THE FACULTY SENATE
PALOMAR COLLEGE

MEETING
2025-11-17
EXHIBITS 1-10

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 17, 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
Reyes, Jazmin (ASG)
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. **Opening**
   a. Call to Order
   b. Public Comment
   c. Announcements
   d. Agenda Changes
   e. Approval of Minutes – 11-10-2025

2. **Action**
   a. Committee on Committees – (Exhibit 1), Zavodny
   b. DE Resolution – Adoption of a Simple Syllabus (Exhibits 2.1 & 2.2), Sanchez
      - Vote on Faculty Senate cosigning the resolution on adoption of Simple Syllabus as an institutional tool.
   c. AI Taskforce - (Exhibit 3), Shmorhun
      - Vote on the approval of the Governance Sheet

3. **Information – (Max 5 min each)**
   a. ASG Report, ASG Representative
   b. Subcommittee Report Presentation - (Exhibit 4), Pearson
      - Overview of Faculty Senate Subcommittee Reports
   c. Call for Spring Senator Nominations - (Exhibit 5), Pearson

4. **Discussion - (Max 7 min each)**
   a. DE Committee Resolution: Institutional Technology – (Exhibit 6), Sanchez
      - Transparency and faculty involvement in institutional technology decisions.
   b. PFF Resolution: Nectir & AI, (Exhibit 7), Siminski
      - PFF is writing a resolution about the impacts to workload of AI and Nectir. Feedback (and co-authorship) from Senate is requested.
   c. Changes to Title 5 - Course Outline of Record – (Exhibit 8.1 & 8.2), Mellos
      - Review revisions to Title 5
   d. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 9), Shmorhun
      - Senate feedback and discussion on the Grade Dispute Policy.
   e. Review resolution for Classified hiring - (Exhibit 10.1 & 10.2), Pearson

5. **Adjournment**

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

THE **FACULTY SENATE**

PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
November 10, 2025

APPROVED

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Heather Elliott Pham, Kelly Falcone, Wendy Gideon, Adriana Guillen (Zoom), Jason Jarvinen, Scott Klinger, Lawrence Lawson, Melissa Martinez (Zoom), Vicki Mellos, Michael Mufson, Beth Pearson, Jazmin Reyes (ASG) (Zoom), Tanessa Sanchez, Karl Seiler (Zoom), Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Anastasia Zavodny

ABSENT: Alexandra Doyle Bauer, Patrick O'Brien, Ashley Wolters

GUESTS: Matt Grills, Luis Guerrero, Sherehe Hollins, Timothy Swan II (ASG), Alyssa Vafaei 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 Sanchez announced the AI Book Club meeting on Friday, November 14th, from 11 a.m. to 1 p.m. The author of "The Opposite of Cheating," Dr. Tricia Bertram Gallant, will be present to answer questions and navigate the conversation.

Luis Guerrero announced invitations to apply for the LEAD Academy on January 7th and 8th, a two-day leadership development opportunity. He emphasized that the college needs more leaders, especially from the faculty side. He also announced a three-day AI Literacy Workshop the following week to ensure teaching remains human-centered.

Senator Siminski announced that ESL students held an artwork poster competition last semester; the winning poster, created to support immigrants/immigration, is available for faculty to take and display in their spaces.

President Pearson announced that the Academic Senate for California Community Colleges (ASCCC) Fall

Plenary had recently concluded. She shared highlights of resolutions discussed and adopted at the session, noting that several directly affect local senates, including resolutions on grading flexibility, artificial intelligence, faculty primacy in curriculum, and the inclusion of DEIA-based outcomes in professional development. Pearson encouraged senators to review the full list of adopted resolutions available through ASCCC's website and emphasized the importance of Palomar's continued engagement in statewide governance issues.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Shmorhun/Sanchez   Faculty Senate to approve the minutes for November 3, 2025.

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 carried.

Hiring Committee: Dean Financial Aid, Veterans, Scholarship Services: Emily Watts (Biology), Faculty & Christine Barlolong (Counseling), Faculty

B. **Curriculum –Mellos**

MSC: Mellos/Shmorhun   Faculty Senate to approve the Curriculum changes from the November 5, 2025 Curriculum Committee meeting.

The motion carried.

