



MEETING

2025-11-10

EXHIBITS 1-09

Agenda 2025-11-10

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, November 10, 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 – 11-03-2025
- 2. Action**
 - a. Committee on Committees – (Exhibit 1), Zavodny
 - b. Curriculum – (Exhibit 2), Mellos
- 3. Information – (Max 5 min each)**
 - a. ASG Report, Timothy Swan II, ASG Representative
 - b. Changes to Title 5 - Course Outline of Record – (Exhibit 3.1 & 3.2), Mellos
 - Review revisions to Title 5
 - c. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 4), Shmorhun
 - Senate feedback on the Grade Dispute Policy.
- 4. Discussion - (Max 7 min each)**
 - a. DE Resolution – Adoption of a Simple Syllabus (Exhibits 5.1 & 5.2), Sanchez
 - Discuss adoption of Simple Syllabus as an institutional tool.
 - b. Burden- Free Access to Course Materials – (Exhibits 6.1 & 6.2), Falcone
 - Senate's role in ensuring students have access to required textbooks and materials on the first day of class per Title V.
 - c. AI Taskforce - (Exhibit 7), Shmorhun
 - d. DE Committee Resolution: Institutional Technology – (Exhibit 8), Falcone
 - Transparency and faculty involvement in institutional technology decisions.
 - e. PFF Resolution: Nectir & AI, (Exhibit 9), Siminski
 - PFF is writing a resolution about the impacts to workload of AI and Nectir. Feedback (and co-authorship) from Senate is requested.
- 5. Adjournment**

Academic & Professional Matters: The 10+1+1

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

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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.

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Minutes 2025-11-03 Approved



Minutes of the MEETING OF THE FACULTY SENATE November 03, 2025

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

ABSENT: Jason Jarvinen, Alexandra Doyle Bauer

GUESTS: Matt Grills, Luis Guerrero, Barbra McCune, 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 2:33 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Lawson announced how great student journalists are at the Telescope.

Senator Martinez announced an initiative by the English Department to start a community pantry within the English department due to many students recently losing their SNAP benefits. They are seeking donations of grab-and-go items. She noted that the larger on campus food bank (Anita and Stan Maag Food & Nutrition Center) has been out of items for some time and sometimes faces issues related to manpower. She encouraged other departments to start similar pantries. This new pantry is located on the third floor, H building, utilizing a fridge left by a departing faculty member.

Senator Sheaffer announced the next queer film series screening on Thursday (November 6th) at 5:30 p.m., in D10. The event features the film *Playland*. The director, Jordan West (a Student Academy Award winner from LA), will be present. The film is an archival film about Boston's oldest gay bar.

Minutes 2025-11-03 Approved

President Pearson reported on the Palomar LEAD Academy coordinating training focused on emerging leaders across the college. The training focuses on leadership theories, models, and competencies, with an emphasis on leading within the California Community College system. Pearson recommended it as a great opportunity for those contemplating Senate leadership

Pearson read a letter drafted by herself and Senators Mufson, Shmorhun, and Falcone, prepared for a Governing Board address on Wednesday (November 4th). The letter responds to the Board's recent decision to delete BP3000, the anti-racism policy.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Mufson/Klinger

Faculty Senate to approve the minutes for October 27, 2025 as amended.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to accept the results of the ballot for the committee placements.

The motion amended (see below).

The ballot included volunteers for Behavioral Health and Campus Wellness, Calm Committee, and Curriculum Committee. Discussion focused on the two part-time faculty volunteers nominated for the Curriculum Committee. Curriculum Committee governance structure limits part-time faculty representation to no more than one per instructional division. It was noted that accepting the two additional part-time volunteers would potentially result in a high concentration of part-time faculty from one division. Concerns were raised about ignoring the governance structure versus the goal of increasing participation in shared governance.

It was also emphasized that curriculum development is primarily a full-time faculty responsibility as they are paid for institutional responsibilities. There was expressed concern that relying heavily on part-time faculty volunteers to fill positions would negate the fact that full-time faculty paid to do this work are not volunteering as they should be.

MSC: Klinger/Mufson

Faculty Senate to accept the results of the ballot for the committee placements excluding the

Minutes 2025-11-03 Approved

Curriculum Committee placements from the vote passed by consensus.

The motion carried.

Behavioral Health and Campus Wellness Committee - Nicole Rose (Behavioral Sciences AODS/SWHS), Faculty, Nursing Department (25-27)

Comets Affordable Learning Materials (CALM) Committee - Kelly Falcone (Instructional Design), Faculty, Counseling (25-27)

B. Curriculum –Mellos

None.

C. Proposed changes to the Senate Constitution and Bylaws – (Exhibit 2), Shmorhun, Dalrymple & Martinez

MSC: Shmorhun/Dalrymple

Faculty Senate to approve the changes to Article 2, Section 4 of the Faculty Senate Bylaws including adding the word “however” to clarify language regarding quorum constraints for summer meetings.

The motion carried.

Discussion focused on ensuring quorum restrictions for summer meetings were clear. Language was fixed to ensure that Summer Meetings shall not be held if more than half of the elected Senators declare they are unavailable. The definition of "adjourned meetings" (a continuation of recessed business, not new business) was also clarified. The vote included a friendly amendment to clarify language regarding quorum constraints in summer meetings by adding "However" to the beginning of the sentence “If more than one-half of the elected Senators declare they are unavailable to meet during the Summer, then Summer meetings shall not be held except in cases of emergency as determined by the Senate President in consultation with the Faculty Senate.”

INFORMATION

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

ASG Representative Timothy Swan II thanked the Senate for their support and described stepping in temporarily for the previous communications vice president until a new student senator can regularly attend. The report noted that ASG recently co-hosted a successful “Trunk or Treat” event with Campus Police and expressed appreciation for the opportunity to engage with the community in a positive setting. Swan concluded by noting that ASG is continuing to advocate for student inclusion in decision-making processes at the governance level.

Minutes 2025-11-03 Approved

B. AI Task Force – (Exhibit 3), Pearson

President Pearson presented information on the proposed Artificial Intelligence (AI) Taskforce, which was developed by the Vice President of Instruction (VPI). The Taskforce is charged with developing policies and practices regarding the integration of AI into instruction, student support, administration, and operations. Products are expected by the end of Spring 2026.

A guest at the meeting asked if the Task Force could be structured with a co-chair model to include a faculty member instead of solely the Dean of Instruction as the chair, feeling the current structure is too admin-focused. President Pearson noted that suggestions can be emailed to her, and the item will return next week as a discussion item.

C. Shared Governance Evaluation Taskforce – (Exhibit 4), Barton, Lawson, Zavodny

Lawrence Lawson provided an overview of the Shared Governance Evaluation Taskforce presentation. The presentation explained that the taskforce has been re-convened to review the college's governance structure, gather feedback, and propose changes to make committee work more effective. Slides summarized proposed adjustments to councils and committees and noted concerns that some committees have become overloaded or duplicative.

The Senate was informed about an upcoming town hall and an email contact for feedback, and members were encouraged to review the proposed structure and send comments on the “nuts and bolts” of the presentation.

It was also noted that other councils also frequently end early, suggesting a broader problem with leadership engagement.

The Town Hall for feedback is scheduled for Wednesday at 1:00 p.m. Feedback can also be sent to Greg DePies at gdepies@palomar.edu.

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

Senator Mellos reported that the GE Committee continues to make steady progress reviewing courses for alignment with the new CalGETC framework. The committee is working closely with the Curriculum Committee to update outcomes, ensure consistency across disciplines, and clarify communication with departments affected by statewide changes. Mellos noted that faculty have been responsive in providing course data, which has allowed the committee to move efficiently through its review schedule.

She also addressed questions about Area 7 (Lifelong Learning and Self-Development), explaining that the CSU system's updated criteria prompted the committee to re-examine which Palomar courses still qualify. While some traditional courses clearly meet the standard, others are being reviewed to determine if revisions or reclassification are needed.

It was emphasized that the GE Committee's primary focus is keeping students' transfer pathways transparent and accurate. An updated list of approved and pending GE courses will be brought back to Senate later in the semester for feedback and endorsement.

E. DE Committee Resolution: Institutional Technology – (Exhibit 6), Falcone

Minutes 2025-11-03 Approved

Senator Falcone presented the Distance Education (DE) Committee's draft resolution calling for greater transparency and faculty participation in institutional technology decisions. She explained that recent technology rollouts have at times occurred with limited faculty consultation, creating confusion around implementation, training, and accessibility. The proposed resolution would establish a clearer process requiring collaboration between Information Services, Instructional Technology Services, and the Faculty Senate whenever new instructional technologies are adopted or retired.

It was noted that rapid technology changes can unintentionally increase workload or create inequities among departments lacking adequate support. Senator Falcone clarified that the resolution is meant to strengthen communication and shared governance, not to criticize past decisions while aiming to formalize a structure for ongoing collaboration.

The resolution will return for formal Senate action once the committee incorporates additional feedback.

F. Fall 2025 Proctoring Advice – (Exhibit 7), Shmorhun

Senator Shmorhun and President Pearson reported on current proctoring guidance and the status of POPS (Palomar Online Proctoring Services). Shmorhun explained that there were meetings with Dean Diane Studinka and VPI Recalde to share faculty feedback collected through Senate and prior town-hall meetings. She clarified that POPS applies only to online courses and that updated information has been simplified and will be sent to all faculty.

Faculty were reminded that instructors must proctor at least one online session for each exam, with exam dates and times included in the syllabus. Beginning Spring 2026, those dates must also appear in class notes. POPS use is limited to students who cannot attend during the scheduled exam or who have extenuated circumstances, and requests for Fall finals must be submitted ASAP.

POPS currently limits sessions to five students, increasing to fifteen during finals; bringing to question why that higher capacity couldn't be standard and emphasizing that faculty should have input in how proctoring systems are structured.

DISCUSSION:

A. Academic Standards & Practices Committee: Updated Grade Dispute Policy – (Exhibit 8), Shmorhun

Tabled.

B. DE Resolution Adoption of Simple Syllabus – (Exhibits 9.1 & 9.2), Sanchez

Tabled.

C. Burden-Free Access to Course Materials – (Exhibits 10.1 & 10.2), Pearson

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Tabled.

D. PFF Resolution: Nectir & AI – (Exhibit 11), Siminski

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:53 pm.

