



## **MEETING**

2025-12-01

EXHIBITS 1-12

## 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, December 1, 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  
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 – 11-17-2025

### 2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Curriculum – (Exhibit 2), Mellos
- c. DE Resolution – Adoption of a Simple Syllabus (Exhibits 3.1 & 3.2), Sanchez
  - Vote on Faculty Senate cosigning the resolution on adoption of Simple Syllabus as an institutional tool.
- d. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 4), Shmorhun
  - Senate vote on approval of the Grade Dispute Policy.
- e. Emeritus Status Approval – Yan Tian - (Exhibit 5), Pearson

### 3. Information – (Max 5 min each)

- a. ASG Report, Jazmin Reyes, ASG Representative
- b. Stan and Anita Maag Food and Nutrition Center operations & needs – (Exhibit 6.1 & 6.2), Shenouda
- c. Faculty Senate Subcommittee Fall 2025 Reports – (Exhibit 7), Pearson
- d. Special Projects Coordinator: Artificial Intelligence - (Exhibit 8), Gheni Alba
  - Update on the Ongoing Work Related to AI
- e. AI tools resolution from PD – (Exhibit 9), Guerrero
  - For senate consideration before adopting PFF AI resolution
- f. Equitable Placement CC Governance Structure – (Exhibit 10), Feld
  - Senate feedback on structure revision or ending the committee
- g. ASCCC Curriculum Regional Meeting – Highlights - (Exhibits 11.1, 11.2, 11.3, 11.4 & 11.5), Mellos
- h. Part Time Faculty Survey Update – Dalrymple, Zavodny

### 4. Discussion - (Max 7 min each)

- a. PFF Resolution: Nectir & AI, (Exhibit 12), Siminski
  - Feedback (and co-authorship) from Senate is requested.

### 5. Adjournment

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

#### **Academic & Professional Matters: The 10+1+1**

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# Minutes 2025-11-17 Approved



## Minutes of the MEETING OF THE FACULTY SENATE November 17, 2025

**APPROVED**

**PRESENT:** Ben Adams, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Heather Elliott Pham, Adriana Guillen, Jason Jarvinen, Scott Klinger, Lawrence Lawson, Melissa Martinez, Vicki Mellos, Michael Mufson, Patrick O'Brien, Beth Pearson, Tanessa Sanchez, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Ashley Wolters, Anastasia Zavodny

**ABSENT:** Kelly Falcone, Wendy Gideon, Jazmin Reyes (ASG)

**GUESTS:** Matt Grills, Luis Guerrero, 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 2:34 p.m. The meeting was also streamed live on ZOOM.

### **PUBLIC COMMENTS**

None.

### **ANNOUNCEMENTS**

Senator Lawson announced to save the date for Sunday, December 14th, for brunch at 1:00 p.m. and a 2:30 p.m. showtime for *Pastorela Fronteriza*, described as a bold reimagining of a beloved Mexican holiday tradition. PFF, CCE and ALASS are sponsoring 80 tickets, as the show is in the studio theater. An email with an RSVP link for faculty and a plus one will be sent on Thursday.

Senator Dalrymple announced a five-year follow-up survey will be distributed to all faculty, revisiting items from the fall 2020 Part Time Faculty Survey to assess how experiences and attitudes have evolved. Some new questions may be added.

Senator Mellos reminded Faculty to track any programs or courses launched by the October 1 deadline and ensure they move through approval processes by the end of the semester in order to appear in the Fall 2026 catalog.

Senator O'Brien announced that CSU transfer applications are due December 1. Students are encouraged to consult the Transfer Center website and Canvas resources containing workshops, tips, and timelines.

President Pearson announced that Effective December 1st, VP Ricaldi will serve as the acting president

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until the board places an interim president. The board is scheduled to meet on December 10th for a special meeting. Since the discussion regarding the interim placement must be done in open sessions, members were encouraged to attend.

## **AGENDA CHANGES**

- A. The AI Task Force agenda item was moved from Action to Information, as the governance sheet will not be approved by the Faculty Senate since the task force reports to the college council. The final version will be presented as information.
- B. The Subcommittee Reports Presentation was removed from the agenda and moved to the first meeting following the Thanksgiving break to allow subcommittees more time to submit reports

## **APPROVAL OF MINUTES**

**MSC: Shmorhun/Klinger**

Faculty Senate to approve the minutes for November 10, 2025.

The motion carried.

## **ACTION**

### **A. Committees on Committees (Exhibit 1) – Zavodny**

No Business.

### **B. DE Resolution – Adoption of a Simple Syllabus - (Exhibits 2.1 & 2.2), Sanchez**

**MSC: Sanchez/Klinger**

Faculty Senate to approve the adoption of the DE Resolution for use of Simple Syllabus

The Motion was withdrawn.

Discussion was extensive and focused on the tool's functionality, potential benefits, funding considerations, academic freedom concerns, data privacy, and implications for both full-time and part-time faculty.

The funding source is planned to come from eliminating a duplicative tool the college currently invests in. The estimated startup cost averages about \$35,000, though this figure has not yet been negotiated. The syllabus data would remain owned by the college, even if the tool was discontinued.

It was pointed out that Simple Syllabus pulls core course information, like dates and instructor

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details, from PeopleSoft. Allowing for immediate updates. Students can access syllabi for courses

There were raised concerns about potential future mandates requiring public posting, citing an event in Florida where the tool was used to mandate public syllabi posting, which faculty there felt was chilling academic freedom.

It was clarified that adopting the tool does not mean syllabi will automatically be public, and faculty maintain ownership and can choose what specific content they wish to make public.

Concern was raised that if part-time faculty are assigned classes late, the resulting delay in publishing their syllabi might place those classes at a disadvantage if the goal is early student access.

Multiple senators expressed a desire for the resolution to include explicit language clarifying opt-in use and privacy protections.

Due to lingering concerns over privacy protections and the potential for a future mandate requiring public access, Senator Sanchez withdrew the motion so that specific language protecting faculty privacy could be added before it is brought back for a vote.

## **INFORMATION**

### **A. ASG Report, Timothy Swan II, ASG Representative**

The ASG representative, Timothy Swan II, reported that internal hot topics included delegate travel and re-wording bylaws. He focused his report on the upcoming board elections. He characterized the situation as an "us versus them type situation" He urged the faculty and student bodies to be unified to challenge this influence.

### **B. Subcommittee Report Presentation – (Exhibit 4), Pearson**

Tabled.

### **C. AI taskforce - (Exhibit 3), Shmorhun**

Nina Shmorhun presented the revised Governance Sheet for the AI Task Force (moved from action).

It was noted that this item was moved from action because the Task Force reports to the College Council, meaning it does not require formal Faculty Senate approval. Revisions, which were highlighted in red in the exhibit, were made following consultation with various groups. Key changes included changing the scope from developing policies to concentrating on standards and practices for AI use.

Senators emphasized that the development of standards must address faculty academic freedom, particularly concerning the mandatory use or non-use of AI tools in classroom instruction. It was also pointed out that the Faculty Senate Special Projects Coordinators (who conduct AI research) are members of this task force, providing a link between research and policy guidance.

Any additional feedback on the document can be sent directly to VPI Ricaldi or Senator Shmorhun

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## **D. Call for Spring Semester Senator Nominations – (Exhibit 5), Pearson**

President Pearson announced a Call for Spring Senator Nominations. She alerted the Senate to several upcoming vacancies beginning in the spring semester including the opening of a part-time seat.

President Pearson stressed the importance of having broad representation and urged faculty members to encourage colleagues to serve, noting that nominations, including self-nominations, will be solicited via an upcoming email.

## **DISCUSSION:**

### **A. DE Committee Resolution: Institutional Technology – (Exhibit 6), Sanchez**

Senator Sanchez presented the Distance Education Committee's resolution on Institutional Technology. The resolution was prompted by recent non-transparent decisions regarding licensing for software like Microsoft and Adobe, which initially caused issues for part-time faculty access. While the licensing issue for part-time faculty was fixed, faculty noted that part-time faculty need access to full licenses to teach courses utilizing the software.

Discussion points included:

Some senators pointed out that the lack of transparency has caused continuous disruptions affecting faculty, staff, and students, such as abrupt changes to library login processes and major software updates, such as Photoshop, occurring mid-semester, which functionally prevented media studies students from working in classrooms or at home.

Concerns were raised regarding the resolution's reliance on asking the administration to establish transparent processes. One Senator suggested that due to a lack of faith in the administration's priorities, the Faculty Senate should define a specific technology policy that it wants implemented, rather than leaving the process up to the administration.

A suggestion was made to circulate the resolution to the faculty at large because many faculty have been directly impacted by these issues.

Additional feedback or suggested policy wording should be sent to Senator Tanessa Sanchez or Senator Kelly Falcone

### **B. PFF Resolution: Nectir & AI – (Exhibit 7), Siminski**

Senators Lawson and Siminski presented the PFF resolution focused on the PFF resolution regarding the impacts of AI and the institutional tool Nectir on faculty workload. PFF was seeking feedback from the Senate and requested consideration of co-authorship.

Discussion points included:

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The resolution has been revised significantly based on extensive faculty feedback and was formally approved by PFF on the Thursday prior to the meeting.

The core resolve of the PFF resolution states that PFF opposes AI tools designed to replace or replicate faculty labor. This specific wording was intended to counter feedback suggesting PFF was attempting to eliminate useful AI tools that support faculty work.

The resolution advocates that all institutional technology, such as Nectir, must be vetted and consulted upon with faculty.

It was noted that this is a widespread concern, as the ASCCC has addressed the state implementing AI tools without consulting faculty.

A guest to the meeting noted that Professional Development (PD) would be proposing a potential alternative or parallel resolution in a future meeting. The Senate agreed to hold the PFF resolution on the discussion agenda for the next meeting (after the break) to allow review of the PD resolution, potentially leading to the combination or selection of a unified Faculty Senate resolution

## **C. Changes to Title V – Course Outline of Record – (Exhibit, 8.1 & 8.2), Mellos**

Senator Mellos, Co-chair of the Curriculum Committee, provided a review of revisions to Title 5 that specifically impact the Course Outline of Record (COR).

Discussion points included:

The major change requires that curriculum committees adopt a documented procedure ensuring all CORs describe approaches to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of students.

The Curriculum Committee is working on implementing corresponding changes in Canvas and will provide communication, trainings, and support to faculty during the current and next semester. This work was characterized as being a heavy lift and Curriculum is hard at work.

It was clarified that the purpose of the discussion was to provide an opportunity for Senators to weigh in and, importantly, to share this critical information with their colleagues.

## **D. Academic Standards & Practices Committee: Update Grade Dispute Policy – (Exhibit 9), Shmorhun**

Senator Shmorhun presented the updated Grade Dispute Policy for Senate feedback and discussion. This policy is intended to replace the college's outdated existing policy. She pointed out that the ASP Committee consulted widely with groups including ASG, Student Life and Leadership, and Instructional Services while drafting the revisions.

Key Revisions Include:

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Clarifying the distinction between informal versus formal grade disputes. The informal dispute procedure was updated to align with Title V, specifying that the department chair serves as the backup alternative if the original instructor cannot participate.

The time limit for a student to initiate a grade dispute is 3 years after the grade was assigned. It was pointed out that the goal is to encourage students to initiate the grade dispute process within one year to help to insure retention of records for the most fair review.

Discussion points include:

Clarification that the Superintendent/President has the final statutory authority to change a grade, following the formal appeal review panel.

Approving the policy would necessitate updating related documents, including AP4231 (Grade Changes) and the college's formal grade dispute resolution request form, which is an old, inaccessible PDF from 2008 and an easy-to-follow guideline as well as a visual flow chart are planned to ensure students understand the process.

## **E. Review Resolution for Classified Hiring – (Exhibit 10.1 & 10.2), Pearson**

President Pearson revisited the Faculty Senate's prior resolution concerning classified staff hiring to determine the next steps. The original resolution asked the administration seven specific questions regarding staffing needs, mechanism for input, hiring plans, retention strategies, and evaluation of hiring practices.

Discussion points included:

Senators noted that limited progress has been made since the resolution. Vacancies are often "filled" by shuffling people from other spots or hiring temporary workers, inflating the appearance of hiring success.

Given the current administrative flux (the recent departure of the former president), Senators questioned the value of simply inviting the administration back for a general update.

Suggestions were made to craft new, more pointed questions for VP Pedroza (who is remaining in her role) to get accurate data on vacancies and hiring plans.

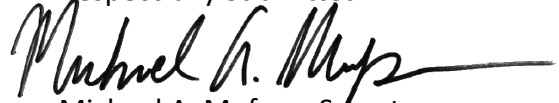
It was also suggested to invite the Classified Coalition of Employees (CCE) to speak to the Senate to discuss how faculty can best support their efforts. Senators were encouraged to support CCE's planned rally/march on the 16th, which addresses Cost of Living Adjustment (COLA) and classified vacancies.

The discussion ended with a request for Senators to email President Pearson with further thoughts or ideas on how to proceed as she works to put something together to craft next steps.

