find that students can approach my courses with an open-mind and an understanding that their differences have no merit on their ability to be successful.

As a faculty member, addressing equity, diversity, and inclusion issues are key to developing pedagogy (progressive, constructivist, transformative) and culturally relevant curriculum. My interest in this work began in my master's program. As the only student of color in my department, I recognized the need to support students who felt they could not apply nor persist in higher academia. For the past seven years, I sought out opportunities to increase my knowledge as a DEIAA practitioner.

At Palomar College, I actively work to advance DEIAA work through participation in PBFSA and mentoring Umoja students as a club Faculty Advisor. Outside of these ongoing roles, and to increase my DEIAA knowledgebase, I participated in the semester-long workshop series (*Inspiring Innovation: Two-Year College Geoscience Faculty as Agents of Change*), successfully completed the PETAL (Palomar Excellence in Teaching and Learning) course, participated in the Fall 2023 Transforming HSI Book Club, and attended the annual Umoja Conference in San Francisco. Lastly, I created DEIAA and Mission Statements for my Department (ESES) to support my department's DEIAA efforts.

Prior to my current position, I was a part-time faculty member (at Palomar College) and worked full-time as an Achievement Coach and Instructor at Reality Changers (RC), a college readiness non-profit that equips first-generation, low-income students with the opportunities and skills to become successful college graduates. My work with RC centered around mentoring high school students of color to support them in being successful in college. While at RC, I volunteered on two DEI committees; in the first committee I co-created RC's DEI statement and list of action items, and in the second committee I co-created and delivered a semester-long DEI workshop series for all staff members.

Outside of formal participation in workshops, committees, and student support groups, I cultivate regular practices of DEIAA in my day-to-day work. I engage in meaningful discourse in everyday interactions with students, colleagues, administrators, and community members. I foster a collaborative classroom setting where students provide direct input into their learning, I collaborate with faculty to ensure our work is student-centered, I participate in regular campus discussions, and I continue to find ways to diversify my curriculum.

I recognize the intrinsic connection and interrelationship between classroom pedagogy, curriculum, institutional policies, and educational policies. Creating effective teaching strategies requires us to critically analyze our work in-and out of the classroom, make data-driven decisions, and collaboratively create DEIAA strategies.

My passion for DEIAA work, teaching experiences, and my unique professional experiences, make me well-positioned to contribute to, and help advance the program goals of, the Faculty Cultural Curriculum Teaching Institute.

Thank you for your consideration,

Nina Maria-Elena Shmorhun

Thank you Faculty Senate for such an incredible opportunity for peer teaching. I am very interested in being a part of the process. This is my letter of interest to share with you on why I feel I am qualified to become a Faculty Lead Coach for this initiative.

As I have proudly worked at Palomar College going on my eighth year, I have often said I am part-time faculty but work with a full-time heart. More specifically, the extra time I give in supporting students comes from my heart. I work part time at the Disability Resource Center as a counselor and as part of the General Counseling department I teach Counseling 110. I am a certified Learning Disability Specialist, a Licensed Mental Health Therapist and I have my Doctorate of Education in Counseling Psychology. In my educational journey, I was trained in learning theory and pedagogy and acquired my Teacher Certification K-8th grade All Subjects. Most importantly I freely share my identity story. I currently consider myself an Indigenous Latina with ancestral ties to Mexico, Spain, and First Nation Native Americans. I am a first-generation student, proud daughter of migrant workers, and a Spanglish speaker. The following sections will include my general work titles and the skills and knowledge I will bring to this effort. I have also included my heart-led actions to support DEIAA specifically at Palomar College.

Teacher Skills and Knowledge

- Universal Design for Learners teaching
- Brain-based Learning Theory
- Culturally Responsive Teaching
- Identity First Expert
- Intersectional lens curriculum development
- Design, implement and interpret student data for adjusting instructional direction and syllabus
- Self-identity storyteller

Disability Counselor Skills and Knowledge

- Disability Expert for accessibility
- Expert in accommodations and implementation within curriculum, classroom and instruction
- Deep understanding of information processing and ability to teach this information
- Versed in Federal Law that supports disability requirements and ramifications

Mental Health Therapist Skills and Knowledge

- Ability to develop intrinsic motivation for change
- Empathy Skill builder
- Connecting mental, physical, spiritual, and emotional aspects for person-centered change
- Self-reflective skills teaching
- Mental Health focused curriculum development

Learning Disability Specialist Skills and Knowledge

- Application of psychometric tools, data input, interpretation, and implementation of results
- Disability management teaching tools
- Assessment and determination of Learning Disabilities

