



MEETING DATE 2024-09-23

EXHIBITS 1-5

Faculty Senate Community Agreements

We agree to: Be visible and stay engaged * Commit to open, honest conversation * Listen respectfully and actively to learn and to understand others' views * Share airtime and be conscious of time * Lean into discomfort and be brave * Critique ideas, not people * Consider our own identities and make no assumptions * Not ask individuals to speak for their (perceived) social group * Actively combat racism, discrimination, and microaggressions * Act in solidarity with marginalized communities



MEETING OF THE FACULTY SENATE

Date: Monday, September 23, 2024

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Falcone, Kelly
Guillen, Adriana
Gushansky, Gene
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
Nelson, Wendy
Paranthaman, Lakshmi
Parenti, Marina
Pearson, Beth
Sanchez, Tanessa
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

AGENDA

I. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes

II. Action

- a. Curriculum, (Exhibit 1), Mellos
- b. Approve using the Academic Review Committee to review EW petitions for the Fall 2024 semester (Exhibit 2), Nelson
- c. Committee on Committees, (Exhibit 3), Zavodny

III. Information

- a. ASG Report,
- b. Hiring of classified staff, President Rivera-Lacey
 - i. President Rivera-Lacey will provide an update on the status of classified hiring.
- c. Equivalency Committee, Michael Dudley, Equivalency Committee Chair
 - i. Overview of the equivalency review process.
- d. Writing Center, Lisette Lasater, Writing Center Director
 - i. Update of resources and services for students.

IV. Discussion

- a. Grade Dispute Policy next steps (Exhibit 4), Nelson
 - i. Discuss next steps for reviewing grade dispute policy.
- b. Academic Standards and Practices Committee (Exhibit 5), Nelson
 - i. Discuss governance structure and reassigned time.

V. Adjournment

Academic & Professional Matters: The 10+1+1

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters.1) Curriculum including establishing prerequisites and placing courses within disciplines. 2) Degree and certificate requirements. 3) Grading policies. 4) Educational program development. 5) Standards or policies regarding student preparation and success. 6) District and college governance structures, as related to faculty roles. 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports. 8) Policies for faculty professional development activities. 9) Processes for program review. 10) Processes for institutional planning and budget development. 11) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Minutes of the
MEETING OF THE FACULTY SENATE
September 16, 2024

Approved

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Marina Parenti, Beth Pearson, Nicole Siminski, Ashley Wolters, Anastasia Zavodny

ABSENT: Nina Shmorhun

GUESTS: Brooke Beckett, Kelly Falcone (Zoom), Shelbi Hathaway (Zoom), Amarik Johal, Ben Mudgett, Katie Ramos

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 2:35 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Ben Mudgett, Pride Center Coordinator, provided a couple of announcements. Our class roster, drop roster, and census certification roster all match with Palomar students' chosen names. Also, we are sponsoring in partnership with behavioral health counseling services, the Gender Exploration and Transitioning Group this week. We started last spring and are continuing this event again this fall.

Senator Parenti asked if there were plans in place for Palomar College to build a rubber track at the new football stadium. It was answered that there are currently no plans to build or fund a rubber track.

ANNOUNCEMENTS

Senator Adams said, If you have dialogue with your department deans, I encourage you to bring up the financial aid, transfer, faculty load, classroom usage, and sports eligibility implications of the changes to the academic calendar for spring 2025 where the last week of intersession overlaps with the first week of spring semester.

Senator Lawson responded: The main reason for this is that the district decided not to let the spring semester run into June by one day, causing this calendar issue.

President Nelson announced that there is still a need for faculty members for committees.

Some important committees that need faculty members are:

Faculty Position Priority Committee. Reps for AMBA, CTE, Student Services, and MSE are needed.

Policies and Procedures Committee: Two faculty members at large are needed.

Program Development Revitalization and/or Discontinuance Committee

Instructional Program Review and Planning Committee – Three faculty members needed.

Equivalency Committee

Learning Outcomes Committee

President Nelson announced that the ASCCC Plenary is from November 7 - November 9 and she would like to take a group of about 4 Senators. It will be taking place in Visalia, California. Funding is pending.

President Nelson announced that she is passing around information for an “AI For Learning” network series of classes. They are recruiting 31 faculty members throughout the community college system with compensation of \$6,000.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Doyle Bauer/Pearson

Faculty Senate approval of meeting minutes dated September 9, 2024 as amended (Exhibit 1).

