



MEETING

2025-12-08

EXHIBITS 1-08

Agenda 2025-12-08

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 8, 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 – 12-1-2025
2. **Action**
 - a. Committee on Committees – (Exhibit 1), Zavodny
 - b. Curriculum – (Exhibit 2), Mellos
 - c. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 3), Shmorhun
 - Senate vote on approval of the Grade Dispute Policy.
3. **Information – (Max 5 min each)**
 - a. ASG Report – No current representative
 - b. Faculty Senate Subcommittee Fall 2025 Reports – (Exhibits 4.1 & 4.2), Pearson
 - c. AI tools resolution from PD – (Exhibit 5), Guerrero
 - For senate consideration before adopting PFF AI resolution
 - d. ASCCC Curriculum Regional Meeting – Highlights - (Exhibits 6.1, 6.2, 6.3, 6.4 & 6.5), Mellos
 - e. Part Time Faculty Survey Update (Exhibit 7) – Dalrymple, Zavodny
 - f. Maverick Updates - (Exhibit 8), Mellos
 - There are several updates being made for program and course proposals.
4. **Discussion - (Max 7 min each)**
5. **Adjournment**

Academic & Professional Matters: The 10+1+1

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

Minutes-2025-12-01 - Approved



Minutes of the MEETING OF THE FACULTY SENATE December 1, 2025

APPROVED

PRESENT: Ben Adams, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Heather Elliott Pham, Kelly Falcone, Wendy Gideon, 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: Adriana Guillen, Jazmin Reyes (ASG)

GUESTS: Gheni Alba, Erin Feld, Matt Grills, Luis Guerrero, Riham Shenouda, 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 2:30 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Mufson announced the opening of the play *Pastorela Fronteriza*, running for two weeks. He mentioned that PFF, CCE and ALASS are sponsoring around 80 tickets for the final Sunday performance. He thanked them for their support.

Senator Lawson followed up advising PFF members to check their email for a link to request tickets for the December 14th performance of *Pastorela Fronteriza*.

Senator Dalrymple announced that today, December 1st, is the deadline for part-time faculty to submit their hours for professional development.

Senator Sheaffer announced that today, December 1st, is World AIDS Day, emphasizing the importance of acknowledging it personally in smaller communities.

President Pearson reminded senators of open Senate seats, including several seats open only for the spring semester, a one-semester obligation.

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President Pearson requested senators fill out a survey as soon as they are able to schedule a final meeting to approve curriculum during the last week of the semester, noting that quorum based on Senate membership is required.

President Pearson announced that Senate leadership roles such as President and Vice President will be open for nominations and consideration in the spring semester.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Mufson/Sanchez

Faculty Senate to approve the minutes for November 17, 2025 as amended.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to approve the results of the ballot for the Hiring Committee: Director of Fiscal Services.

The motion carried.

Hiring Committee: Director of Fiscal Services - Barbara Baer (EHPS), Faculty

B. Curriculum Committee (Exhibit 2), Mellos

MSC: Lawson/Shmorhun

Faculty Senate to approve Curriculum Committee actions made during the November 19, 2025 Curriculum Committee meeting.

The motion carried.

C. DE Resolution – Adoption of a Simple Syllabus - (Exhibits 3.1 & 3.2), Sanchez

Minutes-2025-12-01 - Approved

MSC: Falcone/O'Brien

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

The Motion Failed

Results of the vote:

In Favor: Senator Adams, Elliott Pham, Falcone, Jarvinen, Mellos, O'Brien, Sanchez, Seiler

Opposed: Senators Brooks, Dalrymple, Doyle Bauer, Gideon, Klinger, Lawson, Martinez, Mufson, Pearson, Shmorhun, Siminski, Wolters

Abstentions: Senator Sheaffer, Zavodny, Swan II (ASG)

Senator Sanchez outlined the updated overview of the proposed resolution noting the primary changes after the Faculty Senate discussion the previous meeting.