- Understanding of working memory, perceptual reasoning, processing speed and visual perception for teaching and learning
- Disability Accommodations Expert

Palomar College Diversity, Equity, Inclusion Accessibility & Antiracism Personal Advocacy

- Association of Latinos and Allies for Student Success (ALASS) – President/Tri-Chair (2021-current)
- D.E.I.A.A. Competencies and Criteria Task Force, Co-Chair for curriculum development (2022)
- Undocumented Student Task Force, Tri-Chair (2021-22)
- Undocumented Student Center Program Development, Co-Chair (2022)
- Student Equity Plan work sub-group member (2022)
- Equity, Education and Student Success Council – EESSC (2022)
- Puente Student Mentor (2022)
- Educators for Equity, Diversity and Cultural Consciousness Subcommittee – EEDCC Co-Chair (2021-current)

Palomar College Professional Development

- TypeFocus7 Certification Program (2023)
- Palomar College Online Training (POET) Certificate of Completion (2020)
- Palomar Excellence in Teaching and Learning (PETAL) Certificate of Completion (2023)

Palomar College Presentations, Workshops and Events

- *Latina Me & My A.D.D. the Impact of Identity Development* (2022, 2023)
- *Tarde De Familia, ALASS co-facilitator* (2022, 2023)
- *La Raza Achievement celebration ALASS co-facilitator* (2021, 2022, 2023)
- *Noche de Cultura, ALASS and Ethnic Studies department co-facilitator* (2022, 2023)
- *Undocumented Week of Action, Healing Circle co-facilitator* (2022, 2023)
- *Fate of 8, the Magic of Implicit Biases (Social Justice Community Festival, TLC workshop)* (2023)
- *Human Library co-facilitator (Social Justice Community Festival)* (2023)
- *How To Validate the Intersectionality of Latina/o/x Students with Disabilities* (2021 & 2022)
- *Rescatando Suenos de Latinas/Rescuing Dreams of Latinas* (2022)
- *New Perspectives: Working with Students with Disabilities* (2019)
- *Disability Resource Center: 101, How/Who/When* (2017 & 2018)
- *Dissertation: Homemade Tortillas: The Essence of My Identity, An Autoethnography of American Born Mexicans' Identity Development* (2016, 2017, 2018)

I have the knowledge, skills, wisdom and the care it will take to reach those who may not be open “yet” to the DEIAA efforts Palomar is working towards. I have a good foundation in designing, interpreting, and implementing data that can pivot the direction of our campus. For more than 20 years I have developed not only my own self-awareness through self-reflection but have fostered that in others who in turn planted their own seed for self-reflective change. I am very excited for this endeavor and more than up for the challenge.

Thank you for reading my letter and considering me for this amazing opportunity. If you have any questions, I would be happy to meet with you all.

Sincerely,

Dra. Sabrina Menchaca

Associate Professor/Counselor

The Faculty Senate of Palomar College recognizes that the reorganization of Instructional Services is the responsibility and decision of the District. In response to the “Revisioning Instructional Services” event held in September 2023 and the summary provided by VPI Recalde in November 2023, the Faculty Senate would like to request that a more concrete long-term plan for instructional restructuring be provided that would answer the following questions and consider the Faculty Senate’s recommendations below.

- Can the college fund three new deans and other potential new administrative positions (ex: Associate Deans, Directors) and stay within the 50% law?
- Will the college be able to fund the support staff needed for the new positions while balancing other current staffing needs?

Pending affirmative responses to the above questions and with the provision of specific budget information, the Faculty Senate proposes a full, one-time restructuring to minimize negative impact on faculty, staff and students. Thus, the Faculty Senate recommends that the District:

- Determine the best structure and hire all the Deans and administrative positions needed for implementation of the full restructuring plan at one time rather than hiring additional Deans over time.
- Hire additional Deans (and any proposed new Directors/Associate Deans) to begin in Summer 2024 or at the same time.
- Consider conducting one hiring committee for all new Dean positions.



2023-2024 Instructional Program Review and Planning

Basic Information

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Department Name

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Department Chair email

Please list the names and positions of everyone who helped to complete this document.

Website address for your discipline

Discipline Mission statement

[\(Click here for information on how to create a mission statement.\)](#)

Does your discipline have at least one degree or certificate associated with it?