Abstentions: Lakshmi Paranthaman

The motion carried

ACTION

A. Curriculum, (Exhibit 1), Mellos

Emails were sent out to impacted departments for common course numbering. It is in phase one, so there are six pilot courses and two associated embedded courses that will be undergoing the common course numbering.

Help sessions are scheduled this week and next week.

B. Emeritus Status, (Exhibit 2), Nelson

MSC: Mufson/Pearson

Faculty Senate approval of Emeritus status for Paul Kurokawa.

The motion carried.

C. Committee on Committees (Exhibit 6), Zavodny

MSC: Zavodny/Doyle Bauer

Faculty Senate approval of the ballot for regular committee placements.

The motion carried.

MSC: Zavodny/Paranthaman

Faculty Senate approval the results of the ballot for the Pathway Advisors confirmation.

The motion carried.

D. New Senator Confirmations, Nelson.

MSC: Pearson/Adams

Faculty Senate approval of Kelly Falcone, Adriana Guillen and Gene Gushansky as new senator confirmations.

The motion carried.

INFORMATION

A. Student Life and Leadership Update, Dean Amrik Johal, Supervisor Pippa Pierce, and Manager of Basic Needs, Katie Ramos (Moved from item B)

- a. Dean Amrik Johal has joined Palomar College and under his purview is Behavioral Health Counseling Services, The Student Health Center and Basic Needs, ASG and ICC, Student Leadership and Student Conduct.
- b. Brooke Beckett introduced herself as the Student Activities Coordinator with Student Life and Leadership, co-advisor for ICC and ASG.
- c. Katie Ramos introduced herself as the new Basic Needs Manager.
 - i. There will be a new Basic Needs Center in the old police department building on campus.

B. ASG Report (Moved from item A) – No ASG Senator assigned yet.

- a. ASG report is anticipated next week.

C. Nuventive Update (Exhibit 3), Student Learning Outcomes Co-Coordinator, Shelbi Hathaway

- a. Shelbi Hathaway gave a presentation overview of updates to the Nuventive assessment program.
 - i. [First Look at Nuventive Platform - What's changed? \(boarddocs.com\)](https://boarddocs.com)
- b. Upcoming training dates were announced as: Wednesday September 17th and Thursday, September 18th.
- c. There are plans for instructional videos and more training materials.

DISCUSSION:

A. Using Academic Review Committee to review EW petitions (Exhibit 4), Nelson

- a. There is a new law that students can petition for an EW after grades are submitted. Their petitions will go to this committee.
- b. We will use this process for Fall 2024 semester and reevaluate in the spring..

- c. This will be moved to Action for next week's Faculty Senate meeting.

B. Grade Dispute Policy next steps (Exhibit 5), Nelson

- a. This will be moved to Action for next week's Faculty Senate meeting.

ADJOURNMENT: The meeting was adjourned at 3:52.

Respectfully Submitted

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael A Mufson, Secretary

EXHIBIT 1

September 18, 2024
Curriculum Committee Actions

Item I. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2025:

I.1. ACTION: Credit Course Changes - effective fall 2025										
	Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	AJ	151	Introduction to Homeland Security	CSU	Yes	G/P/NP	No	Catalog Description: To update the course and include real-world scenarios and the concept of pursuing justice in changing and diverse societies. Student Learning Outcomes: To update course to current relevant issues in homeland security and to include DEIAA Specific Course Objectives: To update course to current relevant issues in homeland security and to include DEIAA Content in Terms of Specific Body of Knowledge **Reason: to align with the proposed curriculum outline and body of knowledge for the course with the SLO and the Course outcomes. Textbooks: to update to current textbooks, including OER and other current journals and articles	N/A	Michelle Soria
	AJ	153	Contemporary Issues in Homeland Security	CSU	Yes	G/P/NP	No	Course name change to highlight CONTEMPORARY issues in Homeland Security, making the course relevant to today's issues in Homeland Security Catalog Description: to update the course to current and relevant issues in Homeland Security and to include DEIAA Student Learning Outcomes: to include current and relevant materials into the curriculum and to include DEIAA Specific Course Objectives: to update objectives to include current and relevant curriculum and to include DEIAA Content in Terms of Specific Body of Knowledge **Reason: to align with the proposed curriculum outline and body of knowledge for the course with the SLO and the Course outcomes and include DEIAA Textbooks **Reason: to update using current textbooks and to add the option of OERs for the course.	N/A	Michelle Soria