The DE Committee adjusted the resolution to include an opt-out option for faculty and also included support for a private default setting for the syllabus.

It was pointed out that the primary aim of Simple Syllabus is to standardize the creation of accessible syllabi and provide a standardized method for collecting and storing syllabi for departments and divisions. It was also noted its use to remove student barriers by standardizing the information provided, ensuring the "same message" is sent to all students across different classes.

The Discussion points included:

Immediate concerns were raised regarding the tool's cost, around \$30,000–\$35,000 annually, especially since the district had failed to provide the negotiated COLA and the necessary proctoring services. It was explained that the cost would be covered by deactivating currently duplicative programs. It was also generally noted that adding any tool to Canvas typically costs approximately \$30,000.

A senator then expressed an intention to vote Nay, while acknowledging the resolution was well-written and comprehensive. This opposition was based on the fact that the tool is being "weaponized in other places" in the current climate, though the senator trusted this was not the local intent.

A question was raised about strengthening the resolution's language regarding the private default setting from "support" to "request" or "require," given past instances where administration might not heed Senate advice. In response, it was clarified that the entire implementation, including the creation, content, and settings, would be determined by faculty bodies, namely the Academic Standards and Practices (ASP) Committee and the DE Committee, falling under the purview of academic and professional matters. This approach was intended to ensure it remained a faculty-driven decision.

A senator also supported the tool, arguing that if it streamlines accessibility requirements and saves faculty time, it should be adopted.

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A senator stated that they felt the College was attempting to "fit a process to a tool," rather than developing a standardized syllabi process first and then selecting a tool that fits that process. The senator noted that ASP is currently tasked with developing such a process.

Another senator expressed disappointment over the removal of NameCoach (an important HSI tool) without discussion, raising questions about the prioritization of technology expenditures if \$30,000 could be spent on an optional tool. This led to a discussion about whether the faculty should be given a technological "wish list" to prioritize funding.

It was pointed out that since the resolution added the opt-out provision, the fundamental problem of non-standardized syllabi and storage persists for non-participating faculty. It was also clarified that even the repository created by the tool would likely only keep syllabi for a set number of years, meaning it wouldn't solve the issue for very old graduates.

A question was posed about who would be responsible for updating the standardized language in the tool; the reply was that if the motion passed, the next step would be establishing the governance structure (involving DE Committee and ASP).

D. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 4), Shmorhun.

MSC: Shmorhun/Brooks

Faculty Senate to approve the changes to the Palomar College Student Grade Dispute Policy.

The Motion was tabled.

Senator Shmorhun introduced the policy, explaining that the updates concerned clarifying language related to backup faculty procedures if a student initiates an informal or formal grade dispute, and incorporating updated Title V and Cal Code regulations.

The Discussion points included:

A concern was raised by a senator regarding the initial policy language stating that the informal process is followed unless the "district determines that there has been gross misconduct by the original instructor". The senator pointed out that if gross misconduct is determined, the remainder of the informal process outlined in the policy (starting with going to the instructor first) would not make sense. Senator Shmorhun noted that this specific language came directly from Title V and Cal Code regulations. The senator followed up, asking what process should be followed when the district makes that determination.

A separate concern was raised regarding the policy language that addresses the instructor "not employed with the district or not available," and how a substitute faculty member would be designated to change a grade. There was worry about this creating a "loophole" to bypass part-time faculty who are between semesters or full-time faculty on sabbatical in the interest of timeliness for the student, potentially harming faculty due process.

It was explained that students have a full year (two semesters) to initiate a dispute, allowing a part-time instructor who is off for the fall to still be contacted and address the grade in the spring, or for the department chair to step in if contact is impossible. It was noted that the timeline used to be three years but is now limited to one year because the process is encouraged to be

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remedied as soon as possible, especially if a student is attempting to transfer.

It was suggested that institution-initiated fraud cases might require the use of a separate Administrative Procedure (AP) that currently does not exist. Senator Shmorhun will follow up on this.

