



MEETING

2025-04-07

EXHIBITS 1-8

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, April 7th, 2025

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Chamorro, Santo (ASG)
Dalrymple, William
Doyle Bauer, Alexandra
Falcone, Kelly
Guillen, Adriana
Gushansky, Gene
Hathaway, Shelbi
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Marjanovic, Kristen
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Shmorhun, Nina
Siminski, Nicole
Villa Fernandez de Castro, Elena
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. Opening

- Call to Order
- Public Comment
- Announcements
- Agenda Changes
- Approval of Minutes, 3-31-2025

2. Action

- DEIAA Curriculum Resolution – (Exhibit 1), Mellos
 - Vote on Faculty Senate partnership with the resolution
- ASCCC Executive Committee Member Resolutions – (Exhibit 2,3 &4), Pearson
- Committee Deactivations - (Exhibit 5), Zavodny
 - Deactivation of Committee on Committees, Elections, Petitions & Ethics Committee, Committee on Service Learning, and Oversight Committee/Grant Funded Projects Committee

3. Information – (Max 5 min each)

- ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
 - Report on ASG activities
- AB 1111/928 – (Exhibit 6), Mellos
 - Update on the taskforce meeting
- Proctoring Policy and Academic Integrity Update – Marina Parenti
 - Update following the March 6th and 14th Town Halls
- Canvas Resolution – (Exhibit 7), Sanchez
 - Distance Education (DE) resolution to advocate Canvas across all courses and minimum requirements

4. Discussion (Max 10 min each)

- Correspondence Education – (Exhibit 8), Mellos
 - Discussion on the proposal to offer Correspondence Education at Palomar College
- BP 1300 Educational Philosophy – (Exhibit 9), Mufson & Shmorhun
 - Review of recommendations

5. 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
March 31, 2025

- PRESENT:** Ben Adams, Russell Backman, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone (Zoom), Gene Gushansky, Shelbi Hathaway, Jason Jarvinen (Zoom), Kristen Marjanovic (Zoom), Melissa Martinez, Vickie Mellos, Michael Mufson, Patrick O'Brien (Zoom), Marina Parenti, Nina Shmorhun, Nicole Siminski, Anastasia Zavodny
- ABSENT:** Santo Chamorro (ASG), Adriana Guillen, Lawrence Lawson, Beth Pearson, Elena Villa Fernandez de Castro, Ashley Wolters
- GUESTS:** Barbara Baer, Michelle Barton, Jose Briceño, Andrea Davis, Scott Douglas, LeAnne Farmer, Sherehe Hollins, Billieanne McLellan, Heather Pham, Diane Studinka, Gina Wilson, Barbara, Leah

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate Treasurer, Michael Mufson, in LRC-116 at 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Dalrymple announced that PFF, together with CCE is hosting a Solidarity and Strength Festival on April 26th. This is planned as a community-wide event that will include music, food trucks, performers, and speakers. Information about the festival will be distributed via email.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Shmorhun/Doyle Bauer

Faculty Senate to approve the minutes for March 17, 2025.

The motion carried.

ACTION

A. Curriculum (Exhibit 1), Mellos

MSC: Hathaway/Shmorhun

Faculty Senate to accept the Curriculum Committee Actions from the March 19, 2025 Curriculum meeting.

The motion carried.

INFORMATION

A. ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative

Santo Chamorro, ASG representative, was not in attendance for the meeting. There was no report.

B. One Tier Faculty Workplace, Dalrymple (Exhibits 2&3) (Moved to Item C)

Senator Dalrymple presented on the One Tier Faculty Workplace movement. It was explained that the movement seeks to transform the current two-tier system of full and part-time faculty into a single tier of faculty with the same rights and responsibilities proportionate to their load.

Historical context was provided, noting that the division into two tiers began in 1960, a time when part-time faculty were a small minority, often professionals giving back to the community. It was emphasized that the situation has drastically changed, with part-time faculty now comprising 70% of faculty statewide.

Some issues with the current system, including under compensation of part-time faculty, precarious employment with uncertainty from semester to semester, and lack of benefits were highlighted.

The central idea of the one-tier model is proportionality where faculty would perform the same duties and be compensated using the same salary schedule, proportionate to their assigned load.

Senator Dalrymple outlined several key areas that the one-tier model involves, such as hiring processes, compensation, work assignments, professional development, leave, benefits, retirement, review processes, due process, and job security. He mentioned that various organizations, including CFT, AFT, and ASCC, are involved in this movement, indicating widespread support. He stressed that this is a systemic problem requiring a systemic solution.

Potential impacts on tenure and academic freedom were discussed, with an emphasis on due process rights applying equally to all faculty once hired, regardless of their teaching load.

It was noted that Palomar College has been a leader in advocating for fair treatment and compensation for part-time faculty, and this movement aligns with ongoing efforts to ensure equity and justice within the institution.

It was agreed that there would be a commitment to further explore and support this initiative.

C. AB 1705 Updated STEM Placements, Hathaway (Exhibit 4) (Moved to Item B)

Senator Hathaway presented an update on the implementation of AB 1705 as it pertains to math placements at Palomar College.

Emphasis was made that guidelines for AB 1705 are frequently changing and can be likened to a moving target.

Palomar has already developed enhanced math courses, including non-transferable and transferable courses that do not increase costs for students and simplify enrolling for students. All will be offered starting Fall 2025 with Math 100E starting to be offered this semester.

New guidance mandates that STEM majors (majors that require Calculus 1) must have direct access to calculus. The college will utilize three tiers for math placement based on students' prior math preparation, with options to go directly into calculus, with or without support, or take a sequence of courses. Tier 1 students meet the prerequisites for calculus and must go directly to Calculus. Tier 2 students meet the equivalent of intermediate algebra and can choose to take a one course sequence before taking Calculus or follow Tier 1 guidance. Tier 3 students do not meet the intermediate algebra prerequisites and can choose to take a two-semester sequence before Calculus or can follow Tier 2 or Tier 3 guidance. Each tier has options for enhanced (support) courses.