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

Respectfully Submitted

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

Michael A. Mufson, Secretary

# Exhibit 2 - November 19, 2025 Curriculum Committee Actions

November 19, 2025 Curriculum Actions

	A	B	C	D	E
1	Proposal Type	Eff. Date	Program	Award Type	Disc.
2	Program Change	FA 26	<a href="#">Administration of Justice- General</a>	AS	AJ
3	Program Change	FA 26	<a href="#">Air Conditioning, Heating and Refrigeration Entry Employment Ready</a>	CP	ACR
4	Program Change	FA 26	<a href="#">Air Conditioning/Heating/Refrigeration</a>	CA	ACR
5	Program Change	FA 26	<a href="#">Air Conditioning/Heating/Refrigeration</a>	AS	ACR
6	Program Change	FA 26	<a href="#">Alcohol and Other Drug Studies</a>	AS/CA	AODS
7	Program Change	FA 26	<a href="#">Automotive Chassis and Drivelines</a>	CA	AT
8	Program Change	FA 26	<a href="#">Automotive Electricity and Electronics</a>	CA	AT
9	Program Change	FA 26	<a href="#">Automotive Technology</a>	AS	AT
10	Program Change	FA 26	<a href="#">CIS: Data Analytics</a>	AS	CSIT
11	Program Change	FA 26	<a href="#">Early Childhood Education</a>	AS-T	CHDV
12	Program Change	FA 26	<a href="#">Information Technology</a>	AS	CSIT
13	Program Change	FA 26	<a href="#">Interactive Media Design: Emphasis in 3D Modeling and Animation</a>	AS	GCMW
14	Program Change	FA 26	<a href="#">Kinesiology</a>	AA-T	KINE
15	Program Change	FA 26	<a href="#">Photography</a>	AA/CA	PHOT
16	Program Change	FA 26	<a href="#">Psychology</a>	AA-T	PSYC
17	Program Change	FA 26	<a href="#">Sociology</a>	AA-T	SOC
18	Program Deactivation	FA 26	Child Development Master Teacher: Early Inclusion	AS/CA	CHDV
19	Program Deactivation	FA 26	Child Development Master Teacher: Preschool	AS/CA	CHDV
20	Program Deactivation	FA 26	Child Development: Child and Family Services	AS/CA	CHDV
21	Program Deactivation	FA 26	Foundations of Elementary Education	CA	EDUC
22	Program Deactivation	FA 26	Public Works Management - Level II	AS/CA	PWM

# Exhibit 2 - November 19, 2025 Curriculum Committee Actions

November 19, 2025 Curriculum Actions

	F
1	<b>Justification</b>
2	AJ 65 and AJ 97 are currently elective choices for the degree program. These classes are no longer offered and should be removed from the elective choices. These co
3	Program change launched to allow students to use ACR 103 Advanced Heating ACR 110 Advanced Air Conditioning to qualify for the ACR Certificate of Proficiency.
4	Deactivating ACR 112 due to inability to hire a quality instructor and projected low course participation. This course will be replaced with ACR 111 Advanced ACR Inst
5	Removing deactivated course (IT 115); replacing ACR 112 with ACR 111.
6	Updated Soc 100 to SOCI C1000. Added PLO names. Added master planning.
7	The automotive technology curriculum is being realigned to offer students a more structured pathway to completion and to address current industry requirements. C
8	This certification is very coveted in today's highly technological industry and will provide students with a streamlined path to completion and employment. Changed p
9	Update and modernize the Automotive Technology program. Provide students with instruction in the latest automotive technologies and a pathway to employment f
10	The new course CSIT 110 - AI Literacy and skills is added as a required course and CSIT 150 was placed as an elective.
11	Updated the program with Common Course Numbering- CHDV 100 is now CDEV C1000Removed CHDV 105B and CHDV 105C from options in Program Requirements a
12	A new course in AI Literacy and Skills (CSIT 110) has been added as a requirement. Two courses have been changed to explicitly include using AI to develop new comp
13	Update program content:Removed deactivated GCMW 206 and replaced with ARTD 220 which was also moved from Elective to Required.Corrected full-time staffing v
14	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025. C. KearsUpdated CCN, added movement activity courses to increase diversified options for studen
15	Updated PLOs.
16	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025. C. KearsUpdating course associations due to CCN changes.
17	Technical update for Cal-GETC per Chancellor's Office eff. fall 2025. C. KearsChanged SOC 100 to SOCI C1000, per CCN. Additionally, we selected "SLAM" for the MPAT
18	The department is realigning its programs to better meet college, student, and community needs while streamlining degree completion pathways. In collaboration wit
19	The department is realigning its programs to better meet college, student, and community needs while streamlining degree completion pathways. In collaboration wit
20	The department is realigning its programs to better meet college, student, and community needs while streamlining degree completion pathways. In collaboration w
21	The discipline and the dean agree that this program needs to be discontinued. The Palomar Articulation Officer confirmed the need to discontinue this program, as th
22	No courses in this program have been offered since fall of 2020 due to lack of demand from potential students.

# Exhibit 2 - November 19, 2025 Curriculum Committee Actions

November 19, 2025 Curriculum Actions

	G
1	<b>Originator</b>
2	Soria
3	Valentine
4	Valentine
5	Valentine
6	Fent
7	Ferro
8	Ferro
9	Ferro
10	Canon
11	Wilson
12	Perry
13	Bealo
14	Craft
15	Caterina
16	Little
17	Somo
18	Wilson
19	Wilson
20	Wilson
21	Wilson
22	Anderson

## CANVAS TOOL REVIEW: SIMPLE SYLLABUS



### BACKGROUND

[See Appendix A](#)

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

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

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

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

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

## ABOUT SIMPLE SYLLABUS

Simple Syllabus Executive Summary:

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

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

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

## WHAT PROBLEM COULD SIMPLE SYLLABUS SOLVE FOR PALOMAR?

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

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

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## WHAT ARE SOME SIMPLE SYLLABUS CONSIDERATIONS?

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

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

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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
  - Mission Valley College
  - Victor Valley College

## APPENDIX A: HISTORY

## DE COMMITTEE MEETINGS:

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

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

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## FACULTY SENATE

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

- 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.
- 10.13.25: submit [resolution](#) as an information item to Senate
- 10.20.25: Senate discussion item postponed due to time
- 10.27.25: 2<sup>nd</sup> attempt as a Senate discussion item postponed due to time
- 10.28.25: Simple Syllabus virtual demonstration at 1:30 on Tuesday, October 28. All full and part time faculty invited. Sixteen in attendance, emailed 8 faculty December recording from DE presentation.
- 11.03.25: 3<sup>rd</sup> attempt as a Senate discussion item; postponed.
- 11.10.25: 4<sup>th</sup> attempt to discuss item at Senate. Few questions were asked and answered. It will be an action item at the next Senate meeting.
- 11.17.2025: Removed as an action item. Asked to revise the resolution. Senate would like language for faculty to opt in, Lawrence read 3 paragraphs from an [Inside Higher Ed article](#). Fear of privacy not being protected. Questions about what benefits this offers that we can’t already do at the college, within Canvas, within the current process of accessing previous years’ syllabi, and at what cost.
- 11.19.25: DE updated resolution to include opt out language and the default setting be set at private.
- 11.21.25: Met with Senator Shmorhun to discuss the syllabi process and procedures being created by Academic Standards and Practices.

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## 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

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## CHAIRS AND DIRECTORS

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

## Exhibit 3.2 - DE Resolution Adoption of Simple Syllabus Platform 2

### DISTANCE EDUCATION REVISED RESOLUTION: Adoption of Simple Syllabus Platform

Approved by DE Committee November 19, 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 support the implementation of Simple Syllabus offered as an opt out option for faculty; and

RESOLVED, That the Faculty Senate supports the private default setting of Simple Syllabus allowing only enrolled students access to the faculty published syllabi unless otherwise selected by the faculty; and

## **Exhibit 3.2 - DE Resolution Adoption of Simple Syllabus Platform 2**

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

Text in Red is newly added text

Draft Fall 2025

## PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

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

### I. POLICY

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

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

### II. DEFINITION OF TERMS

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

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

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

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

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

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

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

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

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

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

### III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

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

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

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

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

## A. INSTRUCTOR REVIEW

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

## B. DEPARTMENT CHAIR & DEAN REVIEW

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

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

## IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

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

# Exhibit 4 - GradeDisputePolicy\_FinalDraft (1)\_Nina Shmorhun

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.~~

## Exhibit 4 - GradeDisputePolicy\_FinalDraft (1)\_Nina Shmorhun

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

formal review will follow the process outlined below.

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

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

## V. SECURITY OF GRADE RECORDS

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

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

# **Exhibit 5 - Emeritus Status Request**

## **Emeritus Status Request**

Yan Tian – Full Time Processor since 2004

**ANITA & STAN MAAG  
FOOD & NUTRITION  
CENTER**

# **FOOD DRIVE**

**DROP OFF ITEMS AT THE EDGE  
H-114**

**ITEMS NEEDED:**

- CANNED PROTEINS
- NUT BUTTERS
- WHOLE GRAINS
- SHELF STABLE MILK
- INSTANT NOODLES/MAC
- SNACK ITEMS
- COOKING OILS
- SPICES
- EASY PREP INSTANT MEALS
- NEW UNDERGARMENTS
- HYGIENE PRODUCTS
- RAZORS
- LOOFAS
- BABY WIPES
- NEW TOWELS
- CAMPING BAGS
- BLANKETS



## Faculty Senate Subcommittee Reports – Fall 2025

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### ACADEMIC STANDARDS AND PRACTICES COMMITTEE

Report Submitted by: Nina Shmorhun

Contact: [nshmorhun@palomar.edu](mailto:nshmorhun@palomar.edu)

Meeting dates at time of report: September 5th, October 3rd, and October 28<sup>th</sup>

#### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Grade Dispute Policy: 1) ASP Chair met with SLL (Student, Life, and Leadership), ASG (Associated Student Government), and Instructional Services Office; 2) Gained feedback from previous groups; 3) Reviewed previous changes to Grade Dispute Policy (presented to Senate in Spring 2025) and updated based on constituency group feedback, ASP chair's research on other institutions grade dispute policies and thorough review of Title 5 and California Education Code; 4) Finalized and voted on grade dispute policy (presenting to Senate on November 3rd); 5) Began review and drafting of changes to AP 4231 (Grade Changes); 6) Began review and drafting of changes to Grade Dispute Policy Resolution Request Form (last updated 2008)

Academic Integrity: 1) ASP committee members reviewed the Academic Integrity canvas courses (faculty and student courses); 2) ASP Chair met with SLL to find ways to roll out the Academic Integrity courses for student use and for support with implementing AP 5505 (and administrative response to formal reports of Academic Dishonesty); 3) Drafting of information to share with faculty

Proctoring: 1) ASP Chair met with Dean Studinka (who oversees POPS) to review ASP/Senates response to ongoing proctoring issues; 2) ASP Chair met with Dean Studinka and VPI Recalde to advocate for ongoing proctoring remedies--created a information sheet to share with Faculty regarding POPS and make-up test forms

Faculty Manual: 1) ASP drafted a faculty manual outline (sections, topics, and 'must-haves'); 2) ASP reviewed faculty senate feedback and is now working on faculty manual topics and sections; 3) ASP Chair is reviewing platforms to make the faculty manual available (e.g., Sharepoint site, Canvas); 4) ASP hopes to roll out sections of the faculty manual (most-pressing sections) by late Spring 2026.

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

## **Update on Faculty Senate assigned goals:**

Faculty Manual: Specific progress described, above. Most pressing sections of the Faculty Manual will be published for faculty use in late Spring 2026.

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Faculty Manual (specific sections of focus are: syllabus templates, communication regarding artificial intelligence)

Grade Dispute Policy (policy and procedures, AP 4231, formal grade dispute policy resolution request)

Academic Integrity (AP 5505 and updates as needed)

Artificial Intelligence support

Proctoring support

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

ASP will continue to gain feedback on all of the above committee goals, tasks, and areas of priority. ASP can guarantee agenda items of the following:

- 1) Finalized grade dispute policy and procedures.
- 2) Changes to AP4231
- 3) Newly created formal Grade Dispute Resolution Request Form
- 4) Faculty Manual (information item regarding updates)
- 5) Academic Integrity (information item regarding faculty canvas course)

## **Accolades and Accomplishments:**

A huge thank you to the ASP committee members for their ongoing work and continued efforts as we experience continued uncertainty, particularly overloaded semesters, and many changes across campus. If we can get through this as a committee, we can accomplish anything!

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

## COMETS AFFORDABLE LEARNING MATERIALS (CALM)

Report Submitted by: William Carrasco

Contact: [wcarrasco@palomar.edu](mailto:wcarrasco@palomar.edu)

Meeting dates at time of report: Every 1st and 3rd Monday of the month

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The Committee continues to shepherd the 12 ZTC degree pathways funded by the CCCC CO ZTC Acceleration grant. We continue to recruit general education courses. These degree pathways will launch in Fall 2026. We have also updated our website in anticipation of the launch of these pathways. We are working with the Office of Instruction to institutionalize the CALM textbook adoption form.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

The Committee's immediate focus on (1) overseeing the completion of grant funded projects, (2) processing faculty payments in a timely manner due to lack of administrative support and (3) institutionalizing the textbook adoption form.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

Does the Senate have a PRP? If so, then we would like to request support for CALM through the Senate's PRP (since CALM does not have a PRP).

### **Additional Information to Report out:**

CALM is really enjoying the office space we now have, as it's allowing us to hold office hours for the campus community. (We've even had students drop by). You can find us in MD-150.

### **Accolades and Accomplishments:**

Anastasia Zavodny has been invaluable in carrying out the goals of the CALM Committee. She has gone above and beyond. Thanks Anastasia!

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

## DISTANCE EDUCATION (DE) COMMITTEE

Report Submitted by: Tanessa Sanchez

Contact: [tsanchez@palomar.edu](mailto:tsanchez@palomar.edu)

Meeting dates at time of report: 9/3/25, 9/17/25, 10/1/25, 10/15/25, 11/5/25, 11/19/25, 12/3/25, 12/17/25

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

To advance this goal, the committee has focused its efforts on three major initiatives, each with defined workgroups, timelines, and deliverables:

1. Revision of the Palomar College Online Education Website: A work group is developing a plan to redesign the Online Education webpage to provide clear, current, and student-centered information about online learning at Palomar. The group is gathering model designs from other colleges and identifying high-priority updates such as accessibility, onboarding information, and links to academic pathways.
2. Creation of a Student Orientation for Online Learning: A working group is drafting an orientation module and workshop series to prepare students for success in online courses. This initiative aligns with statewide efforts to improve online readiness and retention. The group is exploring whether survey data from high school students would be helpful to guide design and relevance.
3. Development of a Faculty Recertification Process for Online Instruction: A work group is finalizing a structured process for DE recertification. A draft Senate resolution supporting enhanced faculty recertification and professional development is being developed for Senate consideration.

### **Update on Faculty Senate assigned goals:**

Senate Assigned Goal: Advocate for addressing technology gaps in the work we do at Palomar and work to have a voice in the decisions made regarding those resources.

The Simple Syllabus resolution was reviewed, approved by the DE Committee, and presented as an information item to the Faculty Senate.

The committee approved a Resolution on Transparency and Faculty Involvement in Institutional Technology Decisions, which will move forward to the Faculty Senate for review.

The committee discussed budget planning for POOR (Peer Online Course Review) sustainability as Guided Pathways funding sunsets.

Continued updates to the DE Handbook to align with current regulations and accessibility standards.

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

Accessibility remains a cross-cutting focus area. The committee is coordinating with ATRC, instructional designers, and the Accessibility Workgroup to address institutional form accessibility, faculty support for accessible course design, and the evaluation of educational technologies for compliance and usability.

