



MEETING

2025-10-20

EXHIBITS 1-9

2025-10-20 Senate Agenda

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, October 20, 2025

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gideon, Wendy
Guillen, Adriana
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Swan, Timothy II (ASG Rep)
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 10-13-2025

2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Curriculum – (Exhibit 2.1 & 2.2), Mellos
 - Curriculum Committee Actions
 - Governance Structure Change – GE Subcommittee
- c. Proposed changes to the Senate Constitution and Bylaws (Exhibit 3), Dalrymple & Shmorhun
 - Changes to Bylaws, Article 2, Section 4

3. Information – (Max 5 min each)

- a. ASG Report, Timothy Swan, II (ASG Representative)
 - Update on ASG Activities
- b. Senate Response to BP-3000 - (Exhibit 4), Pearson
- c. PFF Resolution: Nectir & AI - (Exhibit 5), Siminski
 - PFF resolution about the impacts to workload of AI and Nectir. Feedback (and co-authorship) from Senate is requested.
- d. DE Committee Resolution: Institutional Technology - (Exhibit 6), Falcone
 - Recommendation that the Senate adopts the DE Resolution on Transparency and Faculty Involvement in Institutional Technology decisions. definitel

4. Discussion

- a. Burden- Free Access to Course Materials – (Exhibits 7.1 & 7.2), Falcone
 - Senate's role in ensuring students have access to required textbooks and instructional materials on the first day of class per Title 5.
- b. DE Resolution – Adoption of a Simple Syllabus (Exhibits 8.1 & 8.2), Sanchez
 - Discuss the adoption of Simple Syllabus as an institutional tool.
- c. Review Senate Resolution for Classified Hiring – (Exhibits 9.1 & 9.2), Pearson
 - Discuss progress or potential next steps.

5. Adjournment

2025-10-20 Senate Agenda

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.

Academic & Professional Matters: The 10+1+1

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Minutes 2025-10-13 Approved



Minutes of the MEETING OF THE FACULTY SENATE October 13, 2025

APPROVED

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Heather Elliott Pham, Kelly Falcone, Wendy Gideon, Adriana Guillen, Jason Jarvinen, Scott Klinger, Lawrence Lawson (Zoom), Melissa Martinez, Vicki Mello, Michael Mufson, Patrick O'Brien, Beth Pearson, Tanessa Sanchez, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Timothy Swan II (ASG), Ashley Wolters, Anastasia Zavodny

ABSENT: Marina Parenti

GUESTS: Benjamin Mudgett, David Motlagh, Elena Villa Fernández de Castro

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:31 p.m. The meeting was also streamed live on ZOOM.

Before the start of business, President Pearson opened the floor for introductions so that the new Associated Student Government (ASG) representative, Timothy Swan II, could be introduced to the Senate membership and whom they represent.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

President Pearson asked senators to keep comments concise due to the full agenda.

Senator Sanchez announced a Quality Quest Workshop scheduled for this Friday (October 17th) from 11:30 a.m. to 2:30 p.m. to help faculty build high-quality and accessible courses; details are in the PD portal.

Senator Lawson announced that the Palomar Faculty Federation (PFF) is asking faculty to attend the Governing Board meeting tomorrow night, October 14th to give public comment about the board's decision to attempt to delete Board Policy (BP) 3000, the Anti-Racism Policy. He requested five faculty members to speak and asked attendees to wear green.

Senator Mello reminded faculty who launched curricular proposals to keep track of them and check email for any necessary revisions.

Minutes 2025-10-13 Approved

Senator Mufson announced Performing Arts events: an Ellington evening (Jazz and Dance) on the 15th, Landscapes and Soundscapes (Concert Band) on the 17th, and Joyful Collaborations (Orchestra) on the 18th and 19th.

Senator Zavodny announced Political Economy Days on Tuesday, the 21st, and Wednesday, the 22nd, featuring a full schedule of presenters both in person and streaming on Zoom.

Senator Sheaffer announced the Queer Film Series event screening "T Blockers" this Thursday, October 16th at 5:30 p.m. in MD157.

President Pearson reiterated the Board's plan to eliminate BP 3000, noting that faculty voice is important in expressing concerns about this move.

President Pearson shared updates from recent conferences:

At the C3 Converge (Community College Climate Summit), faculty Joseph Lucido and Jessica Newman presented on the Building Performance and Environmental Design bachelor's degree, and grounds lead Tony Rangel and Dennis Astl presented on the Arboretum.

At the Collective Equity Impact Institute, a major theme was the Chancellor's Office incorporation of AI and the resulting environmental impact of AI use. This is an issue that should be incorporated into courses alongside academic integrity concerns.

The state Chancellor's Office is discussing giving four units of credit for prior learning to all veterans.

President Pearson expressed hope that the College will champion efforts for more climate literacy in degrees.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Mufson/Falcone

Faculty Senate to approve the minutes for October 6, 2025.

The motion carried.

Abstentions: 2 - Senator Zavodny and Timothy Swan II (ASG)

ACTION

Minutes 2025-10-13 Approved

A. Committee on Committees – (Exhibit 1), Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to approve the results of the ballot for the regular committee placements.

Technology Master Plan Committee: Kelly Falcone, Instructional Design (24-26)

B. Call for 20% Reassigned Time Proctoring Position – (Exhibit 2), Pearson

MSC: Shmorhun/Zavodny

Faculty Senate to approve the ballot for the 20% reassigned time position for Special Projects Coordinator pending confirmation from the VPI.

Abstentions: 1 – Timothy Swan II (ASG)

2025-2026 Special Projects Coordinator for Proctoring: Elena V. Chirkova-Sikora

INFORMATION

A. ASG Introduction and Report, Timothy Swan, ASG Representative

Last Wednesday, ASG hosted a table with information for Dreamer students to raise awareness and ASG as a whole.

ASG held a highly informative human trafficking comment hour.

Last Thursday, ASG hosted a table with the League of Women Voters for Proposition 50, which is the "Democratic response to the Texas Republicans redrawing the voting districts".

ASG will attend the California Community College Student Affairs Association Student Leadership Conference this Friday.

ASG will join the Trunk or Treat event with Campus Police on the 29th and judge the costume contest.

ASG Common Hour, called the Harmony Hour, will collaborate with Basic Needs and Health Services (likely also on the 29th).

Swan shared feedback from a student who attested that the staff and faculty are creating a magnificent experience at the institution.

B. Burden-Free Access to Course Materials – (Exhibits 3.1 & 3.2), Falcone

Minutes 2025-10-13 Approved

Senator Falcone presented this item, advising senators to read the two Chancellor's Office memos detailing the background and intent of the legislation. The Title V regulation requires burden-free access to course materials from day one. This is critical as students receiving financial aid often face a two-week delay in obtaining necessary materials. Governing boards must develop policies, and Dean Ferrero will lead these discussions. This item will return next week for discussion.

C. ASCCC Area D Meeting Follow-Up – (Exhibit 4), Pearson

President Pearson summarized resolutions reviewed at the ASCCC Area D meeting. Key resolutions included implementing partial certification for students in the CalGETC transfer pattern and endorsing GE competencies for associate degrees. A significant point was a resolution supporting burden-free access to instructional materials but cautioning against adopting single-pay platforms that still require students to pay for materials. There was also strong pushback against the Chancellor's Office for acquiring new AI tools without faculty consultation. Local resolutions were also brought forward addressing support for faculty facing social media threats and urging the Chancellor's Office to conduct an impact analysis and timeline of initiatives to mitigate "initiative fatigue".

D. GE Committee Progress Report – (Exhibit 5), Mellos, Mudgett

Co-chairs Mellos and Mudgett presented a progress report on revising District Requirements and General Education due to CalGETC and Title V changes.

The GE changes involved removing Lifelong Learning & Self-Development (LLSD), prompting the Senate to pass a resolution in March 2023 advocating to preserve LLSD. In May 2024, the Senate voted to keep current District Requirements but continue conversation.

The GE Subcommittee recommended removing current District Requirements and instead creating a new GE Area (Area 7). In Area 7, students would choose approximately 3 units from thematic groups (e.g., American History, Health/Fitness, or Self-Development), increasing total GE units from 22 to approximately 25.

The Curriculum Committee tasked the subcommittee to revisit this draft proposal by considering the District's mission, vision, values, and employer needs.

The co-chairs confirmed that LLSD representative Lacey Kraft currently holds a seat on the GE subcommittee, despite the Senate having voted last week to eliminate the position based on the incorrect impression that it was vacant.

It was suggested that the governance structure change regarding the LLSD position could be brought back next week for reconsideration. The Senate agreed that updates on the GE progress should become a standing agenda item on the fourth Monday of each month.

E. DE Resolution Adoption of Simple Syllabus. (Exhibits 6.1 & 6.2), Sanchez

Distance Education Coordinator Tanessa Sanchez presented a resolution for the adoption of Simple Syllabus as the institutional syllabus platform. Discussions regarding the syllabus tool have occurred since 2017. Simple Syllabus has been well-received by faculty, directors, chairs, and ASG for making syllabi accessible and supporting faculty guidelines. This was an information item, and senators were urged to review the documents prior to bringing it back for discussion next week.

Minutes 2025-10-13 Approved

F. Update on Senate Budget- (Exhibit 7), Pearson

President Pearson provided an overview of the Faculty Senate budget to ensure a historical record is kept in the minutes. Primary expenses include sending senators to the ASCCC statewide conference (travel) and funding awards/plaques.

President Pearson requested an increase in the travel budget, as the current allotment is insufficient to send two senators to both the fall and spring plenaries as many colleges send 5-6 people.

DISCUSSION:

A. Review Senate Resolution for Classified Hiring – (Exhibits 8.1 & 8.2), Pearson

President Pearson briefly introduced the resolution drafted last year in response to faculty performing the work of vacant classified positions. The resolution previously asked the administration about the mechanism for faculty voice in classified hiring and the plan to fill positions. The administration had stated that monies from vacant positions were used to pay short-term hourly workers, but the district is currently shifting away from short-term hourly positions to fund full-time positions.

This item was tabled for discussion until next week to allow senators time to review the original resolution and background information.

ADJOURNMENT: The meeting was adjourned at 3:49 pm.