For SLAM (Statistics Liberal Arts Math), Hathaway noted that Palomar has been utilizing the CCCO's divisions (HUM, SBS, and EDD) for giving more specific guidance. This was problematic as these do not directly align with Palomar's Pathways and did not meet our college's needs. Instead, SLAM placements will be split into SLAM for local degrees, SLAM for transfer degrees, and programs with specific math requirements will be given explicit placements.

Hathaway emphasized the college's approach in aligning the placement process with the Chancellor's Office guidance, including the use of GPA for placement decisions and ensuring that students are informed about their options through advising. She also highlighted the challenges of programming and testing these new placement procedures by May 1st, as students begin enrolling for the upcoming academic terms.

Hathaway also pointed out AB607, which states that California colleges prominently display the estimated costs for each course of all required course materials and fees directly related to those materials. 75% of courses need to have this information by January 1, 2028, with 40% needing this information starting Fall 2025. It was noted that this information does not seem to be shared widely but that it is important to know.

D. Incorporating DEIAA into the course outline of record, Mellos (Exhibit 5)

Senator Mellos presented an update on the efforts to incorporate Diversity, Equity, Inclusion, Anti-racism, and Accessibility (DEIAA) into the Course Outline of Record (COR) at Palomar College.

It was noted that currently, there are DEI opportunities and guidance available for faculty when developing course outlines, including assignments, SLOs, and trainings. However, the majority of faculty do not take advantage of these opportunities. To address this, the Curriculum Committee approved a resolution to make DEIAA integration a required component of the evaluation process for curriculum submissions and is seeking joint support from the Faculty Senate.

The resolution aligns with Palomar College's mission to respect student experiences and foster an inclusive culture. It also supports the ASCCC resolution to include culturally responsive curriculum and equity-mindedness in course outlines. Title V legislation will require California Community colleges to have a documented procedure of ensuring that course outlines of record for all courses approved, describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

The plan involves requiring faculty to meaningfully incorporate DEIAA elements into at least some areas of their curriculum submissions. This could include a checklist in the course outline system where faculty indicate compliance and offering a text field for brief descriptions. The goal is to make the process as straightforward and manageable as possible for faculty so that workload would be minimally impacted.

The resolution's intent is to move forward with a plan by the fall semester. Senators expressed support for the joint resolution and agreed to move the resolution to action for the next Faculty Senate meeting.

E. Proctoring Policy and Academic Integrity Update, Parenti

Tabled.

DISCUSSION:

A. Committee Updates, (Exhibit 6), Zavodny

Tabled.

B. Accreditation Annual Report, (Exhibit 7), Barton – Time Certain 3:30pm

Michelle Barton made another presentation on the several key institutional effectiveness metrics and the potential adjustments to their set standards and stretch goals for the ACCJC report. She sought Senate input on adjustments of standards and goals.

The following recommendations were made during the presentation:

Completion Rates: Recommendation to not establish an institution set standard on completion rates. The idea is to take a closer look at the 4-year data and make sure that the methodology is solid before setting a rate on it. In the meantime, it is important to have conversations around completion rates in general and to align any completion rate goals with the college's strategic enrollment management

(SEM) and vision 2035 plan.

Course Success Rates: The Senate was asked if they wanted to modify the current institution-set standard (71%) or the stretch goal (72%). After a brief discussion, the course success rate standards and stretch goals were kept the same. Barton presented data showing an increase in overall course success rates, particularly after COVID. She noted that she hasn't identified any changes in the calculation of course success rates but observed a narrowing gap between online and face-to-face course success rates over time, potentially contributing to the overall increase.

Certificate Awards: There has been a notable increase in certificate awards, largely attributed to the growth of the military apprentice program and credit for prior learning. Barton suggested that this might be an area where the institution-set standard could be increased while keeping the stretch goal the same. However, a senator proposed leaving the certificate award standards unchanged for one more year to gather an additional year of data, which was ultimately agreed upon.

Associate Degree Awards: Barton noted a potential slight decrease in completion rates for associate degrees, possibly related to students who started during COVID completing at higher rates initially but also linking it to fewer first-time students enrolling more recently. She suggested the current standards were likely appropriate, and no changes were proposed.

Transfer Counts: Barton highlighted a decrease in transfer volume, falling below the institution-set standards. She expressed concern about this trend and linked it to the potential COVID impact and lower initial enrollment. Despite the dip, Barton advised against lowering the stretch goal, emphasizing the importance of continuing to strive for higher achievements and addressing disparities in completion rates among student groups like first-generation students. No changes were made to these goals.

C. BP 1300 Educational Philosophy, (Exhibit 8), Mufson & Shmorhun

Tabled.

D. ASCCC Executive Committee Member Resolution, (Exhibit 9&10)

Senator Mufson shared that Senator Zavodny was seeking approval to be appointed to the ASCCC Executive Committee. He asked if there was any need for discussion. The Senate agreed to move the item to Action for the next meeting since there was no mention of discussion needed.

ADJOURNMENT: The meeting was adjourned at 3:55 pm.