INFORMATION

A. **ASG Introduction and Report, Jazmin Reyes, ASG Representative**

Jazmin Reyes, ASG representative on Zoom, reported that she did not have anything to report at this time.

B. **Changes to Title V – Course Outline of Record – (Exhibits 3.1 & 3.2), Mellos**

Vickie Mellos reported that regulatory revisions to the course outline of records, previously brought forward, became law on October 24th, initiating an 180-day compliance window.

The major change is strengthening Diversity, Equity, and Inclusion (DEI) requirements in the Course Outline of Record (COR). There needs to be procedures for embedding DEI into the Course Outline of Record.

Other changes include incorporating principles of Universal Design for Learning; inclusion of OER resources; and requiring assessment to be demonstrated through multiple authentic means (including projects, problem-solving, or skills demonstrations, not just written work) to reflect diverse learning styles and strengths.

The Curriculum Committee will work on a communication plan and training for rolling out these changes. It was suggested seeking an agenda item to educate the Governing Board on these statutory Title V requirements.

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

Senator Shmorhun reported on the committee's work revising the Grade Dispute Policy. The update aims to streamline the appeals process, clarify timelines, and ensure alignment with current instructional modalities, including online courses.

Input was gathered from ASG, Student Life and Leadership and Instructional Services. The policy encourages students to pursue the informal process before the formal process and will include a student-centered flowchart.

Feedback from Senate will be incorporated before the committee returns with a final version for action.

DISCUSSION:

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

Senator Sanchez presented the DE Resolution regarding the adoption of a Simple Syllabus as an institutional tool. This proposal aims to standardize the process for syllabi creation across the college. Key benefits highlighted include the tool's alignment with accessibility and security standards, its ability to embed into Canvas, and its function as a central repository.

Simple Syllabus simplifies creation by pulling data such as drop dates and holidays directly from PeopleSoft. Furthermore, it allows for the standardization of language for statements concerning accessibility, DEI, and the Disability Resource Center (DRC).

A significant advantage noted was the ability for changes to standard language, such as fixing a broken link, to automatically propagate across all syllabi. Faculty would retain control over privacy settings, with options to make the syllabus public, public only to Palomar students, or private only to enrolled students; specific sections could also be made private.

ASG representatives emphasized the student benefit of a Simple Syllabus dashboard, providing centralized access to all their course syllabi. While adoption would be highly encouraged rather than mandatory, work remains in coordinating with Academic Standards and Practices (ASP) to finalize template language.

Although funding for the institutional tool still needs to be secured, potential sources have been identified.

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

Falcone led the discussion on Burden-Free Access to Course Materials, addressing the Faculty Senate's role in ensuring students have access to required materials on the first day of class, aligning with Title V requirements. This legislation seeks the long-term goal of burden reduction by 2030 by removing the cost of instructional materials, including textbooks, supplemental materials, and supplies.

The regulation mandates that the college create a BP and AP addressing first-day access, overall cost reduction, and long-term planning by January.

The Chancellor's Office is seeking ideas on how to reduce costs through negotiation or by having the college pay for supplies by potentially utilizing equity funds or lottery funds. Faculty retention of academic freedom in selecting course materials is protected by Title V.

Concerns were raised regarding the high cost of equipment in areas like Media Studies and Art, noting that the department currently has zero allocated funding for equipment repairs, making burden-free access impossible without significant district investment. Furthermore, the common delay in financial aid, often two weeks into a semester, complicates the day one access requirement.

A suggestion was put forward to include a dedicated burden-free line item on budget requests to increase transparency regarding funding necessary to eliminate costs for specific programs. Senators who are on the policy workgroup for CALM requested specific faculty feedback to incorporate into the policy development.

C. AI Taskforce – (Exhibit 7), Shmorhun

Senator Shmorhun provided an update on the AI Taskforce governing structure. Following prior Senate feedback, the structure was revised to incorporate a co-chair model. This model will feature the Dean of Instruction and a faculty member selected from the committee representatives, justified by the fact that the Taskforce's products align with the faculty's 10+1+1 academic and professional matters role. This updated structure is scheduled for presentation to College Council this Friday.

This agenda item was interrupted by a college-wide lockdown. Further discussion was halted as the lockdown extended past the meeting time.