Respectfully Submitted



Michael A. Mufson, Secretary

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

ACTION: The following curriculum changes, pending appropriate approvals, will be effective fall 2026:

Item I. from BoardDocs Agenda

I.1. Action: New Credit Courses effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed Grad.	Ba Ope	Justification	Reqs.	Originator
A.	AJ	215	Introduction to Forensic Science	CSU	No	G	Yes	This course is an integral component of the new Forensic Technology Certificate of Achievement, designed to prepare students for entry-level careers in public and private crime laboratories. The course provides foundational knowledge and hands-on experience in the collection, processing, and analysis of physical evidence, aligning with the skills required for employment as forensic technicians, evidence custodians, or crime scene specialists. The Forensic Technology Certificate fills a critical gap in workforce preparation for forensic support roles that do not require sworn law enforcement status but demand a strong understanding of forensic science methodology. Proposing for UC transfer and Cal-GETC area 5A. The course is aligned with UC Davis ECX 20 ETX 020 INTRODUCTION TO FORENSIC SCIENCE Basic principles of forensic science, types of information on which investigations focus, how information is obtained and used in criminal investigations, types of scientific skills required to practice forensic science, guidance on training. Real cases discussed; demonstrations of methods provided. General Education: Science & Engineering (SF); Scientific Literacy	No	Michelle Soria

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

B.	AJ	221	Advanced Fingerprint Analysis	CSU	No	G	Yes	This course is being created to expand upon foundational fingerprint analysis skills and provide students with advanced forensic techniques required for careers in crime scene investigation, forensic laboratories, and law enforcement. Currently, there is a growing need for professionals trained in complex fingerprint comparison, digital enhancement, and courtroom presentation. This course will bridge the gap between introductory fingerprint training and professional-level forensic examination, preparing students for specialized roles in forensic science.	Prerequisite: AJ 220	Michelle Soria
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I.2. Action: Credit Course CCN Modifications effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed	Grad.	Ba	Ope	Justification	Reqs.	Originator
A.	ARTH	C1100	Survey of Art from Prehistory to the Medieval Era	UC/CS U	Yes		G/P/NP	No		Common Course Numbering modification in accordance with AB 1111.	No	Mark J. Hudelson
B.	ARTH	C1200	Survey of Art from the Renaissance through Contemporary	UC/CS U	Yes		G/P/NP	No		Common Course Numbering modification in accordance with AB 1111.	No	Mark J. Hudelson

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

C.	ECON	C2001	Principles of Microeconomics	UC/CS U	Yes	G/P/NP No	Common Course Numbering modification in accordance with AB 1111.	Prerequisite: Completion of elementary algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.	Jonathan Smith
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Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

D.	ECON	C2002	Principles of Macroeconomics	UC/CS U	Yes	G/P/NP	No	Common Course Numbering modification in accordance with AB 1111.	Prerequisite: Completion of elementary algebra or the equivalent, or eligibility or completion of PSYC/SOC 205, BUS 204, or any course between MATH 100 and 245 (excluding MATH 197) based on multiple measures. Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.	Jonathan Smith
E.	ENGL	C1002	Introduction to Literature	UC/CS U	Yes	G/P/NP	No	PER State CCN requirements	Prerequisite: ENGL C1000 or ENGL C1000E or ESL 110 Successful completion of college- level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent or ESL 110	Richard Hishmeh

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

F.	ENGL	C1003	Critical Thinking and Writing through Literature	UC/CS U	Yes	G	No	PER STATE CCN requirements.	Prerequisite: ENGL C1000 or ENGL C1000E or ESL 110 Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent or ESL 110	Richard Hishmeh
G.	HIST	C1001	United States History to 1877	UC/CS U	Yes	G/P/NP	No	Common Course Numbering modification in accordance with AB 1111	No	Matthew T. Estes
H.	HIST	C1002	United States History since 1865	UC/CSU	Yes	G/P/NP	No	Common Course Numbering modification in accordance with AB 1111	No	Matthew T. Estes

I.3. Action: Credit Course Changes effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed	Grad.	Ba	Open	Justification	Reqs.	Originator
A.	ARAB	101	Arabic I	UC/CS U	Yes	TRUE	No			Removal of language lab requirement.	No	Adriana Guillen
B.	ARCH	145	Designing for Communication and Presentation	UC/CS U	Yes	TRUE	No			Changed lecture hours to 2.0 and lab hours to 3.0.	No	Joseph Lucido
C.	ARCH	160	Environmental Architecture and Design	UC/CS U	Yes	TRUE	No			Changed lecture hours to 2.0 and lab hours to .0.	No	Joseph Lucido
D.	ARCH	202	Introduction to Revit Architecture	CSU	Yes	TRUE	No			Changed lecture hours to 2.0 and lab hours to 3.0.	No	Joseph Lucido

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

E.	ARCH	206	Advanced Visualization in Design	CSU	Yes	TRUE	No	Course number change from 200 to 206 to help clarify this sequential ordering of the program structure. Adding a prerequisite of ARCH 202. We are reviewing the hours associated with the coursework and have decided to lessen the lab requirement.	Prerequisite: ARCH 202	Joseph Lucido
F.	ARCH	215	Design Studio IA	UC/CS U	Yes	TRUE	No	Updated lecture to 2.0 and lab to 3.0 hours. Updated course description, content body of knowledge, assignments.	No	Joseph Lucido
G.	ARCH	216	Design Studio IB	UC/CS U	Yes	G/P/NP	No	Updated lecture hours to 2.0 and lab to 3.0. Updated course description, learning outcomes, content body of knowledge.	No	Joseph Lucido
H.	ARCH	217	Design Studio IIA	CSU	Yes	G/P/NP	No	Changed lecture hours to 2.0 and lab hours to 3.0.	No	Joseph Lucido
I.	ARCH	218	Design Studio IIB	CSU	Yes	G/P/NP	No	Updated lecture hours to 2.0 and lab to 3.0. Updated course description, outcomes, objectives, content body of knowledge, outside assignments.	No	Joseph Lucido
J.	ART	295	Directed Study in Art	UC/CS U	No	G/P/NP	No	Removing prerequisites, which aren't needed, per faculty consensus.	No	Mark J. Hudelson

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

K.	CSNT	130	Linux Administration	CSU	Yes	G/P/NP	No	The course change proposal will make the following changes: 1.) Removed "Prepares students for certification in Red Hat Linux" and replaced with "Prepares students for certification in CompTIA Linux+" 2.) Modified the hours to increase lab hours and to modify the course for 5 hours of contact time. 3.) Modified the SLOs to use Bloomberg's Action words.	No	David Meske
L.	DBA	298B	Intermediate Broadcast Internship	CSU	Yes	TRUE	No	Updating course hours to comply with new Title 9 and Title 5 work experience requirements. Adding Minimum Qualifications.	No	Scott Richison
M.	DBA	298C	Advanced Broadcast Internships	CSU	Yes	G	No	Updating course hours to comply with new Title 9 and Title 5 work experience requirements.	No	Scott Richison
N.	FASH	136	Advanced Sewing for Apparel	CSU	Yes	G/P/NP	No	The Fashion program is removing the prerequisites from FASH 136 Advanced Sewing due to the increase in students with experience entering the program. In addition, the curriculum is written for the class to work independently of FASH 135. Other updates include adding minimum qualifications, including a recent textbook, and updating the catalog description and DE addendum.	No	Rita Campo Griggs

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

O.	FASH	141	Draping	CSU	Yes	G/P/NP	No	The Fashion program is detaching the prerequisites from FASH 141 Advance Pattern Making/Draping to remove enrollment barriers. Other changes include adding minimum qualifications, adding additional methods of instruction, updating the outcomes and objectives, expanding the body of knowledge and assignments section, and including a recently published textbook.	No	Rita Campo Griggs
Q.	GERM	101	German I	UC/CS U	Yes	G/P/NP	No	Removal of language lab requirement. Requisite Validation. Content/Body of Knowledge - only slight changes as the course changed slightly with the elimination of the lab component Assignments - only slight changes as the course changed slightly with the elimination of the lab component Update of textbook to a textbook newer than 5 years old	No	Beatrice Manneh

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

R.	LT	105	Library Program Planning, Marketing, and Assessment	CSU	Yes	G/P/NP	No	This is one of 7 required discipline-related courses within the Library and Information Technology program. We are changing the focus of this course to library programming, marketing, and assessment so that graduates will be better prepared to enter the field. LIT advisory board members have expressed the need for a separate course on programming and marketing because it is a core function of libraries and library technicians are involved in the planning, implementation and assessment of library programs. LIT advisory board members have also expressed the importance of library technicians to be able to work collaboratively in teams in the development and execution of library programming and marketing. As such, course SLOs, Objectives, Content Body of Knowledge, Assignments, and Representative Textbooks have been updated to reflect change in focus. DE Addendum has been updated. Credit for Prior Learning option and Course Requisite fields have been	No	Katy Farrell
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Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

S.	LT	110	Library Operational Skills/Technical Services	CSU	Yes	G/P/NP	No	Update the course description to offer more details about the course. Update SLOs. Update Objectives. Update the DE Addendum. Update Textbooks / Resources -- Replaced one textbook with a newer edition, and updated the resource list to include Choice Reviews and WorldShare Management System. Content/Body of Knowledge -- Added collection development policy, which ensures that the library's collections reflect the diverse community it serves, upholding the Library Bill of Rights, and more content to Library of Congress Subject headings with updates that move towards using more inclusive and neutral terms. Assignments -- added examples, especially in the Critical Thinking section. "Guest Speakers" added to Methods of Instruction.	No	April Cunningham
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Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

T.	PHIL	125	Philosophy of Human Nature	UC/CS U	Yes	G/P/NP	No	The course description is being updated to more accurately reflect the course content. Recommended preparation requisites are being removed. Textbooks/resources are being updated.	No	Lee F Kerckhove
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Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

U.	PHIL	197	Philosophy Topics	CSU	Yes	G/P/NP	No	The course description is being updated to more accurately reflect the course content. Requisite Validation removed.	No	Lee F Kerckhove
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I.4. Action: Credit Course Deactivations effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed	Grad.	Ba	Open	Justification	Reqs.	Originator
	DNCE	182	Introduction to Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is not part of any program. Cross-listing removed.		Margaret M. Faulkner
	DNCE	183	Introduction to Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is not part of any program. Cross-listing removed.		Margaret M. Faulkner
	AMS	182	Introduction to Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is not part of any program. Cross-listing removed.		Margaret M. Faulkner
	AMS	183	Internship in Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is part of no program. Cross-listing removed.		Margaret M. Faulkner
	ART	182	Introduction to Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is not part of any program. Cross-listing removed.		Margaret M. Faulkner
	ART	183	Internship in Arts Management	CSU	No	G/P/NP	No			This course has not been offered in years and is part of no program. Cross-listing removed.		Margaret M. Faulkner