Resolution to integrate Diversity, Equity, Inclusion, Accessibility, and Antiracism into the Course Outline of Record

Whereas, Course Outlines of Record are developed and approved by college faculty, and then are approved by district governing boards, and therefore reflect district academic policy ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, a Course Outline of Record broadly defines the parameters of a course offered for credit, including the topics that will be covered, but does not dictate how those topics will be taught; faculty will continue to retain and exercise academic freedom to teach within the defined parameters of the course ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, the [Proposed Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record](#) (§ 55001), which was approved by the CCC Board of Governors on January 14, 2025, state curriculum committees shall have a documented procedure for ensuring that Course Outlines of Record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Whereas, [Palomar College's mission](#) is to respect each of our students' experiences, support them to achieve academic success, value the recognition and respect for diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

Whereas, the [Palomar Student Equity Plan 2022 – 2025](#) calls for a focus on institutional change (policies, procedures, practices, and culture) to support continuing efforts to address disproportionate equity and success outcomes experienced by minoritized students;

Whereas, the Curriculum Committee and Faculty Senate support ASCCC's Resolution 09.01 FA 21 to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Whereas, the Faculty Senate has already supported these changes in our [Antiracism resolution](#): Be it resolved that, in matters related to oversight of curriculum, the Faculty

Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record;

Whereas, our [AP 3000](#) states that the District will ensure academic programs are prioritizing the needs of the diverse students on campus through implementing practices that include racial-equity and antiracism throughout; academic program evaluations will focus on equity and antiracism and address the academic outcomes and performance of all students; academic program evaluations will be conducted by a diverse group of stakeholders and presented to the Board along with recommendations for next steps;

Whereas, Palomar College's [Competency](#) Dimension C requires faculty to develop and implement pedagogy and/or curriculum that promotes equitable access and DEIAA perspectives with an intersectional lens;

Whereas, the Chancellor's Office encourages colleges to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps; and

Be it resolved that, all curriculum (courses and programs) submitted to the curriculum committee shall meaningfully incorporate DEIAA into (but not limited to) the Course Description/Title, Course Objectives, Course Learning Outcomes, Content/Body of Knowledge, Assignments, Methods of Assessment/Instruction, Textbooks/Resources, program title, Program Learning Outcomes, Program Catalog Description, Program Goals/Objectives, and/or Program Requirements; and

Be it therefore resolved that, resources and training will be provided to faculty as support to implement these changes, including (but not limited to) workshops and trainings by the Curriculum Committee, the DEIAA checklist from Curriculum Committee, the IDEAA's course, ASCCC's IDEAA in Praxis course, DEI in Curriculum: Model Principles and Practices toolkit, Faculty Cultural Curriculum Teaching Institute, and/or other relevant trainings.

ASCCC Executive Committee Elections



2025-26 BOARD OF DIRECTORS ELECTIONS

Access the list of candidates for the [2025-26 Board of Directors](#).

GENERAL INFORMATION

Each year, the Executive Committee nominations process provides the ASCCC membership a direct voice in the organization's governance. The Executive Committee's composition and annual elections are part of the ASCCC's [Bylaws](#).

All candidates for election to the Executive Committee shall meet at least one of these criteria:

1. is a Delegate or a local senate president;
2. has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
3. has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

For the spring 2025 term, the ASCCC will be conducting elections by online written ballot, using the software ElectionBuddy. The elections will take place during the Saturday portion of the plenary session on April 26, 2025.

NOMINATION INFORMATION

The ASCCC is seeking nominations for the 2025-26 Board of Directors, hereby known as the Executive Committee, commencing on March 27, 2025, and closing on Thursday, April 24 during the scheduled lunchtime of the spring plenary session.

Nominations for this election will only be accepted by completing the [Executive Committee Candidate Form](#). The following documentation is required:

Candidate Statement

You will need to submit a candidate statement. Please follow the format below and provide the responses to the following questions. Please ensure that this statement is structured in the required format and the statement must be limited to one page, saved as a PDF.

- Times New Roman font, with your name, college, candidate position(s), subject area on the upper left-hand corner and the following information;
- A brief summary of your faculty activities and special qualifications; and
- A brief summary of statewide issues you are most interested in or most concerned about.
- Please do not include a photo with your candidate statement. A photo will be taken of you at the plenary session that will be posted in the registration area.

In addition, you must deliver a candidate speech, during the Friday morning general session at Plenary Session. Your speech should be no more than 5 minutes (10 minutes max for candidates seeking the President position).

Candidate Information Session Materials

- [Candidate Information Session Pre-recorded Webinar](#)
- [Link to Candidate Info Session Information](#)
- [Link to ASCCC Executive Committee Meetings and Institutes 2025-26](#)

MEMBER SENATE RESPONSIBILITY - NOTIFICATION OF DELEGATES TO ASCCC

In order to conduct the online election, we will need each member Senate to verify that we have the college's correct delegate for voting. The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [Delegate Change Form](#). The college will not be able to vote in the online election unless this form is submitted. Forms must be emailed to the ASCCC Office - events@asccc.org by April 21, 2025.

Things to Know Before Running for a Position on the Executive Committee

At all times, Executive Committee members represent the positions of the Academic Senate in their service. "Positions" in the broadest sense include adopted resolutions, history, by-laws, rules, and current activities. Executive Committee members have an obligation to carry out the instructions of the delegates which are presented in the form of approved resolutions. Particularly when acting in an official capacity, Executive Committee members must represent adopted positions of the Academic Senate to the best of their ability. When not in an official Academic Senate capacity, members may express their opinions as long as they distinctly separate their views from those of the Academic Senate. Even so, later misrepresentations of Academic Senate positions do occur. Positions adopted by the Executive Committee or its standing or ad hoc committees are not as yet official positions of the plenary body and so are open to discussion. Executive Committee members are obligated to present the positions of Academic Senate committees as well as their own when discussing the issue with the public or other groups. Executive Committee members are expected to represent these Academic Senate positions in various arenas as assigned, including the Legislature, Chancellor's Office, and other State agencies.

To learn more about the roles and responsibilities of an Executive Committee member, please join the following webinar below:

Topic: ASCCC Elections: The challenges and opportunities of being on the ASCCC Executive Team Pre-Recorded Webinar (Coming Soon)

Executive Committee - Roles and Responsibilities

The ASCCC Executive Committee is responsible for ensuring the organization is acting in the best interest of the ASCCC members. To this end, the Executive Committee provides strategic guidance for the successful achievement of the [ASCCC's Mission](#). The Executive Committee oversees the strategic plan of the ASCCC and its organizational performance, reviews high-level organizational goals and policies, makes high-level decisions, reviews Executive Director performance, and serves as a community advocate for the ASCCC. The Executive Committee is supported by the Executive Director and a [full-time professional staff](#), who are responsible for day-to-day operations and recommending goals and policies. Executive Committee members must commit to attending all in-person meetings per academic year.