November 5, 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: Credit Program Changes effective fall 2026

Item	Title	Disci.	Awrd	Units	Justification	Originator
A.	Administration of Justice- General	AJ	AS	30	AJ 65 and AJ 97 are currently elective choices for the degree program. These classes are no longer offered and should be removed from the elective choices. These courses are in the process of being deactivated. Other elective choices will replace these courses. Additionally, AJ 197 is listed as an elective choice. Historically, AJ 197 was used for creating new AJ courses, or to launch a new course offering right away	Michelle Soria
B.	Anthropology	ANTH	AA-T	23-24	Updated program with common course numbering (Anth C1000, Anth C1001, C1001L)	Marlo Willows
C.	Archaeology	ANTH	AA	33	Added Soc 180 to statistics We are updating the course requirements to better reflect our matching AAT and Certificates. Anth 103 has been added since it's a new course, group of electives	Marlo Willows
D.	Cloud Computing and Virtualization	CSNT	AS	28	Reinserted CSNT 151 AWS Academy Cloud Architecting. This course had always been in the Proposed Four-semester curriculum sequence; however, the Program Requirements	David Meske
E.	Digital Imaging	GCIP	AS/CA	29	Updating content of program: Replaced deactivated GC 101 - History of Graphic Communications with active GCMW 101 - Multimedia I.	Mark J. Bealo
F.	Drone Operations	GCIP	CA	17	This is an existing program that is being moved from the GEOG discipline to the GCIP discipline in order to consolidate the Palomar drone program (see attachment).	Wing H. Cheung
G.	E-Marketing	BUS	AS/CA	26-27	Adding BUS 183 (A.I. for Business) as an elective. Slight change in description to remove the words Web 2.0.	Mary Cassoni
H.	Machining Technology	MACH	AS/CA	21	Updated DT/MACH 117 to MACH 117. DT cross-listing was removed.	Michael Wright

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Curriculum Committee Actions

I.	Military Leadership	MIL	AS/CA	18	Changes for Fall 2026: update faculty qualifications; MPATH; Updated program requirements; and added CE100	Daniel Balaszek
J.	Quality Control/Inspection Technician	MACH	CA	9	Cooperative Education option to program requirements. Updated DT/MACH 117 to MACH 117. DT cross-listing was removed.	Michael Wright
K.	University Studies: Emphasis in Arts and Humanities	INSTR	AA	18-20	Added AIS 181AB and 282AB as they are approved for CalGETC and LOTE (Languages other than English) at UC campuses. PHIL 142 is in various humanities programs at	Benjamin Mudgett
L.	University Studies: Emphasis in Scientific Studies	INSTR	AS	18-23	Added the following courses: CSIT 128, 165, 175, 180, 275; DT 101, 102, 103, 104; NUTR 165. These courses are in various STEM program requirements at four-year universities	Benjamin Mudgett
M.	University Studies: Emphasis in Social Sciences	INSTR	AA	18	Added POSC 103 due to new CalGETC approval transfer major preparation requirements in various social science programs at four-year universities. Included new CCN	Benjamin Mudgett

I.2. Action: Noncredit Program Changes effective fall 2026

Item	Title	Disci.	Awrds	Units	Justification	Originator
A.	Getting Started with Drone Careers and Drone Applications in	EN	GEOG CC	0	This program aligns with the MSE Division's mission of providing students with innovative and engaging classes that will enhance their understanding of technological tools (GIS, drones) and their roles in monitoring and preserving our land and natural resources.	Wing Cheung

I.3. Action: New Credit Courses effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed Grad.	Ba Ope	Justification	Reqs.	Originator
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November 5, 2025
Curriculum Committee Actions

A.	AJ	215	Introduction to Forensic Science	CSU	No	G	Yes	<p>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.</p> <p>Proposing for UC transfer and Cal-GETC area 5A. The course is aligned with UC Davis ECX 20 ETX 020 INTRODUCTION TO FORENSIC SCIENCE</p> <p>Basic principles of forensic science, types of information on</p>	No	Michelle Soria
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Curriculum Committee Actions

B.	BPED	300	Studio I: Residential/Multifamily and Intergenerational Living	CSU	No	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman
C.	BPED	320	Building Performance	CSU	Yes	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
D.	BPED	340	Construction Methodology I: Construction & Practical Structural Applications	CSU	No	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
E.	BPED	350	Studio II: Urban Infill & Retrofit Design	CSU	No	G	No	New course for new program	<u>Prerequisite:</u> BPED 300 <u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman
F.	BPED	360	Professional Practice	CSU	No	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College.	Jessica Newman

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G.	BPED	370	Environmental Policy	CSU	No	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College.	Jessica Newman
H.	BPED	380	Building Systems I: Lighting and Solar Design	CSU	Yes	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
I.	BPED	390	Site and Urban Design	CSU	No	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
J.	BPED	420	Global Case Studies	CSU	Yes	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman
K.	BPED	430	Building Systems II: Ventilation, Water, and Waste	CSU	Yes	G	No	New course for new program	<u>Prerequisite:</u> BPED 380 <u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College.	Joseph Lucido

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L.	BPED	440	Construction Methodology II: Advanced Construction & Practical Structural Applications	CSU	No	G	No	New course for new program	<u>Prerequisite:</u> BPED <u>340 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
M.	BPED	450	Thesis Studio IV: Self Directed Climate-Responsive Design	CSU	No	G	No	New course for a new program	<u>Prerequisite:</u> BPED <u>400 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
N.	BPED	470	Thesis Analytics: Self Directed Building Analytics	CSU	Yes	G	No	New course for new program	<u>Prerequisite:</u> BPED <u>430 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Joseph Lucido
O.	BPED	481	Professional Pathways I	CSU	Yes	G	No	New course for new program	<u>Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman

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Curriculum Committee Actions

P.	BPED	482	Professional Pathways II	CSU	Yes	G	No	New Course for new program	<u>Prerequisite:</u> BPED <u>481 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman
Q.	BPED	483	Professional Pathways III	CSU	Yes	G	No	New course for new program	<u>Prerequisite:</u> BPED <u>482 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College.	Jessica Newman
R.	BPED	490	Professional Mentorship & Industry Readiness	CSU	Yes	G	No	New course for new program	<u>Prerequisite:</u> <u>(Completion of, or concurrent enrollment in):</u> BPED <u>483 Limitation on Enrollment:</u> Must be admitted to a baccalaureate program at a California Community College	Jessica Newman

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Curriculum Committee Actions

S.	CSCI	293	Applications of AI/ML/DL to Real World Problems	UC/CSU Yes	G/P/NP	No	This new course in applications of AI/ML/DL introduces students to a growing area in artificial intelligence and machine learning real world applications to help prepare transfer students for a future career in AI/ML and provide professional students with knowledge and skills for the work place.	<u>Prerequisite:</u> CSCI 250 or CSCI 290 or CSCI 291 <u>Recommended</u> <u>Preparation:</u> CSCI 292	Duy Nguyen
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November 5, 2025
Curriculum Committee Actions

T.	ETHN	105	Afro Latino History & Culture	CSU	Yes	G/P/NP	No	This course addresses the following No key academic and social needs:	Sherehe Hollins
								<p>Broader Representation: 95% of Africans taken out of Africa during the colonial period and enslaved in the Americas through the Trans-Atlantic Slave trade were taken to Spanish, Portuguese and French-speaking colonies. Historically, the African presence in Latin America has received a disproportionately lower level of scholarly and popular attention. African American Studies benefits from a transnational perspective that includes the experiences of Afro-Latino communities, enriching the understanding of Black identity, culture, and history throughout the American continent.</p> <p>Interdisciplinary Exploration: By analyzing the historical, cultural and political experiences of Afro-Latinos over time and understanding the social construction of race through national ideologies, policies, media representations and popular</p>	

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U.	MIL	110	Military Training & Development: Facilitate Learning Experience	CSU	Yes	P/NP	No	This new course supports the Military Training and Development Specialist work experience apprenticeship program. It is a major core requirement for the Palomar College Military Training and Development Certificate of Achievement.	Limitation on Enrollment: Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.	Daniel Balaszek
V.	MIL	111	Military Training & Development: Develop Learning Experience	CSU	Yes	P/NP	No	This new course supports the Military Training and Development Specialist work experience apprenticeship program. It is a major core requirement for the Palomar College Military Training and Development Certificate of Achievement.	Limitation on Enrollment: Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.	Daniel Balaszek
W.	MIL	112	Military Training & Development Work Experience	CSU	Yes	G	No	This new course supports the Military Training and Development Specialist work experience apprenticeship program. It is a major core requirement for the Palomar College Military Training and Development Certificate of Achievement.	Limitation on Enrollment: Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.	Daniel Balaszek

I.4. Action: Credit Course CCN Modifications effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed	Grad.	Ba	Ope	Justification	Reqs.	Originator
A.	ANTH	C1000	Introduction to Biological Anthropology with Lab	UC/CSU	Yes		G/P/NP	N		This revision is in compliance with the common course numbering system.	No	James D. Eighmey
B.	ANTH	C1001	Introduction to Biological Anthropology	UC/CSU	Yes		G/P/NP	N		This proposal has been submitted	No	James D. Eighmey

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C.	ANTH	C1001L Biological Anthropology Laboratory	UC/CSU Yes	G/P/NP	N	This proposal has been submitted in compliance with the Common Course Numbering System program.	Prerequisite: (Completion of, or concurrent enrollment in): ANTH 100 ANTH C1001	James D. Eighmey
D.	ASTR	C1001 Introduction to Astronomy	UC/CSU Yes	G/P/NP	N	Common Course Numbering modification in accordance with AB 1111	No	Scott Kardel
E.	ASTR	C1001L Introduction to Astronomy Lab	UC/CSU Yes	G/P/NP	N	Common Course Numbering modification in accordance with AB 1111.	Prerequisite: (Completion of, or concurrent enrollment in): ASTR 100 ASTR C1001 or ASTR 120	Scott Kardel
F.	BIOL	C1000 Introduction to Biology with Lab	UC/CSU Yes	G/P/NP	N	This is a Common Course Numbering modification in accordance with AB	No	Sara Krause
G.	BIOL	C1001 Introduction to Biology	UC/CSU Yes	G/P/NP	N	Common Course Numbering modification in accordance with AB 1111.	No	Sara Krause
H.	BIOL	C1001L Introduction to Biology Lab	UC/CSU Yes	G/P/NP	N	This is a Common Course Numbering modification in accordance with AB 1111.	Prerequisite: (Completion of, or concurrent enrollment in): BIOL 101 BIOL C1001	Sara Krause
I.	CDEV	C1000 Child Growth and Development	UC/CSU Yes	G/P/NP	N	Aligning with Common Course Numbering. CHDV 100 is now CDEV C1000	No	Gina Wilson
J.	COMM	C1004 Interpersonal Communication	UC/CSU Yes	G/P/NP	N	CCN modification in accordance with AB1111.	No	Christopher Lowry

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Curriculum Committee Actions