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

MUS	182	Introduction to Arts Management	CSU	No	G/P/NP	No	This course has not been offered in years and is not part of any program. Cross-listing removed.	Margaret M. Faulkner
MUS	183	Internship in Arts Management	CSU	No	G/P/NP	No	This course has not been offered in years and is part of no program. Cross-listing removed.	Margaret M. Faulkner
TA	182	Introduction to Arts Management	CSU	No	G/P/NP	No	This course has not been offered in years and is not part of any program. Cross-listing removed.	Margaret M. Faulkner
TA	183	Internship in Arts Management	CSU	No	G/P/NP	No	This course has not been offered in years and is part of no program. Cross-listing removed.	Margaret M. Faulkner

I.5. Action: Distance Education effective fall 2026

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2025

Item	Subj	Nbr.	Title
A.	ARTH	C1100	Survey of Art from Prehistory to the Medieval Era
B.	ARTH	C1200	Survey of Art from the Renaissance through Contemporary
C.	ECON	C2001	Principles of Microeconomics
D.	ECON	C2002	Principles of Macroeconomics
E.	ENGL	C1002	Introduction to Literature
F.	ENGL	C1003	Critical Thinking and Writing through Literature
	HIST	C1001	United States History to 1877
	HIST	C1002	United States History since 1865
	ARAB	101	Arabic I
	ARCH	145	Designing for Communication and Presentation
	ARCH	160	Environmental Architecture and Design

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

ARCH	202	Introduction to Revit Architecture
ARCH	206	Advanced Visualization in Design
ARCH	215	Design Studio IA
ARCH	216	Design Studio IB
ARCH	217	Design Studio IIA
ARCH	218	Design Studio IIB
CSNT	130	Linux Administration
DBA	298B	Intermediate Broadcast Internship
DBA	298C	Advanced Broadcast Internships
FASH	136	Advanced Sewing for Apparel
FASH	141	Draping
GERM	101	German I
LT	105	Library Program Planning, Marketing, and Assessment
LT	110	Library Operational Skills/Technical Services
PHIL	125	Philosophy of Human Nature
PHIL	197	Philosophy Topics

I.6. Action: Requisites effective fall 2026

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2025 (under=added; strikethrough=removed; plain=no change)

Item	Subj	Nbr.	Title	Requisite
A.	AJ	221	Advanced Fingerprint Analysis	Prerequisite: AJ 220
B.	ECON	C2001	Principles of Microeconomics	Prerequisite: Completion of elementary algebra or the equivalent, or eligibility or completion of PSYC/SOC 205,
C.	ECON	C2002	Principles of Macroeconomics	Prerequisite: Completion of elementary algebra or the equivalent, or eligibility or completion of PSYC/SOC 205,
D.	ENGL	C1002	Introduction to Literature	Prerequisite: ENGL C1000 or ENGL C1000E or ESL 110 Successful completion of college-level composition
E.	ENGL	C1003	Critical Thinking and Writing through Literature	Prerequisite: ENGL C1000 or ENGL C1000E or ESL 110 Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent or ESL 110
F.	ARCH	206	Advanced Visualization in Design	Prerequisite: ARCH 202

Item J. from BoardDocs Agenda

J.1. Action: Distance Education and Course Reviews effective spring 2026

Exhibit 2.1 - October 15, 2025 Curriculum Committee Actions

October 15, 2025 Curriculum Committee Actions

The following courses have completed the course review approval process. Those eligible to be

Item	Subject Co #	Title	Is Distar	Originator
A.	AP C	754 Advanced Frame Scaffold	No	Jason Jarvinen
B.	AP DL	710 Light Gage Welding - AWS - A	No	Jason Jarvinen
C.	AP DL	715 Exterior Insulation Finish Systems (EIFS)	No	Jason Jarvinen
D.	CSIT	125 Computer Information Systems	Yes	Terrie Lynn Canon
E.	DBA	105 Multimedia Storytelling	Yes	Scott Richison
F.	FASH	100 Fashion Industry	Yes	Rita Campo Griggs
G.	FASH	120 Fashion Buying/Management II	Yes	Rita Campo Griggs
H.	FASH	130 History of Fashion/Costume	Yes	Rita Campo Griggs
I.	FASH	70 Fashion Knits	No	Rita Campo Griggs
J.	NURS	117-MS Introduction to Nursing Concepts	Yes	Linda Phelps
K.	NURS	218-MS Transition to Professional Nursing Practic	No	Linda Phelps
L.	POLS	C1000 American Government and Politics	Yes	Peter Bowman
M.	N READ	950 Reading and Language Arts	No	Erin Feld

Exhibit 2.2 - Governance-Structure-GE Subcommittee_10.15.25

GOVERNANCE STRUCTURE GROUP REQUEST



Date: ~~May 20, 2022~~ **October 15, 2025**

Proposed Name of Requested Group:	GE Subcommittee	
Request submitted by:	Vickie Mellos & Benjamin Mudgett	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change: meeting time, update membership	
Reporting Relationship: Curriculum Committee		
Purpose: • Evaluate, revise and/or affirm our philosophy of General Education. • Examine General Education requirements and processes from an equity lens. • Approve GE courses for the curriculum committee. • Collaborate with LOSC on the assessment of the College GE Outcomes. • Implementation of Legislation related to general education		
Products: • AP/BP policies • Legislative changes • GE approvals • GE assessment outcomes		
Meeting Schedule: Third Second Friday 8:00-9:30 a.m.		
Chair(s): Articulation Officer, Curriculum Co-Chair		
Members: Faculty shall be members of the Curriculum Committee. If membership cannot be filled by the Curriculum Committee, the Faculty Senate will appoint the General Education Subcommittee members: • Articulation Officer, Co-Chair • Curriculum Co-chair • One (1) SLO Coordinator • One (1) CTE Faculty • One (1) Counselor • One (1) student, appointed by ASG • One (1) faculty member from a department or discipline which offers at least one class in either the GE area or District requirement listed below • 9 faculty members: one from each of the GE areas and District requirements listed below (to view GE classes in each area, refer to the Articulation website). ○ District Requirements: ▪ American History & Institutions/Calif. Government ▪ Health and Fitness		

Exhibit 2.2 - Governance-Structure-GE Subcommittee_10.15.25

- Lifelong Learning & Self Development (per former CSU GE requirement)
- ~~Math/Quantitative Reasoning~~
- ~~Ethnic Studies~~
- GE Requirements:
 - ~~Area A: Language and Rationality~~
 - ~~Area B: Natural Sciences~~
 - ~~Area C: Humanities~~
 - ~~Area D: Social and Behavioral Sciences~~
 - ~~Area E: Lifelong Learning & Self Development~~
 - Area 1: English Composition, Oral Communication and Critical Thinking
 - Area 2: Mathematical Concepts and Quantitative Reasoning
 - Area 3: Arts and Humanities
 - Area 4: Social and Behavioral Sciences
 - Area 5: Natural Sciences
 - Area 6: Ethnic Studies

Structure revision (while part of the AB 1111/928 Steering Committee Taskforce)
Approved by Curriculum Committee: 10/16/2024
Approved by Faculty Senate: 10/21/2024

Structure revision –
Approved by GE Subcommittee: 9/18/2025
Approved by Curriculum Committee: 10/15/2025
Approved by Faculty Senate:

Exhibit 3 - Senate_Bylaws_Article2_Section4_Approval

For Senate Approval

Faculty Senate Bylaws

ARTICLE 2: FACULTY SENATE MEMBERSHIP & COMPOSITION

SECTION 4: MEETINGS

I. Regular Meetings

The Senate shall meet at 2:30 p.m. each teaching Monday during the academic year, and at such special times as may be called by the Faculty Council or by written request of twenty-five percent of the Senate membership, or ten percent of the full-time, tenured, and probationary ~~probationary~~ **tenure-track** faculty, or by ten percent of the part-time and Emeritus faculty.

All meetings of the Senate are open to all members of the Palomar community and to the public. No vote or motion shall be accepted after 3:50 p.m. unless a motion is passed to extend the time limit.

- a. A quorum consists of one more than one-half of the elected Senate membership.
- b. The Senate shall hold adjourned meetings at the discretion of the Senate President.
- ~~c. During the summer, a quorum of the Senate shall consist of one more than one-half the number of Senators who state their summer availability at the last regular meeting of the Senate.~~
- ~~d. Meetings of the Senate during the summer may be called at the discretion of the Senate President or by petition of a majority of available Senators.~~
- e. Agenda: Agenda items must be submitted to the Senate President by noon the Wednesday prior to each Senate meeting. The Senate President in consultation with the Council shall be responsible for the agenda.
- f. Voting: A simple majority of those present at any meeting having a quorum shall be accepted for passing a proposed agenda item. (This rule shall be subject to exception by a vote of those present.)
- g. Executive Session: Any Senator, any member of an involved committee, or any party to a personnel question may request an Executive Session. The Senate shall go into Executive Session unless such a session is opposed by a majority of those present. Executive Sessions are subject to requirements imposed by The Brown Act.
- h. Recusal: As a matter of professional practice, a Senator or a member of the faculty appointed by the Senate to a reassigned faculty position should voluntarily recuse

Exhibit 3 - Senate_Bylaws_Article2_Section4_Approval

themselves from any committee or situation in which a bias may exist as a result of personal or professional interest. Recusal by any Senator or faculty member on a particular matter because of concerns about impartiality or conflict of interest does not reflect adversely on the Senator or faculty member. It is simply an acknowledgement that in a complex and interconnected society such conflicts of interest may occur. Any conflict of opinion with regard to the appropriateness of the recusal of a Senator or faculty member shall be referred to the Professional Procedures Committee, which shall determine whether recusal is necessary and report back to the Senate.

- i. Minutes: The minutes shall come to the Senate for approval prior to distribution to the faculty at large.

II. Special Meetings

- a. A meeting held outside the schedule of regular meetings during the academic year shall be deemed a special meeting.
- b. Special meetings may be called by the Senate President or upon petition of a majority of the available Senators.
- c. A quorum shall consist of one more than one-half of the elected Senate membership.
- d. Agenda items must be submitted to the Senate President at least 24 hours prior to the meeting. The Senate President, in consultation with the Council, shall prepare the agenda.
- e. A simple majority of those present at a special meeting having a quorum shall be sufficient to adopt any properly agendized action item, unless otherwise determined by vote of those present.
- f. All further procedures shall follow the provisions of these Bylaws (Article 2, Section 4, I: Regular Meetings).

III. Summer Meetings

- a. A meeting held when Senators are off-contract during the summer recess shall be deemed a summer meeting.
- b. Summer meetings may be called by the Senate President or upon petition of a majority of the available Senators.
- c. A quorum shall consist of one more than one-half of the number of Senators who declare their availability at the final regular meeting of the academic year.