I.2. ACTION: Distance Education - effective fall 2025									
The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2025									
Course Number	Course Title								
A.	AJ	151	Introduction to Homeland Security						
B.	AJ	153	Contemporary Issues in Homeland Security						

September 18, 2024
Curriculum Committee Actions

Item J. from BoardDocs Agenda

ACTION: The following distance education and course reviews, pending appropriate approvals, will be effective fall 2024.

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 2024.

Subj	Nmbr	Title	Dist.	Originator
A. AIS	107A	Elementary Luiseno IA	Yes	Diana Ortiz
B. AIS	108B	Elementary Luiseno IIB	Yes	Diana Ortiz
C. AJ	151	Introduction to Homeland Security	Yes	Michelle Soria
D. AJ	153	Contemporary Issues in Homeland Security	Yes	Michelle Soria
E. AODS	160	Prevention, Intervention, and Education	Yes	James Fent
F. AODS	250	Group Leadership and Process	Yes	James Fent
G. BUS	117	Legal Environment of Business	Yes	Lakshmi Paranthaman
H. CSNT	280	Computer Forensics Fundamentals	Yes	David Meske
I. HIST	140	History of the Americas Through 1800	Yes	Jennifer Herrera
J. ID	151	Beginning Revit	Yes	Jessica Newman
K. ID	250	Interior Design Capstone	Yes	Jessica Newman
L. PSYC	155	The Physiology and Pharmacology of Psychoactive Drugs	Yes	James Fent
M. RE	100	Real Estate Principles	Yes	Lakshmi Paranthaman
N. RE	115	Real Estate Practice	Yes	Lakshmi Paranthaman
O. RE	120	Legal Aspects of Real Estate	Yes	Lakshmi Paranthaman
P. RE	140	Introduction to Property Management	Yes	Lakshmi Paranthaman
Q. SOC	175	Introduction to LGBTQI Studies	Yes	Devon Smith

Exhibit 2

GOVERNANCE STRUCTURE GROUP REQUEST



Date: 9-6-24

Proposed Name of Requested Group:	Academic Review Committee
Request submitted by:	Kendyl Magnuson & Wendy Nelson
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change:
Reporting Relationship: EESSC	
Purpose: The role of the Academic Review Committee is to act on petitions for exceptions to academic regulations and catalog policies.	
Products: Once per semester report to EESSC	
Meeting Schedule: At least once per semester	
Chair(s): Dean Enrollment Services	
Members: • Dean Student Life and Leadership (or designee) • Dean, Instructional (or designee) • Counseling Chair (or designee) • Counselor – General • Counselor – DRC • Articulation Officer • (4) Faculty, Instruction/Library • ASG representative	
Non-voting / subject matter experts • Evaluator • Financial Aid Advisor	

Structure revision – (change membership)