Additional information regarding the role of the Executive Committee and expectations of service, can be found on the linked [Revised Board Responsibilities document](#).

ASCCC 2025 Elections Timetable

Date	Activity
March 27, 2025	Call for Executive Committee Nominations - Nominations Form
April 24, 2025	Closing date for Executive Committee Nominations - at the conclusion of the Thursday lunch hour at the plenary session
April 24, 2025	All candidate materials due and candidates are listed on ASCCC Elections Page by 5:00 p.m. PST. Candidates and Statements .
April 26, 2025	Elections open by ElectionBuddy – access EXECUTIVE COMMITTEE BALLOTS *(Elections Chair will provide Certified Results at the end of each round of voting on the following business day.)
April 26, 2025	Elections close
April 26, 2025	If necessary, special elections open by ElectionBuddy at the conclusion of regular elections.
April 30, 2025	Complete candidate winners listed on ASCCC Page

File Downloads

Attachment	Size
Executive Committee Responsibilities	107.94 KB
PPT Responsibilities of Executive Members	446.5 KB
ASCCC Election Buddy Voting Guide.pdf	506.9 KB

Resolution in Support of ASCCC Executive Committee Candidacy for Anastasia Zavodny

Whereas, Anastasia Zavodny has been a long-time member of this body and has been engaged in many aspects of local shared governance, including serving as Faculty Senate's acting Past President, the Comets Affordable Learning Materials (CALM) Coordinator and committee co-chair, chair of Committee on Committees, co-chair of the Governance Evaluation Taskforce and member of numerous committees;

Whereas, She has shown herself to be an advocate for faculty parity and equity at both the local level as tri-chair of Palomar College's Parity Project as well as state level through adopted Academic Senate for California Community Colleges (ASCCC) resolutions [19.01 SP21](#) *Create a Paper on Part-Time Faculty Equity*, [17.04 SP22](#) *Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges*, and [01.01 SP23](#) *Add a Designated At-Large Part-Time Representative to the Executive Committee* and participation on both ASCCC's Part-Time Faculty Committee and Online Education Committee;

Resolved, That the Faculty Senate of Palomar College support her in running for the Academic Senate for California Community Colleges' Executive Committee position(s) at the Spring 2025 plenary.

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Committee on Committees	
Request submitted by:	Anastasia Zavodny	
Group Type: Committee	Action Requested: Deactivation	
Reporting Relationship: Faculty Senate		
Purpose: Shall be composed of five Senators, appointed by the Senate President with the approval of the Senate and shall nominate faculty members of all college committees with the approval of the Senate.		
Products:		
Meeting Schedule: As needed or called		
Chair(s): Senator		
Members: • Faculty • Faculty • Faculty • Senator • Senator		

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

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Committee on Service Learning		
Request submitted by:	Anastasia Zavodny		
Group Type: Committee	Action Requested: Deactivation		
Reporting Relationship: Faculty Senate			
Purpose: The Service Learning committee provides the vision and oversight for the Service Learning Program at Palomar College. Its intent is to ensure faculty and student participation and success in the program.			
Products: - Develops, reviews, and modifies policies (guidelines) for the Service Learning program - Develops, reviews, and modifies policies (guidelines) for selecting and reviewing community partners. - Develops, reviews, and modifies memorandums of understanding for community partner participants. - Produces annual report detailing faculty participation, level of community involvement, and number of student hours.			
Meeting Schedule: First Thursday (October, March, May), 2:30 – 3:30pm			
Chair(s): Faculty Coordinator, Service Learning Program			
Members: - Service Learning Support Staff Person - Faculty, AMBA - Faculty, CTEE - Faculty, L&L - Faculty, MSE - Faculty, SBS - Faculty, Library - Faculty, Counseling - Vice President for Instruction (or designee) – administrative liaison			

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

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Elections, Petitions, and Ethics Committee		
Request submitted by:	Anastasia Zavodny		
Group Type: Committee	Action Requested: Deactivation		
Reporting Relationship: Faculty Senate			
Purpose: - As directed by Faculty Senate, provide recommendations as necessary regarding specific projects and tasks related to academic and professional matters. - Address, review, and make recommendations to the Senate on Academic Due Process policy and procedures - Poll all faculty when directed by the Senate (Article 4, Section 10 of Faculty Senate Constitution) - Conduct all elections of Senate members (Article 4, Sections 5 and 6 of the Faculty Senate Constitution) - Address, review, and make recommendations to the Senate on alleged violations of the Ethics Codes (Article 3 and Article 4, Section 9 of the Faculty Senate Constitution) - Address, review, and make recommendations to the Senate on petitions submitted by Faculty Senate membership (Article 4, Section 11 of the Faculty Senate Constitution)			
Products:			
Meeting Schedule: At least twice per semester and as needed			
Chair(s): Senator			
Members: 5 Faculty			

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

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Oversight Committee/Grant Funded Projects	
Request submitted by:	Anastasia Zavodny	
Group Type: Committee	Action Requested: Deactivation	
Reporting Relationship: Faculty Senate		
Purpose: This committee will review grant funded projects subject to Senate approval and give its recommendation to the Faculty Senate. • Review grants • Determine the long run liabilities that the college may incur when the grant money expires. • Make recommendation to the Faculty Senate		
Products:		
Meeting Schedule: As needed or as called. Grant writers must allow 3-4 weeks for Faculty Senate approval		
Chair(s): Senator		
Members: • 4 Faculty		

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

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

AB 1111/928 Steering Committee Taskforce

March 13, 2025

Agenda

1. Information:

- a. CCN Updates (Curriculum Co-chair)
- b. Funding Updates (Dean of Instruction & Assistant Superintendent/Vice President of Student Services)

2. Discussion:

- a. GE/District Requirements (GE Subcommittee Co-chairs)
- b. Communications Plan (Curriculum Co-chair & Assistant Superintendent/Vice President of Student Services)

Common Course Numbering

[Phase I: Palomar College's Impacted Courses](#) (effective fall 2025)

[Phases II & III: Palomar College's Impacted Courses](#) (effective fall 2026 & 2027)

Updates:

- Phase II will have 3 groups:
 - Group A: effective fall 2026 (templates recently made available on the [CCC CCN web page](#))
 - Groups B & C: effective fall 2027
- Phase III: effective 2027
- Colleges can only do course changes to implement CCN for now (no new courses yet)
- Colleges should only change courses that are the same as the CCN template; if the courses are significantly different, colleges can keep their local courses.