The committee has also supported initiatives such as the Palomar Quality Quest Trainings, the AI Literacy Workshop Series, and collaboration with statewide DE efforts (CVC-OEI rubric pilot and POER updates).

New conversations are occurring with a recently created ISC/Budget Taskforce to address the technology needs of the college for future advancement in relation to the budget (initial meeting was 10/29).

## **Challenges Encountered:**

Ongoing technology licensing issues (e.g., Adobe, Microsoft A1 licenses) continue to impact faculty access and workflow.

Limited funding and staffing for accessibility retrofitting and online course design support have created challenges in meeting compliance expectations.

Coordination across multiple governance bodies for technology decisions has slowed the review, adoption, and implementation of needed tools and updates.

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Develop timelines and deliverables for each DE Committee goal area.

Continue the revision of the Online Education webpage, incorporating accessibility standards and accurate program information.

Present the Recertification Resolution to the Faculty Senate by Spring 2026.

Support the rollout of the POET 2025 program, aligned with the revised CVC-OEI rubric.

Continue collaborative work with ATRC and Instruction on accessibility standards and institutional technology updates.

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

Endorsement and adoption of the forthcoming Senate Resolutions supporting enhanced faculty DE recertification initiatives, the adoption and institutional use of Simple Syllabus, Transparency and Faculty Involvement in Institutional Technology Decisions, and the institutionalization of faculty's use of third-party publisher platforms.

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

Agenda time during a future Senate meeting to present the proposed DE Recertification Framework and Online Education Website plan.

Continued Senate advocacy for faculty involvement in technology procurement and decision-making, particularly in matters related to instructional software licensing, accessibility, and compliance.

Future consideration for professional development funding or release time to support faculty participation in DE recertification and POQR review processes.

Consistent communication and coordination with administrative divisions on technology-related decisions and accessibility compliance across all digital forms and instructional tools.

## **Additional Information to Report out:**

The Faculty Senate recently approved Elena Chirkova as the Special Projects Coordinator for Proctoring (awaiting VPI approval) and Gheni Alba for Artificial Intelligence, further supporting DE initiatives related to online academic integrity and accessibility.

The DE Committee continues to collaborate closely with the Accessibility Workgroup, ATRC, the AI Taskforce, and the Instructional Designers to address institutional accessibility needs, including standardizing digital forms, high-quality Canvas course shells, and exploring AI tools to support accessibility.

The POQR progress remains strong with 35 courses badged and funding available for 15 additional courses.

The committee remains committed to aligning its work with Palomar's Vision 2035, particularly Objective 9 (implement and support DE) and Objective 6 (invest in infrastructure to grow enrollment through online programs).

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

## DISTINGUISHED FACULTY AWARD (DFA) COMMITTEE

Report Submitted by: William J. Carrasco

Contact: [wcarrasco@palomar.edu](mailto:wcarrasco@palomar.edu)

Meeting dates at time of report: October 10 & November 14

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The DFA committee has welcomed its new members. We have reviewed all of the steps we need to take in order to select this years DFA winners. We have established a calendar and prepared the nomination announcement for Canvas. At our next meeting on Nov. 14, we will review all of the materials we need to move forward: e.g., interview questions, nominee scoring sheets, promotional signs, etc. The current chair (William Carrasco) will be on sabbatical in Spring 2025, so we are also preparing the new co-chair (Jeffrey Epstein) to take the reins next semester.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

The immediate focus is to get the updated nomination form and nomination announcement publish on Canvas. After that, we are locking down our list of things to do and necessary materials to facilitate a smooth award selection process, as well as a smooth transition of leadership: William Carrasco will be on sabbatical in Spring, and Jeffrey Epstein will take over as led Chair.

### **Accolades and Accomplishments:**

Everyone on this committee is kind and amazing!

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

## **Equitable Placement and Completion Committee**

**Report Submitted by:** Erin Feld

**Contact:** [efeld@palomar.edu](mailto:efeld@palomar.edu)

**Meeting dates at time of report:** 9/11/25, October meeting cancelled (more than half of the committee was at a conference), 11/13/25

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

We need help with that. Our current governance structure is for things that are not relevant now, and we are not sure how to proceed. The meeting in September we discussed if we should move under the Student Equity Plan & Pathways Oversight Committee that is being formed. Brought that discussion to Senate where it was decided that wasn't the best plan, but now we are not sure what to do in terms of products as we are nearing the end of the AB 1705 grant, and things with AB 705 and 1705 are getting more settled. So, in the November meeting we discussed that and ideas for using grant money that is remaining.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Should we stay a committee, or should we disband at the end of the school year when the AB 1705 grant is over? If Senate wants us to continue, we need help with what you want us to be doing. Our current governance structure addresses things we needed to do with AB 705/1705 in the past, but is not accurate for the present.

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

## Equivalency Committee

Report Submitted by: Michael Dudley

Contact: mdudley@palomar.edu

Meeting dates at time of report: September 5th, October 3rd, and October 28th

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The Equivalency Committee continues to regularly review applications for both full- and part-time instructor positions across the college and effectively communicate our decisions with HR.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Our priority remains evaluating applications in a timely manner.

### **Accolades and Accomplishments:**

I would personally like to thank Krystal Rypien for taking over as Chair of this committee during the Spring 2025 semester as I was on sabbatical.

## FACULTY SERVICE AREA COMMITTEE

Report Submitted by: Jason Jarvinen

Contact: jjarvinen@palomar.edu

Meeting dates at time of report: 9/16/2025, 11/18/2025

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Faculty Service Areas (FSA) are instructional subject areas or services established by a community college district and performed by full-time faculty. Each full-time faculty member is assigned an FSA upon hire by the district. FSAs are one element for determining faculty seniority and order of layoff when

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

a reduction-in-force is in effect. We hope this never occurs, but it is important to have up-to-date faculty service areas.

The Faculty Service Area Committee has two primary goals: (1) ensure discipline Faculty Service Areas are reviewed every three years and (2) review individual FSA applications from faculty members.

In the fall of 2025, the committee has been doing a lot of work to make sure that all information on the FSA Committee website is properly accessible. The committee identified a number of inaccessible features in the large PDF file that contained all up-to-date FSAs. The forms that the committee used for discipline FSA updates and individual FSAs also contained some inaccessible elements. We plan to have this complete by the end of fall 2025.

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

We will continue with the accessibility work. Upon completion of that, we'll send out a reminder to full-time faculty about applying for additional individual FSAs early in spring 2026.

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

The committee is struggling with membership. Continuing efforts by the Senate to increase faculty participation in shared governance work would be helpful.

## **Accolades and Accomplishments:**

Scott Richison joined the committee this semester - we are very excited about that. He has already brought ideas for improving/streamlining forms. Cathy Jain continues to bring a wealth of experience to the committee. While we missed Monique Dumbrique in-person this semester, she is as responsive as ever with solutions-oriented feedback from an HR perspective.

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

## LEARNING OUTCOMES SUBCOMMITTEE

Report Submitted by: April Cunningham

Contact: [acunningham@palomar.edu](mailto:acunningham@palomar.edu)

Meeting dates at time of report: October 13 (Kelly Falcone joined to discuss plans for course design trainings), November 10 (Rachel Miller will join to discussion ILO assessments), December 8

### **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

The primary goal for this semester is to encourage and assist faculty in recording course learning outcomes results in Canvas and reflecting in Nuventive. To achieve this goal, we have done the following: improving Nuventive assignments forms, creating and disseminating training materials, offering twice-weekly workshops and SLO office hours, meetings with deans and the facilitators in their divisions, one-on-one meetings with facilitators, planning for institutional learning outcomes assessments in the spring, and finishing SLO reconciliation in Nuventive.

### **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Between now and the next report, we'll focus on finalizing training materials and preparing to analyze the course learning outcomes results that are mapped to institutional learning outcomes. We'll continue supporting instructors' assessment efforts as they transition to using Canvas, especially as we near the end of the semester.

### **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

We appreciate the Faculty Senate's ongoing support in raising college-wide awareness that assessing student learning outcomes is the responsibility of all full-time and part-time faculty.

### **Accolades and Accomplishments:**

The faculty members, both part-time and full-time, who have enthusiastically engaged in the new assessment process in Canvas have really helped move this transition forward and the new insights we'll get from disaggregated data will improve teaching and learning.

# Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025

Service Learning Committee

Report Submitted by: Gina Wilson

Contact: [gwilson2@palomar.edu](mailto:gwilson2@palomar.edu)

Meeting dates at time of report: None

## **Additional Information to Report out:**

Angela Kong took a different role so I am running everything service learning all on my own. That said, all I am doing is keeping the program afloat right now.

TERB

Report Submitted by: Marquesa Cook Whearty

Contact: [mcookwhearty@palomar.edu](mailto:mcookwhearty@palomar.edu)

Meeting dates at time of report: 8/26/25, 9/8/25, 9/22/25, 10/13/25, 10/27/25, 11/10/25, 12/8/25

## **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Our goals this semester (up and above TERB responsibilities) are to learn and test our new evaluation software that will launch in Spring. We are also working on new non instructional forms to show to faculty senate and PFF late fall or early spring.

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

Our immediate focus is to prepare and launch our new evaluation software in the Spring. We would also like to get approval of our non instructional forms asap. We are also working on an educational campaign for the new software.

# **Exhibit 7 - Faculty Senate Subcommittee Reports - Fall 2025**

## **Subcommittee requirements of any support or action from the Faculty Senate at this time or on the horizon?**

In early spring I would like to come to a faculty senate meeting to talk about the new software and corresponding educational materials.

## **Accolades and Accomplishments:**

TERB committee is working very hard updating forms and with our new software. Big shout out to everyone who has helped with those efforts!!

## **TUTORING COMMITTEE**

Report Submitted by: Linda Phelps

Contact: [lphelps@palomar.edu](mailto:lphelps@palomar.edu)

Meeting dates at time of report: September 4, 2025

## **Current progress on specific outcomes, deliverables, or benchmarks towards the goals set:**

Work groups were assigned to meet to discuss the objectives and any projects they have. The workgroups will report on progress at the December 4th Tutoring meeting.

## **Immediate focus or priority areas to be addressed between now and the next report (Spring 2026)?**

The focus of the tutoring committee is to ensure equitable services for students, review and update marketing materials for services provided to students, and monitor and trend student service needs. These priorities are addressed by each tutoring location reporting student traffic and workgroup report of projects and related to committee and student needs.

# Exhibit 9 - PD resolution on AI tools\_Luis Guerrero

NOTE: This resolution from PD is a DRAFT WORK-IN-PROGRESS. Nothing here should be understood as a final draft or final statement.

## Professional Development AI tools resolution

**Whereas** Teaching and learning has always been human centered

**Whereas** CCCCCO Vision 2030 Strategic Direction 3: Generative AI and the Future of Learning, affirms *“It is critical that policy and practice concerning AI is centered in both human oversight, data security, and mitigating algorithmic discrimination.”* ([Vision 2023 report](#))

**Whereas** CCCCCO HUMANS Framework and Guiding Principles, affirms *“Include humans in the design and testing process to achieve successful outcomes and ensure students, faculty, administrators and staff have equitable access to tools, training and solutions that minimize bias and improve outcomes.”* ([CCCCCO Generative AI and the Future of Learning](#))

**Whereas** CCCCCO Summary Of Humans Principles affirms *“Students, faculty, staff and administrators should be able to opt out, where appropriate, and have access to a person who can quickly consider and remedy problems they encounter. Ensure there are humans in the loop when capabilities are designed, tested and used to achieve successful outcomes.”* ([CCCCCO Report To Board Of Governors July 2024](#))

**Whereas** [AB 2370](#) (Cervantes 2024) states that: *“The instructor of record for a course of instruction shall be a person”* and the recently negotiated PFF CBA language states *“per AB 2370, any faculty member for any Palomar College assignment must be a person”*

**Whereas** our own Palomar College’s Vision Plan 2035 – EVP Goal 1 Reimagine and redesign instruction and student services to increase student success, objective 1 calls on the College to *“Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.”* ([Palomar EVP Goals and Objectives](#))

**Whereas** Action 12 of the CCCCCO Vision 2030 states: *“Actively engage with the impacts of generative artificial intelligence (GenAI) on the future of teaching and learning: a. Center students in the development of this work. b. Ensure all students, faculty, and staff have the fundamentals of GenAI literacy,”* ([Vision 2023 report](#))

**Whereas** our own Palomar College’s Vision Plan 2035 – EVP Goal 1 Reimagine and redesign instruction and student services to increase student success, objective 5 & 6 further emphasizes the importance of supporting instructional excellence by committing to *“Provide faculty and staff with focused professional development and resources to support innovative student-centered services,”* and to *“Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities,”* underscoring the College’s dedication to continuous improvement in teaching, professional learning, and student success in the presence of AI tools. ([Palomar EVP Goals and Objectives](#))

**Be it resolved** the imperative to preserve and strengthen faculty office hours and all other forms of meaningful human faculty–student interaction, recognizing these connections as essential to effective teaching, mentoring, and student belonging. **Be it further resolved**, that while generative AI tools (Nectir AI, Playlab, etc.) may serve as supplemental supports to help bridge existing gaps in access—particularly for students who face barriers in obtaining the help they need. In this commitment, AI shall be used only to enhance and extend human-centered

## Exhibit 9 - PD resolution on AI tools\_Luis Guerrero

practices, not to replace them, ensuring that every student continues to have access to meaningful, human-to-human guidance and support.

**Be it resolved** any AI tool that is adopted, implemented, or integrated into instructional or student-support environments at Palomar College must be fully FERPA compliant and has successfully passed the College's internal IS/ARTC vetting process, including a completed and approved VPAT to ensure accessibility compliance and a HECVAT to assess data privacy and cybersecurity risk; and that only tools meeting all three standards shall be considered for use in order to safeguard students, employees, and institutional integrity.

**Be it resolved** adoption of AI tools for teaching and learning are only offered in an voluntary opt-in format

**Be it resolved** that anyone adopting AI tools (Nectir AI, Playlab, etc.) for teaching and learning shall only do so after taking substantive and meaningful professional learning opportunities in AI literacy, ethical use, instructional design, and related areas so that employees are well-informed, empowered, and prepared to deploy AI responsibly and intentionally. Such training shall ensure that AI tools are used to enhance and support student learning (not to replace the essential work, expertise, and presence of Palomar's employees) and that all implementation remains grounded in student-centered principles for the betterment of teaching and learning.