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

Exhibit 3

September 23 2024							
					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?		
Name	Division	Department	Committee	Position		What are the knowledge, skills, and abilities you will bring to this committee?	Action
Kristie Hill-Cummings	MSE	Biology	Committee on Service Learning	Faculty MSE (24-26)	If accepted as part of the service learning committee, I will compliment the value of service learning. I believe that the service learning program is an asset and not liability for our students. All students should have a fighting chance to be successful and I believe service learning will bring added value, confidence, and self awareness to our students. In promoting antiracism in this committee, I will show respect to fellow committee members at all times. Expression of opinions and beliefs would be encouraged as well as respect for cultural traditions and celebrations.	I understand the importance of service learning experiences in today's society and this importance is stressed in my courses. As part of my course introduction on the first day of class, I talk about service learning opportunities available to them with my affiliation with the American Red Cross. These experiences strengthen the student's resume as they prepare for next steps in Allied Health careers. These experiences awaken the student's perspective of healthcare and related careers. Participating in the college's blood drives, the students get a chance to talk with fellow students, faculty, and staff while trying to recruit blood donors and to explain the importance of blood donation. This interaction exposes the students to different mindsets and how to deal with rejection when our communities ignore them or simply decide not to donate blood. Overall, the experiences are welcomed and taken as an educational advancement.	
Lily Glass	AMBA	Art	Equivalency Committee	Faculty, AMBA (24-26)	I will be looking for how prospective faculty are integrating Equity and Antiracism into their equivalency applications. I believe equivalency is a crucial opportunity, it must be taken as seriously as a/the job application. I would screen applications with same amount of care and attention to Diversity and Antiracism.	I have been teaching in the Art Department for 25 years. Our student body is hugely diverse, and so are the approaches to creative expression and resulting student work. It's out of the richness of diverse backgrounds and experience that artists draw much of their strength. I have done a lot of independent creative (mostly illustrative) work, especially in branding and marketing, and am well familiar with the 'commercial art' application of Diversity, Equity, Inclusion, and Antiracism, and the noticeably positive shifts in advertising, design and illustration that have occurred in the last 20 years, influencing society as a whole.	
Lily Glass	AMBA	Art	International Education Advisory Committee	Faculty, Counseling or Matriculation (23-25)	I am curious to learn more about how Equity and Antiracism are integrated into International Education, whether there are specific programs partnering with schools in other countries that focus on those themes, and whether ideas are being exchanged internationally, and if there is any ongoing conversation across borders.	I have been teaching in the Art Department for 25 years. Our student body is hugely diverse, and so are the approaches to creative expression and resulting student work. It's out of the richness of diverse backgrounds and experience that artists draw much of their strength. I have done a lot of independent creative (mostly illustrative) work, especially in branding and marketing, and am well familiar with the 'commercial art' application of Diversity, Equity, Inclusion, and Antiracism, and the noticeably positive shifts in advertising, design and illustration that have occurred in the last 20 years, influencing society as a whole.	
Vickie Mellos	L&L	ESL	Policies and Procedures Task Force	Faculty (Senate Appointed) (24-25)	As we create new policies or revise our policies, DEI/AA must be at the forefront. Our policies need to be focused on our diverse student and helping them achieve their goals. I am committed to this work and will prioritize this if I serve on this committee.	I have experience revising curricular policies, leading this work as co-chair of the Curriculum Committee and GE Subcommittee and prior to that providing input as a member of those committees. The skills I can bring to this committee are careful reading, attention to detail, and care for the Palomar College community. For the past few years, I have participated in and lead professional development on incorporating DEI/AA in the Course Outline of Record.	
Barbara Hammons	SBS	Child Development	Professional Development Committee	Faculty SBS (24-26)	For the past twenty years as a member of Palomar Faculty, I have striven to ensure that my behavior and actions work toward equitable treatment for all members of Palomar College. As a member of the Professional Development Committee I will continue to ensure that any action taken by the team will be free from bias and racial discrimination. I have always ensured that when decisions are to be made for either my students, members of the various committees I serve on or the college as a whole, reflects my commitment to equality for all.	A genuine interest in the wellbeing of all students, faculty, and staff. I became one of the early proponents of High Flex where I held workshops for faculty; something two years ago I never thought possible. I am very aware that minority students often do not have the same resources as the "majority group of students." I make a point of checking the needs of all my students and then look for the resources, or steer the students towards "getting their resources" that can help them become academically successful. Education can be an equalizer and an educated student can conquer the world.	
Lily Glass	AMBA	Art	Sabbatical Leave Committee	Faculty, AMBA (23-26)	I am interested in seeing how various faculty integrate concepts related to Equity and Antiracism into their Sabbatical Leave Projects. I expect to learn A LOT by studying instructors' approaches, especially since they will range widely in terms of subject matter.	I have been teaching in the Art Department for 25 years. Our student body is hugely diverse, and so are the approaches to creative expression and resulting student work. It's out of the richness of diverse backgrounds and experience that artists draw much of their strength. I have done a lot of independent creative (mostly illustrative) work, especially in branding and marketing, and am well familiar with the 'commercial art' application of Diversity, Equity, Inclusion, and Antiracism, and the noticeably positive shifts in advertising, design and illustration that have occurred in the last 20 years, influencing society as a whole.	
Frances Asio	Student Services	Disability Recourse Center	Safety and Security Committee	Faculty, different divisions (24-26)	Being involved with the Safety and Security Committee, I will commit to continuous learning about diversity, equity and inclusion through workshops, learning opportunities, and listening to the voices of students, faculty, staff, and the community. This knowledge will help me in my role by developing our approach to safety protocols ensuring they do not disproportionately impact any group by collaborating with other committees focused on diversity to create a solution.	Bringing my background in disability support programs and service to the safety and security committee, I offer a range of knowledge and experience: -Knowledge of accessibility understanding ADA regulations and accessibility best practices, ensuring our safety policies are inclusive for individuals with disabilities. -I have experience working with diverse teams to develop and implement inclusive programs, supporting a collaborative environment that prioritizes everyone safety. -My efforts to advocate has given me a better understanding the importance of empathy and cultural sensitivity allowing me to address safety concerns entirely. Through these experiences, I hope to contribute to the development of a safety guidelines that highlights equity and ensures that all (student, faculty and staff) feel safe and valued.	