K.	MATH	C2210	Calculus I: Early Transcendentals	UC/CSU Yes	G/P/NP	N	Modifying the course in alignment with Common Course Numbering (AB 1111).	Prerequisite: MATH 110, MATH 110E, MATH 115, MATH 115E, MATH 127, MATH 135 or eligibility determined through the math placement process <u>Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.</u>	Crais S. Chamberlin
L.	MATH	C2210E	Calculus I: Early Transcendentals - Embedded Support	UC/CSU Yes	G/P/NP	N	Modifying the course in alignment with Common course Numbering (AB 1111).	Prerequisite: MATH 110, MATH 110E, MATH 115, MATH 115E, MATH 127, MATH 135 or eligibility determined through the math placement process <u>Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.</u>	Crais S. Chamberlin

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Curriculum Committee Actions

M.	MATH	C2220	Calculus II: Early Transcendentals	UC/CSU Yes	G/P/NP	N	Modifying the course in alignment with Common Course Numbering (AB 1111).	Prerequisite: MATH 140 or MATH 140E Calculus I: Early Transcendentals (MATH C2210) , or equivalent, or placement as determined by the college's multiple measures assessment process.	Crais S. Chamberlin
N.	SOCI	C1000	Introduction to Sociology	UC/CSU Yes	G/P/NP	N	Our department is making changes in alignment with AB 1111: Common Course Numbering.	No	Sandy Somo

I.5. Action: Credit Course Changes effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed	Grad.	Ba	Ope	Justification	Reqs.	Originator
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A.	AJ	215	Introduction to Forensic Science	CSU	No	G	Yes	<p>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.</p> <p>Proposing for UC transfer and Cal-GETC area 5A. The course is aligned with UC Davis ECX 20 ETX 020 INTRODUCTION TO FORENSIC SCIENCE</p> <p>Basic principles of forensic science, types of information on</p>	No	Michelle Soria
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B.	ARAB	102	Arabic II	UC/CSU Yes	G/P/NP	No	Removal of language lab requirement. Updated course description, methods of instruction, unit/hours calculations, DE addendum, SLO language, aligned assignments' language, and updated textbook edition information. Requisites information was updated to include validation for high school language. Updated SG21 - Student Work-Based Learning to "X - UNKNOWN/UNREPORTED".	Prerequisite: ARAB 101; <u>or</u> two years of high school Arabic	Adriana Guillen
C.	ARAB	201	Arabic III	UC/CSU Yes	G/P/NP	No	Removal of language lab requirement. Updated course description, methods of instruction, unit/hours calculations, DE addendum, SLO language, aligned assignments' language, and updated textbook edition information. Requisites information was updated to include validation for high school language.	Prerequisite: ARAB 102; <u>or</u> three years of high school Arabic	Adriana Guillen

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D.	ARCH	206	Advanced Visualization in Design	CSU	Yes	G/P/NP	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
E.	ARCH	215	Design Studio IA	UC/CSU	Yes	G/P/NP	No	Updated lecture to 2.0 and lab to 3.0 hours. Updated course description, content body of knowledge, assignments.	No	Joseph Lucido
F.	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
G.	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
H.	ASL	216	Interpreting IV	CSU	Yes	G/P/NP	No	Added the second SLO from Nuventive Improve. Evidently, only one SLO was in Meta. Also, updated the DE Addendum, added minimum qualifications, updated requisites and validated requisites, and updated course textbooks. Work-based learning - career training added; CPL option changed to yes; removed variable units; and updated assignments block	Prerequisite: ASL 215 Corequisite (Course required to be taken concurrently): ASL 298 Recommended Preparation: ENG 100 ENGL C1000 or ENGL C1000E or ESL 110	Mary Mendoza

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I.	AT	105	Automotive Electricity and Electronics	CSU	Yes	G/P/NP	No	Increased class units to 3.0, removed the prerequisite of AT 105L, and updated Content Body of Knowledge.	Corequisite: AT 105L Prerequisite: (Completion of, or concurrent enrollment in): AT 100	Luz Ferro
J.	CHDV	105	Observation and Assessment	CSU	Yes	G/P/NP	No	Changes to Requisites - CHDV 100 has been replaced with CCN CDEV C1000 Corequisite change: CHDV 105B and CHDV 105C removed as these two courses are being deactivated. All students will take CHDV 105A concurrently with CHDV 105 Updated Textbook	Prerequisite: CHDV 100 CDEV C1000 Corequisite (Course required to be taken concurrently): CHDV 105A- CHDV 105B; CHDV 105C Recommended Preparation: ENGL C1000 or ENGL C1000E or ESL 110	Gina Wilson

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K.	CHDV	105A	Observation, Assessment, and Participation Lab	CSU	Yes	G/P/NP	No	Changing Course Title from Observation, Assessment, and Participation Lab: Preschool to Observation, Assessment, and Participation Lab. Changing Short Title from Observation Lab: Preschool to Observation Lab. Changing Course Description and objectives to take out specified ages 3-5. Instead of having separate labs for infants and toddlers and early inclusion, all CHDV 105 students will enroll in CHDV 105A. In CHDV 105A, students may be placed in a preschool or equivalent early childhood education setting, in either an infant/toddler class or a 3-5 year old class. Textbook updated.	Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105	Gina Wilson
L.	CHDV	150	Administration I: Programs in Early Childhood Education	CSU	Yes	G/P/NP	No	To align with common course numbering, changing the Prerequisite CHDV 100 to the new CCN CDEV C1000 Textbook Updated	Prerequisite: CHDV 100 CDEV C1000 and CHDV 115 Recommended Preparation: Currently teaching or supervising in a preschool or childcare setting.	Gina Wilson

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M.	CHDV	155	Administration II: Personnel and Leadership in Early Childhood Education	CSU	Yes	G/P/NP	No	To align with common course numbering, changing the prerequisite CHDV 100 to the new CCN CDEV C1000 Textbooks updated.	Prerequisite: CHDV 100 CDEV C1000 and CHDV 115 Recommended Preparation: Currently teaching or supervising in a preschool or childcare setting.	Gina Wilson
N.	CHDV	195	Adult Supervision and Mentoring in Early Childhood Education	CSU	Yes	G/P/NP	No	To align with common course numbering, changing the prerequisite CHDV 100 to the new CCN CDEV C1000; removing prerequisite CHDV 152A or CHDV 152B as courses CHDV 152 A & B are being deactivated; course sequence information updated; textbooks updated; DE addendum updated.	Prerequisite: CHDV 100 ; C DEV C1000 and CHDV 115 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 152A; CHDV 152B Recommended Preparation: Currently teaching in a preschool or child care setting in the role of lead teacher, head teacher, or other supervisory capacity.	Gina Wilson
O.	CHDV	201A	Supervised Field Experience in Early Childhood Education	CSU	Yes	G/P/NP	No	To align with common course numbering, changing the prerequisite CHDV 100 to the new CCN CDEV C1000 Textbooks updated.	Prerequisite: Bachelor's degree (in any field) and CHDV 100 CDEV C1000 and CHDV 115 and any 6 additional units of ECE/CHDV coursework.	Gina Wilson

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P.	CHIN	102	Chinese II	UC/CSU Yes	G/P/NP	No	Remove lab requirement, update textbooks, add second SLO, update DE addendum; Updated methods of assessment; updated requisite validation information.	Prerequisite: CHIN 101 two years of high school Chinese or two years of high school <u>Mandarin</u> Chinese.	Elena Villa
Q.	CHIN	201	Chinese III	UC/CSU Yes	G/P/NP	No	Remove lab requirement, update textbooks, add second SLO, update DE addendum; pdated methods of assessment; updated requisite validation information.	Prerequisite: CHIN 102 or three years of high school Mandarin Chinese	Elena Villa
R.	CINE	100	Art of the Cinema	UC/CSU Yes	G/P/NP	No	Revising the COR for DEIAA, including the course description, outcomes, objectives, content, assignments, textbooks/resources, assessment. Updated DE addendum, added minimum quals, removed variable units, and changed TOP Code to Film Studies.	No	John McMurria
S.	CINE	102	History of Film to 1945	UC/CSU Yes	G/P/NP	No	Revising the COR for DEIAA, including the course description, outcomes, objectives, content, assignments, textbooks/resources, assessment, and methods of instruction. Updated DE addendum, added minimum quals, and removed variable units.	No	John McMurria

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T.	CINE	103	History of Film 1945 - Present	UC/CSU	Yes	G/P/NP	No	Revising the COR to reflect DEIAA principles, including in the course description, outcomes, objectives, content, textbooks/resources and assignments.	No	John McMurria
U.	CINE	105	Film Subjects	CSU	Yes	G/P/NP	No	Revising the COR for DEIAA, including the catalog description, outcomes, objectives, content, and assignments.	No	John McMurria
V.	CINE	120	Film Criticism	UC/CSU	Yes	G/P/NP	No	We have updated the Course Description to present more equitable and inclusive language about the course. This is in accord with Palomar's move towards including DEIAA in the COR. Also updated methods of instruction, DE addendum, outcomes, objectives, content/body of knowledge, assignments, and textbooks. -AC	No	Russell Sheaffer
W.	CINE	122	Identity in American Film	UC/CSU	Yes	G/P/NP	No	Revising the COR for DEIAA, including the course description, outcomes, objectives, content, assignments, textbooks/resources, assessment.	No	Candace Rose

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X.	CSNT	250	Cyber Defense and Analysis	CSU	Yes	G/P/NP	No	The proposal is modifying the following items: 1.) Add prerequisite of CSNT 181 Hacker Prevention and Security (intro course). 2.) Updated the required book to the most recent edition. 3.) Updated the course objectives to match C-ID ITIS 161 course objectives. 4.) Removed variable units.	Recommended Preparation: <u>Prerequisite:</u> CSNT 181	David Meske
Y.	CSNT	255	Ethical Hacking Principles	CSU	Yes	G/P/NP	No	The proposal is modifying the following items: 1.) Add prerequisite of CSNT 181 Hacker Prevention and Security (intro course). 2.) Updated the required book to the most recent edition. 3.) Updated the course objectives to match C-ID ITIS 161 course objectives. 4.) Removed variable units.	Recommended Preparation: <u>Prerequisite:</u> CSNT 181	David Meske
Z.	FASH	116	Visual Merchandising II	CSU	Yes	G/P/NP	No	Add SLO and update the textbook. Course Review was not an option.	No	Rita Campo Griggs
A.A.	FASH	180	Design Lab A	No	No	G/P/NP	No	We have updated the description to	No	Rita Campo Griggs
A.B.	FASH	182	Design Lab - C	CSU	No	G/P/NP	No	The course title and description have	<u>Recommended Preparation:</u> FASH 135	Rita Campo Griggs
A.C.	FASH	183	Design Lab - D	CSU	No	G/P/NP	No	Changed the name for clarification.	<u>Recommended Preparation:</u> FASH 135	Rita Campo Griggs
A.D.	FREN	140	Basic French Pronunciation	CSU	Yes	G/P/NP	No	Updating the requisite validation and adding a new textbook.	No	William Carrasco