D.   **DE Committee Resolution: Institutional Technology – (Exhibit 8), Falcone**
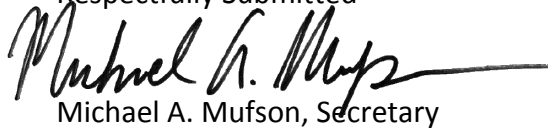
Tabled.

E.   **PFF Resolution: Nectir & AI – (Exhibit 9), Siminski**

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:34 pm (early due to campus lockdown).

Respectfully Submitted

Michael A. Mufson, Secretary

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**

- o 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.
  - o Example: [Fresno Community College Syllabus Library](#)
- **Syllabi Accuracy**
  - o 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**
  - o 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**
  - o Has automatic language translation
  - o Students can set Simple Syllabus to their preferred language.
- **Supports Syllabus Creation and Creativity**
  - o Course information is already added to the syllabus, removing the need for faculty to get the information from PeopleSoft.
  - o 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.
  - o 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.
  - o Once created, Faculty can copy previous syllabi into a new syllabus.
  - o Examples:
    - ▪ [Fresno Syllabus for Financial Accounting](#)
    - ▪ [Fresno Syllabus for Managerial Accounting](#)
- **Notification of Syllabi Adjustments**
  - o 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**
  - o 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.
  - o 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**
  - o 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:** <mark>Official cost proposal has expired. Will need to request a new one.</mark>
  - 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.

- o Palomar uses Follett Discover, does this integrate into SS? As long as the date can be exported and sent to SS.
  - o Statements from global template can be edited by instructor if Admin gives permission.
  - o Changes made are auto saved, such as Google docs.
  - o Can set up due dates and auto reminders. Can set an edit date.
  - o 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.
  - o 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
  - o 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."

- 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.

Exhibit 3 - AI Taskforce Rev 11.05.2025

GOVERNANCE STRUCTURE GROUP REQUEST	PALOMAR COLLEGE *Learning for Success*

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 3 - 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]

Exhibit 5 - senator terms and seats F25

<u>**SENATOR TERMS**</u>

Term: Ends **May 2028** (8 *full-time and*
1 part-time)

Senator Name	nominees	nominees
Brooks, Mary Ellen	Behavioral Science	
Doyle Bauer, Alexandra	Library	
Scott Klinger	Media Studies	
Tanessa Sanchez	Child Development	
Heather Elliott Pham	Child Development	
Mufson, Michael	Performing Arts	
Vacant (Full-time)		
Beth Pearson	Biology	
Vacant (Full-time)		

Officer positions not counted in the 27 senator count

Vicki Mellos	*Curriculum Co-Chair (ESL)*	term ends May 2025

Term: Ends **May 2026** *(8 full-time*
and 2 part-time)

Senator Name	*Department*
Vacant (Full-time)	
Dalrymple, Will (Part-time)	English
Vacant (Full-time)	
Jarvinen, Jason	Coop Ed
Lawson, Lawrence	ESL
Karl Seiler	Kinesiology
Vacant **(Part-time)**	
Russell Sheaffer	Media Studies
Shmorhun, Nina	Earth, Space, and Environmental Sciences
Vacant (Full-time)	

Term: Ends **May 2027** (*7 full-time and*
1 part-time)

Senator Name	*Department*
Adams, Benjamin	Kinesiology
Falcone, Kelly	Instructional Design
Guillen, Adriana	World Languages
Wendy Gideon	Biology
Martinez, Melissa	English
Siminiski, Nicole	ESL
Wolters, Ashley	Welding
Zavodny, Anastasia (Part-time)	Business Administration

Exhibit 6 - DE Committee Resolution On Transparency and F_Kelly Falcone

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

Approved by DE Committee on October 15th, 2025

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

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

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

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

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

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

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

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

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

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

Exhibit 6 - DE Committee Resolution On Transparency and F_Kelly Falcone

Exhibit 7 - 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 CCCCO 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 7 - 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

Exhibit 8.1 - COR title 5 Memo_[58]_Vickie Mellos (1)

California Community Colleges

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

Exhibit 8.1 - COR title 5 Memo_[58]_Vickie Mellos (1)

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

Exhibit 8.1 - COR title 5 Memo_[58]_Vickie Mellos (1)

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.