Ultimately, due to these outstanding questions and the need for clarification, the item was postponed to be brought back later.

E. Emeritus Status – (Exhibit 5), Pearson

MSC: Pearson/Adams

Faculty Senate to approve Emeritus Status for Yan Tian

The motion carried.

Emeritus Status – Yan Tian (Full time since 2004)

INFORMATION

A. ASG Report, Timothy Swan II, ASG Member

A member of the ASG, Timothy Swan II, reported that internal hot topics continue to be BP3000 and working on travel lists.

B. Stan and Anita Maag Food and Nutrition Center operations & needs – (Exhibit 6.1 & 6.2), Shenouda

Riham Shenouda, the Basic Needs Manager for Palomar College, presented on the services provided by Basic Needs.

The Basic Needs' mission is to support student success by providing help with food, housing, clothing, hygiene, and emergency resources. Faculty play an important role, as they often first notice students facing basic-needs challenges. The Food & Nutrition Center (FNC), located in SU-40 on the San Marcos campus, is open Monday–Thursday from 9 a.m. to 3 p.m. It offers free groceries (normally up to 30 pounds weekly; temporarily increased to 40 pounds in November due to SNAP delays), along with diapers, period products, and monthly hygiene kits. The center follows county-certified safe food-handling practices and ensures all staff hold Food Handlers' cards. It also participates in SB 1383 food recovery efforts, accepting safe unsold food from local stores and restaurants.

Basic Needs offers several extended programs beyond the main pantry. Examples include:

- **Grab-and-Go Program:** This involves snack distribution, including refrigerated items, across the campus. This program is going to be revamped in the coming year.

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- Campus Care Lockers: Recognizing that not all students can visit during operating hours, the department has launched convenient 24-hour pickup lockers. There are three lockers on the main campus and one large locker at the education centers, all equipped with refrigeration
- CalFresh Support: The department has a bilingual, certified staff member to assist students with CalFresh applications, and they also collaborate with the San Diego Food Bank, which brings bilingual staff to campus to support applications.
- Comet's Closet: This program offers students free clothing, up to two full outfits per semester. This is available at the San Marcos campus via walk-in or appointment, and a Commons Closet was recently opened in Rancho Bernardo, run in collaboration with the fashion department.

Shenouda also covered the impact, future plans, and needs of the Basic Needs Department:

The department has seen significant impact, reporting over 8,000 visits to the FNC last year and distributing over 52,000 pounds of food. Growth is accelerating, with metrics like visits and new students served showing a large increase between October 2024 and October 2025.

Looking ahead, a brand new, centralized basic needs center is scheduled to open in March 2026 at the Old Campus Police Building. This new facility will include significant additions: laundry facilities, non-binary showers, computer access study space, and dedicated space for case management and partnering agencies.

The department also plans to open a pantry at the Fallbrook Center (projected for 2026-2027) and is exploring expanding services to Camp Pendleton.

Shenouda pointed out that a major challenge is staffing as she is the only permanent employee at Basic Needs, relying heavily on student workers. She stressed the need for the team to grow exponentially to handle the overwhelming demand, requiring recruitment of more student workers, volunteers, and graduate interns.

Faculty collaboration is also requested to deepen the relationship. This includes integrating resources directly into Canvas, including information in the syllabus, and generally normalizing basic needs discussions in the classroom.

C. Subcommittee Report Presentation – (Exhibit 4), Pearson

Tabled.

D. Special Projects Coordinator: Artificial Intelligence - (Exhibit 8), Gheni Alba

Gheni Alba, the Special Projects Coordinator for Artificial Intelligence, outlined his objectives focused on equipping the Palomar College community to navigate the increasing presence of AI, specifically by raising awareness of both its benefits and risks.

His plan involves collaborating with faculty, regional AI leads, and the Chancellor's Office. Alba will develop tailored Professional Development (PD) trainings for Palomar faculty and work to integrate AI content into courses. Due to his unique background in both teaching and creating AI tools, he will serve as an AI helpdesk.