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A.E.	GERM	201	German III	UC/CSU	Yes	G/P/NP	No	Removal of language lab requirement. Requisite Validation. Objectives - only slight changes as the topics of the course changed slightly with the new textbook. Content/Body of Knowledge - only slight changes as 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.	Prerequisite: GERM 102 or three years of high school German	Beatrica Manneh
A.F.	ID	100	Introduction to Interior Design	CSU	Yes	G/P/NP	No	Update course description, objectives, and course learning outcomes	No	Jessica Newman
A.G.	ID	125	Visual Communication	CSU	Yes	G/P/NP	No	Updated title of course. Updated course student outcomes, objectives, content body of knowledge and distance learning.	No	Jessica Newman

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A.H.	MIL	100	Foundations of Military Leadership	CSU	Yes	P/NP	No	Course title, course description, student learning outcomes, course objectives, critical thinking assignments, representative textbook, and course body of knowledge are being updated to align with changes to the Marine Corps University Sergeant's School curriculum. The grading option is also being changed from Letter Grade to Pass/No Pass in order to ensure student equity between traditional and prior learning credit earners.	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>	Daniel Balaszek
A.I.	MIL	101	Military Warfighting Philosophy	CSU	Yes	P/NP	No	Short title, course description, student learning outcomes, course objectives, critical thinking assignment, and course body of knowledge are being updated to align with changes to the Marine Corps University Sergeant's School curriculum. The grading option is also being changed from Letter Grade to Pass/No Pass in order to ensure student equity between traditional and prior learning credit earners.	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>	Daniel Balaszek

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A.J.	MIL	102	Military Leadership: Sustaining the Transformation	CSU	Yes	P/NP	No	Course title, course description, student learning outcomes, course objectives, critical thinking assignments, representative textbook and course body of knowledge are being updated to align with changes to the Marine Corps University Sergeant's School curriculum. The grading option is also being changed from Letter Grade to Pass/No Pass in order to ensure student equity between traditional and prior learning credit earners.	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>	Daniel Balaszek
A.K.	MIL	103	Military Leadership: The Small Unit Leader	CSU	Yes	P/NP	No	Course title, course description, student learning outcomes, course objectives, critical thinking assignments, representative textbooks, and course body of knowledge are being updated to align with changes to the Marine Corps University Sergeant's School curriculum. The grading option is also being changed from Letter Grade to Pass/No Pass in order to ensure student equity between traditional and prior learning credit earners.	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>	Daniel Balaszek

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A.L.	NUTR	120	Food, Culture, and Society	UC/CSU Yes	G/P/NP	No	The textbooks have been updated as well as the title, description, objectives, topics, and assignments to clearly demonstrate how this course aligns with Area 4 CalGETC standards. Resubmitting for Cal-GETC Area 4	No	Solange Wasef
A.M.	NUTR	185	Science of Human Nutrition	UC/CSU Yes	G/P/NP	No	This is a course change that reflects the common course numbering for its prereqs, and changes in the description, topics, and assignments were made to more clearly demonstrate how this course aligns with CalGETC Area 5	Prerequisite: BIOL 100 or BIOL 101 <u>BIOL C1000 or BIOL C1001</u> and CHEM 100 or CHEM 110 and CHEM 110L	Solange Wasef
A.N.	PHIL	111	Introduction to Philosophy	UC/CSU Yes	G/P/NP	No	Updating course description for accuracy; removing recommended course requisites; updating textbooks.	No	Lee F. Kerckhove
A.O.	PHIL	114	Asian Philosophies	UC/CSU Yes	G/P/NP	No	Updated Course Description. Requisites removed.	No	Jeffrey Epstein
A.P.	PHIL	116	Introduction to Logic	UC/CSU Yes	G/P/NP	No	1. Course description has been updated to more clearly reflect the outcomes and areas of emphasis articulated in the statewide Philosophy Transfer Model Curriculum. 2. Textbooks updated	No	Ryan. Emerick

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A.Q.	PHIL	126	Philosophy of Religion	UC/CSU	Yes	G/P/NP	No	1. The course description has been updated to more clearly reflect the outcomes and areas of emphasis articulated in the statewide Philosophy Transfer Model Curriculum. 2. Updated Textbooks.	No	Ryan. Emerick
A.R.	PHIL	250	Philosophy in Literature	UC/CSU	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. Removed variable topics for Cal-GETC consideration in 3B.	No	Lee F. Kerckhove
A.S.	PHIL	295	Directed Study in Philosophy	CSU	Yes	G/P/NP	No	Course Description Update. Requisite information updated.	Prerequisite: Enrollment subject to project approval <u>Prerequisite: Approval of project or research required by instructor.</u>	Jeffrey Epstein
A.T.	SOC	210	Research Methods for Sociology	UC/CSU	Yes	G/P/NP	No	Updating requisites for alignment with CCN (SOCI C1000).	Prerequisite: SOC 100 <u>SOCI C1000 Recommended</u> Preparation: SOC 180 or PSYC 205 or SOC 205	Sandy. Somo
A.U.	SPAN	101	Spanish I	UC/CSU	Yes	G/P/NP	No	Removal of language lab requirement. Also updated course description, methods of instruction, DE addendum, outcome, objectives, and assignments. -AC	No	Kathleen M. Sheahan

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A.V.	SPAN	102	Spanish II	UC/CSU Yes	G/P/NP	No	Removal of language lab requirement.	Prerequisite: SPAN 102 Kathleen M. Sheahan or three years of high school Spanish
A.W.	SPAN	201	Spanish III	UC/CSU Yes	G/P/NP	No	Removal of language lab requirement.	Prerequisite: SPAN 102 Kathleen M. Sheahan or three years of high school Spanish
A.X.	SPAN	211	Spanish for Heritage Speakers I	UC/CSU Yes	G/P/NP	No	Removal of language lab requirement	Limitation on Enrollment: Limitation on Enrollment: This course is not open to students with previous credit for Spanish 201. Kathleen M. Sheahan

I.6. Action: New Noncredit Courses effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed Grad.	Ba Ope	Justification	Reqs.	Originator
A.	N AT	900	Introduction to Automotive Technology	No	No	P/NP	No	Increase enrollment by adding a non-credit course as a bridge course to our accredited A.S. Degree Major/Cert. of Achievement Automotive Technology program.	No	Luz Ferro
B.	N GCIP	940	Photoshop for Digital Imaging I	No	Yes	P/NP/SP	No	Mirrored course to make it accessible to underserved populations and building a pipeline from noncredit to credit. We are planning to make this course part of a new noncredit program.	No	Mark J. Bealo

I.7. Action: Noncredit Course Changes effective fall 2026

Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed Grad.	Ba Ope	Justification	Reqs.	Originator
A.	N GEOG	900	Introduction to Drone Safety and Applications in Geomatics	No	Yes	P/NP/SP	No	The use of drones for geomatic appli	No	Wing H. Cheung

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B.	N GEOG	901	Careers in the Drone and Geomatic Industries	No	Yes	P/NP/SP No	Increased student and regional emp	No	Wing H. Cheung
C.	N NUTR	920	Food, Culture, and Society	No	Yes	P/NP/SP No	The textbooks have been updated as	No	Solange Wasef

I.8. Action: Course Deactivations effective fall 2026										
Item	Subj	Nbr.	Title	Trnsf.	Dist.	Ed Grad.	Ba Ope	Justification	Reqs.	Originator

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A.	AJ	65	Preparation for Law Enforcement	No	No	P/NP	No	<p>AJ 65 is being proposed for deletion as the content previously covered in this course is now comprehensively addressed through updated curriculum in the California POST-certified police academy training. The course has not been offered in recent semesters, and there is no current demand from students or industry partners for its inclusion in the Administration of Justice program. In alignment with curriculum streamlining efforts and to avoid redundancy, this course is no longer necessary as part of the degree or certificate pathways. The knowledge and skills originally taught in AJ 65 are now embedded within academy instruction, which is a required and standardized component for individuals pursuing a career in law enforcement. Deleting this course will help maintain a current and relevant catalog, reduce confusion for students, and ensure that instructional resources are focused on active, in-demand courses that support student completion and</p>	No	Michelle Soria
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B.	AJ	97	Topics in Administration of Justice	No	No	G	No	AJ 97 is being proposed for deactivation. It has not been offered for many semesters, and there is limited relevance to current student needs. The course has not been scheduled for several semesters and is no longer actively contributing to program completion or enrollment goals. Although AJ 97 is currently listed as an elective option in the AJ General Associate Degree program, its content is no longer aligned with the current focus of the program or the evolving needs of the criminal justice field. In response to advisory board feedback and curriculum review, more relevant and in-demand courses have been added as elective choices for students pursuing the AJ General degree.	No	Michelle Soria
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I.9. Action: Distance Education effective fall 2026

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2026

Item	Subject	Co #	Title
A.	ANTH	C1000	Introduction to Biological Anthropology with Lab
B.	ANTH	C1001	Introduction to Biological Anthropology
C.	ANTH	C1001L	Biological Anthropology Laboratory
D.	ARAB	102	Arabic II
E.	ARAB	201	Arabic III
F.	ARCH	206	Advanced Visualization in Design

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G.	ARCH	215	Design Studio IA
H.	ARCH	217	Design Studio IIA
I.	ARCH	218	Design Studio IIB
J.	ASL	216	Interpreting IV
K.	ASTR	C1001	Introduction to Astronomy
L.	ASTR	C1001L	Introduction to Astronomy Lab
M.	AT	105	Automotive Electricity and Electronics
N.	BIOL	C1000	Introduction to Biology with Lab
O.	BIOL	C1001	Introduction to Biology
P.	BIOL	C1001L	Introduction to Biology Lab
Q.	BPED	320	Building Performance
R.	BPED	380	Building Systems I: Lighting and Solar Design
S.	BPED	420	Global Case Studies
T.	BPED	430	Building Systems II: Ventilation, Water, and Waste
U.	BPED	470	Thesis Analytics: Self Directed Building Analytics
V.	BPED	481	Professional Pathways I
W.	BPED	482	Professional Pathways II
X.	BPED	483	Professional Pathways III
Y.	BPED	490	Professional Mentorship & Industry Readiness
Z.	CDEV	C1000	Child Growth and Development
A.A.	CHDV	105	Observation and Assessment
A.B.	CHDV	105A	Observation, Assessment, and Participation Lab
A.C.	CHDV	150	Administration I: Programs in Early Childhood Education
A.D.	CHDV	155	Administration II: Personnel and Leadership in Early Childhood Education
A.E.	CHDV	195	Adult Supervision and Mentoring in Early Care and Education
A.F.	CHDV	201A	Supervised Field Experience in Early Childhood Education
A.G.	CHIN	102	Chinese II
A.H.	CHIN	201	Chinese III
A.I.	CINE	100	Art of the Cinema
A.J.	CINE	102	History of Film to 1945
A.K.	CINE	103	History of Film 1945 - Present