Exhibit 3 - Senate_Bylaws_Article2_Section4_Approval

- d. Agenda items must be submitted to the Senate President at least 72 hours prior to the meeting. The Senate President, in consultation with the Council, shall prepare the agenda.
- e. A simple majority of those present at a summer meeting having a quorum shall be sufficient to adopt any properly agendized action item, unless otherwise determined by vote of those present.
- f. All further procedures shall follow the provisions of these Bylaws (Article 2, Section 4, I: Regular Meetings)

Palomar Community College District Procedure

BP 3000

GENERAL INSTITUTION

REV 11/6/20

BP 3000 ANTIRACISM

References:

Education Code Sections 200 and 201(b)

Government Code Section 50260 - 50265

Title V (BOG)

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

CCCCO document

The Palomar Community College District (PCCD) is committed to fighting taking action against all forms of racism and white supremacy. The District has a shared responsibility to implement an action-oriented, systemic, antiracist approach to all practices designed to serve our diverse community. This approach should align, at a minimum, with the goals of the Chancellor's Office, mission of the institution, the college's strategic plan, and other institutional planning. We are committed to work towards racial equity and to eliminate eliminating structural and systemic racism and dismantle dismantling any practices or policies that perpetuate inequity. Antiracism includes an action-oriented approach to reducing bias, racism, and discrimination; supporting diversity; representing historically under-represented staff, faculty, and students in all areas of campus life; identifying and eliminating barriers that oppress people, and redesigning policies and systems to enable equity.

The District recognizes that bias, whether conscious or unconscious, and microaggressions have a detrimental impact on recruiting, retaining, and supporting Black, Indigenous, and People of Color (BIPOC) including faculty, staff and students. We recognize that language can also be a source of bias, and we commit to interrogating within ourselves, our uses of language, discourse, and representation to create an environment that fosters equity and social justice. The District is committed to identifying and eradicating all such forms of bias, racism, and discrimination.

The District will support Diversity, Equity and Inclusion (DEI). DEI positively impacts student achievement, aids in retention, reduces implicit bias, and positively affects a multicultural pedagogy. The District recognizes that policy and practices should support the intersectionality amongst diverse elements of our community members. To that end, the District commits to producing recognizable improvements and ensuring transparency across all of these efforts.

While DEI is tantamount to the success of the institution, The District also acknowledges the historic under-representation of BIPOC in Higher Education and specifically at PCCD and will be accountable and committed to redesign obsolete policies and procedures that oppress historically underrepresented groups. The District recognizes the importance of representing the specific racial and ethnic diversity in staff, This is a new Board Policy developed in-house.

Date Adopted:

Palomar Community College District Procedure

BP 3000

- 46 faculty and administration that parallels the students and communities the institution
47 serves.
48
- 49 This policy applies to all activities and practices of the District. We commit to continued
50 individual and collective antiracist work in ourselves, our classrooms, our campus, and
51 our larger communities. The District is committed to regularly reviewing this policy to
52 understand and adapt to the continuing evolution of DEI.
53
- 54 To this end, the Superintendent/President, in collaboration with all campus groups, shall
55 ensure that procedures are developed that promote DEI by recognizing the existence of
56 institutional and systemic racism and working to dismantle systems of oppression within
57 district programs and activities.

This is a new Board Policy developed in-house.

Date Adopted:

Exhibit 5 - PFF AI Resolution Draft

NOTE: This resolution from PFF is a DRAFT WORK-IN-PROGRESS. PFF is seeking input from Faculty Senate to strengthen the resolution. Nothing here should be understood as a final draft or final statement. While PFF is focused on working conditions, we know Faculty Senate is focused on Academic Matters—but we think our interests might align here and welcome feedback.

PFF Nectir AI Resolution

Whereas working conditions are a chief concern of the Palomar Faculty Federation (PFF)

Whereas 24.4 of the PFF/Palomar Community College District Collective Bargaining Agreement (CBA) states, “Faculty members shall demonstrate respect for students as individuals and adhere to the faculty’s role as intellectual guides and counselors. In this regard, faculty members shall ensure that they and their students are academically honest”

Whereas Palomar College faculty who are assigned to a course are expected to be the person interacting with their own students about the content of the course

Whereas AB 2370 (2024) reinforces the requirement that human faculty must serve as the primary instructors for community college courses

Whereas a large part of the work Palomar College faculty do is engaging in human-to-human, authentic interactions with students in multiple modalities

Whereas recently negotiated contract language states “per AB 2370, any faculty member for any Palomar College assignment must be a person”

Whereas Nectir AI was selected and endorsed by the California Community College Chancellor’s Office (CCCCO) without proper consultation of the Academic Senate for the California Community Colleges and other important stakeholders including state Unions

Whereas CCCCCO, Palomar College’s VPI, and the Professional Development Office endorsed Nectir AI to do a variety of tasks, including, per the CCCCCO Memo, “provide 24/7 support and answer course-specific questions. They can be customized based on your college information, department content, program materials, class materials, and syllabus”

Whereas the Professional Development Office clarified the work that Nectir AI could do for faculty is to be the one to respond to student queries about classroom content in lieu of the instructor responding to students themselves by noting, “...you can setup in the AI assistant with your own material, namely your syllabus, your lectures slides or handouts, transcripts of your videos (if you have them), and any OER materials (like books) that you use. And the AI assistant

Exhibit 5 - PFF AI Resolution Draft

will (via RAG: retrieval augmented generation), access your information first to try to answer or generate a response for the students, before going to the backbone LLM (foundation models like chatgpt, gemini, claude)”

Whereas offloading professor-student interactions to AI contradicts the importance of authentic, human-to-human professor-student interactions

Whereas offloading instructional duties to AI negatively impacts faculty workload considerations

Whereas PFF is advocating for increased compensation for increased workload, and faculty offloading workload to AI weakens PFF’s negotiating ability for fair compensation on behalf of all faculty

Whereas PFF successfully advocated for office hour parity for part-time faculty and this use of Nectir AI could jeopardize the justification for the need for compensation if professor-student interactions were offloaded to AI

Whereas the faculty role as an intellectual guide for students should not be usurped by any other person or any other entity (including AI)

Whereas a lack of transparency and confidence regarding data privacy (including but not limited to faculty course materials and student information) and a concern that faculty and student data would be used to train these AI systems troubles PFF greatly

Therefore be it resolved PFF opposes this unvetted push by the Chancellor’s Office, Palomar College, and other Palomar College employees to incorporate Nectir AI (and any similar system) into faculty workflows to supplant faculty work and duties

Therefore be it further resolved the promotion of AI tools should be thoroughly vetted through shared governance, Faculty Senate, and PFF before implementation

DE Committee Resolution on Transparency and Faculty Involvement in Institutional Technology Decisions at Palomar College

Approved by DE Committee on October 15th, 2025

WHEREAS, In August 2025, several Faculty members reported losing access to Microsoft desktop applications, with the IS Helpdesk responding that part-time Faculty only receive A1 (web-only) licenses instead of full A5 licenses; and

WHEREAS, In the same month, Faculty and staff experienced confusion with Adobe licensing when IS communications indicated a reduction in licenses, while employees simultaneously received product expiration notices, creating uncertainty about continued access; and

WHEREAS, Changes to foundational technology such as Microsoft Office and Adobe directly impact Faculty working conditions, effective instruction, student learning, and sudden or unclear changes create frustration for employees and unnecessarily burden support systems; and

WHEREAS, Information Services does not maintain a publicly accessible and regularly updated resource detailing what technology resources and licenses are available, or how to access them, leaving Faculty reliant on inconsistent or incomplete information; and

WHEREAS, Institutional technology decisions that affect teaching and learning appear to be made without meaningful Faculty input, raising concerns about transparency, planning, and equitable access for all Faculty;

RESOLVED, That the Palomar College Faculty Senate call upon the administration to establish transparent processes for institutional technology decisions that include meaningful Faculty consultation before implementation; and be it further

RESOLVED, That the Palomar College Faculty Senate request that Information Services create and maintain a publicly accessible and regularly updated resource outlining all available technology services, licenses, and access instructions for Faculty and staff; and be it further

RESOLVED, That the Palomar College Faculty Senate affirm that all Faculty, part-time and full-time, must have equitable access to the technology necessary to fulfill their teaching responsibilities; and be it further

RESOLVED, That the Palomar College Faculty Senate urge the administration to prioritize sustainable funding and planning for foundational technology, including Adobe and Microsoft Office licenses, and if limitations become necessary, implement a transparent and equitable process for Faculty to request access; and be it further

RESOLVED, That copies of this resolution be sent to the Palomar College President, Vice President of Instruction, Vice President of Finance and Administration, and Director of Information Services.

Exhibit 6 - DE Committee Resolution On Transparency and F_Kelly Falcone



California
Community
Colleges

MEMORANDUM

September 30, 2025

ESS 25-63 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs
LaTonya Parker-Parnell, President of Academic Senate for California Community Colleges
Michelle Pilati, Project Director of Academic Senate for California Community Colleges
Open Educational Resources Initiative

RE: Empowering Day-One Access through OER (Title 5, § 54221)

Purpose

Every student should begin every class fully equipped to learn—no fees to clear, no codes to buy, and no waiting for financial aid. California Code of Regulations, title 5, [§ 54221 Burden-Free Access to Instructional Materials](#), advances this vision by calling for district policies that ensure first-day access to textbooks and supplemental materials, minimize financial and administrative burdens on students, and preserve faculty responsibility and academic freedom in selecting course materials. This memo embraces the regulation not as a checklist, but as an opportunity to widen the path to transfer and completion by encouraging colleges to achieve its intent through the adoption of open educational resources (OER) and building sustainable Zero-Textbook-Cost (ZTC) pathways.

This new regulation also directly advances the goals of Vision 2030: equity in access, equity in support, and equity in success. By eliminating the cost barrier to instructional materials, students who have historically been excluded from timely participation in their coursework can engage from the very first day. By encouraging the use of OER and establishing Zero-Textbook-Cost (ZTC) pathways, colleges can provide consistent, sustainable affordability across entire programs, and not just individual courses. And by embedding burden-free access into local policy, districts help students complete their educational journeys more efficiently and equitably, strengthening pathways to transfer, degrees, and family-sustaining careers.

This guidance follows the Chancellor's Office memorandum issued July 22, 2025 ([ESS 25-43](#)), which outlined the regulatory provisions for burden-free access, and previewed this empowerment memo to support local policy development and day-one access across textbooks, supplies, and supplementary materials.