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A major task is drafting guidance and policy recommendations for responsible AI use by staff, faculty, and students, which includes creating model syllabus statements for faculty to adopt and customize for their classes. Abla will also vet new AI tools to ensure they are privacy-safe and establish guardrails regarding data risks.

Finally, he is committed to providing the Faculty Senate with regular reports that translate the latest AI research and practices in higher education.

E. AI tools resolution from PD – (Exhibit 9), Guerrero

Tabled.

F. Equitable Placement CC Governance Structure – (Exhibit 10), Feld

The presentation on the Equitable Placement CC Governance Structure was led by Erin Feld, who sought feedback from the Faculty Senate regarding the committee's continued existence.

The discussion centered on whether the committee should continue to exist given that its initial legislative mandates had largely been implemented.

Since the committee had completed its original products, and its funding is scheduled to end, members questioned the need for a formal committee structure. The committee felt that conversations on equitable placement could potentially be handled informally or through direct communication with departments like DRC and Counseling, rather than requiring a dedicated committee.

She noted that conversations about equitable placement are still happening within other bodies, such as the student equity plan group, and that AB 1705 would still be discussed in the Curriculum Committee because of its effect on prerequisites.

Feld indicated that if the Senate did not provide specific tasks, the committee planned to recommend its own discontinuation by 2026. The committee was currently "leaning towards discontinuing" but needed the Senate's feedback first.

Due to the need for time to discuss this recommendation, the item was decided to be brought back for further discussion at the subsequent Senate meeting.

G. ASCCC Curriculum Regional Meeting – Highlights - (Exhibits 11.1, 11.2, 11.3, 11.4 & 11.5), Mellos

Tabled.

H. Part Time Faculty Survey Update – Dalrymple, Zavodny

Tabled.

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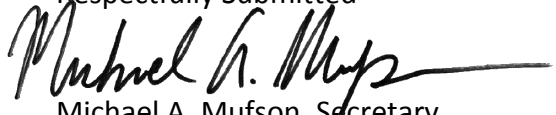
DISCUSSION:

A. PFF Resolution: Nectir & AI – (Exhibit 7), Siminski

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:59 pm.

Respectfully Submitted



Michael A. Mufson, Secretary

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Proposal Type	Eff. Date	Subj	Numb	Course Title	Transfer	DE	Requisites
Course Change-Credit	FA 26	FREN	102	French II	UC/CSU	Yes	Yes
Course Change-Credit	FA 26	FREN	201	French III	UC/CSU	Yes	Yes
Course Change-Credit	FA 26	FREN	202	French IV	UC/CSU	Yes	Yes
Course Change-Credit	FA 26	JAPN	102	Japanese II	UC/CSU	Yes	Yes
Course Change-Credit	FA 26	JAPN	201	Japanese III	UC/CSU	Yes	Yes
Course Change-Credit	FA 26	NURS	110	LVN-RN Transition	CSU	Yes	Yes
Course Deactivation-Credit	FA 26	ACR	112	HVAC Controls and Automation	No	Yes	
Course Deactivation-Credit	FA 26	AT	105L	Automotive Electricity Computer Training Lab	CSU	Yes	
Course Deactivation-Credit	FA 26	AT	110L	Automotive Tune Up Computer Training Lab	CSU	Yes	
Course Deactivation-Credit	FA 26	AT	115L	Automotive Fuel Systems Computer Training Lab	CSU	Yes	
Course Deactivation-Credit	FA 26	FIRE	197C	Fire Technology Field Topics	UC/CSU	Yes	
Course Deactivation-Credit	FA 26	PHIL	113	Reasoning About Philosophical Issues	UC/CSU	Yes	
Course Deactivation-Credit	FA 26	PHIL	201	Symbolic Logic	UC/CSU	Yes	
Course New-Credit	FA 26	PHOT	221	Beginning Forensic Photography	UC/CSU	Yes	
Course New-Credit	FA 26	PHOT	222	Advanced Forensic Photography	No	No	Yes
Course Review-Credit	SPR 26	ART	280	Glassblowing/Glassforming II	CSU	No	Yes
Course Review-Credit	SPR 26	ART	290	Glassblowing/Glassforming III	CSU	No	Yes
Course Review-Credit	SPR 26	FASH	145	Fashion Illustration and Presentation	CSU	Yes	
Course Review-Credit	SPR 26	GERM	202	German IV	UC/CSU	Yes	Yes
Dist. Edu.		ART	280	Glassblowing/Glassforming II		No	
Dist. Edu.		ART	290	Glassblowing/Glassforming III		No	
Dist. Edu.		FASH	145	Fashion Illustration and Presentation		Yes	
Dist. Edu.		FREN	102	French II		Yes	
Dist. Edu.		FREN	201	French III		Yes	
Dist. Edu.		FREN	202	French IV		Yes	
Dist. Edu.		GERM	202	German IV		Yes	
Dist. Edu.		JAPN	102	Japanese II		Yes	
Dist. Edu.		JAPN	201	Japanese III		Yes	
Dist. Edu.		NURS	110	LVN-RN Transition		Yes	
Requisites		FREN	102	French II			Yes
Requisites		FREN	201	French III			Yes
Requisites		FREN	202	French IV			Yes
Requisites		JAPN	102	Japanese II			Yes