Common Course Numbering

- [Chancellor's Office Common Course Numbering Project](#)
 - This website is useful to get the templates, updates, webinar materials, etc.
 - Phase II(A) templates are available on this website.
- [ASCCC Common Course Numbering Development & Faculty Engagement](#)
 - Please share Phase III CCN pre-convening surveys with faculty in your areas (deadline April 15)
 - Disciplines can nominate 1-2 faculty representatives for the Phase III CCNFW (Common Course Numbering Faculty Workgroups)
 - Email Vickie Mellos nominations - deadline April 11
 - Note: *Not all nominated faculty will be selected for the final composition of the workgroups, but we encourage nominations.*
 - All dept chairs in Phase III of CCN have been emailed with information about CCN and the faculty engagement opportunities.

AB 1111 Funding (Common Course Numbering)

Every CCC (including Palomar) will receive [\\$913,043 to implement Common Course Numbering](#) (must be spent by June 30, 2027).

CCN Funding workgroup (VPI, Instruction Office, Articulation Officer, Curriculum Co-Chair, Manager of Student Services Communication) focusing on spending that will allow for sustainability of practice once funding is expended:

- STH for Articulation
- STH for Instruction/Curriculum
- Faculty CCN lead (2 year term)
- Marketing for students and employees
- Training for faculty

AB 928 Funding

Palomar College has received **\$565,217** to implement AB 928.

(b) Funds allocated pursuant to subdivision (a) may be used for, but are not limited to, all of the following purposes:

- (1) Reprogramming information technology systems to accommodate a singular general education pathway.
- (2) Staff time to revise course catalogs, and college policies and procedures, to accommodate default associate degree for transfer placement for students declaring a goal of transfer.
- (3) Updating curriculum management or degree audit platforms.

AB 928 Funding
December 2023 – June 2026
\$565,217

Object	Description	Amount
141100	Counseling • Student Educational Planning • Major change outreach • Student Ed Plan – Effective Dating	\$150,000
232100	Classified Overtime or Consulting • Degree auditing • Major change adjustments • CCCApply updates • Validate ADTs assigned to a major • Updating catalog	\$60,000
234100	Business Systems Analyst	\$96,769
310010	Employee Benefits • BSA - \$43,546 • Counselors - \$52,500	\$107,253
4XXXXX	Marketing/Communications • Notification to students, faculty, staff and HS counselors • Flyers • Ad campaigns	\$20,000
5XXXXX	Professional Development • CalGETC • Ed Planning • ADT Certification	\$25,000
	TOTAL	\$459,022
	<i>Unassigned</i>	<i>\$106,195</i>

GE Subcommittee Recommendation

Recommendation of the GE Subcommittee:

- Title 5 and new GE area. Remove District Requirements. We add a GE Area where students choose three units from one of the thematic areas. The new GE area may incorporate current courses/themes already included in our District Requirements and new courses/themes. Examples could include 1) American History and Democracy, 2) Lifelong Learning, 3) Global Awareness. (25 units - adds approximately 3 units to Title 5 requirements)

Lifelong Learning & Self-Development

- Palomar College Faculty Senate Resolution in Support of Lifelong Learning and Self-Development
- Guiding Notes for General Education Course Review (CSU)
- AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

GE SubCommittee Charge

Draft Proposal - GE Subcommittee will revisit the draft proposal and make recommended changes. The subcommittee will consider at least, but not limited to, the District's mission, vision, vision 2035, and employer needs:

Area 7: Lifelong Learning: Courses in lifelong learning and self-development are those which focus on lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Should GE committee refine this to meet today's needs?

Choose one group:

Group A: American History and Institutions (Choose one 3 unit course): Criteria defined in AP 4025

Group B: Health and Fitness: HE 100 and one 1.0 unit activity course: Criteria defined in AP 4025

Group C: Self Development: Criteria defined (current area E). Criteria defined in AP 4025

Communication Plan for AB928 & AB1111

Catalog has been updated with....

- CCN section
- Cal-GETC
- GE for local associate degrees
- Phase I CCN Courses with a note of the former class

[Palomar College CCN webpage](#)

[Palomar College General Education webpage](#)

General Information Email to the college from Curriculum Co-chairs (coming soon)

Transfer Director & Curriculum Co-chair plan to visit ASG

Please share information and updates with everyone in your areas (faculty, ADAs, Student Support Specialists, etc.

Please update your **web pages, flyers, signs, etc.** with new CCN courses, CalGETC, & GE for local associate's degree.

[Chancellor's Office:](#)
[CCN suggested language](#)

Communication Plan Cont. AB928 & AB1111

- Options:
 - Social Media Posting
 - Website Banner (www.palomar.edu)
 - Canvas Announcement Posting (ATRC)
 - Email to Students/Faculty/Staff
 - Road Show information Sessions (Who could facilitate?, Starting when?)
 - Chairs & Directors
 - College Council
 - Executive Leadership group
 - EESSC (Instruction and Student Services)
 - ISC (Technology and Facilities Council)
 - IEPFSC (Research and Planning, IR, Enrollment)
 - ECCC (Employee Communication Community Council)
 - ASG
 - Leadership Meeting
 - Printed A-Frame signage
 - Posters for Centers

Questions/Comments

Next Meeting

- Tuesday, April 29th 2:00-3:00pm H-108 or Zoom
 - Webinar for the whole college
 - This will be the final meeting for this taskforce

Questions/Comments

Do you have any questions or comments?