Exhibit 7.1 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

Background

As noted in [ESS 25-43](#), title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) was filed July 1, 2025, and became effective July 30, 2025. Districts have 180 days—until Jan. 26, 2026—to align local policy. While policy is the start, meeting the intent of the regulation will take local focus and collaboration. Core expectations include: ensuring first-day access to textbooks and supplemental materials (including through adopting or adapting OER or, where needed, providing initial textbook chapters consistent with copyright); strengthening access to all other instructional materials before they are required; upholding faculty academic freedom; and fostering student-centered practices such as ZTC degrees, library lending, and early financial-aid disbursements consistent with federal regulations.

The regulation defines “instructional materials” broadly as all required items for a course—textbooks, supplemental materials, and supplies. Textbooks are the educational resources listed in the syllabus; supplemental materials include lab manuals, workbooks, required software or homework systems, journal articles, interactive websites, and readers. This breadth invites colleges to reimagine the entire learning experience—not just the book—through an affordability lens.

Why This Matters

The July memo underscored what students have told us for years: required materials can cost hundreds of dollars annually, forcing many to avoid courses, change majors, or attend class without required tools. When day-one access is the norm, faculty can teach to the syllabus from the first moment; students engage immediately; and momentum toward transfer and completion strengthens—especially for learners who have historically shouldered the greatest financial burdens.

From Regulation to Reality: Colleges Can Deliver Day-One Access Through OER

Imagine the first week of each term on your campus. A student opens Canvas on Sunday night and finds the resources they need to start the class—ready to go, without the barrier of a required payment. A faculty member feels free to choose the best materials for learning and to adapt them over time to better reflect local communities and program outcomes. A library has built the connective tissue—stable links, print-on-request at institutional cost, course reserves—to make materials persistently available in multiple formats. This is the day-one experience the burden-free regulation invites us to co-create.

To move toward this vision, consider a collaborative arc that brings together administrators, local Academic Senates, libraries, student services, and faculty, with the [Academic Senate for California Community Colleges Open Educational Resources Initiative \(OERI\)](#) as the practical hub. The OERI, stewarded by the Academic Senate, has become a cornerstone for this work. It offers far more than a collection of open resources. OERI curates [comprehensive discipline-specific collections of](#)

Exhibit 7.1 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

[OER](#) that are aligned with the California Community Colleges' transfer infrastructure, including C-ID course descriptors and Transfer Model Curricula (TMCs). This means that for many of the courses students must take to transfer, there are already high-quality, peer-reviewed OER textbooks, ancillaries, and even OER for complete Associate Degree for Transfer (ADT)-aligned pathways available for adoption. OERI also supports faculty through accessibility checklists, DEIA-informed style guides, and professional development webinars, while fostering a statewide network of OER liaisons and discipline leads who share practices, troubleshoot challenges, and participate in materials development where gaps exist. In other words, OERI offers both the content and the community needed to make day-one access through OER not only possible, but practical and sustainable.

Consider the possibilities for your college:

- **Discovery aligned to transfer.** Departments might begin with high-enrollment, transfer-critical courses such as those in Cal-GETC or ADT pathways. Faculty and OER liaisons can [explore OERI's curated collections](#)—organized by discipline, aligned to C-ID, and scaffolded to TMCs—to locate ready-to-adopt texts and ancillaries that match California transfer patterns.
- **Adopt for day one; adapt for your students.** When a strong match exists, faculty can post OER in Canvas ahead of the term, ensuring immediate, no-cost access. When gaps appear, OER licensing enables remix and localization. Faculty can integrate culturally responsive examples, adjust sequencing, and align assessments without delaying access to students. The regulation preserves academic freedom even as it encourages zero-cost practices; OER expands the palette of choices available to instructors.
- **Cover the whole syllabus.** Because instructional materials also include supplemental items such as homework systems, readers, software, and manuals, faculty and librarians could cross-walk each syllabus against open or library-licensed alternatives. Where proprietary elements remain essential and no open alternative exists, districts can implement policies and practices that eliminate student costs through lending, targeted purchasing, or library acquisitions—so students still begin fully equipped.
- **Accessibility and DEIA by design.** Instructional designers, accessibility experts, and librarians might use OERI's accessibility practices and discipline-based quality approaches during adoption cycles, so accessible formats, alt-text, captions, and inclusive examples are standard.
- **Make it seamless for students.** Colleges are already required to mark no-cost sections in the schedule of classes, assisting students in finding those sections that are already aligned to the new regulation. In addition, colleges can ensure durable library links to resources are available and provide print options at institutional cost. When a print bridge is helpful, providing initial chapters consistent with copyright keeps learning moving from day one.

Exhibit 7.1 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

- **Stitch courses into pathways.** Departments may convene and discuss how to connect course adoptions into ZTC degree maps, using OERI’s C-ID and TMC scaffolds, so students can complete certificates and degrees without materials charges.
- **Support the people doing the work.** Adopting and adapting OER is scholarly and pedagogical work. Colleges might recognize this through providing faculty time, flex credit, peer mentoring, adoption “studios” supported by instructional designers and librarians, and by recognizing and valuing OER work in evaluation and professional growth. The OERI liaison network and regular webinars provide community, professional learning, shared ancillaries, and just-in-time help as faculty move away from publisher bundles.

Throughout, imagine the compounding effect for students: consistent, predictable no-cost access course after course; a schedule that clearly signals affordability; and a Canvas page that always opens to what they need.

Policy To Practice This Year

[ESS 25-43](#) encouraged colleges to view the new regulatory provisions as a strategic opportunity to formalize and strengthen policies that already align with equity plans and board priorities.

Adopted policies are not expected to result in the immediate establishment of no-cost first-day access, but to establish the conditions to achieve this goal over time. Local Academic Senates and administrators together might consider:

- **Policy as a runway.** Rather than a single compliance moment, imagine policy language that guides long-term decisions—procurement, budgeting, library investments, and program review—toward sustainable practices that gradually eliminate student costs for instructional materials. OER offers the clearest pathway toward this goal, with lending and targeted purchasing filling in when open options are not yet available.
- **Collaborative pathway build-outs.** Colleges may convene cross-functional design sprints—faculty leads, OER liaisons, librarians, instructional designers, financial aid—to map the next wave of OER adoptions in large GE and transfer bottlenecks and publish a living OER/ZTC pathway map students can plan around.
- **Student-centered operations.** Imagine materials that are available before they are required for a grade, with multiple formats supported, schedule notes that help students choose no-cost sections, and (where appropriate) earlier aid timing to reduce frictions that remain.

In reflecting on these directions, colleges may also weigh which solutions align most closely with the intent of title 5 [§ 54221 Burden-Free Access to Instructional Materials](#).

Exhibit 7.1 - ess-25-63-empowering-day-one-access-through-o_Kelly Falcone

Empowering Day-One Access through OER (Title 5, § 54221)
September 30, 2025

Automatic-billing approaches—sometimes called “inclusive” or “equitable” access programs—do place materials in students’ hands on day one, but they do not eliminate instructional materials costs. These models address only one dimension of the regulation: timing. By contrast, OER and ZTC pathways embody both the letter and the spirit of the regulation by ensuring access on the first day and by eliminating costs for students over the long term. Colleges and senates might imagine policies that set this more ambitious outcome as the north star, with each new OER adoption and each new ZTC pathway a step toward a future where instructional materials no longer represent a financial barrier.

Conclusion: A Systemwide OER Platform and Burden-Free Recommendations

As previewed in the July memo ([ESS 25-43](#)), the Chancellor’s Office is completing an RFP process to identify a systemwide OER platform to simplify searching, adoption, adaptation, attribution, and accessibility support. Additionally, the Burden-Free Instructional Materials Implementation Taskforce, charged with translating recommendations into actionable, sustainable strategies, will culminate its work into an action-oriented report with best practices, systemwide opportunities, and technical assistance.

The new title 5 [§ 54221 Burden-Free Access to Instructional Materials](#) invites us to do together what none of us can do alone: *make day-one, burden-free access the California Community Colleges standard*. When administrators and local Academic Senates collaborate to align policy and practice, when faculty are supported to choose and shape OER, when libraries and student services smooth the path, and when procurement aligns with our values, every student begins every class ready to learn. That is the spirit of Vision 2030—and the promise this regulation helps us realize.

For questions regarding this memorandum, please contact Chad Funk, Educational Services and Support Division at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives



MEMORANDUM

July 22, 2025

ESS 25-43 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Offices

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Burden-Free Access to Instructional Materials: Regulatory Provisions

This memorandum outlines the regulatory provisions in California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). Background information and requirements of the new regulation are provided.

Background: Advancing Vision 2030 Through Burden-Free Instructional Materials

The unwavering commitment of the California Community Colleges to eliminate barriers to student success has never been more critical as we advance Vision 2030. For over a decade, our system has sought to remove the student financial burden of instructional materials. Our collective efforts — from pioneering Zero-Textbook-Cost (ZTC) programs to achieving remarkable Open Education Resources (OER) adoption rates — directly support our Vision 2030 goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Toward that end, the California Community Colleges Board of Governors approved regulatory action, adopting California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). The regulation was filed with the Office of Administrative Law and the California Secretary of State on July 1, 2025, and becomes effective July 30, 2025. College districts have 180 days from July 30, 2025, to conform their policies and procedures to the regulatory requirements, with a deadline of Jan. 26, 2026.

The intent of this regulation is to strengthen access and affordability by ensuring governing boards develop or enhance policies that advance the availability and use of burden-free instructional materials. The urgency of this regulation cannot be overstated when we consider the profound impact of instructional material costs on student success. According to the [2021-2022 California Student Aid Commission Student Expenses and Resources Survey](#), students face \$938 per year in costs for required materials — a financial barrier that forces nearly 72% of students to avoid certain courses or even change their academic majors due to textbook and other material expenses. Nearly 35% of California college students reported not having enough money to pay for instructional materials ([BFIM Report](#)). Perhaps most troubling, 65% of students report attending classes without required materials, directly undermining their ability to fully engage in their educational experience and achieve the learning outcomes we all envision in Vision 2030.

Exhibit 7.2 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

Developing Policies to Support Burden-Free Access to Instructional Materials

The new regulation requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students throughout the term. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by [Education Code section 78052](#), and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations ([34 CFR §668.164\(i\)](#)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability.

The regulation defines instructional materials as all required items for a course — including textbooks, supplemental materials, and supplies. “Textbooks” are identified as the educational resources listed in a course syllabus, while “supplemental materials” include a broad range of additional learning supports such as lab manuals, workbooks, required software, journal articles, interactive websites, and readers.