Exhibit 4

Approved by the Faculty Senate on 8/24/15

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

I. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the California Education Code, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated § 55025 of the California Education Code (Title V). Students may dispute final grades only when the student can provide proof that § 55025 of the California Education Code (Title V) has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures. Students must initiate the dispute within one semester of the final grade being submitted. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute.

II. DEFINITION OF TERMS

Grade Dispute A claim by a student that his/her final grade was given by the instructor in violation of Title V, § 55025.

Instructional Day A day when classes are scheduled, excluding summer and intersession and Saturdays and Sundays.

Semester One fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated no later than the fall semester immediately following summer. Grade disputes for classes that take place in fall must be initiated no later than the following spring semester.

Title V, § 55025 states:

“In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The California Education Code may be found at www.leginfo.ca.gov

When determining whether or not a mistake, fraud, bad faith or incompetence has occurred, all parties need to consider the legal meaning of these terms, defined in Black’s Law Dictionary as:

Mistake Some unintentional act, omission, or error by the instructor.

Fraud An intentional perversion of the truth for the purpose of inducing another to part with something valuable or to surrender a legal right.

Bad Faith Synonymous with fraud, neglect, or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties.

Incompetence Lack of ability, legal qualification, or fitness to discharge a required duty.

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute procedures, the student shall attempt to resolve the dispute informally by meeting with the instructional faculty member who issued the grade in dispute and instructional administrator. The student may dispute grades only when there is evidence that Title V, § 55025 has been violated. The intent of the informal grade dispute procedure is to strongly encourage and support all possible attempts to resolve the dispute with the faculty member.

The student should follow the process described below in an attempt to informally resolve his/her dispute.

- a. The student must make the initial dispute to the instructor of record for the class in question within one semester of the final grade being submitted. If the instructor is on contract, the instructor has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- b. If the student has not resolved his/her dispute with the instructor, to proceed, the student must present his/her dispute to the chair of the department that offered the class of the grade in question. The department chair has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- c. If the student has not resolved his/her dispute with the instructor and department chair, to proceed, the student must present his/her dispute to the academic or counseling dean of the division. The dean has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- d. At levels b, and c listed above, the department chair or administrator in question does not have the authority to change the grade that was issued by the instructor. Rather, his/her role is to hear the dispute as presented by the student and earlier involved faculty members/administrators. If, after consultation with the instructor and department chair, the dean feels that Title V, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV.
- e. In cases where the instructor of record for the class in question is on sabbatical or other leave, the dispute calendar will be extended until the semester that the instructor returns, within one calendar year. In cases where the instructor is on leave for more than one calendar year, or is unavailable for return or contact, another faculty member may substitute for the instructor, as specified in Title V, § 55025.
- f. If no violation of Title V, § 55025 is found by the department chair, or academic or counseling dean, the instructor's decision is final, and no formal grade dispute will proceed. The academic or counseling dean involved will inform the student, instructor, and department chair in writing of the finality of the instructor's decision and the completion of the grade dispute process within 15 instructional days, excluding summer and intersession.

IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

If the academic or counseling dean finds that there is a potential case of a violation of Title V, § 55025, the student may file a request with the Vice President for Instruction for a formal review by the Vice President of Instruction. The student must initiate the dispute process within 15 instructional days, excluding summer and intersession, of receiving from the academic or counseling dean notice of a potential case of a violation of Title V. Grade disputes pursued after this time will not be accommodated.

Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:

- a. A clear and concise statement of the dispute that must include details of the specific violation of Title V, § 55025.
- b. The name of the instructor, course ID, section number, and semester of the class of the disputed grade
- c. Identification of the resolution, corrective action, or remedy being sought.
- d. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
- e. Copies of all documents, assignments, or related materials indicating that Title V, § 55025 has been violated.

The Vice President for Instruction, upon receiving the student's request for a formal review will follow the process outlined below.

V. FORMAL REVIEW

- a.
 - i. Review the request submitted by the student.
 - ii. Receive a signed written statement from the instructor, department chair, and academic or counseling dean, specifying all relevant facts as discovered during the Informal Grade Dispute Procedure and the reasoning and evidence for Title V, § 55025 violation.
 - iii. Hear testimony, examine witnesses, and receive all evidence pertaining to the case, as determined to be necessary.
 - iv. Evaluate testimony and evidence in terms of Title V, § 55025.
- b. Upon conclusion of the consideration of the formal grade dispute resolution request and all evidence, the Vice President for Instruction will make a recommendation to the Superintendent/President of the District.
- c. The Superintendent/President of the District shall review the recommendation of the Vice President of Instruction and make a final decision within 15 instructional days, excluding summer and intersession.

- i. If the Superintendent/President's decision is to change the grade, the new grade determined by three faculty members selected by the department chair shall be the final grade assigned. When possible the three faculty members determining the grade will be the department chair and two other faculty members from the discipline in question. The faculty members will determine a new grade based on the information they have available, as well as the request of the student in the original request for a formal hearing. In no way, however, will the help of the faculty members in arriving at a grade be construed as their rendering a judgment on whether or not there has been a Title V , § 55025 violation. One of the three faculty members will sign and file the official grade change form in Enrollment Services for appropriate recording of the new grade.
- ii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.
- iii. The Superintendent/President of the District will inform the student, instructor, department chair, and academic or counseling dean in writing of the decision.

All documentation from the informal and formal procedures will be housed in the Office of Instruction in order to preserve the confidentiality of all records related to the process.



Formal Grade Dispute Resolution Review Request Form

Before filling out this form, the student must have followed all steps in the Informal Grade Dispute Resolution Procedures. This form must be filed within one semester of the instructor of record's response in the Informal Grade Dispute Resolution Procedures. Please see the Student Grade Dispute Policy and Procedures for details and complete timeline.

This form must be typed. All supplemental information/additional pages must be typed where possible.

STUDENT NAME: _____ STUDENT ID#: _____

Last, First, MI

TODAY'S DATE: _____ mm/dd/yyyy

CLASS INFORMATION FOR CLASS IN QUESTION:

COURSE NAME/ID: _____ SECTION #: _____

SEMESTER/YEAR: _____ INSTRUCTOR NAME: _____

Please provide a clear and concise statement of the grade dispute, including details of the specific violation of Title V, § 55025. Use additional pages if necessary.

Identify the resolution, corrective action, or remedy to this dispute being sought. Use additional pages if necessary.

Please provide a detailed summary of all actions already taken by the student to resolve the issue, including dates and times for all meetings that occurred during the Informal Grade Dispute Procedure. Use additional pages if necessary.

Please attach copies of all documents, assignments, or related materials that indicate that Title V, § 55025 has been violated.

Students- please retain a copy of this completed form for your records. Please submit completed form and all related documentation to the Vice President of Instruction, Office of Instruction, AA-103.

STUDENT SIGNATURE:

By signing this form, you are indicating that all information provided is complete, accurate, and relevant to the best of your knowledge.

Exhibit 5

GOVERNANCE STRUCTURE GROUP REQUEST



Date: 9-23-24

Proposed Name of Requested Group:	Academic Standards and Practices	
Request submitted by:	Faculty Senate	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change:	
Reporting Relationship: Faculty Senate		
Purpose: To annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement, grade dispute , artificial intelligence , academic integrity , academic freedom, and recommend changes in existing policies and standards to the Senate.		
Products:		
Meeting Schedule: at least once per month (TBD)		
Chair(s): Senator		
Members: • Five (5) at-large faculty members appointed by Faculty Senate		

Structure created – New Council
Approved by [Parent Group]: [Date]
Approved by College Council: [Date]

Structure revision – [Note type of change]
Approved by [Parent Group]: [Date]
Approved by College Council: [Date]