# Exhibit 10 - EPCC Spring 2024 GS\_Erin Feld

## GOVERNANCE STRUCTURE GROUP REQUEST

**Date:** April 30, 2024

<b>Name of Group:</b>	Equitable Placement and Completion Committee		
<b>Request submitted by:</b>			
<b>Group Type:</b> Committee	<b>Action Requested:</b> Change If Change, identify type of change: Change the Director, Occupational & Noncredit Programs member on the committee to: Director of Continuing Education to reflect that position's title change and add "or designee" to that position's committee membership.		
<b>Reporting Relationship:</b> Faculty Senate and the Equity, Education, and Student Success Council (EESSC)			
<b>Purpose:</b> <div><ul style="list-style-type: none"><li>• Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact.</li><li>• Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses.</li><li>• Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years.</li><li>• Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students.</li><li>• Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc.</li><li>• Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.</li></ul></div>			
<b>Products:</b> <ul style="list-style-type: none"><li>• Increase awareness of and involvement in students' instructional and non-curricular needs in relation to Equitable Placement and Completion.</li><li>• Provide recommendations to EESSC regarding the Student Equity Plan's ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students.</li><li>• Implement solutions related to Equitable Placement and Completion implementation and operational issues.</li><li>• Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate.</li></ul>			
<b>Meeting Schedule:</b> Second Thursday of the month from 2:30 – 4 pm			

## **Exhibit 10 - EPCC Spring 2024 GS\_Erin Feld**

**Chair(s):** Faculty member elected by the committee

**Members:**

- Four faculty members from Literature & Languages with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Senior Director of Enrollment Services, or designee
- Senior Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs
- Director of Continuing Education, or designee



## Common Course Numbering Update October 2025

### CCN Phase I Template Development Update

- 6 courses/6 templates student-facing now (+Honors & Embedded Support).
- Colleges have transferability and Cal-GETC responses in ASSIST.
- Resubmit as required by December.
  - Modify Part II as needed.
- ASCCC will convene Common Course Numbering Faculty Workgroups (CCNFWs) in Spring 2026.
  - Update Phase I templates as needed.
  - Local course outline of record (COR) revision cycle will follow; implementation date TBD.

### CCN Phase II Template Development Update

- Phase IIA: 8 courses/8 templates (+Honors) to be student-facing by Fall 2026.
- Phase IIB: 10 courses/16 templates with course offering variations of lecture/lab combination, lecture only, lab only (+Honors & Embedded Support) to be student facing by Fall 2027.

### CCN Phase II Articulation Update: UC TCA and ASSIST Submission (Per UCOP)

- May be submitted to ASSIST as standard updates (e.g., outline, title, prefix) in December 2025.
- Must undergo UC TCA review in June, July, or August 2026, depending on assigned review window.
- If course is not approved for UC TCA, there will be a two-year course phase out noted in ASSIST.

### CCN Phase III Template Development Update

- Templates in progress, to be student facing by Fall 2027.
  - 47 courses/ 55 templates with course offering variations of lecture/lab combination, lecture only, lab only (+Honors & potentially Embedded Support).
  - 18 CCNFW reconvenings were held October 15-24.
  - CCNFWs will be reconvened in November for courses shifted from Phase IIB to Phase III: Human Anatomy, Human Physiology, Introduction to Chemistry, General Chemistry I & II.

### CCN Update: Phase III Articulation

- **Intent:** use CCN templates to establish transferability (UC), general education (Cal-GETC), and articulation at the CCC system level.
  - [CCN Task Force Report](#) with recommendations (December 2023).
  - ASCCC Resolutions [101.04 \(F2024\)](#) and [101.05 \(F2024\)](#).
- Informal, non-binding UC transferability and Cal-GETC feedback on draft Phase III templates received from UC and CSU for consideration during CCNFW reconvenings.
- It is unclear if a formal review will be done after Phase III template development but before public release by the CCC Chancellor's Office (CCCCO); a request has been made by the CCCCCO.

# Exhibit 11.1 - Curriculum ASCCC\_CCN\_Update-October\_2025\_r



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## CCN Templates: Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIA) in CORs

- **Concern:** Title 5 requires DEIA in the COR; colleges have been intentional in their revision of CORs to include DEIA.
- In all Phase I, II, and III convenings and reconvenings, CCNFWs were instructed to consider how DEIA could be woven into the template.
- Local DEIA efforts should be captured in Part II of CCN fields plus other COR fields.

## CCN Templates: Outcomes/Objectives

- **Intent:** CCN templates with system-level **outcomes** to communicate intended student learning.
- Early implementation phases:
  - Title 5 only required objectives (although CCCCCO Title 5 revisions to add outcomes to CORs were underway).
  - C-ID listed objectives.
  - CCNFWs were instructed to adapt C-ID objectives to be 3-5 high level outcomes for Outcomes/Objectives section of CCN templates.
- New COR Title 5 regulations require outcomes on COR.
  - Approved by Board of Governors in January 2025 and by Secretary of State in September.
  - CCCCCO will be issuing guidance about implementation of all new COR regulations.
- **Key Takeaway:** Outcomes on CCN Templates are not expected to replace local Student Learning Outcomes (SLOs). Local SLOs and objectives should be included in Part II of CCN fields.

## CCN Templates: Prerequisites

- CCN courses must have identical Prerequisite and Corequisite fields (no Part II).
- **Rationale:** Students need consistent expectation for prerequisites and corequisites.
- **College concerns:**
  - “My college doesn’t have a prerequisite but the CCN Template does.”
  - OR “My college has a prerequisite but the CCN Template does not.”
  - OR “My college uses a different prerequisite.”
  - OR “My college has additional prerequisites.”
- **Options:**
  - Update prerequisites and co-requisites to adopt CCN for the course.
  - Use pre-requisite equivalencies in the background for similar courses (H or E or local course).
  - Use Advisories or Recommended Preparation to express importance of having prior coursework.
  - OR consider the course significantly different than the CCN template because of prerequisites and don’t adopt CCN...for now.

Questions? [ccnsupport@asccc.org](mailto:ccnsupport@asccc.org) or [info@asccc.org](mailto:info@asccc.org)



California Community Colleges



# ASCCC Curriculum Regional Meeting: Chancellor's Office Update

**College of the Canyons**

October 31, 2025

10:10-11:00

# Agenda

- Vision 2030 – The July 2025 Edition
- California Community Colleges Curriculum Committee (5C)
- California Community Colleges Chancellor's Office – Academic Affairs
- Course Outline of Record
- TOP to CIP
- Common Course Numbering
- Attendance Accounting
- AB 1705
- ADT Submission Compliance
- High Unit TMCs/ADTs
- Credit for Prior Learning
- Baccalaureate Degree Programs
- Burden-Free Access to Instructional Materials
- Transfer Audit

# VISION 2030

A Roadmap for California  
Community Colleges

**The July 2025 Edition**

<https://www.cccco.edu/About-Us/Vision-2030>

<https://vision2030.cccco.edu>

# Vision 2030 - The July 2025 Edition

<https://www.cccco.edu/About-Us/Vision-2030>

<https://vision2030.cccco.edu>

July 2023: First version presented to Board of Governors

July 2025: Refresh presented to Board of Governors

Three Goals with Measurable Outcomes, Three Strategic Directions, Twelve Actions

Ongoing, Living Document

**GOALS:**

**Equity in Access**

**Equity in Success**

**Equity in Support**

**Heart of Vision 2030:** Bringing college to students – NOT waiting for students to come to us



2.1 million students



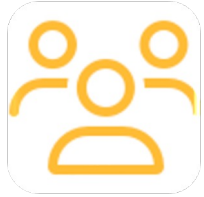
6.8 million adult Californians with no credential

# Meeting California's learners where **they** are

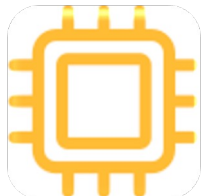
## Strategic Directions



Equitable Baccalaureate Attainment



Equitable Workforce and Economic Development



Generative AI and the Future of Learning

# Achieved through Demonstration Projects and Workplans

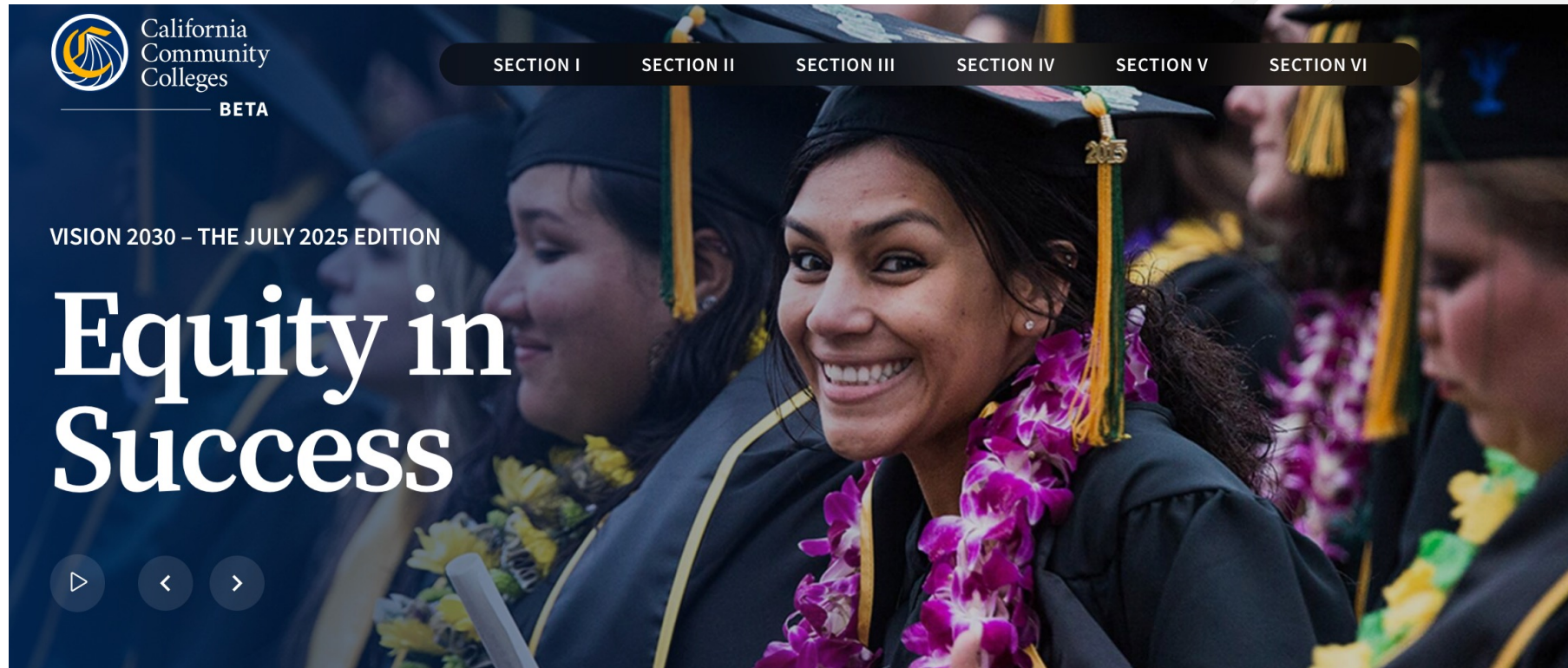
## Demonstration Projects:

- Foster change
- Seed innovation
- Scale implementation of promising practices
- Integrate new models
- 17 current DPs, one completed:  
i.e. Apprenticeship, CPL, OER,  
Rural College Transfer  
Collaborative,...

## Workplans:

- Drive outcomes and actions
- Generate system-wide impact
- 9 current workplans: AI, BDP, Climate Action, CPL, Online Teaching and Learning, Transfer, PD, CCN

# LEARN MORE ON THE DYNAMIC MICROSITE



# California Community Colleges Curriculum Committee – 5C

## Purpose:

- Recommends and provides guidance to Chancellor's Office on curriculum policy and regulations
- Supports development and revision of Title 5 Regulations related to Curriculum and Instruction
- Program and Course Approval Handbook (PCAH)
- Baccalaureate Degree Program Handbook
- Consults with all appropriate constituencies and relies on the advice and judgment of the ASCCC

## 5C Membership

### Voting:

- 8 faculty representatives appointed by the ASCCC
- 4 academic administrator representatives appointed by CCCCIO
- 2 student services administrator representatives appointed by CSSO Association
- 2 Chancellor's Office representatives: Vice Chancellor of Educational Services, Dean of Curriculum and Instruction
- 1 curriculum specialist appointed by CCC Classified Senate (4CS)
- 1 Student Senate representative

### Resource:

- 1 ACCE representative
- 1 CCCAOE CTE Administrator
- 1 Chancellor's Office Legal Counsel staff (attends as needed)

# Chancellor's Office

## Academic Affairs:

- **Vice Chancellor** – James Todd
- **Deans** - Raul Arambula (Vacant: 2 Deans, Strategic Advisor)
- **Specialists** - Chad Funk, Cora Rainey, Devin Rodriguez, Rosa Estrada, Njeri Griffin, Chantee Smith, Helen Han, Billy Wagner
- **CCPAs** - Sean Madden and Justine Pereira
- **AGPAs** - Kathy Carroll, Riley Long, David Garcia, Yvonne Lopez, Jennifer Yang
- *Cindy Costa and LeBaron Woodyard* supporting from retirement!
- **Visiting Executive:** Michelle Grimes-Hillman

## Executive Office:

- **Visiting Executive:** Ginni May

# Course Outline of Record (COR)



**MEMORANDUM**

October 7, 2025

ESS 25-66 | Via Email

- Revise curriculum committee procedures to reflect the new equity, inclusion, and UDL language.
- Directly input COR information into COCI, as uploads are no longer permitted.
- Allocate Common Course Numbering funds for necessary local work and system updates.
- Train curriculum personnel—faculty, administrators, and staff—on the revised regulations and the Chancellor’s Office Program and Program and Course Approval Handbook.