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A.L.	CINE	105	Film Subjects
A.M.	CINE	120	Film Criticism
A.N.	CINE	122	Identity in American Film
A.O.	COMM	C1004	Interpersonal Communication
A.P.	CSCI	293	Applications of AI/ML/DL to Real World Problems
A.Q.	CSNT	250	Cyber Defense and Analysis
A.R.	CSNT	255	Ethical Hacking Principles
A.S.	ETHN	105	Afro Latino History & Culture
A.T.	FASH	116	Visual Merchandising II
A.U.	FREN	140	Basic French Pronunciation
A.V.	GERM	201	German III
A.W.	ID	100	Introduction to Interior Design
A.X.	ID	125	Visual Communication
A.Y.	MATH	C2210	Calculus I: Early Transcendentals
A.Z.	MATH	C2210E	Calculus I: Early Transcendentals - Embedded Support
B.A.	MATH	C2220	Calculus II: Early Transcendentals
B.B.	MIL	100	Foundations of Military Leadership
B.C.	MIL	101	Military Warfighting Philosophy
B.D.	MIL	102	Military Leadership: Sustaining the Transformation
B.E.	MIL	103	Military Leadership: The Small Unit Leader
B.F.	MIL	110	Military Training & Development: Facilitate Learning Experience
B.G.	MIL	111	Military Training & Development: Develop Learning Experience
B.H.	MIL	112	Military Training & Development Work Experience
B.I.	N GCIP	940	Photoshop for Digital Imaging I
B.J.	N GEOG	900	Introduction to Drone Safety and Applications in Geomatics
B.K.	N GEOG	901	Careers in the Drone and Geomatic Industries
B.L.	N NUTR	920	Food, Culture, and Society
B.M.	NUTR	120	Food, Culture, and Society
B.N.	NUTR	185	Science of Human Nutrition
B.O.	PHIL	111	Introduction to Philosophy
B.P.	PHIL	114	Asian Philosophies

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B.Q.	PHIL	116	Introduction to Logic
B.R.	PHIL	126	Philosophy of Religion
B.S.	PHIL	250	Philosophy in Literature
B.T.	PHIL	295	Directed Study in Philosophy
B.U.	SOC	210	Research Methods for Sociology
B.V.	SOCI	C1000	Introduction to Sociology
B.W.	SPAN	101	Spanish I
B.X.	SPAN	102	Spanish II
B.Y.	SPAN	201	Spanish III
B.Z.	SPAN	211	Spanish for Heritage Speakers I

I.10. Action: Requisites effective fall 2026

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2026 (under=added; strikethrough=removed; plain=no change)

Item	Subj	Nbr.	Title	Requisite
A.	ANTH	C1001L	Biological Anthropology Laboratory	Prerequisite: (Completion of, or concurrent enrollment in): ANTH 100 ANTH C1001
B.	ARAB	102	Arabic II	Prerequisite: ARAB 101; <u>or</u> two years of high school Arabic
C.	ARAB	201	Arabic III	Prerequisite: ARAB 102; <u>or</u> three years of high school Arabic
D.	ARCH	206	Advanced Visualization in Design	Prerequisite: ARCH 202
E.	ASL	216	Interpreting IV	Prerequisite: ASL 215 Corequisite (Course required to be taken concurrently): ASL 298 Recommended Preparation: ENG 100 ENGL C1000 or ENGL C1000E or ESL 110
F.	ASTR	C1001L	Introduction to Astronomy Lab	Prerequisite: (Completion of, or concurrent enrollment in): ASTR 100 ASTR C1001 or ASTR 120
G.	AT	105	Automotive Electricity and Electronics	Corequisite: AT 105L Prerequisite: (Completion of, or concurrent enrollment in): AT 100
H.	BIOL	C1001L	Introduction to Biology Lab	Prerequisite: (Completion of, or concurrent enrollment in): BIOL 101 BIOL C1001
I.	BPED	360	Professional Practice	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College.
J.	BPED	300	Studio I: Residential/Multifamily and Intergenerational Living	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
K.	BPED	320	Building Performance	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
L.	BPED	340	Construction Methodology I: Construction & Practical Structural Applications	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College

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M.	BPED	350	Studio II: Urban Infill & Retrofit Design	Prerequisite: BPED 300 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
N.	BPED	370	Environmental Policy	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College.
O.	BPED	380	Building Systems I: Lighting and Solar Design	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
P.	BPED	390	Site and Urban Design	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
Q.	BPED	420	Global Case Studies	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
R.	BPED	430	Building Systems II: Ventilation, Water, and Waste	Prerequisite: BPED 380 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College.
S.	BPED	440	Construction Methodology II: Advanced Construction & Practical Structural Applications	Prerequisite: BPED 340 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
T.	BPED	450	Thesis Studio IV: Self Directed Climate-Responsive Design	Prerequisite: BPED 400 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
U.	BPED	470	Thesis Analytics: Self Directed Building Analytics	Prerequisite: BPED 430 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
V.	BPED	481	Professional Pathways I	Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
W.	BPED	482	Professional Pathways II	Prerequisite: BPED 481 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California
X.	BPED	483	Professional Pathways III	Prerequisite: BPED 482 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California
Y.	BPED	490	Professional Mentorship & Industry Readiness	Prerequisite: (Completion of, or concurrent enrollment in): BPED 483 Limitation on Enrollment: Must be admitted to a baccalaureate program at a California Community College
Z.	CHDV	105	Observation and Assessment	Prerequisite: CHDV 100 CDEV C1000 Corequisite (Course required to be taken concurrently): CHDV 105A CHDV 105B ; CHDV 105C Recommended Preparation: ENGL C1000 or ENGL C1000E or ESL 110
A.A.	CHDV	105A	Observation, Assessment, and Participation Lab	Prerequisite: (Completion of, or concurrent enrollment in): CHDV 105
A.B.	CHDV	150	Administration I: Programs in Early Childhood Education	Prerequisite: CHDV 100 CDEV C1000 and CHDV 115 Recommended Preparation: Currently teaching or supervising in a preschool or childcare setting.
A.C.	CHDV	155	Administration II: Personnel and Leadership in Early Childhood Education	Prerequisite: CHDV 100 CDEV C1000 and CHDV 115 Recommended Preparation: Currently teaching or supervising in a preschool or childcare setting.
A.D.	CHDV	195	Adult Supervision and Mentoring in Early Childhood Education	Prerequisite: CHDV 100 ; C DEV C1000 and CHDV 115 Prerequisite: (Completion of, or concurrent enrollment in): CHDV 152A ; CHDV 152B Recommended Preparation: Currently teaching in a preschool or child care setting in the role of lead teacher, head teacher, or other supervisory capacity.

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A.E.	CHDV	201A	Supervised Field Experience in Early Childhood Education	Prerequisite: Bachelor's degree (in any field) and CHDV 100 CDEV C1000 and CHDV 115 and any 6 additional units of ECE/CHDV coursework.
A.F.	CHIN	102	Chinese II	Prerequisite: CHIN 101 two years of high school Chinese or two years of high school <u>Mandarin Chinese</u> .
A.G.	CHIN	201	Chinese III	Prerequisite: CHIN 102 or three years of high school Mandarin Chinese
A.H.	CSCI	293	Applications of AI/ML/DL to Real World Problems	Prerequisite: CSCI 250 or CSCI 290 or CSCI 291 Recommended Preparation: CSCI 292
A.I.	CSNT	250	Cyber Defense and Analysis	Recommended Preparation Prerequisite: CSNT 181
A.J.	CSNT	255	Ethical Hacking Principles	Recommended Preparation: Prerequisite: CSNT 181
A.K.	FASH	182	Design Lab - C	Recommended Preparation: FASH 135
A.L.	FASH	183	Design Lab - D	Recommended Preparation: FASH 135
A.M.	GERM	201	German III	Prerequisite: GERM 102 or three years of high school German
A.N.	MATH	C2210	Calculus I: Early Transcendentals	Prerequisite: MATH 110, MATH 110E, MATH 115, MATH 115E, MATH 127, MATH 135 or eligibility determined through
A.O.	MATH	C2210E	Calculus I: Early Transcendentals - Embedded Support	Prerequisite: MATH 110, MATH 110E, MATH 115, MATH 115E, MATH 127, MATH 135 or eligibility determined through the math placement process <u>Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.</u>
A.P.	MATH	C2220	Calculus II: Early Transcendentals	Prerequisite: MATH 140 or MATH 140E <u>Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.</u>
A.Q.	MIL	100	Foundations of Military Leadership	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>
A.R.	MIL	101	Military Warfighting Philosophy	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>
A.S.	MIL	102	Military Leadership: Sustaining the Transformation	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>
A.T.	MIL	103	Military Leadership: The Small Unit Leader	Limitation on Enrollment: <u>Must be enrolled in the Military Leadership Work Experience Apprenticeship Program.</u>
A.U.	MIL	110	Military Training & Development: Facilitate Learning Experience	Limitation on Enrollment: <u>Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.</u>
A.V.	MIL	111	Military Training & Development: Develop Learning Experience	Limitation on Enrollment: <u>Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.</u>
A.W.	MIL	112	Military Training & Development Work Experience	Limitation on Enrollment: <u>Must be enrolled in the Military Training and Development Work Experience Apprenticeship Program.</u>
A.X.	NUTR	185	Science of Human Nutrition	Prerequisite: BIOL 100 or BIOL 101 BIOL C1000 or BIOL C1001 and CHEM 100 or CHEM 110 and CHEM 110L
A.Y.	PHIL	295	Directed Study in Philosophy	Prerequisite: Enrollment subject to project approval Prerequisite: <u>Approval of project or research required by instructor.</u>

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A.Z.	SOC	210	Research Methods for Sociology	Prerequisite: SOC 100 SOC C1000 Recommended Preparation: SOC 180 or PSYC 205 or SOC 205
B.A.	SPAN	102	Spanish II	Prerequisite: SPAN 102 or three years of high school Spanish
B.B.	SPAN	201	Spanish III	Prerequisite: SPAN 102 or three years of high school Spanish
B.C.	SPAN	211	Spanish for Heritage Speakers I	Limitation on Enrollment: Limitation on Enrollment: This course is not open to students with previous credit for

Item J. from BoardDocs Agenda

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

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2026.