- Vickie Mellos, Curriculum Co-Chair, vmellos@palomar.edu
- Tina Recalde, VPI, trecalde@palomar.edu
- Benjamin Mudgett, Articulation Officer, bmudgett@palomar.edu

**MEMORANDUM**

March 18, 2025

Memo Number Forthcoming | Via Email

TO: Chief Instructional Officers
 Chief Student Services Officers
 Articulation Officers
 Academic Senate Presidents

FROM: Rowena Tomaneng, Deputy Chancellor and Acting Vice Chancellor of Academic Affairs
 Cheryl Aschenbach, Academic Senate for California Community Colleges President

RE: Common Course Numbering (CCN) System Update and Implementation (Phase II)

This memorandum provides an update on the implementation of the Common Course Numbering (CCN) project, including:

- Phase I implementation efforts
- Taxonomy of the CCN courses and guidance for the use of CCN numbering designation
- Phase II courses, curricular implications, current articulation, and guidance for local colleges
- Phase III course list
- Funding reporting

Background

[Education Code section 66725](#) requires adoption of a student-facing CCN system for all general education and transfer pathway courses, and each community college campus shall incorporate common course numbers into its course catalog. The legislative intent of CCN is to facilitate articulation and seamless integration of California postsecondary institutions for effective and efficient progression among the segments. CCN balances the need to achieve intra- and intersegmental consistency for articulating commonly numbered courses within the California Community Colleges (CCCs) and between the University of California (UC), California State University (CSU), and private postsecondary institutions while preserving institutional and faculty autonomy. For students, the CCN system establishes a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

completion. For complete history and other memos related to CCN, please see the [project website](#).

Phase I Implementation Efforts

Phase I courses were successfully submitted to the Chancellor's Office Curriculum Inventory (COCI) and to the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) systems. In Phase I, and under the direction of the Academic Senate for the California Community Colleges (ASCCC), faculty groups worked in collaboration with intersegmental discipline-specific teams to develop an initial six CCN Template sets for high-enrollment courses. These template sets are on target to be student-facing for Fall 2025.

Taxonomy of the CCN and Guidance for the use of numbering designation

The 11-character CCN taxonomy provides course identification consistency across all California community colleges. For details on the CCN taxonomy, please see [ESLEI 24-60 COCI Submission Steps, Technological Updates and Taxonomy Parameters, Transition from TOP to CIP](#). Here is an example of the CCN course taxonomy: **ENGL C1000 Academic Reading and Writing**

COMPONENT	EXAMPLE
SUBJECT	ENGL = English
COURSE TYPE	C = Common Course Number
COURSE NUMBER	1000

In collaboration with the ASCCC, the CCN Development Workgroup has developed a numbering designation system. For colleges that wish to adopt the CCN taxonomy and numbering convention for non-CCN courses, the specific bands within each level of course numbering may be used to delineate whether a course is a common course or a local course. Commonly numbered courses will be enumerated during the development process, while colleges may choose to use the local number sets to assign to local courses. Community colleges are required to use the taxonomy for CCN courses, while its use for non-CCN courses is optional. The table below illustrates the CCN numbering convention. The number designations are not meant to serve as the primary indicator for students to identify common courses (this is the role of the "C"

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

preceding a course number). Instead, the number bands are designed to prevent overlap between common course numbers and local course numbers.

COURSE NUMBER	COMMON COURSES WILL BE ASSIGNED A NUMBER IN RANGE FROM:	LOCAL COURSES WILL BE ASSIGNED A NUMBER IN RANGE FROM:
1XXX – 100-LEVEL COURSE	1000-1399	1400-1999
2XXX – 200-LEVEL COURSE	2000-2399	2400-2999
3XXX – 300-LEVEL COURSE	3000-3399	3400-3999
4XXX – 400-LEVEL COURSE	4000-4399	4400-4999

Implementation of Phase II Courses

During Phase II, a second set of templates is being developed based on evaluation and refinement from Phase I work. For information on the origin of the CCN Templates, please review memorandum [ESLEI 24-53 Curricular Guidance and Information for Common Course Numbering \(CCN\) System Implementation \(Phase I\)](#). The Phase II Templates will be released in two batches: Phase II, Part A and Phase II, Part B.

Phase II, Part A includes the following courses, and the templates can be found on the [Chancellor’s Office Course Outline of Record Submission website](#):

- Two History courses: United States History to 1877; United States History since 1865
- Two English courses: Introduction to Literature; Critical Thinking and Writing through Literature
- Two Economics courses: Principles of Macroeconomics; Principles of Microeconomics
- Two Art History courses: Survey of Western Art from Prehistory to the Medieval Era; from the Renaissance to Contemporary

Phase II, Part B templates are expected to be released to colleges in late April or May 2025. These course templates include:

- Three Biology templates: Human Anatomy with Lab; Human Physiology with Lab; General Biology with Lab (non-major, with lecture, lab, and lecture/lab variations)
- Three Chemistry templates with lecture, lab, and lecture/lab variations: Introduction to Chemistry with Lab; General Chemistry I with Lab; General Chemistry II with Lab

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

- Four Math templates: Single Variable Calculus I Early Transcendentals, II Early Transcendentals; Single Variable Calculus I Late Transcendentals, II Late Transcendentals
- One Astronomy template with lecture, lab, and lecture/lab variations: Introduction to Astronomy with Lab
- One Anthropology template with lecture, lab, and lecture/lab variations: Introduction to Biological Anthropology with Lab
- One Communication Studies template: Interpersonal Communication
- One Sociology template: Introduction to Sociology
- One Child Development template: Child Growth and Development

GUIDANCE FOR LOCAL COLLEGES AND DISTRICT CURRICULUM PROCESS

Courses aligning with a subject-specific CCN Template in Phase II, Part A must be student-facing in college catalogs by Fall 2026. Courses aligning with a subject-specific CCN Template in Phase II, Part B must be student-facing in college catalogs by Fall 2027. Discipline faculty should review the subject-specific CCN Templates alongside their college's current course outlines to identify courses that most closely align. Any components that are not identical must be placed in the optional sections of the CCN outline. College and district curriculum committees, as well as academic senates, may consider implementing local processes to expedite course approval. Colleges and districts may begin the local approval process immediately. These CCN courses will be considered non-substantive changes and will be submitted through COCI as course revisions, allowing the current course control number to be retained.