**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.

# COR Fields for Credit Courses Only

## Required Fields:

- Course Content, Required Topics
- Objectives/Outcomes
- Examples of Instructional Methodology
- Methods of Evaluation
- Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials
- Examples of Reading and Writing
- Examples of Outside of Class Assignments
- Examples of Instructional Methodology
- Separation of Lecture, Lab, and Activities (**attendance accounting**

reporting purposes pursuant to section 58003.2)

## Optional Fields:

- Prerequisites\*\*
- Co-Requisites\*\*
- Other Limitations on Enrollment
- Advisories/Recommended Preparation

*\*\*supports course look up and narrative entry of additional enrollment requirements*

# CIP Codes

- While the CIP Code is now required for all course submissions, we recognize that not all courses will have them assigned when course modifications in flight are ready to be submitted.
- Users should select **Unknown 99.9999** to proceed with submitting courses that were recently reviewed and approved within your local process.
- The field does not currently have a CB data element number and will not trigger the substantial change workflow when edited.
- *Speaking of CIP Codes...*

# TOP to CIP

- A long time coming...Prepare for transition!
- Stay tuned for resources and communication by early 2026
- Begin forming a college task force/committee/workgroup to address TOP to CIP work



## MEMORANDUM

October 17, 2025

ESS 25-72 | Via Email

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

**FROM:** James Todd, Vice Chancellor of Academic Affairs  
Terrence Willet, Visiting Assistant Vice Chancellor of Research, Analytics and Data

**RE:** TOP to CIP Transition – Infrastructure and Operational Alignment

The California Community Colleges system will be transitioning from the system-only use of the Taxonomy of Programs (TOP) code to the universally accepted Classification of Instructional programs (CIP) code by Fall 2027.

### Background

The California Community Colleges use the TOP code system to organize college programs and courses into similar families of programs. The rest of the country, including the California State University and University of California systems, uses the CIP code system to organize academic programs into families. While the community colleges use the TOP code system for reporting to the Chancellor's Office, all required federal reporting—such as for IPEDS, Perkins, and Gainful Employment—use CIP codes to classify programs and awards. The TOP code system is primarily organized around instructional programs, yet the codes themselves are also used for a variety of fiscal, research, facilities, and other related reporting purposes. As a result, the community

# Common Course Numbering

**Chancellor's Office Lead:** Michelle Grimes Hillman

**ASCCC Lead:** Cheryl Aschenbach

**CIO Lead:** Isabel O'Conner



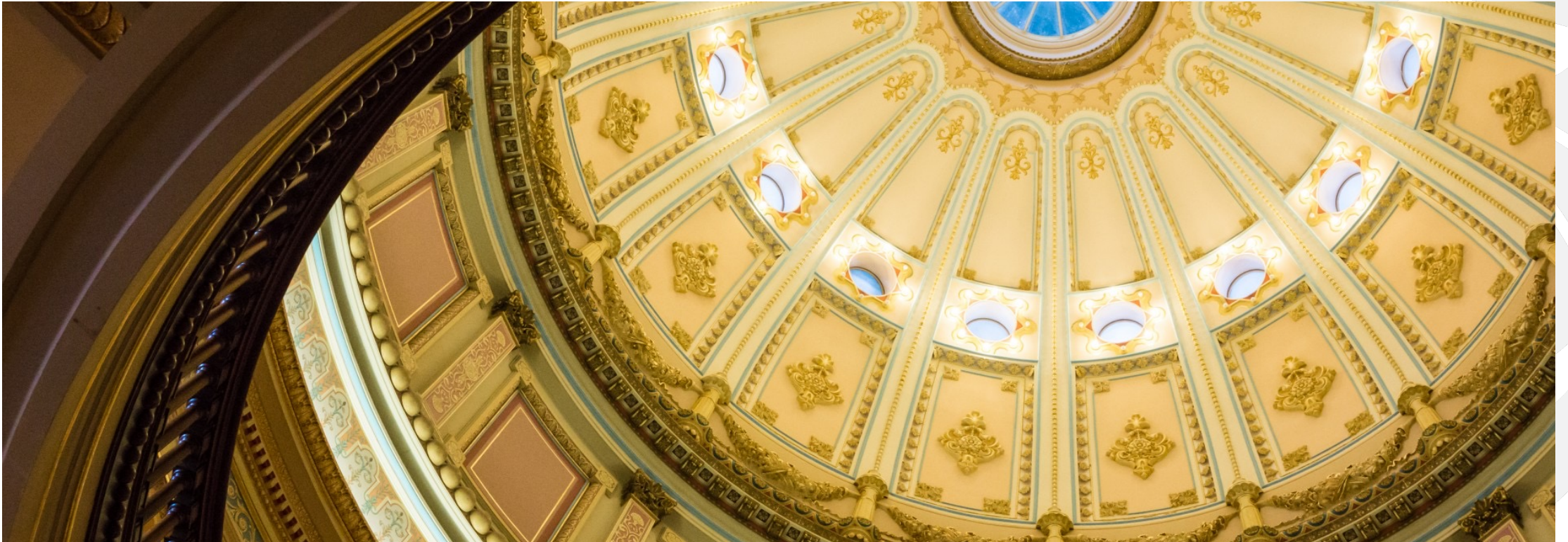
**COMMON COURSE NUMBERING**

California Community Colleges

Next Session...

# Attendance Accounting

## Standardized Method for Credit Courses



# Calculation

$$\text{FTES} = \frac{\text{Total Standardized Hours} \times \text{Number of Students Enrolled at Census}}{525}$$

The total standardized hours are based on the number and type of units identified in the Course Outline of Record and are calculated by multiplying the number of units of lecture and lab (as stated in the COR) by the standardized hours defined in the regulation.

- Standard hours per unit of lecture = 18 hours for semester colleges and 12 hours for quarter colleges.
- Standard hours per unit of lab = 54 hours for semester colleges and 36 hours for quarter colleges.

These standard hours are used regardless of the term length (standard or compressed) or the course duration (term length or short term).

# Transition to the New Method

- Districts will have the option to transition into the new method in 2024-25, 2025-26 or wait until 2026-27, when it is mandatory that all districts transition to the Standardized Attendance Accounting Method.
- Districts may transition to the new method at any of the following periods:
  - ~~2024-25 P2 (April 2025)~~
  - 2024-25 R1 (November 2025)
  - 2025-26 P1 (January 2026)
  - 2025-26 R1 (November 2026)
- Districts will not be allowed to reverse their decisions.
- For multi-college districts, only the district can make the transition.
- Total of **nine districts** transitioned to the new method at 2024-25 P2.

# Transitioned Districts

As of 2024-25 P2, the following eight districts transitioned:

- Barstow CCD
- Chaffey CCD
- Desert CCD
- Peralta CCD
- San Bernardino CCD
- Santa Barbara CCD
- Shasta-Tehama-Trinity Joint CCD
- South Orange County CCD
- Victor Valley CCD

Only the district can transition to the new method, not the college.

# Reported Standardized Attendance Accounting Method FTES Changes (Resident and Nonresident FTES)

District	2024-25 P1	2024-25 Annual	FTES Increase/Decrease	Percentage Change
Barstow CCD	2,670.91	2,781.21	110.30	4.13%
Chaffey CCD	15,449.22	16,827.48	1,378.26	8.92%
Desert CCD	10,510.97	10,593.69	82.72	0.79%
Peralta CCD	13,127.21	15,411.83	2,284.62	17.40%
San Bernardino CCD	16,110.10	16,353.77	243.67	1.51%
<b>Santa Barbara CCD</b>	<b>12,795.86</b>	<b>12,655.98</b>	<b>-139.88</b>	<b>-1.09%</b>
Shasta-Tehama-Trinity Joint CCD	7,480.85	7,627.11	146.26	1.96%
South Orange County CCD	30,189.80	31,212.87	1,023.07	3.39%
Victor Valley CCD	13,111.27	14,635.15	1,523.88	11.62%

# Standardized Attendance Accounting Regulations Updates

- Our office released memo [FS 25-04 – Standardized Attendance Accounting Regulations Updates](#) that provided additional flexibility to districts during their transition.
- A few issues have been brought to our attention as districts are beginning to transition to the new Standardized Attendance Accounting method:
  - **Issue 1:** Units Not Broken out by Lecture and Lab on the Course Outline of Records (COR)
  - **Issue 2:** Lecture Courses Scheduled with Lab Hours, but no Units Awarded for the Extra Hours

# Additional Year of Flexibility as Districts Transition



Districts are still required to transition starting by **2026-27 P1**, but the Chancellor's Office will allow districts to use hours rather than units to compute FTES through 2026-27 recal.



This flexibility can be used for any districts that have transitioned in 2024-25 P2.



Beginning in 2027-28, districts must use the total units as stated on the COR.



The additional flexibility year **does not mean** districts can delay the transition until 2027-28 but rather, use hours instead of units until 2027-28.

## AB 1705

# Equitable Placement, Support, and Completion (including Enrollment)

- [Updated Guidelines Memo](#) – December 10, 2024
- [Memos and Resources](#)
- Professional Development:
  - [Chancellor's Office Learning Series](#)
  - [ASCCC Events](#) – includes partnering with CCCCO and RP Group
- [AB 1705 College-Specific Placement Reports](#)

**Innovation  
period:**  
January 2025  
through July  
1, 2027

**Equitable  
Access,  
Equitable  
Success,  
Equitable  
Support**

<b>STEM Calculus Pathway Placement</b>	<b>Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1</b>
<b>Student successfully completed or demonstrated through CPL: Integrated Math 4, Trigonometry, Precalculus, or equivalent</b>	By July 1, 2025, students pursuing STEM programs <i><b>must be given access to STEM calculus</b></i> (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025.
<b>Student successfully completed or demonstrated through CPL: Integrated Math 3 or Intermediate Algebra or equivalent</b>	The college may enroll the student in a one semester course prior to Calculus (typically Pre-Calculus) or in Calculus, with or without concurrent support. If such students begin in a prior to Calculus course and successfully complete it, their next course is STEM Calculus 1. Enrollment in the course prior to Calculus should be restricted to students who have not successfully completed Integrated Math 4, Trigonometry, Precalculus, or equivalent.
<b>Student did not successfully complete or demonstrate through CPL: Intermediate Algebra, Integrated Math 3 or equivalent</b>	The college may enroll the student in a two-semester sequence at transfer-level prior to Calculus, with or without concurrent support. Enrollment in the first course in the two-semesters prior to Calculus should be restricted to students who have not successfully completed Intermediate Algebra, Integrated Math 3 or equivalent.

# ADT Submission Compliance

Colleges can streamline ADT submissions for CCN compliance:

- Embed new CCN number into existing ADT outline of record w/o resubmitting to COCI (unless other changes are made)
- Complete certification form for Phase II(A) by June 1, 2026
- Complete certification form for Phase II(B) by June 1, 2027
- Your CIO was sent the certification forms on October 20, 2025.



MEMORANDUM

October 17, 2025

ESS 25-67 | Via Email

TO: Chief Executive Officers  
Chief Instructional Officers  
Academic Senate Presidents  
Curriculum Chairs Articulation Officers

FROM: James Todd, Vice Chancellor of Academic Affairs  
Latonya Parker-Parnell, President of Academic Senate for the California Community Colleges

RE: ADT Submission Compliance with Assembly Bill 1111 Submission Guidance  
Phase II(A) and Phase II(B) Common Course Numbering

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## Background

Assembly Bill 1111 (Berman) requires the California Community Colleges to adopt a common course numbering system for all general education requirement courses and transfer pathway courses and requires each community college campus to incorporate common course numbers from the adopted system into its course catalog. Per the legislation, the California Community Colleges Chancellor's Office Common Course Numbering (CCN) Council, Academic Senate for California Community Colleges (ASCCC) and workgroups have determined the Phase II courses that will comply with AB 1111 to be offered Fall 2026.

# High Unit TMCs/ADTs

- The transition to Cal-GETC has caused ADTs in Chemistry, Environmental Science, and Biology to no longer fit in the 60-unit requirement. These degrees were originally approved to use IGETC for STEM and the transition to Cal-GETC has increased the units for colleges.
- Chemistry FDRG is requesting the additional 6.0 units allowed by AB 928 to make existing degrees compliant
- Environmental Science and Biology will be meeting soon to review their TMC and consider possible revisions to alleviate the unit issues being experienced by colleges
- ASCCC Request: please **do not deactivate** your local ADTs while C-ID works on solutions for these TMCs

# Credit for Prior Learning

- Veterans Sprint, Apprenticeship Sprint
- Proposed update to California Code of Regulations Title 5 § 55050
  - Emphasize the importance of a complete, equitable CPL policy that is accessible to all students who can benefit.
  - Align CPL policies with the new Cal-GETC standard required for student transfer.
  - Prioritize student completion and success by removing barriers to degree attainment – count CPL awards toward the 12-unit residency requirement
- AB 123 (2025) – Higher Education Bill
  - \$15M one-time funding in 2025-26
  - Develop system-wide process to inform and award CPL
  - Develop system-wide technology infrastructure
  - Convene system-wide faculty workgroups

# Baccalaureate Degree Programs

- First established by SB 850 (Block, 2014)
- Pilot designation removed by AB 927 (Medina, 2021)
- Up to 15 new BDPs may be approved to move forward each cycle, two cycles per year – BOG President determines approval
- [Cycle 8 applications due January 15, 2026](#)
- On Cycle 7 Fall 2025 now
  - 7 proposals have provisional approval and are under CSU/UC/AICCU 30-day review and feedback
- Cycles 1-6:
  - 51 approved to move forward
  - 10 of the 51 coming soon, still in development
  - 15 (1 withdrew) still waiting approval to move forward
- Must have local associate degree in same major, meet regional workforce demand, not duplicate a program already offered at CSU or UC
- AB 1400 (Soria, 2025) – Bachelor of Science in Nursing was vetoed by governor as were two similar bills last year

# Burden-Free Access to Instructional Materials

- New California Code of Regulations Title 5 § 54221
  - effective July 30, 2025, and districts have 180 days—until Jan. 26, 2026—to align local policy
- OER and Day-One Access Memo
  - OERI Collections and Curation
  - CRC working on toolkit
- RFP for Statewide Platform: LibreTexts



## MEMORANDUM

September 30, 2025

ESS 25-63 | Via Email

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

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

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

### Purpose

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

# Transfer Audit



- June 2023, the Joint Legislative Audit Committee directed the California State Auditor to review the California higher education systems' efforts to improve transfer from CCC to CSU or UC.
- The California State Auditor completed the review and on September 24, 2024: report [2023-123](#)
- 22 recommendations for CCC, CSU, UC, and Legislature – 9 specific to CCC
- Responses submitted September 24, 2025
- ADT focus
- Improve student support
- Increase ADT offerings and similar baccalaureate degrees at CSU
- Improve articulation



# California Community Colleges

## Thank you!

[www.cccco.edu](http://www.cccco.edu)



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for California Community Colleges  
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# Common Course Numbering Update

Curriculum Regionals 2025

# Overview

- Why CCN?
- Phase I Update
- Phase II Update, including Articulation
- Phase III Update
- CCN Templates: IDEAA and CORs
- CCN Templates: What are Outcomes/Objectives?
- CCN Templates: Prerequisites
- What's Next?
- Questions



# CCN Update: The Basics – The Why

- Why CCN?
  - Transfer mobility without credit loss: consistent transfer and articulation of CCC courses to CSU, UC, and AICCU institutions
  - Accomplish this by having CCC system-level transferability and articulation to 4-yrs using CCN course templates
- We can't lose sight of the importance of this work for students



# CCN Update: The Basics - Phase I

- Phase I:
  - 6 courses student-facing now (+Honors & Embedded Support = 14)
  - Colleges have transferability, GE, and articulation responses
    - Resubmit as required by December.
    - Modify Part II as needed.
  - ASCCC will be convening CCN Faculty Workgroups in Spring 2026
    - Update Phase I templates as needed.
    - Local COR revision cycle will follow.