Item	Subject	Co #	Title	Is Distar	Original	Column: Column3	Column4	Column5
A.	FASH	110	Textiles	No	Rita Campo Griggs			
B.	FASH	156	Fashion Trade Show	No	Rita Campo Griggs			
C.	READ	205	Critical Reading for Analytical Thinking	Yes	Erin Feld			



California
Community
Colleges

MEMORANDUM

October 7, 2025

ESS 25-66 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Specialists

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Regulatory Revisions to Course Outline of Record

The purpose of this memorandum is to provide guidance regarding the implementation of the Board of Governor's regulatory revisions to the Course Outline of Record requirements. This action was formally filed with the Office of Administrative Law and the California Secretary of State on September 24, 2025. The regulation becomes effective 30 days from the filing date on October 24, 2025. Pursuant to California Code of Regulations, section 52010, community college districts have 180 days from the effective date—April 22, 2026—to conform their local policies and procedures to the new requirements; as a result, colleges need to begin the process of implementing the regulatory revisions as part of their local review process. Full implementation and complete updates in the Chancellor's Office Curriculum Inventory (COCI) system is required by Fall 2030.

Background

On January 14, 2025, following a broad systemwide consultation process, the California Community Colleges Board of Governors approved regulatory action regarding the Course Outline of Record. These regulatory changes were shaped by the California Community Colleges Curriculum Committee (5C), which prioritized Vision 2030-aligned practices for both credit and noncredit instruction. A working group developed a framework of principles and promising practices for discipline faculty, curriculum committees, and local academic senates to strengthen the design of course outlines and ensure district curriculum processes reflect innovation, inclusivity, and equity.

The course outline of record (COR) is one of the most significant documents in our system. It defines, in broad but essential terms, the structure and expectations of a course—what students will learn, how learning will be measured, and the academic standards that apply. While faculty retain full academic freedom in how they teach the course content, the COR provides the

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foundation of consistency, transparency, and accountability. These amendments affirm the role of the COR as a living document that both safeguards rigor and reflects our collective commitment to equitable student success.

The [regulatory revisions](#) also align with recent legislative priorities, including Assembly Bill 1705 (2022), which requires colleges to maximize student completion of transfer-level math and English, and Assembly Bill 1111 (2021), which establishes a common course numbering system to ease student mobility across colleges. Together, the regulatory and legislative changes form a coherent vision for student-centered curriculum that is accessible, transparent, and equitable.

Regulatory Provisions and Key Changes

Curriculum Committees as Stewards of Equity and Inclusion (§ 55001). For the first time, Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

A Strengthened and Publicly Accessible Course Outline of Record (§ 55001.5). The new section 55001.5 clearly defines the COR as the official, publicly available record of a course, underscoring its role in transparency and accountability. The regulation requires CORs to include a comprehensive set of elements: title, catalog description, outcomes and objectives, units and hours (including contact hours, outside-of-class work, and total student learning hours), discipline assignment, and representative instructional materials. Notably, instructional materials should include consideration of open educational resources (OER) that meet accessibility standards. The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners.

- To support implementation, districts may use Common Course Numbering funds for necessary updates to local curriculum systems and processes.
- In addition, all COR information must now be directly entered into the Chancellor's Office Curriculum Inventory (COCI)—document uploads are no longer permitted. This shift reinforces statewide consistency and supports cleaner reporting.
- To aid implementation, the Ninth Edition of the Program and Course Approval Handbook (PCAH) will be released in Spring 2026, offering detailed guidance and best practices.

Modernized Standards for Credit, Noncredit, and Community Services Courses (§ 55002). The revisions to section 55002 streamline and modernize the standards that govern credit and

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noncredit courses. For credit courses, learning must now be demonstrated through multiple, authentic means—including written work, projects, problem-solving, and skills demonstrations—ensuring that assessment reflects the diversity of students’ learning styles and strengths. The regulation now requires CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5. Importantly, updated language regarding “basic skills.”

For noncredit courses, the revised standards strengthen consistency by requiring CORs to specify subject matter, methodology, assignments or activities, and methods of evaluation, all taught by qualified instructors.

Advancing Success and Equity

Taken together, these changes signify more than regulatory housekeeping—they reflect a vision of curriculum that is inclusive by design and transparent in practice. By requiring course outlines to highlight equity-minded approaches, mandating UDL accessibility, and ensuring public availability of CORs, the regulations affirm that every student, regardless of background, has the right to a learning environment designed for their success.

These revisions encourage faculty innovation and academic freedom while removing structural barriers that have historically hindered students, particularly those from disproportionately impacted communities. They call upon colleges to view the COR as a living commitment to equity, rigor, and opportunity. By aligning curriculum standards with recent legislative changes, the regulations also strengthen pathways to degree completion, transfer, and workforce readiness.

Next Steps for Colleges and Districts

- **Revise curriculum committee procedures** to reflect the new equity, inclusion, and UDL language of § 55001.
- **Update COR templates and catalog systems** to include all elements required by § 55001.5, including representative descriptions of inclusive teaching approaches, and ensure that all CORs are publicly accessible.
- **Directly input COR information into COCI**, as uploads are no longer permitted; allocate Common Course Numbering funds for necessary local work and system updates.
- **Review local board policy** on credit-hour calculations to ensure consistency with § 55002.5 and confirm this alignment through annual certification.
- **Train curriculum personnel**—faculty, administrators, and staff—on the revised regulations and the Chancellor’s Office Program and Course Approval Handbook.
- **Ensure prompt and accurate reporting** of approved courses to COCI and MIS.

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- **Align enrollment practices** with § 55003 and § 58106, ensuring that prerequisites and limitations on enrollment are validated fairly and equitably.

Conclusion

The revised regulations remind us that curriculum is at the heart of equity. Each course outline we design, review, and approve is more than a technical record—it is an invitation to students, a promise of belonging, and a pathway to success. By embedding inclusive practices, requiring accessibility, and affirming transparency, these Title 5 revisions ensure that our colleges continue to be places where every student can thrive.

The Chancellor’s Office looks forward to supporting faculty, curriculum committees, and administrators in bringing these changes to life. Together, we can ensure that the Course Outline of Record is not only a compliance requirement but also a symbol of our shared values: access, equity, and excellence in student learning.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
John Hetts, Executive Vice Chancellor for Research, Analytics and Data

Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55001. Curriculum Committee	<ul style="list-style-type: none">• New Sub Section• Details the role of the curriculum committee

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§ 55001.5. Course Outlines of Record.	<ul style="list-style-type: none">• Separated from §55002.0• Additional requirements added specific to Common Course Numbering• Removed Basic Skills Requirements;• Amended language from Prerequisites and Corequisites to Enrollment Requirements and included enrollment limitations;
§ 55002. Standards and Criteria for Courses	<ul style="list-style-type: none">• Combined Degree-applicable and nondegree applicable sections to eliminate redundancy and• Added language to nondegree applicable courses section to credit and noncredit sections in order reflect AB 705/1705 requirements and guidance.
§ 55100. Credit Course Approval.	<ul style="list-style-type: none">• Clean up language

Final Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record

NEW SECTION 55001 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001. Curriculum Committee.

(a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

NEW SECTION 55001.5 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001.5. Course Outlines of Record.

(a) Course outlines of record document course content as approved by faculty curriculum committees and district governing boards. Course outlines of record shall be maintained in the official records of the college and made publicly available. Course outlines of record shall include the following required elements for each course:

(1) the specifications related to the unit value (for credit courses only), the expected number of contact hours, any outside-of-class hours, and the total student learning hours for the course as a whole; the total units of credit for the course as a whole calculated pursuant to section 55002.5; and if applicable, separately specify the total units of lecture, lab, or similar academic activities for attendance accounting reporting purposes pursuant to section 58003.2;

(2) the prerequisites, corequisites, or advisories on recommended preparation, if any, for the course;

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(3) the title, catalog description, outcomes, objectives, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards;

(4) explanations or examples of required outside-of-class assignments, including reading and writing assignments, instructional methodology, and methods of evaluation; and

(5) the discipline or disciplines placement established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

SECTION 55002 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55002. Standards and Criteria for Courses.

~~(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.~~

(a) Credit Courses. Courses recommended by curriculum committees and approved by district governing boards as meeting the criteria described in this subdivision shall be designated either as degree-applicable credit courses or nondegree-applicable credit courses as appropriate.

~~(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.~~

~~(1)(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets~~ Credit courses shall meet the following standards:

(A) Difficulty, Level, and Intensity. Courses require critical thinking, learning skills, vocabulary, and allocation of concepts at college level as determined by the curriculum committee. Courses treat subject matter with a scope and intensity that requires students to study independently outside-of-class.

~~(B)(A) Grading Policy. The course provides~~ Courses provide for measurement of student performance in terms of the stated course objectives and ~~culminates~~ culminate in a formal,

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~~permanently recorded grades based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by~~ consistent with the provisions of article 2 of subchapter 1 of Chapter 6 (commencing with section 55020). Proficiency may be demonstrated through written assignments, problem solving exercises or, skills demonstrations by students, , or other means as deemed appropriate by the curriculum committee.

~~(BC) Units. The course grants~~ Courses grant units of credit in a manner consistent with the provisions of section 55002.5. ~~The course outline~~ Course outlines of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

~~(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.~~

~~(D) Prerequisites and Corequisites. Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.~~

~~(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.~~

~~(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.~~

~~(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

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~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(D) Enrollment Requirements. Includes prerequisites, corequisites, or limitations on enrollment established in accordance with the requirements that are authorized, reviewed, and applied pursuant to sections 55003 and 58106.

(2) Conduct of Courses. Course sections must be taught by qualified instructors in accordance with the elements specified in the course outline of record.

~~(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.~~

(3) Nondegree-Applicable Credit Courses. Nondegree applicable credit courses are courses recommended by curriculum committees and approved by governing boards in one of the following categories:

~~(1) Types of Courses. Nondegree-applicable credit courses are:~~

(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses; ~~(including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;~~

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(4) In nondegree-applicable credit courses, the assignments shall be sufficiently rigorous that students successfully completing a course or a sequence of required courses will have acquired the skills necessary to complete degree-applicable work.