System Support to Further Burden-Free Instructional Materials Efforts

Chancellor Christian has long been a champion for our systemwide ZTC and OER efforts, and the Chancellor’s Office continues to advocate for resources that support the curation, maintenance, and utilization of OER across our system — especially as these sustainable materials can directly impact student access and success. As college leaders, governing boards, general counsels, and district staff begin to engage the provisions of the new regulation, please know the Chancellor’s Office has and will continue to invest significant resources and staff time in supporting local efforts.

The resources and support that are — and will be — available as colleges undertake the provisions of the new regulation include:

- **Forthcoming Empowerment Memo to Support Policy Development:** subsequent guidance regarding OER/ZTC, meeting day one access for textbooks, and other instructional materials (supplies and supplementary materials) is forthcoming to support the development of local policies consistent with the Burden-Free regulation.

Exhibit 7.2 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

- **RFP for Systemwide OER Platform:** In fall 2025, an RFP process will identify a comprehensive OER platform to support all colleges with advanced features and technology to foster utilization and sharing of OER content, augment accessibility support, and create a repository of content and graphics to adapt as needed.
- **Systemwide Burden-Free Instructional Materials Taskforce:** In 2022, the Burden-Free Instructional Materials Taskforce engaged student challenges by accessing instructional materials, efforts, and opportunities to further scale Open Educational Resources, and how to address the often-hidden or prohibitive cost of other instructional materials. In 2023, the task force delivered [19 comprehensive recommendations](#) for achieving burden-free instructional materials. In 2024, a new Burden-Free Instructional Materials Implementation Taskforce was formed. This Taskforce is currently charged with translating the 19 recommendations into actionable strategies and coordinating systemwide implementation — all with the goal to co-build a sustainable infrastructure for systemwide burden-free instructional materials. The outcome will be an action-oriented report in 2026 with strategies for sustainable financial solutions, strategic planning considerations, and customized technical assistance for faculty, administrators, and staff.
- **ZTC Program and OER Adoption:** The California Community Colleges Chancellor's Office received a one-time legislative appropriation of \$115 million in 2021 to fund the Zero-Textbook-Cost (ZTC) Degree Grant program and subsequently provided grants to colleges for the purpose of eliminating textbook costs by primarily supporting Open Educational Resource (OER) utilization in ZTC degree and CTE academic pathways. These grants are empowering colleges to develop and implement OER-supported ZTC program pathways, directly cutting costs for students and promoting equitable access. To date, 115 colleges received a minimum of \$520,000 in grant funding to develop at least 3 ZTC pathways at each institution, supporting a goal of providing over 1,000 state-wide ZTC pathways to students by Fall 2027. In support of our ongoing OER adoption and maintenance, the [ASCCC OERI](#) continues to support the systemwide utilization of OER through [curated content collections](#) by discipline, course identification number (C-ID), and transfer model curriculum (TMC), as well as providing ongoing faculty professional development and support from OER Liaisons.

Advancing Local Plans, Goals, and Priorities through Burden-Free Instructional Materials

Colleges and districts should recognize this regulation as a strategic opportunity to formalize and strengthen policies that directly advance their existing institutional commitments to student success. This regulatory framework provides governing boards with the tools to codify burden-free instructional materials initiatives that likely already align with college equity plans, strategic goals, and board priorities. By integrating these requirements into your existing governance policy, districts can create a unified approach that connects your local Vision 2030 implementation efforts with concrete policy action that furthers the goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Exhibit 7.2 - ess-25-43-burden-free-access-to-instructional_Kelly Falcone

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

If you have questions about this memo, please email Chad Funk, Specialist, Educational Services and Support Division, at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives, Institutional Supports and Success

DISTANCE EDUCATION RESOLUTION: Adoption of Simple Syllabus Platform

Approved by DE Committee October 1, 2025

WHEREAS, The Faculty Senate, Distance Education Committee, and Administration have collaborated since 2017 to enhance syllabus accessibility and support faculty in syllabus creation, with faculty requesting templates and support that led the Professional Development Office to develop resources to meet these needs;

WHEREAS, The Distance Education Committee conducted a comprehensive evaluation of Simple Syllabus from October 2022 through February 2025, including multiple demonstrations and positive feedback from faculty, students, and department chairs;

WHEREAS, Simple Syllabus provides accessible syllabi through Section 508 compliance, streamlines syllabus creation for faculty with automatic course data integration, and offers efficient management tools that benefit students, faculty, and administrators; and

WHEREAS, Simple Syllabus has been successfully implemented at fourteen California Community Colleges, demonstrating proven effectiveness in community college environments;

THEREFORE BE IT RESOLVED, That the Faculty Senate of Palomar College recommends that the District adopt Simple Syllabus as the institutional syllabus platform to advance student success and support faculty as recommended by the Distance Education Committee;

RESOLVED, That the Faculty Senate will work with the Academic Standards and Practices Committee, Academic Technology Resource Center, Information Services, Instructional Designers, and Distance Education Committee to establish implementation protocols;

RESOLVED, That the Faculty Senate recommends that the District provide funding and programming support for Simple Syllabus implementation, estimated at \$34,274 for the first year and \$29,274 annually thereafter; and

RESOLVED, That the Faculty Senate will encourage faculty participation in professional development opportunities to support successful Simple Syllabus adoption.

CANVAS TOOL REVIEW: SIMPLE SYLLABUS



BACKGROUND

[See Appendix A](#)

The Faculty Senate, Distance Education (DE) Committee, and Administration have had discussions about syllabi. The Faculty Senate has discussed syllabus standards or requirements, the DE Committee has discussed potential solutions for syllabus creation, and the administration has discussed a need to simplify the way syllabi are shared and stored. In addition, since about 2017 the Professional Development Office has provided “unofficial” syllabi templates for faculty to utilize due to continued requests from faculty. The DE Committee has identified a tool called Simple Syllabus, that may address institutional conversations regarding syllabi.

A representative from Simple Syllabus provided a demonstration to the DE Committee in October 2022. The committee continued to discuss the tool and re-examined it with a second demonstration in December 2024. This led to continued interest in learning more about the program. In February a Simple Syllabus representative provided two additional opportunities for DE Committee members to participate in a deeper review of the tool.

The Faculty Senate has discussed both the creation of syllabus standards and requirements, as well as drafted and approved syllabus statements for faculty to include in their syllabi. In December 2022, the senate formed a workgroup to draft institutional syllabi standards; however, that work paused and was then assigned to a new committee called the Academic Standards and Practices committee which began meeting in Spring 2025. An example of syllabi language drafted and approved by the faculty senate is the language regarding student responsibilities for course materials, approved in May 2022.

Separately, institutional conversations occurred outside faculty channels. In Fall 2024, a Dean and Canvas Administrator independently reviewed Simple Syllabus and brought it to the VPI, but funding concerns paused progress. Additionally, the Strategic Enrollment Management (SEM) Workgroup identified Simple Syllabus as a possible solution for standardizing syllabus submissions.

The DE Committee now recommends Simple Syllabus to support accessible syllabus creation, centralized management, and alignment with institutional standards.

ABOUT SIMPLE SYLLABUS

Simple Syllabus Executive Summary:

Simple Syllabus is a centralized, template-driven platform, enabling instructors to quickly personalize and publish interactive class syllabi—saving your entire campus time, budget, and frustration. Our application’s unique approach pulls together established institutional data such as policies, learning objectives, and course section content so your staff doesn’t have to.

Easy to use and instantaneous, the administrative template builder will enable you to quickly define the required informational sections, structure, and design of your institution’s syllabi while still giving faculty the autonomy to personalize content for their classroom. Standardized data such as policies can automatically populate, saving time and ensuring consistency whenever a change is required.

Retrieval of your institution’s syllabi for compliance purposes is even easier. Simple Syllabus is built on a centralized repository that archives all campus syllabi and their underlying data to support extensive reporting capabilities for accreditation.

WHAT PROBLEM COULD SIMPLE SYLLABUS SOLVE FOR PALOMAR?

- **Syllabi Accessibility:**
 - Simple Syllabus is Section 508 Compliant
 - VPAT addresses WCAG AA 2.2
 - Faculty would enter their course information into an accessible program.
 - LA Mission College utilized a third-party business to conduct a manual accessibility check with a blind user, and the tool passed the evaluation.
 - Although Faculty could still make accessibility
 - Mistakes when entering their own information, such as not using descriptive links, there is a built-in accessibility checker similar to Canvas to identify accessibility issues.
- **Syllabi Ease of Access**
 - Students can easily access the syllabus directly from the Canvas course menu.
 - Students can access a student dashboard with all of their syllabi in one place.
 - So, if a faculty member is using Simple Syllabus and they are not using Canvas, students can still access the syllabus.
- **Syllabi Collecting**
 - Currently, department chairs and ADA’s need to request syllabi and track syllabi submissions for all classes. Using Simple Syllabus, department chairs and ADA’s can have access to a dashboard to see all of the syllabi that have “not started,” are “in progress,” and “completed.”
- **Syllabi Storage and Archive**

- Currently each department has created their own process for managing and archiving all course syllabi. Using Simple Syllabus would provide a consistent easy-to-access program for collecting and storing all syllabi.
 - Example: [Fresno Community College Syllabus Library](#)
- **Syllabi Accuracy**
 - Simple Syllabus will pull the course information directly from our system of record into the syllabus.
 - Information that can be sent to Simple Syllabus and automatically included in the syllabus: Course title, course description, course important dates (i.e. drop, grade change, census), course outcomes, required textbook/materials.
- **Syllabi Institutional Policies/Practices**
 - Simple Syllabus can auto populate suggested institutional policies, practices, or procedures. For example, it could provide suggested language for Academic Integrity, ADA, Mental Health, Financial Aid, etc.
- **Language Support**
 - Has automatic language translation
 - Students can set Simple Syllabus to their preferred language.
- **Supports Syllabus Creation and Creativity**
 - Course information is already added to the syllabus, removing the need for faculty to get the information from PeopleSoft.
 - Supports Creative Design
 - Although Simple Syllabus is a template, faculty have control over what they enter into the textboxes in the template. So, much like a faculty member can design a Canvas page with images, videos, and colors, the same function exists in Simple Syllabus.
 - For each of the template areas, we can provide “helpful tips” or guidance that helps faculty decide what to put in the template. This acts like a guide for syllabus creation embedded within the tool.
 - Once created, Faculty can copy previous syllabi into a new syllabus.
 - Examples:
 - [Fresno Syllabus for Financial Accounting](#)
 - [Fresno Syllabus for Managerial Accounting](#)
- **Notification of Syllabi Adjustments**
 - Student can “follow” a syllabus and receive notification when anything is updated on the syllabus. This ensures students are quickly aware of any changes.
- **Improve Recruitment and Retention**
 - Students will be able to easily view all syllabi before they register for a class, allowing them to get a preview of the class before they register.
 - Because students can preview a class beforehand, they will be better informed prior to registration and therefore will be less likely to drop a class, improving retention.