ARTICULATION AND CURRICULAR IMPLICATIONS

Local course outlines of record (CORs) must be revised to include or accommodate the template content for Phase II and will then be reviewed at the COR level during the upcoming review cycle. The submission and review of CORs with CCN updates for Cal-GETC will proceed as usual in ASSIST. The revisions to CCN Phase II courses including course identifier and course outline updates must be made in the ASSIST Data Management application Curriculum area and submitted in Workflow by established deadlines, to be reviewed for Cal-GETC area(s) for the 2026-2027 academic year. Each revised COR will be reviewed according to the general education guidelines set by the Intersegmental Committee of Academic Senates (ICAS) and shared in the updated [Cal-GETC standards](#). Currently, CCN templates alone do not automatically confer specific articulation approval or Cal-GETC approval with the CSU or UC. These revised courses will retain existing Cal-GETC articulation for a two-year period even if further revisions by the UC or CSU are required. Colleges will have two years to resubmit. During that time, existing Cal-GETC approvals remain intact, thus protecting the student.

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

Course-to-Course and Major Preparation Consideration

Currently, the CSU Chancellor's Office and the UC Office of the President continue to seek feedback among their institutions about major preparation and course-to-course articulation of commonly numbered courses. Course articulation information will be updated in ASSIST for the next academic year, per the regular articulation cycle timelines. In the meantime, colleges may add information to the CCN CORs they deem necessary to maintain current articulation with individual UC and CSU campuses. This should only be added in the areas where the CCN template allows for optional and expanded information.

LOCAL COURSE OUTLINES OF RECORD AND SUBMISSION TO COCI

Colleges are to update their existing courses by using the CCN Course templates for Phase II. Colleges wishing to create a new course may follow local curriculum policies and procedures, submit the course to COCI as they would any new course, receive a control number, and then revise the new course using the CCN process.

Phase III Preview

The CCN Phase III list of recommended courses was compiled by the CCN Development Workgroup, vetted by the CCN Steering Committee, and confirmed by the CCN Council. This listing is based on criteria established by the CCN Task Force.

Course Title	C-ID
1. Financial Accounting	ACCT 110
2. Managerial Accounting	ACCT 120
3. Introduction to Criminal Justice	AJ 110
4. Concepts of Criminal Law	AJ 120
5. Understanding Art	ARTH 100
6. Survey of Modern Art	ARTH 150
7. Anatomy and Physiology I	BIOL 115S
8. Anatomy and Physiology II	BIOL 115S
9. Introduction to Business	BUS 110

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

Course Title	C-ID
10. Business Communication	BUS 115
11. Legal Environment of Business	BUS120
12. Business Law	BUS125
13. Child, Family, and Community	CDEV 110
14. Introduction to Chicana/o Studies	CHS 101
15. Argumentation and Debate	COMM 120
16. Intercultural Communication	COMM 150
17. Business Statistics	Currently aligned with Math 110
18. Psychology Statistics	Currently aligned with Math 110
19. Principles and Practices of Teaching Young Children	ECE 120
20. Introduction to Curriculum	ECE 130
21. Observation and Assessment	ECE 200
22. Practicum in Early Childhood Education	ECE 210
23. Health, Safety, and Nutrition	ECE 220
24. Teaching in a Diverse Society	ECE 230
25. World History to 1500	HIST 150
26. World History since 1500	HIST 160
27. Western Civilization I	HIST 170
28. Western Civilization II	HIST 180
29. Introduction to Kinesiology	KIN 100
30. Finite Mathematics	MATH 130

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

Course Title	C-ID
31. Business Calculus	MATH 140
32. Multivariable Calculus	MATH 230
33. Music Appreciation	MUS 100
34. Music Fundamentals	MUS 110
35. Microbiology	NO C-ID
36. Introduction to Philosophy	PHIL 100
37. Introduction to Logic	PHIL 110
38. Introduction to Political Theory and Thought	POLS 120
39. Introduction to Comparative Government and Politics	POLS 130
40. Introduction to Biological Psychology	PSY 150
41. Introduction to Research Methods in Psychology	PSY 200
42. Introduction to Research Methods in Psychology with Lab	PSY 205B
43. Social Problems	SOCI 115
44. Introduction to Statistics in Sociology	SOCI 125
45. Introduction to Marriage and Family	SOCI 130
46. Introduction to Gender	SOCI 140
47. College Composition for multi-language learners	TBD

Reporting Requirements

As previously noted in memorandum [ESLEI 24-55 Common Course Numbering Implementation Allocations](#), colleges must spend their designated allocation to implement the provisions in the CCN statute ([Education Code sections 66725-66725.5](#)). Funds allocated may be used for, but are not limited to:

- Aligning existing course curricula to the CCN system.
- Updating course catalogs and other digital course registries.

Common Course Numbering Phase II Implementation Guidance

March 18, 2025

- Supporting faculty costs associated with course differentiation and curriculum approval.
- Campus communication efforts to inform students of revised course numbers and curricula.
- Other activities that advance the implementation and adoption of CCN.

A unique link to the CCN Annual Report will be sent to each college's Chief Instructional Officer. Each college should solicit collaboration with representatives from the curriculum committee, academic senate, and the articulation officer to complete the funding report. A list of the funding report questions can be found [here](#).