~~(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.~~

~~(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.~~

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~~(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.~~

~~(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.~~

~~(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(b) Noncredit Courses. Noncredit courses are recommended by the curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

~~(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.~~

(1) Standards for Approval. The college and/or district curriculum committeeCurriculum committees shall recommend approval of the course if the course treatscourses that treat subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems curriculum committees deem appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of

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subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) ~~Course Outline of Record.~~ The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

~~(2)(3)~~ Conduct of Course. All course sections of the course are to must be taught by a qualified instructors, and taught in accordance with the set of objectives and other specifications defined elements specified in the course outline of record.

~~(4) Repetition.~~ Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

~~(5) Prerequisites and corequisites.~~ When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.

~~(c)(d)~~ Community Services Offerings. A Community services offerings must: meet the following minimum requirements:

(1) is ~~be~~ approved by the district governing boards;

(2) is ~~be~~ designed for the physical, mental, moral, economic, or civic development of persons enrolled students; therein;

(3) provides ~~provide~~ subject matter content, resource materials, and teaching methods which the district governing boards deems appropriate for the enrolled students;

~~(4) is conducted in accordance with a predetermined strategy or plan;~~

~~(4)(5)~~ is ~~be~~ open to all members of the community willing to pay fees to cover the cost of the offering; and

~~(5)(6)~~ may not be claimed for apportionment purposes.

Authority cited: Sections 66700, ~~and 70901,~~ and 78300, Education Code. Reference: Section 70901, ~~and 78300,~~ Education Code.

SECTION 55100 OF ARTICLE 1, OF SUBCHAPTER 2, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55100. Credit Course Approval.

~~(a) The governing board of each community college district.~~ (a) Governing boards shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor ~~consistent with~~ pursuant to section 55000.5~~(a)~~.

(b) ~~The~~ Chief executive officers, chief instructional officers, college academic senate presidents, and college curriculum committee chairs of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses within their college or district:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a)~~;

~~(2) the college and/or district promptly reported~~ (2) all credit courses approved by the district governing board ~~pursuant to this section~~ were promptly reported to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college ~~and/or~~ district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of sections 55001, 55002, ~~section and~~ 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a)~~;

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, and outside-of-class hours, and the calculation of credit hours, ~~consistent with section 55002.5~~.

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if ~~he or she~~ the Chancellor determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Text in Red is newly added text

Draft Fall 2025

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

References: California Education Code ,Sections (§) 76224 and 76232; California Code of Regulations Title 5, Section (§) 55025; Palomar Community College District Procedures, AP 4231 – Grade Changes

I. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the ~~California Education Code~~ **California Code of Regulations**, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated ~~§ 55025 of the California Education Code (Title V)~~ **Title 5 § 55025 of the California Code of Regulations**. Students may dispute final grades only when the student can provide proof that **Title 5 § 55025 of the California Code of Regulations** has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade (or by a substitute faculty member if the instructor is not available), unless if the student has filed a discrimination complaint or the district determines that there has been gross misconduct by the original instructor. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures.

All changes or modifications to a student's grade shall only be allowed for a request initiated within one year following the end of the semester in which it was assigned. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute.

II. DEFINITION OF TERMS

Grade Dispute: A claim by a student that his/her **their** final grade was given by the instructor in violation of ~~Title V~~ **Title 5**, § 55025.

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

Semester: Fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as

semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated ~~no later than the fall semester immediately following summer.~~ **before the start of the proceeding spring semester. Grade disputes for classes that take place in fall must be initiated** ~~no later than the following spring semester~~ **before the start of the proceeding fall semester.**

California Code of Regulations Title ~~V~~ **5**, § 55025 states: “In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The ~~California Education Code~~ **California Code of Regulations** may be found at ~~www.leginfo.ca.gov~~ <https://govt.westlaw.com/calregs/>

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

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

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

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

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

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute **resolution** procedures, the student shall attempt to resolve the dispute informally by meeting with the instructional faculty member who issued the grade in dispute ~~and instructional administrator~~. The student may dispute grades only when there is evidence that Title ~~V~~ **5**, § 55025 has been violated. The intent of the informal grade dispute procedure is to strongly encourage and support all possible attempts to resolve the dispute with the **instructional** faculty member.

The student should follow the process described below in an attempt to informally resolve ~~his/her~~ **their grade** dispute. Students can direct additional questions related

Exhibit 04 - GradeDisputePolicy_FinalDraft (1)_Nina Shmorhun

to this process to the Chair of the Academic Standards and Practices Committee, a committee of the Faculty Senate.

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

A. INSTRUCTOR REVIEW

- i. A student challenging a grade must first attempt informal resolution with the instructor who assigned it.
- ii. The student must contact the instructor within one year (fall or spring, as defined by the District calendar) after grades are posted, via direct communication with the instructor.
- iii. If the instructor is unavailable (e.g., on leave or no longer employed), the student should contact the Department Chair within the same timeframe and proceed to Department Chair & Dean Review (Palomar Grade Dispute Policy, Section III, Part B).
- iv. The instructor shall respond and meet with the student within fifteen (15) instructional days of being contacted, excluding summer and intersession, in which case the timeline adjusts to the next instructional semester.
- v. If resolved, the instructor may proceed with a grade change. If unresolved, the student may proceed to the Department Chair or Dean Review (Palomar Grade Dispute Policy, Section III, Part B).

B. DEPARTMENT CHAIR & DEAN REVIEW

- i. If the grade dispute cannot be resolved at the instructor level, or the instructor is no longer employed with the District, the student may submit an informal grade dispute request to the appropriate Department Chair (if they did not already substitute for the instructor) or Dean by email.
- ii. The student must provide a detailed explanation of why they are seeking an informal grade dispute and include all relevant documentation, witness details, or any other supporting evidence. This explanation must substantiate claims of error, bad faith, fraud, or incompetence, as stated in California Code of Regulations Title 5, § 55025.
- iii. The Department Chair, or Dean in consultation with the Department Chair, will review the informal grade dispute request and strive to resolve the issue within fifteen (15) instructional days from its receipt.
- iv. Within fifteen (15) instructional days of receiving the informal grade dispute request by email, the Department Chair will meet with both the instructor and the student to collect the necessary facts. If the Department Chair was a substitute for the instructor, the Dean will

- collaborate with the Department Chair and student to resolve the matter.
- v. If the instructor, Department Chair, or Dean are unavailable within the time frame, the Vice President of Instruction will adjust the resolution timeline as needed, and the student will be informed of the revised schedule in writing.
 - vi. The Department Chair or Dean does not have the authority to change the grade that was issued by the instructor (except in cases where the Department Chair or Dean is serving as a substitute for the instructor).
 - a. If, after consultation with the instructor and Department Chair, the Dean feels that Title 5, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV of this grade dispute policy.
 - b. If no violation of Title 5, § 55025 is found by the Dean, the instructor's decision is final, and no formal grade dispute will proceed.
 - vii. The Department Chair or Dean will provide the student with a written outcome of the resolution attempt within five (5) instructional days of the meeting.
 - viii. If the student does not agree with the decisions made by the instructor, Department Chair, and the Dean, the student may file a Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website) with the Vice President of Instruction, who will then convene an Appeal Review Panel. The Formal Grade Dispute Resolution Request Form must be submitted within fifteen (15) instructional days after the student receives the Department Chair/Dean's decision, excluding summer and intersession, in which case the timeline adjusts to the next instructional semester.

IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

If the ~~academic or counseling~~ Dean finds that there is a potential case of a violation of Title 5, § 55025, ~~or if the student does not agree with the decisions made by the instructor, Department Chair, and the Dean,~~ the student may file a request with the Vice President ~~for~~ of Instruction for a formal hearing. The student must initiate the ~~formal grade~~ dispute process within one semester of the instructor of record's

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response to the informal grade dispute in question. **Formal** grade disputes pursued after one semester **of the instructor of record's response to the informal grade dispute in question** will not be accommodated.

- A. Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:
 - i. The name of the instructor, course ID, section number, and semester of the **course** of the disputed grade
 - ii. A clear and concise statement of the dispute that must include details of the specific violation of Title **5**, § 55025.
 - iii. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
 - iv. Identification of the resolution, corrective action, or remedy being sought.
 - v. Copies of all documents, assignments, or related materials indicating that Title **5**, § 55025 has been violated.
- B. The Vice President of Instruction, upon receiving the student's request for a formal hearing will convene the Academic Grade Review Panel. The composition of the Academic Grade Review Panel is as follows:
 - ~~a. the Vice President for Instruction~~
 - ~~b. 1 faculty member from within the discipline of the class in question~~
 - ~~c. 2 faculty members at-large appointed by the Faculty Senate~~
 - ~~d. 1 student representative appointed by the ASG~~

~~If the student filing the Formal Grade Dispute Resolution Hearing Request Form prefers not to have a student representative, none will be appointed to the panel. The student also has the option to challenge the makeup of the panel, and may request that different faculty members be assigned in case of a perceived conflict of interest. The student may not request particular faculty, only that new faculty be assigned.~~

~~The instructor in question may also challenge the student representative on the panel in case of a perceived conflict of interest. The faculty may not request a particular student, only that a new student representative be assigned.~~

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

formal review will follow the process outlined below.

- i. The Appeal Review Panel will consist of the Dean (or designee), Vice President of Instruction, one (1) faculty member from within the discipline of the class in question, and one (1) student representative appointed by the Associated Student Government (ASG). In the event the Vice President of Instruction is not available to meet the timeline contained herein, the Vice President of Instruction shall designate a senior-level administrator to complete the process.
- ii. The Appeal Review Panel shall meet with the student and instructor who assigned the grade, within thirty (30) instructional days of filing the Formal Grade Dispute Resolution Request Form. If the instructor is unavailable (e.g., on leave or no longer employed by the District), the Department Chair shall represent the instructor.
- iii. The Appeal Review Panel meeting will be closed to observers and advocates.
- iv. The Appeal Review Panel will review all information and evidence and make a recommendation. The recommendation will be sent to the Superintendent/President of the District within five (5) instructional days of the Appeal Review Panel meeting.
- v. The Superintendent/President shall review the recommendation of the Appeal Review Panel and make a final decision within fifteen (15) instructional days from the receipt of the recommendation.
- vi. If the Superintendent/President's decision is to change the grade, the new grade determined by the Appeal Review Panel shall be the final grade assigned. The Appeal Review Panel will determine a new grade based on the information they have available to it, as well as the request of the student **provided in the Formal Grade Dispute Resolution Request Form**. The Appeal Review Panel will designate one (1) faculty member from the **Appeal Review Panel** to sign and file the official grade change documentation in the **Records & Evaluations Office** for appropriate **changing and** recording of the new grade.
- vii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.