WHAT ARE SOME SIMPLE SYLLABUS CONSIDERATIONS?

- **Governance and Decision-Making**
 - Palomar will need to decide upon who will manage the program and the template.

- For example:
 - The Academic Standards and Practices Committee who is responsible for syllabi could be the Faculty Senate Committee who determines the Institutional policies/practices/processes that should be included in the template and the suggested language.
 - The ATRC could be responsible for ensuring the tool is working correctly, providing support/training on using the tool, and ensuring the data feed from our system of record is working correctly for the tool.
 - The Distance Education Committee and Coordinator could be the group that fields questions or suggestions about the tool.
- **Workload for Faculty**
 - The majority of the workload will take place with the first time a faculty member creates their syllabus using the tool. Once they create their first one, they can easily copy the content to additional syllabi.
 - Idea for ease of implementation:
 - The DE Coordinator/Committee and Instructional Designer can lead a series of PD Workshops and Open Lab times to support faculty in learning to use the tool and publishing their first syllabus.
 - Upon successful implementation, the tool should reduce workload. For example, the faculty member no longer has to worry about sending the syllabus to their department.
- **What happens if Simple Syllabus goes away or we end the contract with Simple Syllabus?**
 - We own all of the data in Simple Syllabus.
 - We can export any and all Syllabi PDF's at any time.
 - We would never lose what we have in Simple Syllabus.
- **Cost and Budget: Official cost proposal has expired. Will need to request a new one.**
 - The cost for the first year is more as it includes the implementation and training costs.
 - The college will pay about \$34,000 the first year to get everything set up and running. After that, it will cost about \$29,000 per year to keep using the system.
 - Costs for the First Year:
 - Setup Fees (One-Time Costs):
 - Build-Out Pathway: \$1,700 (Setting up templates and importing data)
 - Training Pathway: \$800 (Training staff and providing practice tools)
 - Technical Pathway: \$2,500 (Connecting the system to the college's online tools)
 - Total One-Time Costs: \$5,000
 - Annual License Fee (Recurring Cost):
 - \$2.00 per student for 14,637 students: \$29,274 per year
 - Total First-Year Cost: \$34,274
 - Costs for Following Years
 - Only the Annual License Fee: \$29,274 per year
 - This system is designed to save time for teachers, make it easier for students to access class information, and help the college stay organized.

WHO IS USING SIMPLE SYLLABUS?

- Current CA CC Partners:
 - Cerritos College
 - City College of San Francisco
 - Columbia College
 - College of the Desert
 - Foothill College
 - Fresno City College
 - Los Angeles City College
 - LA Mission College
 - Mt. San Jacinto College
 - West Los Angeles College
 - West Valley College
 - Compton College
 - Coalinga College
 - Imperial Valley College

APPENDIX A: HISTORY

DE COMMITTEE MEETINGS:

- 10-5-2022: Minutes
 - Simple Syllabus Presentation with Matthew Compton-Clark
 - Matthew explained what they do and how they can help Palomar. They are the market leader in syllabus technology and work with 3 CA community colleges. Creates liquid syllabi easy for instructors to create and students to access. Matthew gave a demonstration on Simple Syllabus in Canvas.
 - Erin asked about other syllabi tools to evaluate. Members will let Erin know. Jacob asked if Canvas can have a standard template that is required, rather than available in Canvas commons.
- 12-7-2022: Minutes:
 - Tools – The committee discussed the tools Nectir, Simple Syllabus and Pronto but felt they were others they need to consider. They asked the DE Coordinator to get a firm deadline from the ATRC before submitting a final list.
- 2023-2024: DE Committee briefly discussed tools that had previously been reviewed by the committee to determine which, if any, the committee would like to continue reviewing.
- Fall 2024: DE Coordinator discovered that a Dean, working with a Canvas Admin, reviewed Simple Syllabus, liked it, took it to the VPI, and then decided there wasn't funding. This was all done without faculty input or collaboration. DE Committee decided to review the tool again to determine if we, as faculty, would be interested in the tool.
- 12-18-24: DE Committee had Simple Syllabus provide another demonstration of the tool to ensure all current members had an opportunity review.
 - Mike Ayers from Simple Syllabus joined the meeting to provide a demonstration of the tool.
 - Simple Syllabus has many partners in CA and recently signed on an entire District. From 6-12 CA clients in 2024. 400 across the US.
 - Students, Instructors, and Admins. All features available to all clients. No limit to the number of templates. Can integrate if/then statements such as if this in an online course, this is what will appear.
 - Integrates into LMS and SIS. Integrates into Canvas. Populates data automatically, such as College policies, important dates (add/drop, etc.).
 - Can set deadlines and approval process.
 - Previous syllabus auto populated and updated with global template info.
 - Can add help tips to any section for faculty. Help button allows for messaging help desk with 10-15 minute response times during business hours.
 - Course information has data blocks that can be copied to other areas within the syllabus and is all linked so that changes populate everywhere.
 - Built in accessibility checker that walks through any issues.
 - Can integrate COR info such as SLOs from Curricunet. Need to send over supplemental data file every so often.
 - Have API with Canvas to automatically sync assignments. Not sure if Zoom dates can be integrated.

- Palomar uses Follett Discover, does this integrate into SS? As long as the date can be exported and sent to SS.
 - Statements from global template can be edited by instructor if Admin gives permission.
 - Changes made are auto saved, such as Google docs.
 - Can set up due dates and auto reminders. Can set an edit date.
 - Student report lets instructor know if student viewed, 3 of times viewed, % viewed, and last date viewed.
- 2-5-2025: DE Committee conveyed an interest in the tool and a desire to have another opportunity to dig deeper into the tool and ask questions.
- 2-12-2025: Optional session scheduled with Simple Syllabus for DE Committee Members to dive deeper into the tool.
- 2-13-2025: Optional session scheduled with Simple Syllabus for DE Committee Members to dive deeper into the tool.
- 4-25-2025: [Simple Syllabus presentation](#) to ASG.
- 5-2-2025: Chairs and Directors presentation.

FACULTY SENATE

- 12-12-2022, Agenda item: Reviewing a Syllabus (Exhibit 8 and 9) – Falcone- Discuss institutional standards for what must be included in a syllabus and how that is communicated to faculty.
 - Minutes: Senator and TERB Coordinator Kelly Falcone said there aren't any written requirements of what a syllabus should include which makes it difficult to have a proper evaluation of a syllabus. Some departments do have their own syllabus format but a "centralized" format doesn't exist at Palomar. Senator Falcone has done some research which told her that the local Senate should be the body that decides what a syllabus should include. She explained her exhibits and said an institutional standard syllabus can be created and departments will have an opportunity to add their own additional requirements if needed. Several Senators volunteered to be on a workgroup to create the document to bring back to the Senate.
- 5-2-2022 Minutes
 - B. Update on Canvas Security (See Exhibit 4) Senator and DE Coordinator Erin Hiro shared the exhibit outlining concerns and resolutions for curtailing students taking a professor of colors videos and posting it on hate group websites. [[long minutes- review in boarddocs](#)]
- 5-9-2022: Agenda item Proposed Syllabus Language re Student Responsibilities – Lawson et al (see Exhibit 3) a. Lawrence Lawson and other volunteers from the work group will present suggested language to curtail unauthorized recordings of class materials by students.
- 5-23-2022: Proposed Syllabus Language re Student Responsibilities – Lawson et al (see Exhibit 5) a. Lawrence Lawson will present for approval the revised suggested syllabus language regarding student use of course materials.
- Faculty senate goals 2023-2024: "To address questions and concerns around faculty responsibilities for office hours, **syllabi content**, and participation in shared governance, the faculty senate will work with the PFF to draft language to communicate responsibilities to all faculty."
- Faculty Senate Goals 2024-2025: "Task Academic Standards & Practices Committee to examine probation policies and language, find solutions to encourage more faculty participation in shared governance, update grade dispute policy, create a faculty manual including syllabus standards."

Exhibit 8.2 - Simple Syllabus DE Committee Review & Histori_Tanessa Sanchez

- 4-21-25: Simple Syllabus included in DE Report to the Faculty Senate
- 4-28-25: Faculty Senate approved DE Resolution titled “Faculty Senate to support the recommendation from the Distance Education (DE) Committee, that the Faculty Senate and PFF explore the possibilities and implications of requiring the use of Canvas for all classes.” This includes a requirement to have a course syllabus in Canvas for all courses.
- 5-19-25: Included in the [2025 Distance Education Annual Report](#) to the Faculty Senate.
- Fall 2025: Offer town hall like sessions to gather faculty input on Simple Syllabus.

ASG DISCUSSION

- 4-25-2025: [Simple Syllabus presentation](#) to ASG.
- Well received. Students appreciated the ability to locate syllabi in one place, consistency in messaging and information on the syllabi between courses and faculty, and the ease of students to request/access syllabi after leaving Palomar for university

CHAIRS AND DIRECTORS

- [5-9-25: Presented Simple Syllabus to Chairs and Directors](#)
 - Document provided to Chairs and Directors: [Simple syllabus: syllabus creation, sharing, and management tool](#)
 - [Simple Syllabus Presentation](#)
- Presented an overview of the tool, examples from other colleges, explained how it could benefit faculty, chairs/institution, and students, and then asked Chairs if they think it is something the DE Committee should continue to pursue. The response was positive, with procuring funding being the next step.
- Included the conversation of DE looking at the idea of requiring all courses to use Canvas, at a minimum, to post and house the course syllabus.

Exhibit 9.1 - Resolution Classified Hiring (3)

DRAFT 3 (after 18 November 2024 Senate Feedback and Consultation with CCE)

Whereas, Faculty Senate has a role in Processes for Institutional Planning and Budget Development through its 10 +1 +1

Whereas, Faculty Senate is on record asking the Administration questions about institutional planning and budget development related to classified support in our departments and divisions

Whereas, Faculty Senate has no official record of our questions being answered by the Administration

Whereas, classified staff are essential to the operational and institutional success of the college, entrusting the seamless delivery of services that directly impact student success and faculty support

Whereas, prolonged vacancies and inadequate staffing contribute to burnout, diminished morale, and increased turnover among classified employees, further exacerbating staffing shortages.