☐ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Course

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Are there differences in success or retention rates in the following groups? (choose all that apply)

- | | |
|---|---|
| ☒ When or where (time of day, term, location) | ☒ Modality (Online, Face to Face, Hyflex, etc.) |
| ☒ Gender | ☒ Age |

☒ Ethnicity

☒ Special Pop. (Veteran, foster youth, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Time of day, term, location

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Examples include veterans, foster youth, etc.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

☐ Yes ☒ No

If you answered no, please explain.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

Program

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

☐ Yes ☒ No

If you answered no, please explain.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Career and Labor Market Data

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Link: <https://www.onetonline.org/>

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

What is being done at the program level to assist students with job placement and workforce preparedness?

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

What are the San Diego County/Imperial County Job Openings?

Include short- term # of projected job openings and long -term # of projected job openings

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

☐ Yes ☒ No

What have you done to integrate work-based learning?

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Do you want more information about or need assistance integrating work-based learning into your program?

☒ Yes ☐ No

Please list any questions and describe what you need to integrate work-based learning.

How do you engage with the community to keep them apprised of opportunities in your program? For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

Goals

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Goal Status

☐ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

☐ Yes ☒ No

Resources

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestong additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Is the position request for AA, CAST, or Classified staff?

Is this request for a full-time or part-time position?

☐ Full Time ☐ Part-Time

☒

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

Is there funding that can help support the position outside of general funds?

☒ Yes ☐ No

What funding would support this position?

Describe how this position helps implement or support your three-year PRP plan.

Strategic Plan 2022 Objective

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| ☐ 1:1 | ☐ 1:2 | ☐ 1:3 | ☐ 1:4 |
| ☐ 1:5 | ☐ 2:1 | ☐ 2:2 | ☐ 2:3 |
| ☐ 2:4 | ☐ 3:1 | ☐ 3:2 | ☐ 3:3 |
| ☐ 3:4 | ☐ 3:5 | ☐ 4:1 | ☐ 4:2 |
| ☐ 4:3 | ☐ 5:1 | ☐ 5:2 | |

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2020, 2021, and 2022. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
☒ Yes ☐ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? For example, is there a need for increased budget this year for a new faculty hire, programmatic accreditation, etc.? Describe the need and the amount of the adjustment.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February.

Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

Is this a request to replace technology or is it a request for new technology?

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

c. What are the expected outcomes or impacts of implementation?

d. Timeline of implementation

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Do you already have a budget for this request?

What PRP plan goal/objective does this request align with?

What Strategic Plan 2022 Goal/Objective does this request align with? (Update for Vision Plan 2030)

☐ 1:1 ☐ 1:2 ☐ 1:3 ☐ 1:4

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| ☐ 1:5 | ☐ 2:1 | ☐ 2:2 | ☐ 2:3 |
| ☐ 2:4 | ☐ 3:1 | ☐ 3:2 | ☐ 3:3 |
| ☐ 3:4 | ☐ 3:5 | ☐ 4:1 | ☐ 4:2 |
| ☐ 4:3 | ☐ 5:1 | ☐ 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

☒ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

c. What are the expected outcomes or impacts of implementation?

d. Timeline of implementation

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Do you already have a budget for this request?

What PRP plan goal/objective does this request align with?

What Strategic Plan 2022 Goal/Objective does this request align with? (Update with Vision Plan 2030)

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
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| ☐ 1:5 | ☐ 2:1 | ☐ 2:2 | ☐ 2:3 |
| ☐ 2:4 | ☐ 3:1 | ☐ 3:2 | ☐ 3:3 |
| ☐ 3:4 | ☐ 3:5 | ☐ 4:1 | ☐ 4:2 |
| ☐ 4:3 | ☐ 5:1 | ☐ 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

☐ Yes ☐ No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

☐ Yes ☐ No

Requests

Item 1

What are you requesting?

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

c. What are the expected outcomes or impacts or implementation?

d. Timeline of implementation

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Do you already have a budget for this request?

What PRP plan goal/objective does this request align with?

What Strategic Plan 2022 Goal/Objective does this request align with? (Update with Vision Plan 2030)

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| ☐ 1:1 | ☐ 1:2 | ☐ 1:3 | ☐ 1:4 |
| ☐ 1:5 | ☐ 2:1 | ☐ 2:2 | ☐ 2:3 |
| ☐ 2:4 | ☐ 3:1 | ☐ 3:2 | ☐ 3:3 |
| ☐ 3:4 | ☐ 3:5 | ☐ 4:1 | ☐ 4:2 |
| ☐ 4:3 | ☐ 5:1 | ☐ 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

☐ Yes ☒ No

Budget Category

Please upload a copy of the quote, if available.

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

Review