- viii. The Superintendent/President of the District will inform the Appeal Review Panel, student, instructor, Department Chair, and Dean in writing of the decision within fifteen (15) instructional days from the receipt of the recommendation.
- ix. All documentation from the informal and formal procedures will be housed in the **Instructional Services Offices** to preserve the confidentiality of all records related to the process.

V. SECURITY OF GRADE RECORDS

- A. The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.
- B. The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade databases, locking mechanisms for computer stations from which student grade databases can be viewed, and strict limits on the number of persons who are authorized to change student grades.
- C. No grade placed in a student's academic record may be changed unless the instructor completes a grade change form in their Faculty eServices. All changes or modifications to a student's grade shall only be allowed for a request initiated within one year following the end of the semester in which it was assigned. Registration records are maintained only for a three-year period.
- D. Persons authorized to change grades pursuant to District policy shall be designated by the Senior Director of Enrollment Services and shall be regular full-time employees of the District. Grade changes will occur only following a resolution during the informal grade dispute process or the signed and approved Formal Grade Dispute Resolution Request form, and shall be authorized by the faculty member (or faculty member designated by the Appeal Review Panel to submit a signed and approved grade change form to the Instruction Office)
- E. Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Senior Director of Enrollment Services or Supervisor of Evaluations and Records immediately. The Senior Director of Enrollment Services or Supervisor of Evaluations and Records shall immediately take steps to lock the grade storage system while an investigation is conducted.

- F. If any student's grade record is found to have been changed without proper authorization, the District will notify:
 - i. the student;
 - ii. the instructor who originally awarded the grade;
 - iii. any educational institution to which the student has transferred;
 - iv. the accreditation agency; and
 - v. appropriate local law enforcement authorities.
- G. Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred upon request.
- H. Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.
- I. Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

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 5.1 - 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.

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.



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 6.1 - 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 6.1 - 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 6.1 - 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 6.1 - 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 6.2 - 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 6.2 - 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 6.2 - 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

hibit 6.3 - Burden-Free Access to Instructional Materials What Faculty Need to Know

BURDEN-FREE ACCESS TO INSTRUCTIONAL MATERIALS: WHAT FACULTY NEED TO KNOW

[California's Title 5, §54221- Burden-Free Access to Instructional Materials](#) is calling on colleges to reimagine what the first day of learning can be. The goal is ambitious and student-focused: ensure that every student has what they need to begin learning from day one, free from cost barriers.

California's Title 5, §54221 defines instructional materials as all items a student is required to obtain for a course. Instructional Materials includes:

- **Textbooks** (print or digital)
- **Supplemental materials** such as lab manuals, workbooks, required software, homework systems, readers, or journal articles
- **Supplies** such as goggles, lab kits, paint brushes, calculators, nursing scrubs, sewing patterns, or other course-required items

It is important to note:

- The regulation does **not support automatic billing or “inclusive access” vendor programs**. These models provide day-one access but still require students to pay, and therefore do not meet the intent of reducing burden.
- **Day 1 access is not enough**. Providing day-one access gives students the chance to start strong, even when financial aid is delayed. The next step is to continue reducing the total costs students face over the term. We can celebrate early access while also working toward materials and supplies that remain affordable, or free, throughout the course.
- **OER by itself is not enough**
 - OER and Zero-Textbook-Cost (ZTC) strategies can significantly reduce or eliminate textbook costs, but textbooks are only one part of the total burden.
 - To address the cost of required supplies and supplemental materials, the institution and faculty will need to work together to identify creative, cost-reducing solutions.

WHAT THE REGULATION REQUIRES - POLICIES

Title 5, §54221 asks colleges to **create policies** that ensure:

- **First-day access** to textbooks and supplemental materials
- **Reduction of overall course material costs** whenever possible
- **Long-term planning** to minimize financial burdens on students

Palomar is now creating the initial Board Policy (BP) and Administrative Procedure (AP) required by Title 5, §54221.

The policies we adopt now are only the first step.

The state's goal is for colleges to move steadily toward being as close to burden-free as possible **by 2030**.

This work will continue to develop over the coming years and will require ongoing collaboration, refinement, and creativity. Our role is to begin reducing unnecessary costs now while continuing to strengthen this effort over time.

ACADEMIC FREEDOM IS FULLY PROTECTED

Faculty maintain full authority to determine which instructional materials best support student learning. Nothing in this legislation mandates the use of any particular resource or restricts pedagogical decision-making.

California's Title 5, §54221 states: “District policies shall maintain an instructor's responsibility and academic freedom to choose instructional materials.”

hibit 6.3 - Burden-Free Access to Instructional Materials What Faculty Need to Know

HOW FACULTY CAN LEAD THIS WORK

Faculty expertise is critical to improving how students afford and access course materials. Here are supportive, academic-freedom-respecting strategies:

- **Understand the full cost of your course.**
 - Review every required textbook, supply, and supplemental material. Ensure all costs are accurate and transparent to students in the class notes.
- **Discuss material-cost burdens at department meetings.**
 - Make the review of instructional material and supply costs a recurring part of department conversations.
- **Thoughtfully explore alternatives.**
 - When appropriate, consider lower-cost or free options. Partner with CALM leadership and the Instructional Designer to locate vetted low-cost or OER resources that align with your teaching approach.
- **Provide legally permissible temporary access for students experiencing financial aid delays.**
 - Use OER alternatives, library-licensed digital materials, or publisher-provided temporary access. Faculty must ensure options are accessible and copyright-compliant.
- **Be cautious with publisher course packs and platforms.**
 - Although many publishers offer 14-day temporary access, students must later pay high fees. Before adopting these systems, explore whether the course can be designed without costly publisher bundles.
- **Coordinate with the library to ensure ongoing and equitable access for all students, including online learners.**
 - Work with librarians to identify materials that can be provided digitally or through institutional licensing so all students, not just those on campus, can access required resources.
- **Evaluate required supplies and partner with the institution.**
 - Work with chairs, deans, purchasing, and department colleagues to find the best pricing or alternatives for required supplies.
- **Collaborate with colleagues teaching the same course.**
 - Meet to review total course costs and identify ways to reduce them. Consider co-developing OER materials or shared resources.
- **Engage in professional development on OER.**
 - Learn how to find, evaluate, and adapt open resources to align with your teaching strategies and course design.

QUESTIONS, SUGGESTIONS, AND NEXT STEPS

- What ideas do you have for lowering the cost of textbooks, supplemental materials, or required supplies in your courses or department?
- What should our first priorities be, and what should come next, as we continue developing and strengthening Palomar's Burden-Free Access policy over the next several years?
- What support, tools, or collaboration would help you explore and implement lower-cost or no-cost material options?

GOVERNANCE STRUCTURE GROUP REQUEST



Date: September 30, 2025

Proposed Name of Requested Group:	Artificial Intelligence (AI) Taskforce	
Request submitted by:	Tina Recalde, VPI	
Group Type: Task Force	Action Requested: New If Change, identify type of change:	

Reporting Relationship: College Council

Purpose: As Artificial Intelligence (AI) technology continues to develop, Palomar College needs to develop policies and practices on the integration of AI into instruction, student support, administration, and operations across the college. The AI Taskforce will begin discussions around the development of policies and practices involving the use of AI and should address the following:

- Providing guidance regarding AI use in instruction at the class level;
- Providing guidance to students on ethical and responsible AI use, safety, and security;
- Providing guidance on consistent application of policies on academic integrity and appropriate use of AI;
- The use of AI in professional development and student learning/training;
- Protection of sensitive information (student and employee);
- Integration of AI into curricular and student support services.

This work supports Palomar College's values of access, equity, and academic excellence and aligns with the Education Vision Plan 2035 goals of increasing student success and investing in our people and processes.

Products: Recommend policies and practices related to the following areas:

- AI use in instruction at the class level;
- Guidance to students on ethical and responsible AI use, safety, and security;
- Guidance on consistent application of policies on academic integrity and appropriate use of AI;
- The use of AI in professional development and student learning/training;
- Protection of sensitive information (student and employee);
- Integration of AI into curricular and student support services.

Taskforce products to be completed by end Spring 2026 semester.

Meeting Schedule: 1st and 3rd Thursdays 2:30-3:30 p.m. with additional workgroup meetings

Chair(s): Dean of Instruction and a Faculty member selected from the committee representatives

Members:

- One (1) Instructional Dean, appointed by the Vice President of Instructional Services
- One (1) Representative from IS, appointed by the Vice President of Fiscal and Administrative Services
- One (1) Representative from Student Services, appointed by the Vice President of Student Services
- One (1) Representative from ATRC, appointed by the Dean over that area
- Five (5) Faculty Representatives, one member appointed by Faculty Senate from each: Curriculum Committee, Academic Standards and Practices Committee, Learning Outcomes Committee, Distance Education Committee, and Professional Development Committee
- Two (2) Faculty Senate Special Projects Leads: AI and Proctoring
- One (1) Faculty Representative, appointed by PFF

Exhibit 07 - AI Taskforce Rev 11.05.2025

- One (1) CCE Representative, appointed by CCE
- One (1) CAST Representative, appointed by CAST
- One (1) AA Representative, appointed by AA
- One (1) Student Representative, appointed by ASG

Structure created – New Council

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

Structure revision – [Note type of change]

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

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 09 - AI Resolution Draft 2[65]

NOTE: This resolution from PFF is a DRAFT WORK-IN-PROGRESS. Nothing here should be understood as a final draft or final statement. This is a second draft after receiving feedback.

PFF AI Resolution

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

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 full-time and now part-time faculty are paid for office hours and office hours are part of full-time faculty workload (Article 4 of the PFF/PCCD Collective Bargaining Agreement)

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

Whereas Nectir AI was endorsed 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 further clarification from Palomar College Professional Development revealed an option for Nectir AI to respond to student queries about classroom content, 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 will (via RAG: retrieval augmented generation) access your information first to try to answer or generate a response for the students”

Whereas responding to student queries about a faculty member’s course content is a primary feature of faculty work, including during office hours

Whereas AI tools (Nectir and others) being promoted by PCCD to *perform* faculty duties (not simply *support* faculty duties) can lead to unnegotiated changes in working conditions

Whereas a lack of confidence regarding data privacy (including but not limited to faculty course materials and student information) and a concern that faculty and student data could potentially

Exhibit 09 - AI Resolution Draft 2[65]

be used to train these AI systems (in addition to environmental and other concerns swirling around AI) concerns PFF greatly

Therefore be it resolved PFF opposes the use of AI tools to replace or replicate faculty labor including, but not limited to, professor-student discussion and interaction around course content

Therefore be it further resolved AI tools (and their local promotion) should be thoroughly vetted and approved via transparent presentations and meaningful discussion through shared governance, with Faculty Senate, and with PFF before implementation