Whereas, equitable treatment of classified staff, including fair workloads, opportunities for advancement, and competitive compensation, is fundamental to fostering a respectful and inclusive work environment

Whereas, vacant administrative vacancies are immediately filled while classified vacancies have been left unfilled for so long

Whereas, staffing shortages lead to the exploitation of short-term hourly workers

Whereas, staffing shortages inappropriately lead to increased workload for faculty

Whereas, staffing shortages lead to negative impacts in student learning environments

Whereas, Faculty Senate is sending this resolution to the Superintendent/President for review and response

Be it resolved, Faculty Senate requires answers to the following questions by its first regular meeting of the Spring 2025 semester:

1. If executive council determines which classified positions are “important and needed,” what is the mechanism for faculty and classified voice to be heard in those meetings?
2. What is the specific plan to hire classified support staff for recently new and upcoming administrative positions?
3. How much has the district already budgeted to fill vacant classified positions and upcoming, new, and needed classified positions?
4. Classified vacancies led to their associated budgets being “swept.” Over the past five years, where did those monies go and why?
5. Can classified positions be designated as “important and needed” *before* the vacancy occurs to allow for replacement of the position and training?
6. What specific retention strategies are being implemented to ensure the district retains skilled staff amid ongoing vacancies?
7. How is the district evaluating its current hiring and onboarding processes to identify and address bottlenecks or inefficiencies?

Exhibit 9.1 - Resolution Classified Hiring (3)

Be it further resolved, the Faculty Senate is committed to being a helpful and proactive partner in improving these areas of Institutional Planning and Budget Development and reminds its partners that ongoing dialogue is required of successful partnerships

Be it further resolved, we steadfastly support the notion that student, faculty, and district success hinge on a replete and respected classified staff workforce

Be it finally resolved, the Faculty Senate calls for a joint task force with classified staff representatives to develop actionable solutions addressing shortages, workload equity, and fair compensation.

Minutes Record Regarding Classified Hiring

1st Presentation by President Rivera-Lacey and VP Pedrosa after being invited by President Wendy Nelson to address their perspective and answer around Faculty concerns around Classified Hiring:

September 23, 2024 – Information Presentation

Item B. - Hiring of classified staff, President Rivera-Lacey

a. Along with VPHR Anna Pedroza, President Rivera-Lacey gave a presentation on the status of classified hiring.

b. The main discussion points include:

i. Data Limitations: President Rivera-Lacey presented data on the ratio of classified staff to student headcount. Senate members emphasized the need for more comprehensive data that considers factors beyond student headcount. President Rivera Lacey acknowledged a history of budgeted planning where projections are always in the red but actuals turn out to be in the black.

ii. Faculty Overburden: Senate members voiced concern that faculty were being asked to take on tasks outside their job descriptions due to unfilled classified positions. There was emphasis on strain and impacting faculty workload.

iii. Short-Term Hourly vs. Permanent Staff: The Senate raised concerns about the overreliance on short-term hourly workers over prioritizing the hiring of permanent classified employees.

iv. Transparency and Communication: The Senate stressed the importance of transparency and clear communication regarding classified hiring practices. They requested access to information about the decision-making process for prioritizing positions to foster more clear understanding of which areas were being addressed.

v. Classified Hiring Priority List: To enhance transparency, President Rivera-Lacey suggested creating a classified hiring priority list similar to the existing faculty list. This list would provide a clear overview of staffing priorities and allow for greater understanding and input from the Senate.

vi. "Team Palomar" and Growth Mindset: Throughout the discussion, there was an emphasis on a collaborative, "Team Palomar" approach to finding solutions. The Senate urged a shift

Exhibit 9.2 - Classified Hiring Resolution Minutes for Reference

from a deficit mindset to a growth mindset, viewing classified staffing as an investment in the future of the college.

Regular Senate meeting information item to review the presentation as a Senate body. Workgroup Formed.

October 14, 2024 – Information

Item C. – Resolution supporting the hiring of classified staff, Nelson

The Faculty Senate discussed the need for a resolution supporting the hiring of classified staff, as multiple committees reported negative impacts from the ongoing shortage.

The discussion points included:

- a. **Classified Staff Hiring:** The Senate discussed the pressing need to hire more classified staff, particularly in light of the impact on faculty workloads. While acknowledging the positive momentum and support expressed by various stakeholders, concerns were raised about the lack of a concrete timeline for action and the possibility of a repeat of staffing shortages in the future.
- b. **Faculty Senate Workgroup:** The Senate agreed to form a workgroup to develop a resolution addressing these concerns.

Regular Senate Meeting – Workgroup and Senate Body discuss what should be in the resolution.

October 21, 2024 – Discussion

Item A. Resolution supporting the hiring of classified staff, Nelson

A. Resolutions supporting the hiring of classified staff, Nelson

The senate discussed a planned resolution in support of hiring more classified staff. The senate had previously formed a workgroup to draft the resolution and asked if anyone had input or questions for the workgroup to consider.

Discussion Points included:

- a. Several senate members asked for a clear timeline for hiring new staff.
- b. Discussion took place regarding the budgetary implications of hiring new classified staff. Some Senate members questioned whether money was already allocated in the

Exhibit 9.2 - Classified Hiring Resolution Minutes for Reference

existing budget to fill open classified positions, while others recalled that the Budget Committee had stated that there was no additional money available for this purpose and that reserve funds would need to be used.

- c. The senate expressed concerns that using reserve funds to hire new staff was not a sustainable solution, and senate members wanted assurances that the college would budget for these positions in the future so that they would not be eliminated when reserve funds ran out.
- d. Senate members also wanted to understand how the process for prioritizing classified positions worked.
- e. Discussion arose about the role of the President's Executive Council in filling positions and the need for increased transparency in how classified positions are prioritized for filling.
- f. There was a brief conversation about the challenges posed by short-term hourly positions for classified staff.
- g. President Nelson stated that she would pass these questions and concerns along to the workgroup.

Regular Senate Meeting - Workgroup presents resolution draft.

November 18, 2024 – Information

Item D. Classified Hiring Resolution, (Exhibit 5) Falcone, Lawson & Siminski

Falcone, Lawson, & Siminski presented a draft resolution addressing concerns regarding classified hiring practices. Specific points included the sweeping of budgets for vacant classified positions, delays in filling essential positions, and the lack of transparency and communication in the hiring process.

Discussion points included:

- a. Adding specific date ranges to requests for historical data.
- b. The appropriate recipient(s) for the resolution.
- c. Setting a reasonable deadline for a response.
- d. The collapsing or rewording of some questions.

The draft resolution will be revised based on feedback and brought back for approval at the next meeting.

Exhibit 9.2 - Classified Hiring Resolution Minutes for Reference

Regular Senate Meeting – Resolution is voted on and approved. – Resolution is sent to the Office of the President following this meeting.

December 2, 2024 – Action

Item B. Classified Hiring Resolution, (Exhibit 4), Falcone, Lawson, Siminski

MSC: Dalrymple/Doyle Bauer

Faculty Senate approval of the Classified Hiring Resolution.

The motion carried.

Follow up Presentation – President Rivera-Lacey & VP Pedroza visit Senate to answer to the Resolution.

February 3, 2024 – Discussion – Presentation/Addressing Resolution

Item A. Classified Hiring Resolution – (Exhibit 11), President Rivera-Lacey

A. Classified Hiring Resolution, (Exhibit 11), President Rivera-Lacey

President Rivera-Lacey and VP Anna Pedroza engaged in discussion around the Classified Hiring Resolution presented by the Faculty Senate.

The discussion points included:

The need to balance collective bargaining agreements with faculty input, clarified district rights, and discussed ongoing efforts to address staffing issues. President Rivera Lacey emphasized the goal to welcome more faculty involvement, discussion and feedback in the classified hiring process. She acknowledged the need for continuous dialogue and collaboration to move forward.

President Rivera Lacey provided responses to each of the seven questions posed in the classified hiring resolution, though they emphasized that some answers would require further discussion and collaboration with the Faculty Senate.

Here are the answers provided:

Mechanism for Faculty and Classified Voice: The administration stated that the

Exhibit 9.2 - Classified Hiring Resolution Minutes for Reference

Executive Council meets weekly to review vacancies and hiring processes adding that sometimes reprioritization happens on a weekly basis. They are committed to improving this process and finding a way for faculty to have a voice.

Plan for Classified Support Staff for New Administrators: The administration committed to ensuring that new positions have the necessary support needed. They indicated that they have prioritized support staff for positions and they are working with CCE to prioritize these positions.

Budget for Vacant Classified Positions: While this is a difficult number to target, the district has budgeted approximately \$30 million to fill vacant classified positions, which is a \$1.7 million increase from the previous year. The focus is on prioritizing critical positions and filling them as needed, rather than adhering to a specific dollar amount. The administration said they are willing to use reserve funds to fill critical positions as needed.

Where "Swept" Monies Went: The administration stated that it is committed to keeping personnel money within personnel lines and try to avoid transferring personnel funds to increase reserves. They stated that when a position is vacant, the funds are used to pay hourly employees who cover the work until the position is filled. This was done in consultation with CCE.

Designating Positions as "Important and Needed": The administration stated that they use the terms "budgeted and needed" rather than "important and needed". The administration also noted that they are working to clean up data related to vacancies to make the process more efficient.

Retention Strategies: The administration highlighted efforts to ensure Palomar is a desirable place to work. They noted that Palomar's salaries are competitive, and Palomar offers more college holidays than other districts.

Evaluation of Hiring and Onboarding: The administration stated that they are evaluating current hiring and onboarding processes. This includes a review of how compliance officers are handled and streamlining the recruitment process. They are tracking how long recruitments take and reaching out to committee chairs if the process is stalled.

Regular Senate Meeting – Senate Body discussion on the results of the resolution, the presentation and possible next steps.

February 24, 2025 – Discussion

Item B. Classified Hiring Resolution, (Exhibit 9), Pearson

President Pearson opened the floor for discussion regarding the recent visit by President Rivera Lacey and VP Pedroza.

Discussion points included:

Exhibit 9.2 - Classified Hiring Resolution Minutes for Reference

It was mentioned that the visit did provide some context, but some senators felt that some of the questions were not fully answered.

At the Budget Committee meeting, a spreadsheet was shared to show historic budget overages. There was a line item on classified salaries that showed it is historically over budgeted while also showing historically yearly savings. The trend seems as though the budget is there to hire classified staff, yet we are still not hiring the positions.

Overall, it was agreed that it would be helpful to hear from President Rivera Lacey and VP Pedroza again during another Faculty Senate meeting in the future.