## CCN Update: The Basics - Phase II

- Phase IIA: 8 courses to be student-facing by Fall 2026
  - 16 templates including regular and honors.
- Phase IIB: 9 courses to be student facing by Fall 2027 (can be earlier)
  - 34 templates including honors, embedded support, and course offering variations (lecture/lab combo, lecture only, lab only).
  - Held to Phase III: Human Anatomy, Human Physiology, Intro to Chemistry, General Chemistry I & II.



# CCN Update: Phase II Articulation

- UC TCA and ASSIST Submission
- Per UCOP, Phase IIA and IIB courses submissions to ASSIST:
  - Phase IIA implementation by Fall 2026; IIB implementation by Fall 2027 (could be earlier)
    - For Fall 2026 implementation, courses may be submitted to ASSIST as standard updates (e.g., outline, title, prefix) in December 2025.
    - Fall 2026 courses must undergo UC TCA review in June, July, or August 2026, depending on CCC's assigned review window.
  - If course is denied UC TCA, there will be a two-year phase out noted for the course in ASSIST.



## CCN Update: The Basics - Phase III

- Templates in progress, to be student facing by Fall 2027
  - 47 courses requested by CCCCO; 44 initial templates for courses drafted in June.
  - CCNFW reconvenings were Oct 15-24. 18 groups.
  - Reconvenings for courses held in Phase IIB to be in November.
  - CCNFWs have been asked to provide notes with information about UC transferability, UC eligibility areas, and Cal-GETC (if applicable), plus any other information important for the field to know.



# CCN Update: Phase III Articulation Templates – System-Level

- **Intent:** use CCN templates to establish transferability (UC), general education (Cal-GETC) and articulation at the CCC system level.
  - [CCN Task Force Report](#) with recommendations (December 2023).
  - ASCCC Resolutions [101.04 \(F2024\)](#) and [101.05 \(F2024\)](#).
- Informal, non-binding feedback on draft Phase III templates received from UC, CSU for consideration during CCNFW reconvenings.
- Unclear if formal review will be done after Phase III template development but before public release by the Chancellor's Office.



## CCN Templates: IDEAA and CORs

- **Concern:** Title 5 requires DEIA/IDEAA in the COR; colleges have been intentional in their revision of CORs to include DEIA/IDEAA
- In all Phase I, II, and III convenings and reconvenings, CCNFWs were instructed to consider how DEIA could be woven into the template
- Local DEIA efforts should be captured in Part II of CCN fields plus other COR fields.
  - **ENGL C1000 Example: Course Content Part 2**  
Analysis of a variety of texts from a variety of diverse writing voices (such as writers who are African American, Black, Latinx, Asian, Native American, Indigenous, LGBTQIA+, undocumented, neuro-diverse) in multiple genres, including but not limited to examination of style, structure, audience, purpose, tone, bias, voice, cultural difference, asymmetrical power-structures, representation or lack thereof, and the intersectionality of these.
  - **COMM C1000 Example: Objectives Part 2:**  
Articulate the connection between communication and culture and respect diverse perspectives and the ways they influence communication



# CCN Templates: Outcomes / Objectives

- **Original intent:** CCN templates with high system-level **outcomes** to communicate intended student learning
- Early Implementation phases
  - Title 5 only required Objectives (although CCCCO Title 5 revisions to add outcomes to CORs were underway)
  - C-ID listed Objectives
  - CCNFWs were instructed to adapt C-ID objectives to instead be 3-5 high level outcomes for Outcomes/Objectives section of CCN templates
- New COR Title 5 regulations require Outcomes on COR
  - Approved by Board of Governors in January 2025 and by Secretary of State in September
  - Chancellor's Office will be issuing guidance about implementation of all new COR regulations
- **Key Takeaway:** CCN Template Outcomes are not expected to replace local SLOs
  - Local SLOs and objectives should be included in Part II of CCN fields



# CCN Templates: Prerequisites

- CCN courses must have identical Prerequisites and Co-requisites fields (no Part II)
- **Rationale:** Students need consistent expectation for prereqs and coreqs
- **College concerns:**
  - “My college doesn’t have a pre-requisite but the CCN Template does”
  - OR “My college has a pre-requisite but the CCN Template does not”
  - OR “My college uses a different pre-requisite”
  - OR “My college has additional pre-requisites”
- **Options:**
  - Update prerequisites and co-requisites to adopt CCN for the course
  - Use pre-req equivalencies in the background to capture similar courses (H or E or local course)
  - Use Advisories or Recommended Preparation to express importance of having prior coursework
  - OR consider the course significantly different than CCN template because of prerequisites and don’t adopt CCN...for now



# What's Next?

## System Level

- Future Courses – yet to be determined by the Chancellor's Office. Goal: Spring 2026
- Future Phases – yes, there will be more.

## Local Considerations

- Subject Identifier Prefixes
  - Colleges should start discussing changing subject identifiers; some colleges are already making changes to be consistent with CCN
- Local Numbering Taxonomy
  - Colleges should be discussing local numbering taxonomy, but the Chancellor's Office doesn't recommend changing non-CCN course numbers yet
  - Keep Chancellor's Office numbering bands in mind (see memo [ESS 25-56, 8/2025](#))
- Funding
  - Colleges received funds to implement CCN (see memo [ESS 24-55, 9/2024](#)), including to update technology infrastructure.
  - Build infrastructure now; there is no guarantee of additional future funding



## Resources

- ASCCC CCN Support Office Hours – visit [asccc.org](http://asccc.org)
- [ASCCC CCN Information Webpage](#)
  - Course info for each phase, survey links (when open)
- [CCCCO CCN Information Webpage](#)
  - General information, templates, memos, CCN logos and assets





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Questions? Thank You!

[info@asccc.org](mailto:info@asccc.org)

[ccnsupport@asccc.org](mailto:ccnsupport@asccc.org)



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# AI in Curriculum

## Fall 2025 ASCCC Curriculum Regionals

### Dates:

Saturday October 25, 2025 (Woodland – Area A)

Wednesday October 29, 2025 (Laney College – Area B)

Friday October 31, 2025 (College of the Canyons – Area C)

Saturday November 1, 2025 (Long Beach City College – Area D)



# Welcome and Introductions

## **Presenters:**

- Thomas Berry, San Bernardino Valley College, ASCCC Curriculum Committee
- Gwen Earle, College of the Desert, ASCCC Curriculum Committee
- Christopher J. Howerton, ASCCC Area A Representative
- Eric Wada, ASCCC Secretary



# **AI in Curriculum (AI Programs/Certificates)**



# A Few Examples of AI Programs in the CA Community College System

- **Las Positas College** – [\*Artificial Intelligence Certificate of Achievement\*](#)
  - 20 units (approx.) covering Computing Fundamentals I & II, Intro to AI, Intro to Machine Learning, Intro to Programming, Statistics & Probability.
  - Designed to prepare students for roles such as AI Programmer, Machine Learning Engineer, Data Scientist, Business Intelligence Developer.
  - Good example of a community college offering a “stackable” credential in AI with a complete curriculum.
- **Mission College**– [\*Artificial Intelligence Certificate of Achievement\*](#)
  - 20 units: Python Programming, Intro to AI, Intro to Data Analysis, Intro to Machine Learning, Intro to Deep Learning.
  - Focuses on foundational and practical skills; good for entry-level AI roles.
- **Grossmont College** — [\*Applied Artificial Intelligence Certificate of Proficiency\*](#)
  - Courses include Intro to Python, Intro to AI & Machine Learning, Intro to Large Language Models, Intro to Generative AI Models.
  - Not a full Associate degree, but a certificate of proficiency aimed at entry-level work
- **Mt. San Antonio College**– [\*Artificial Intelligence in Business Certificate\*](#)
  - 10.5 units (3 courses) targeted at business/marketing/data analytics professionals: Data mining, machine learning, deep learning, NLP, AI in business.
  - Shows how AI programs also span business & analytics, not just pure computer science.



# Demand for Student AI Literacy



## Quotation #1

*AI tools are just tools. They're not a substitute for your own judgment, creativity, decision-making, or expertise. Hiring managers want to see that you're someone who knows how to use these tools to be more productive, not someone who relies on them as a crutch. By improving your AI literacy and being able to discuss how you use them appropriately in the workplace, you'll show hiring managers you are progressive, adaptable, and know when and how to save time.*



(Robin Ryan, [The No.1 Skill employers Want in 2025 and Most Job Seekers Don't List it](#), [Forbes](#) August 4, 2025)



## Quotation #2

*In an analysis of over a billion job postings, labor insight platform Lightcast identified not only a surge in demand for AI skills, but also higher average pay for jobs that required them. “Job postings are increasingly emphasizing AI skills and there are signals that employers are willing to pay premium salaries for them,” Elena Magrini, head of global research at Lightcast, told CNBC. Job postings that **mentioned at least one AI skill advertised salaries 28% higher on average than those that listed none, representing roughly \$18,000 more per year. For those with at least two AI skills, the premium was 43% higher.***



(Dylan Butts, [AI skills are in High Demand - and Employers are Willing to Pay a Premium for them, CNBC.com](#), September 4, 2025)



## Quotation #3

*But beyond this, here comes the real shocker: not only are AI and machine learning specialists the fastest growing jobs according to [Microsoft's Work Trend Index 2024](#), but employers consider AI skills to be so pivotal that they would rather hire candidates (even outside of the tech department) with less experience than hire one with more experience who lacks AI skills. Microsoft stated in their study highlights:*

- "66% of leaders say they wouldn't hire someone without AI skills."*
- "71% say they'd rather hire a less experienced candidate with AI skills than a more experienced candidate without them."*
- "And junior candidates may have a new edge: 77% of leaders say, with AI, early-in-career talent will be given greater responsibilities. "*



(Rachel Wells, [71% Of Employers Prefer AI Skills Above Experience In 2024](#), [Forbes](#) November 5, 2024)



## AI Literacy Includes:

- **Technical Understanding:** Basic Principles of How it Works.
- **Practical Understanding:** Being able to Effectively Interact with the Tools
- **Ethical Understanding:** Awareness of biases, privacy and data security, equity and access, plagiarism and academic integrity, misuse by "bad actors", etc.
- **Critical Evaluation:** e.g. Accuracy and Reliability of Output
- **Continuous Learning:** Staying informed of Major Changes



## Example Syllabus Statement

### Defining the Importance of AI Literacy

Generative AI and artificial intelligence models are all around us. Whether we use ChatGPT to plan a trip, use a course "bot" to prepare for an exam, or let Microsoft CoPilot make predictive suggestions for our wording in an email, AI is fully integrated into our lives. However, there are critical times in learning where we need to be mindful about AI use and impact.

***AI literacy means knowing when and how to use AI responsibly and ethically.*** Practicing AI literacy and responsibility is critical in your education and work. That's why it is important you take a moment to understand the rules in this course about AI use. In this class AI use is allowed for specific assignments or steps within assignments in this course. It's very important that you read assignment descriptions carefully to understand under what circumstances you may use AI and which AI platforms are preferred.



# Provide Opportunities for Students to Learn about AI

Consider providing additional resources to promote AI literacy. Such as:

- Video: [Artificial Intelligence \(AI\) is more than just ChatGPT](#). This video from IBM explains the many realms of AI and how they are related.
- Article: [Beyond Prompts – Critical Thinking is Your Edge When Everyone is Using AI](#). Nirit Cohen of Forbes outlines steps to think about and test the accuracy and assumptions of AI Answers.
- Video: [How to Build your Critical AI Thinking Wheel?](#) Alex Jaimes TEDx Talks

TIP: Consider tailoring AI literacy resources by discipline application when possible.



# Some Core Competencies for AI Literacy



# Digital Fluency & Prompt Writing



## Foundations of Digital Fluency

- Digital fluency includes navigating digital spaces, interpreting data, and effectively using AI tools in daily tasks.

## Importance of Prompt Writing

- Prompt writing involves crafting precise instructions to help AI systems generate relevant and useful outputs.

## AI Tools in Education

- Students use AI features in software like Excel and Word, and practice prompt writing for conversational AI tools.

## Preparing for AI Collaboration

- Mastering digital fluency and prompt writing equips students to work effectively with AI systems in professional settings.



# Ethical Use & Critical Evaluation of AI



## Identifying AI Bias

- Students learn to recognize bias in AI outputs to ensure fairness and trust in technology use.

## Data Privacy Concerns

- Understanding data privacy is crucial for responsible AI use and protecting individual rights.

## Evaluating AI Reliability

- Critical evaluation of AI-generated content helps assess its accuracy and trustworthiness.

## Ethical Decision-Making

- Ethical reasoning involves questioning algorithms and considering impacts on communities.



# AI in Curriculum Processes



# Potential AI Use to Support Curriculum Processes

- As a Curriculum Chair/ Curriculum Committee
- Develop, Review, and Reminders for updates/ revision timelines, standard communication to faculty, streamlining recommendations to other timelines for submissions, etc.
- Audits of Curriculum Inventory
- Other suggestions?