Exhibit 8.1 - COR title 5 Memo_[58]_Vickie Mellos (1)

- **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	- New Sub Section - Details the role of the curriculum committee

Exhibit 8.1 - COR title 5 Memo_[58]_Vickie Mellos (1)

§ 55001.5. Course Outlines of Record.	• 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	• 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.	• Clean up language

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

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;

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

(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 providesCourses provide for measurement of student performance in terms of the stated course objectives and culminatesculminate in a formal,

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

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.

(~~B~~C) 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.~~

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

(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.

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

(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

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

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 tomust be taught by a qualified instructors, and taught in accordance with the set of objectives and other specifications definedelements 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 Ccommunity services offerings must: meet the following minimum requirements:

(1) isbe approved by the district governing boards;

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

(3) providesprovide 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).

Exhibit 8.2 - final-reg-text-course-outline-of-record-2025._Vickie Mellos

(b) ~~The C~~chief executive officer~~s~~, chief instructional officer~~s~~, college academic senate president~~s~~, and college curriculum committee chair~~s~~ 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 section~~s~~ 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.

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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 Education Code (Title V)~~ 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~~ 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

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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

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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

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    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

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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 ~~V~~ 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.~~

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~~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.

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      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.

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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.

Exhibit 10.1 - Resolution Classified Hiring (3)

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

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

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

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

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

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

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

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

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

Whereas, staffing shortages inappropriately lead to increased workload for faculty

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

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

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

1.   If executive council determines which classified positions are "important and needed," what is the mechanism for faculty and classified voice to be heard in those meetings?

2.   What is the specific plan to hire classified support staff for recently new and upcoming administrative positions?

3.   How much has the district already budgeted to fill vacant classified positions and upcoming, new, and needed classified positions?

4.   Classified vacancies led to their associated budgets being "swept." Over the past five years, where did those monies go and why?

5.   Can classified positions be designated as "important and needed" *before* the vacancy occurs to allow for replacement of the position and training?

6.   What specific retention strategies are being implemented to ensure the district retains skilled staff amid ongoing vacancies?

7.   How is the district evaluating its current hiring and onboarding processes to identify and address bottlenecks or inefficiencies?

Exhibit 10.1 - Resolution Classified Hiring (3)

Be it further resolved, the Faculty Senate is committed to being a helpful and proactive partner in improving these areas of Institutional Planning and Budget Development and reminds its partners that ongoing dialogue is required of successful partnerships
Be it further resolved, we steadfastly support the notion that student, faculty, and district success hinge on a replete and respected classified staff workforce
Be it finally resolved, the Faculty Senate calls for a joint task force with classified staff representatives to develop actionable solutions addressing shortages, workload equity, and fair compensation.

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

Minutes Record Regarding Classified Hiring

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

September 23, 2024 – Information Presentation

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

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

b. The main discussion points include:

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

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

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

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

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

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

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

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

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

October 14, 2024 – Information

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

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

The discussion points included:

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

b. **Faculty Senate Workgroup:** The Senate agreed to form a workgroup to develop a resolution addressing these concerns.

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

October 21, 2024 – Discussion

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

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

Discussion Points included:

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

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

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

c. The senate expressed concerns that using reserve funds to hire new staff was not a sustainable solution, and senate members wanted assurances that the college would budget for these positions in the future so that they would not be eliminated when reserve funds ran out.

d. Senate members also wanted to understand how the process for prioritizing classified positions worked.

e. Discussion arose about the role of the President's Executive Council in filling positions and the need for increased transparency in how classified positions are prioritized for filling.

f. There was a brief conversation about the challenges posed by short-term hourly positions for classified staff.

g. President Nelson stated that she would pass these questions and concerns along to the workgroup.

Regular Senate Meeting - Workgroup presents resolution draft.

November 18, 2024 – Information

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

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

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

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

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

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

December 2, 2024 – Action

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

MSC: Dalrymple/Doyle Bauer	Faculty Senate approval of the Classified Hiring Resolution.
The motion carried.	

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

February 3, 2024 – Discussion – Presentation/Addressing Resolution

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

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

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

The discussion points included:

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

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

Here are the answers provided:

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

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

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

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

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

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

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

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

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

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

February 24, 2025 – Discussion

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

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

Discussion points included:

Exhibit 10.2 - Classified Hiring Resolution Minutes for Reference

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

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

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