Phase II Update and Implementation Support

The Chancellor's Office will be hosting a webinar for Phase II implementation and CCN updates on April 14, 2025, at 12:00 p.m. [Please register here](#). The Chancellor's Office is committed to supporting the colleges in their CCN implementation and will provide additional guidance and technical assistance as needed. If you have any questions, please send them directly to Transfer@CCCCO.edu.

DISTANCE EDUCATION COMMITTEE RESOLUTION: RECOMMENDATION TO REQUIRE USE OF CANVAS IN ALL COURSE MODALITIES FOR GRADES AND SYLLABI

BACKGROUND

For several years, the DE Committee has periodically explored the benefits of requiring Canvas use across all courses. This resolution is the result of ongoing discussions and research on how Canvas supports student success. However, as the scope of the DE Committee is limited to distance education which are already required to use Canvas, this resolution does not make a direct recommendation for use by face-to-face courses but instead presents a rationale for broader consideration. It calls on the Faculty Senate and PFF to continue the discussion on the potential benefits and implications of requiring Canvas for course syllabi and grades in all modalities.

RESOLUTION

Approved by DE Committee on 2/19/25 with 9 yes votes and 1 no vote.

Whereas, Canvas is the district-supported Learning Management System (LMS) and provides a cohesive, accessible, and reliable platform for course delivery, communication, grading, and student support across all modalities; and

Whereas, currently only distance education (DE) courses are required to use Canvas, but expanding its use for syllabi and grades to all courses would enhance the student experience and improve continuity across course modalities; and

Whereas, Canvas ensures **student authentication and secure grade management**, by providing a secure, password-protected platform for accessing grades, thereby reducing the risk of using non-secure communication methods, such as email, for sharing grades; and

Whereas, students have expressed a strong preference for Canvas as a centralized learning hub, as reflected in student feedback:

“I wish all classes used Canvas.”

“I spend all my time in Canvas.”

“I rely on Canvas for communication.”; and

Whereas, Palomar College is transitioning to using Canvas as the primary platform for **assessing Course Learning Outcomes (CLOs)**, and requiring all courses to use a Canvas shell will ensure that all courses have the capability to assess and report learning outcomes consistently through Canvas; and

Whereas, using Canvas for grading promotes **grade continuity**, ensuring that students can access their grades throughout the semester and course progress is protected in cases of faculty emergencies, such as an unanticipated mid-semester leave of absence; and

Whereas, **faculty-student communication** is enhanced through Canvas, which provides students with easy access to syllabi, announcements, and course materials in one centralized platform; and

Whereas, expanding Canvas use to all courses increases efficiency and support by reducing the number of **help tickets** to the Academic Technology Resource Center (ATRC) from students unable to locate their unpublished courses in Canvas, allowing ATRC to better allocate resources; and

Whereas, for **dual enrollment students**, Canvas provides real-time access to grades, supporting their high school graduation requirements and ensuring they can monitor their academic progress; and

Whereas, using Canvas for syllabi and grades supports **emergency continuity**, ensuring that students can continue their courses if face-to-face instruction is disrupted by an emergency; and

Whereas, the Distance Education Committee acknowledges that some courses, such as adaptive kinesiology or non-credit ESL courses, may have unique needs and that **exceptions may be necessary** to support specialized instructional approaches; and

Resolved, that the Palomar College Faculty Senate, in collaboration with the Palomar Faculty Federation (PFF), **engage in a discussion** regarding the required use of the Canvas LMS for all courses, at a minimum, to provide students with access to course syllabi and grades; and

Resolved, that the Faculty Senate and PFF **consider the impacts** on academic freedom, address potential exceptions for specialized courses, and ensure that any recommendation is developed through inclusive dialogue with faculty from all modalities; and

Resolved, that the Faculty Senate and PFF explore how the consistent use of Canvas for syllabi and grades **supports student-centered practices**, continuity in learning outcomes assessment, and alignment with the college's commitment to student success and equity.

Correspondence Education Proposal

Presentation to Faculty Senate
Monday, March 10, 2025



What is Correspondence Education?

Title 5 § 55260. Correspondence Education Definition and Application

- Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning.
- If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.

Why?

- Courses at Vista Detention Facility
 - Restrictions
 - Combination of in-person & correspondence education to meet minimum hours of instruction according to the Course Outline of Record
- Potential for deployed military

Summary of Discussions

1. This was brought to the Curriculum Committee by Dean of Instruction and Dean of CTE last semester.
2. The Curriculum Committee formed a workgroup and has had conversations with our Rising Scholars Coordinator and instructors who teach at Vista Detention Center.
3. The Curriculum Committee agreed we would like to recommend this as a modality in limited circumstances and only when in-person and distance education is not possible.
4. In order to offer Correspondence Education, there needs to be a separate approval process (an addendum).
5. Correspondence Education was added to the draft of AP 4105.
6. The Curriculum Committee created a draft of a Correspondence Education addendum and sent it out to Nora and VDF instructors for input.

Title 5 § 55263. Correspondence Education Separate Course Approval.

- If any portion of the instruction in a new or existing course is to be provided through correspondence education, **an addendum to the official course outline of record shall be required.** In addition to addressing how course outcomes will be achieved in a correspondence education mode, the addendum shall at a minimum specify how the portion of instruction delivered via correspondence education:
 - **Documents and facilitates the progression of learning as referenced in section 55262(a); and**
 - **Meets the requirements of the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d).**
- The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

§ 55262. Correspondence Education Instructor Contact

- In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
 - Any portion of a course conducted through correspondence education should be established through **a cycle of assignment submissions and comprehensive, responsive feedback as determined by local policy**. A student's enrollment in a correspondence course in no way diminishes the instructor(s) responsibility to **ensure that each student receives ongoing support toward making meaningful academic progress**. Students participating in courses conducted through correspondence education shall also have **access to student support services, including counseling, library services and research assistance, and tutoring or learning support, via mail, email, telephone, or in-person dependent on local practice**. Determinations and judgments about the quality of correspondence education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of section 53203.

Draft Correspondence Education Proposal

Feel free to add comments/suggestions in the [draft proposal](#).