# Curriculum Processes at the Faculty Level Use

- Faculty use of AI to help consider discipline specific curriculum elements
  - Remember that faculty members are the content experts!
- Sample Assignments
- Consider Objectives and Outcomes
- Development of student-facing course/program descriptions
- Incorporation of DEI (IDEAA) into curriculum suggestions



# **AI in Curriculum (Examples of Discipline Integration & Career Pathway Application)**



# AI in Business and Office Administration



## Task Automation

- AI automates routine tasks like scheduling, email drafting, and CRM management to boost productivity.

## Data Analysis and CRM

- AI analyzes customer data and manages CRM systems to improve business decision-making processes.

## Marketing Enhancement

- AI generates marketing content and segments audiences based on behavior to optimize campaigns.

## Educational Preparation

- Hands-on AI tool training in community colleges prepares students for modern business environments.



# AI in Healthcare Support



## AI Enhances Patient Care

- AI assists in diagnostics, patient note transcription, and monitoring health data for early warnings.

## Operational Efficiency

- AI improves scheduling and documentation processes to streamline healthcare workflows.

## Privacy and Ethics

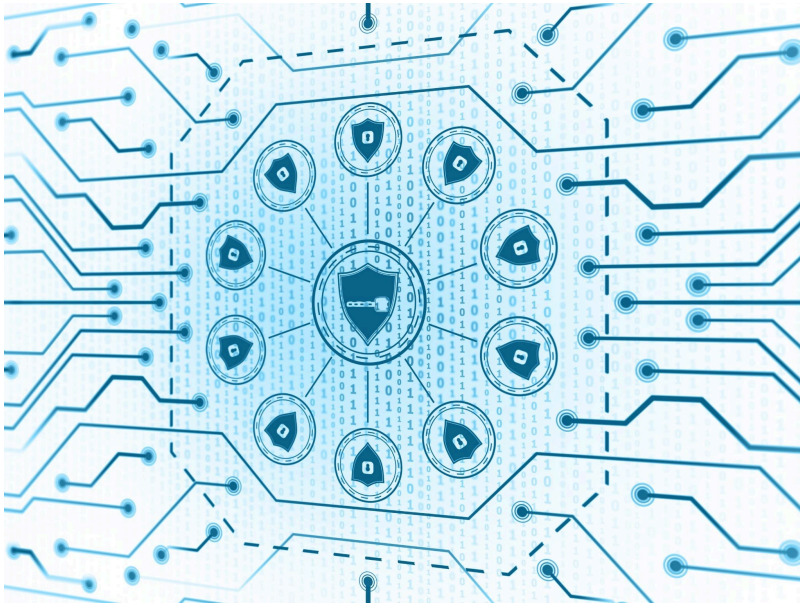
- Understanding HIPAA and ethical use of AI ensures responsible handling of patient data.

## Training and Simulation

- Simulations and discussions prepare students to work effectively with AI in healthcare settings.



# AI in IT and Cybersecurity



## AI Threat Detection

- AI monitors systems continuously to detect anomalies and potential cyber threats effectively.

## Educational Focus

- Students learn machine learning basics and AI tools to identify and respond to cyber risks.

## AI Security Tools

- AI-driven firewalls and predictive analytics help prevent attacks and maintain system integrity.

## Career Readiness

- AI skills are critical for roles in network administration, cybersecurity analysis, and IT support.



# AI in Retail & Customer Service



## AI Chatbots in Customer Service

- AI chatbots efficiently handle customer inquiries, providing quick and personalized responses to improve satisfaction.

## Product Recommendation Engines

- Recommendation engines use AI to suggest products, enhancing personalization and increasing sales opportunities.

## Sentiment Analysis for Business Insights

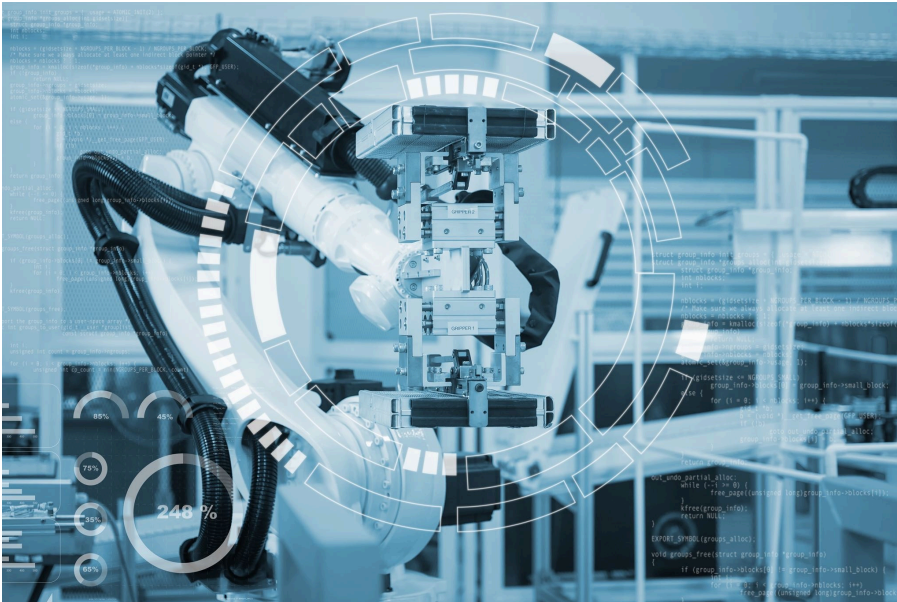
- Sentiment analysis interprets customer feedback to inform business decisions and improve service strategies.

## Training with AI Tools

- Role-playing and feedback data analysis help students prepare for retail and customer service roles using AI.



# AI in Skilled Trades & Manufacturing



## Predictive Maintenance

- AI algorithms and sensors detect equipment issues early, reducing downtime and improving efficiency.

## Safety Monitoring

- AI monitors workplace conditions, alerting staff to hazards and enhancing safety in manufacturing environments.

## Supply Chain Optimization

- AI optimizes supply chains to improve logistics and operational workflows in skilled trades and manufacturing.

## AI Training and Simulations

- Training includes AI-assisted maintenance simulations and operational data analysis for skilled trade roles.



# AI and Assessment



## "Process" vs "Product"

- Authentic Assessment has become a reemerging focus for faculty as AI is becoming more integrated in higher education.
- Past summative assessments where students produced a "product" may no longer be the best means of assessing learning.
- Consider how formative assessments may be used to check for students' ability to demonstrate understanding, critical thinking, and application that can not be duplicated or replicated by AI tools.



# Sample Assessment Ideas

- Compare AI vs. Human-created outputs
- Reflection papers on AI's ethical implications
- Annotated AI-assisted research logs
- Group projects using AI tools
- Portfolios showing draft versions, and prompts used with AI to help tailor and strengthen students authentic work
- Others?



# Workplace Simulation & Reflection



## **Simulated Workplace Application**

- Students apply AI skills in realistic workplace scenarios that match their career goals, enhancing practical experience.

## **Ethical and Practical Reflection**

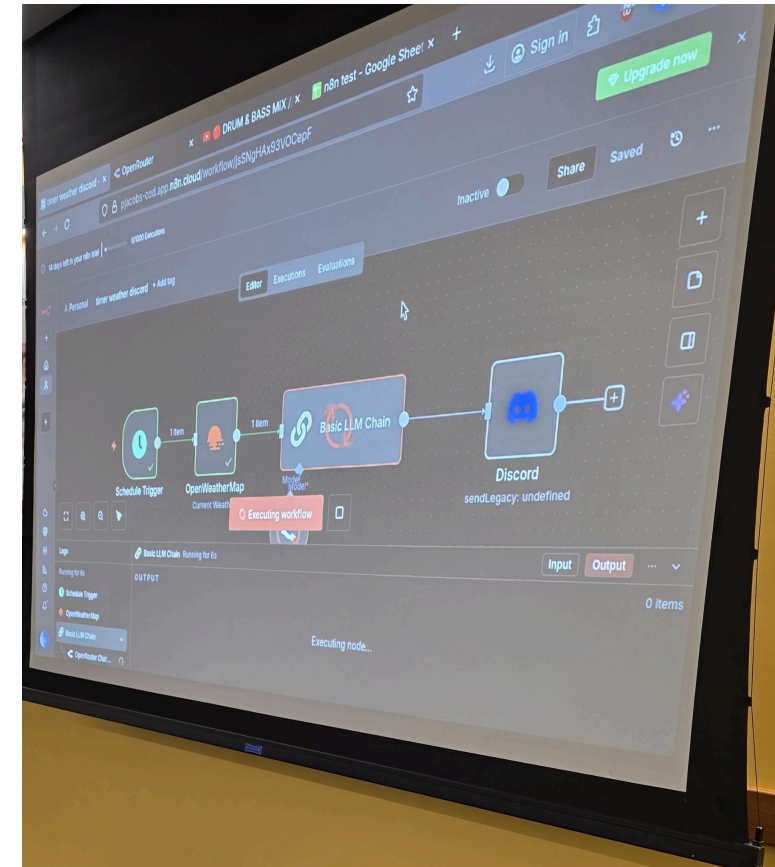
- The module encourages reflection on ethical issues and practical challenges in AI tool application and problem-solving.

## **Assessment and Career Readiness**

- Evaluation criteria include participation, AI tool application, ethical reasoning, and communication to ensure career readiness.



# AI Student Demonstration



# Role of Curriculum Committees in AI Literacy

- Review AI-integrated curriculum for equity
- Approve AI-focused course content
- Support faculty innovation
- Support AI-related professional learning for faculty
- Other?



# **ASCCC Resources on AI Policy Creation & AI Tool Evaluation**



# ASCCC AI Resource (2024)

Academic Integrity Policies in the Age of Artificial Intelligence (AI) Resource Document

[https://asccc.org/sites/default/files/ASCCC\\_AI\\_Resources\\_2024.pdf](https://asccc.org/sites/default/files/ASCCC_AI_Resources_2024.pdf)



# Policy Frameworks and the Role of Academic Senates (Resource Full Content Overview)

- **Suggested Guiding Principles/Philosophy in AI Policy Creation**
  - Ethical Considerations
  - Legal and Compliance Obligations
  - Transparency and Communication
  - Accountability and Oversight
  - Professional Learning/Education and Training
- **Sample Syllabi language**
  - Open
  - Conditional/Restrictive
  - Closed
- **Resources** (including some suggested readings on algorithmic justice considerations and a glossary)



# Syllabus Language

## Suggestions from the ASCCC Resource Document

- Avoid deficient-minded language
- Use a student-centric growth mindset language when communicating policies and expectations
  - If appropriate link other college/district policies that govern or allow your application of policy
- Provide additional resources
  - (e.g. if you are allowing the use of AI for some assignments, provide resources on how to properly cite AI in their submissions)
- Remember students are not mind readers so be clear about expectations

**Note:** the following suggested syllabus language is a “starting point” for reflection, dialogue, and consideration as a model for adaptation



# Deficit-Minded vs. Growth-Minded Language

## Syllabus Example: Assignment Submission Policy

### Deficit-Minded Example

*All assignments must be submitted by the posted due date. Late work will not be accepted under any circumstances. Failure to submit work on time will result in a zero for that assignment. It is your responsibility to manage your time and meet deadlines. Extensions will not be granted*

### Growth-Minded Example

*Meeting deadlines is an important part of developing strong academic and professional skills. Please submit assignments by the posted due date so you can receive timely feedback and stay on track. If you encounter unexpected challenges, contact me before the deadline to discuss possible solutions or an adjusted timeline. While late work may affect your progress, my goal is to help you succeed, so let's work together to find ways to keep you moving forward.*



# Communicating to Students When AI is Permissible

Using consistent wording and/or symbols that align with your policy

 AI Meter



 AI Meter



 AI Meter



- **Allowed/ “Open”** - AI may be used to create or edit any portion of your submission for this assignment with appropriate acknowledgement.
- **Conditional-Restrictive/ “Some Use”**- Specific steps in this assignment allow for AI use. Please read the assignment description carefully. Include appropriate acknowledgement.
- **Banned/ “Closed”** - No AI is permitted for any portion of this assignment.



# Expectation for Acknowledging AI Use

- Depending on the level of generative AI use allowed, you may need to acknowledge its use differently.
- For a simple use of generative AI in an assignment, you might consider the following structure for your acknowledgement statement:
  - **Acknowledgement:** I acknowledge the use of [AI tool or technology name and link] to generate [summary of content]
  - **Prompt:** I entered the following prompt(s): [insert prompt], [insert prompt 2].
  - **Use:** I used the output to [insert activity]. I modified the output to [insert activity].
- AI use is permitted in this course. Please use the following citation method for giving credit to the AI tool you choose to use in an assignment.
  - [How to cite generative AI output \(MLA\)](#)
  - [How to cite generative AI output \(APA\)](#)
  - [How to cite generative AI output \(Chicago\)](#)



# Clear Communication on Consequences for AI Misuse (Example Only)

## AI detection

- Your instructor may use AI detection tools as part of their workflow in ensuring academic integrity of all student work in the course. AI detection methods may take the form of integrated software for assignment submissions, discussion posts, quizzes or homework platforms. Additionally, manual methods of investigating the likelihood of AI use may be used to ensure students are adhering to the responsible and ethical standards outlined in the Student Code of Conduct. AI detectors and methods are one piece of evidence an instructor may use in determining "good cause" for discipline.

“Misusing AI in this course may result in...

Consider a progressive list of potential outcomes especially for repeated misuse as it aligns with your department, college, and/or district policies.

Consider linking to student code of conduct, student discipline procedures, or academic employee handbook if appropriate to support enforcement of academic integrity.



## Consider sharing resources and discussing with students as a background/context for AI policy

- Might create more “buy in” from students on agreeing on what constitutes “acceptable/beneficial” vs “unacceptable/unbeneficial” use of AI in your course
- Maybe you’ll find resources/articles about AI use related to your specific discipline and/or industry
- Building “critical thinking” and “problem solving” skills through such discussion



# ASCCC Resource for AI Tool Evaluation



**Evaluating Artificial Intelligence (AI)  
Tools in Academic Setting Rubric**



## Evaluating Artificial Intelligence (AI) tools in Academic Settings

- This tool serves as a framework for assessing AI tools across multiple dimensions, including ethical use, pedagogical impact, usability, and sustainability. By using these tools, faculty and institutions can make informed decisions about the suitability of AI tools for implementation.
- Developed in response to [Fall 2024 Resolution 108.01](#) requesting that the ASCCC develop criteria for evaluating AI tools for potential educational uses.

# Thank You

**Questions? Comments? Additional Discussion?**

**Additional questions: [info@asccc.org](mailto:info@asccc.org)**





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# **No. 1 of the 10+1**

## **Assigning Courses to Disciplines**

### **ASCCC Fall 2025 Curriculum Regionals**

October 25, 2025 - Woodland Community College  
October 29, 2025 - Laney College  
October 31, 2025 - College of the Canyons  
November 1, 2025 - Long Beach City College

## Presenters

### **Gwen Earle**

*ASCCC Curriculum Committee  
Associate Professor, Business  
College of the Desert*

### **Jessica Eaton**

*ASCCC Curriculum Committee  
Articulation Officer  
Transfer Center Coordinator  
Antelope Valley College*

### **Mark Edward Osea**

*ASCCC Area B Representative  
Articulation Officer & Transfer Counselor  
Mendocino College*

### **Robert L. Stewart, Jr.**

*ASCCC Vice President  
Professor, Biological Sciences  
Los Angeles Southwest College*

### **Eric Wada**

*ASCCC Secretary  
ASCCC Curriculum Chair  
Professor, Biological Sciences  
Folsom Lake College*



# Session Description

**Title 5 regulations now require the discipline or disciplines placement be listed on Course Outlines of Record.** The Disciplines List, established by the ASCCC and the Board of Governors, provides the minimum qualifications for all faculty, but placing courses into disciplines can be a nuanced and complex task faced by curriculum committees.



# Learning Outcomes

In this session we will review and discuss:

- Minimum Qualifications: An MQs Refresher
- Assigning courses to disciplines (disciplines to courses) Overview
  - Implications for Common Course Numbering
  - Implications for C-ID Numbering System
  - Implications for Articulation



# Faculty Authority

- Faculty have authority for determining who can teach courses through 3 mechanisms:
- determining discipline-specific minimum teaching qualifications [MQs] ([Ed Code §87360](#))
  - [CCCCO Disciplines List](#) specifies MQs for each discipline and is updated annually, via recommendations from the ASCCC to the BOG
- determining equivalency for MQs ([Ed Code §87359](#))
  - Local processes for determining equivalency vary
  - Example: Los Rios District utilizes 30 units, 15 of which must be graduate level coursework.
- "placing courses within disciplines" ([Title 5 §53200](#))
  - It may be clearer to think of it as assigning appropriate discipline(s) to a course

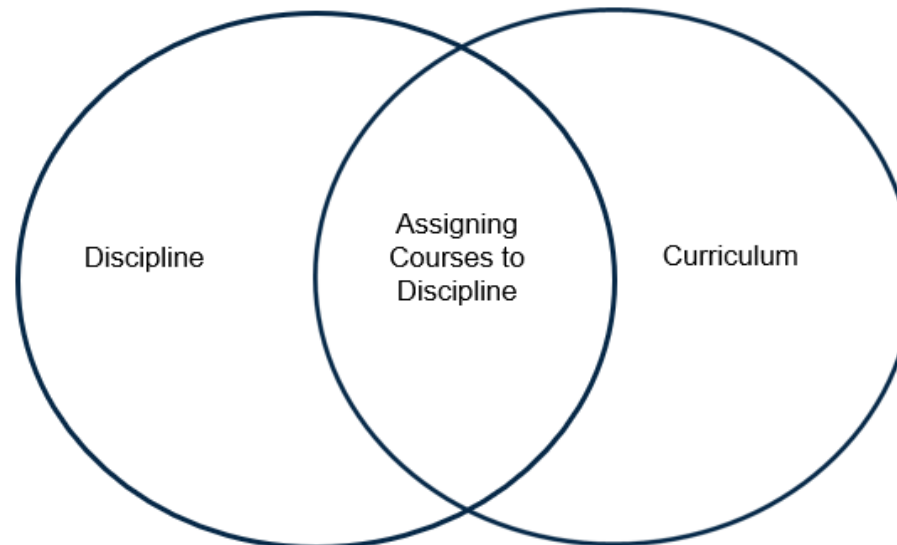


# MQs, Disciplines, and Courses

- Discipline - Defines required academic preparation and professional experience necessary for faculty
- Assignment of course to discipline - Defines the MQs needed to teach the course
- Courses- What faculty teach, the curriculum.

## REMINDER: #1 of the “10+1”

(1) Curriculum, including establishing prerequisites and placing courses within disciplines”

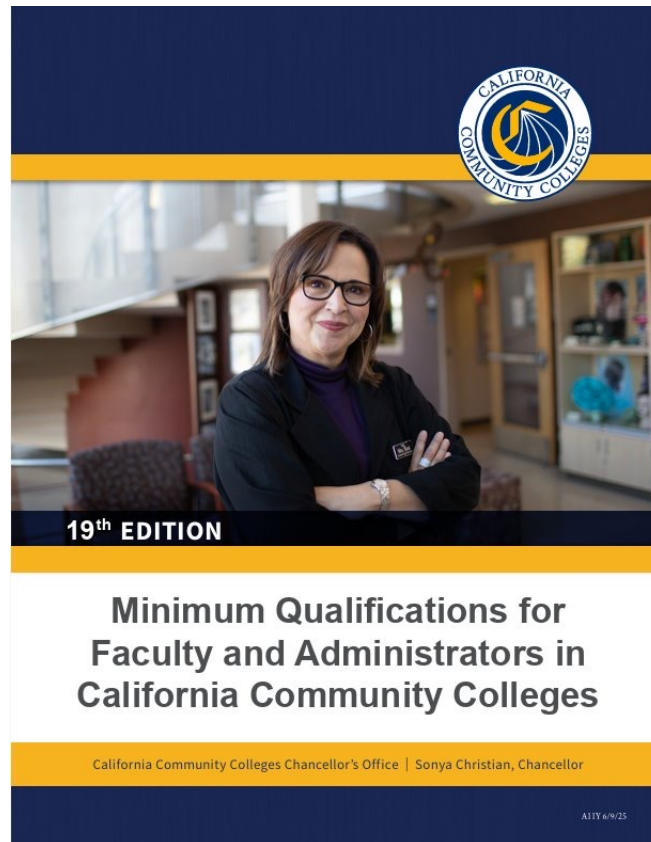


# Minimum Qualifications: Basic Considerations

- Minimum qualifications necessary to teach within a discipline
- [Minimum Qualifications Handbook](#) adopted by the BOG and maintained by the CCCCO
  - BOG will rely primarily on advice and judgement of the statewide Academic Senate ([Ed Code 87357](#))
- Reminder: [Education Code §87360](#) requires that district's hiring criteria for faculty and administrators include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students
- A college/district may establish additional hiring criteria which are *more* rigorous than the state-established MQs, but cannot be less rigorous.



# The Minimum Qualifications Handbook



- “The Disciplines List”
- A list of all the disciplines that courses can be assigned to.
- Three categories of Disciplines:
  - Requires a Master’s Degree
  - A bachelor’s degree or associate’s degree AND professional experience
  - Any degree and professional experience

# Disciplines and Minimum Qualifications

Disciplines are:

- Defined by the academic preparation and/or experience necessary to be minimally qualified in that discipline
- Assigned to all credit and noncredit courses

Counseling: Extended Opportunity Programs and Services (EOPS)	X	<p>Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work or career development, or the equivalent,</p> <p><b>AND</b></p> <p>EOPS counselors hired after October 24, 1987, shall:</p> <p>(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages</p> <p><b>OR</b></p> <p>(2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages</p> <p><b>AND</b></p> <p>In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages</p>	CCR 56264 (a-c)
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# What Is The Process for Assigning Disciplines To Courses?



# Assigning Courses to Disciplines

- Effective October 24, 2025, updated Title 5 regulations chaptered by the Secretary of State - [Revisions to Title 5 - Course Outline of Record](#); BOG approved in January 2025
- New section 55001.5 lists required elements for the Course Outline of Record, and includes:
  - "(5) the discipline or disciplines placement established pursuant to section 53407 assigned to the course."
- Assigning courses to disciplines has always been required, but the requirement to include the discipline assignment on the COR is new



# Assigning Disciplines to Courses

- Local processes will vary
- Generally selected by faculty in the field from the Disciplines List, and included in the COR
- Discipline assignment approved by a governance committee (i.e., Curriculum)

## Questions to consider:

- What academic preparation and/or experience is required to teach the course?
- Can more than one discipline be assigned?



# Options for Assigning Courses

1. **Course with a single discipline assigned**

*Example* | ARTS 101 assigned to Art

2. **Course with more than one assigned discipline, separated by “or”**

*Example* | ARTS 101 assigned to Art or Graphic Design

3. **Course with more than one assigned discipline, separated by “and”**

*Example* | ARTS 101 assigned to Art and Graphic Design



# Courses with a single discipline assigned

## Example | ARTS 101 assigned to Art

*Faculty who meet minimum qualifications or the locally-determined equivalent for listed discipline are eligible to teach the course or courses assigned with that discipline.*



# Two Disciplines, One Course?



# Course with more than one discipline assigned, separated by “or”

Example | ARTS 101 assigned to Art OR Graphic Design

*Faculty who meet minimum qualifications or the locally-determined equivalent in **ANY** of the listed disciplines are eligible to teach the course.*



# Courses with more than one discipline, separated by “and”

Example | ARTS 101 assigned to Art AND Graphic Design

*Faculty who meet minimum qualifications or the locally-determined equivalent for ALL of the listed discipline are eligible to teach the course or courses assigned with that discipline.*



## Questions to Consider

- What academic preparation and/or experience is required to teach the course?
- Can more than one discipline be assigned?
- Will this have an impact on staffing of other courses in the listed department?

**NOTE: Any faculty who meet the minimum qualifications or the equivalent in a discipline can be assigned to teach any course with that discipline assigned.**



Will I need more than one COR if I decide to assign more than one discipline to the COR?



## Multiple Disciplines

- Do NOT need to have more than one COR or be listed under multiple subject codes (prefixes) in the college catalog.
- May be “cross-listed” and recorded on two or more identical CORs and listed in the catalog under each subject code.



# Course Prefix Versus Discipline Assignment

**Does my course prefix of PSYC mean that the course has to Have the discipline of Psychology assigned to it?**



## Course Subject Codes (Prefix) / Department Codes

- Is a function of department organization
- Subject codes, department codes, prefixes are locally defined organizational structures.
- Instructional faculty teach courses assigned to disciplines
- Discipline assignment is tied to course content





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# Important Considerations

What About the New Title 5 Regs and CCN?

## Adding Disciplines to the COR

- What is the local process to assign courses to disciplines? Is there an existing list, and where is it housed?
- Does your curriculum committee have an existing process for bulk changes to course outlines – consider how you typically address other big initiatives with short timelines
- Work with your curriculum vendor to add COR field if needed – now is a good time for updates, since changes for common numbering may already be occurring
- Consider stakeholders who may also be impacted – your Academic Senate, Faculty Unions, etc.



# Multiple Disciplines Example

Justification / Rationale	Removing non-approved C-ID; TA Adding UC TCA Transfer status; rb 09.09.2022			
Effective Term	Spring 2023			
Credit Status	Credit - Degree Applicable			
Subject	CIS - Computer Information Systems			
Department				
School				
Course Number	009			
Full Course Title	Mathematical Modeling for Business •			
Short Title	MATH MODELING BUSINESS			
Cross Listed Course				
Discipline	<table><tr><th>Disciplines List</th></tr><tr><td>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</td></tr><tr><td>Business</td></tr></table>	Disciplines List	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Business
Disciplines List				
Computer Information Systems (Computer network installation, microcomputer technology, computer applications)				
Business				
Modality	Face-to-Face 100% Online Hybrid			



# Discipline Assignment and Upper Division

- Newly approved Title 5 section 54310 (b) specifies minimum qualifications for upper division courses.
- These regulations do not impact the discipline assigned, but instead specify additional requirements related to the upper division, such as additional years of professional experience in disciplines where the master's degree is not generally expected or available.
- See the [specific requirements](#) listed via the BOG January meeting documents.



# Considerations for Multi-College Districts

- Balancing district and local
  - When assigning disciplines to courses
  - When deciding to cross list
- Explore aligning same course outlines across colleges while still fostering creativity & innovation at individual colleges based on local needs
  - Aligning disciplines across the district for similar CORs
- Involving discipline faculty



# Implications for Common Course Numbering

**How does Common Course Numbering (CCN) affect discipline assignments if the subject header changes?**

- Discipline assignment is tied to the course content, not the subject code/header.
- Changing the course subject/prefix for CCN alignment does *not* require a new discipline.
- Local processes may still require review.



# Implications for C-ID

## How does C-ID affect course discipline assignments?

- C-ID (Course Identification Numbering System) is a curricular alignment tool, not a discipline assignment tool.
- C-ID does not override or alter discipline assignments
- Alignment can however reveal mismatches.



# Implications for Articulation

**Does discipline assignment affect articulation (course-to-course, major prep, Cal-GETC, etc.)?**

- Articulation is about course content, not discipline assignment
- Cal-GETC course approval depends on meeting GE criteria (Standards), not which discipline is assigned to the course.
- Indirect connection



## Discussion Follow-Up and Resources

- *Who should be involved in these discussions at your college?*
- *What resources would you like to have available?*





## ASCCC Resources

- Questions: [info@asccc.org](mailto:info@asccc.org)
- [ASCCC website](#)
- Request a [College Visit](#)
- [Join a listserv](#) to be updated on ASCCC information and opportunities
- For example, area, academic senate president (do not need to be an academic senate president), curriculum, President's update
- [Volunteer for statewide service](#)



# ASCCC 2026 Curriculum Institute

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July 15-18, 2026  
Sacramento, CA

Join us for the [2026 Curriculum Institute](#), taking Place at the Sacramento Convention Center! This exciting event offers a valuable opportunity to network with colleagues from across the state, share innovative ideas, and engage in meaningful discussions about curriculum design, equity, and student success. Don't miss your chance to collaborate, learn, and lead!



## Exhibit 12 - AI Resolution Draft 2[65]

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

### **PFF AI Resolution**

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

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

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

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

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

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

**Whereas** further clarification from Palomar College Professional Development revealed an option for Nectir AI to respond to student queries about classroom content, noting, “...you can setup in the AI assistant with your own material, namely your syllabus, your lectures slides or handouts, transcripts of your videos (if you have them), and any OER materials (like books) that you use. And the AI assistant will (via RAG: retrieval augmented generation) access your information first to try to answer or generate a response for the students”

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

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

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

## Exhibit 12 - 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