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Proposal Type	Eff. Date	Subj	Numb	Course Title	Transfer	DE	Requisites
Requisites		JAPN	201	Japanese III			Yes
Requisites		NURS	110	LVN-RN Transition			Yes
Requisites		PHOT	222	Advanced Forensic Photography			Yes
Requisites		ART	280	Glassblowing/Glassforming II			Yes
Requisites		ART	290	Glassblowing/Glassforming III			Yes
Requisites		GERM	202	German IV			Yes

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Proposal Justification	Originator
We are removing the laboratory requirement because we are no longer collecting apportionment for the lab portion of this course. Updated DE addend.	Carrasco
We are removing the laboratory requirement because we are no longer collecting apportionment for the lab portion of this course. Updated textbook an	Carrasco
We are removing the laboratory requirement because we are no longer collecting apportionment for the lab portion of this course. Updated requisite va	Carrasco
Requesting a course change to note the removal of the lab requirement. Also, updating catalog description, requisite validation, and learning outcomes	Ikenushi
Requesting a course change to note the removal of the lab requirement. Updating catalog description and requisite validation	Ikenushi
The course is essential to bridge the educational and professional gap between the Licensed Vocational Nurse (LVN) entering the Registered Nurse (RN) pr	Phelps
I found very few students were looking for this course and feel we will have difficulty getting enough students to enroll. I am creating a replacement cour	Valentine
We no longer have the trainers that were used for this extra unit. AT 105 provides adequate training for the course with our current training equipment.	Ferro
We no longer have the trainers that were used for this extra unit. AT 110 provides adequate training for the course with our current training equipment.	Ferro
Eliminating AT 115L and other L courses that no longer exist	Ferro
This was a temporary course that now has a permanent course number.	Miller
Deactivation. Course no longer meets CSU Critical thinking requirement under CAL-GETC	Epstein
This course is being deactivated.	Kerckhove
This course is an integral component of the new Forensic Technology Certificate of Achievement, designed to prepare students for entry-level careers in j	Caterina
This course is the Advanced class to be offered after Beginning Forensic Photography.	Caterina
Changes are being made to CLOs to evaluate more direct, measurable outcomes. Also, requisite was validated and classic textbook was added.	Hernandez
Changes are being made to CLOs to evaluate more direct, measurable outcomes. Also, a requisite validation was included.	Hernandez
Standard review to see what needs to be updated. Updated the textbook, revised CLOs, and included minimum qualifications.	Campo Griggs
The textbook was updated to "classic text" (as there are really no more current textbooks available), more options were selected for methods of instructi	Manneh

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Proposal Justification	Originator

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Proposal Type	Eff. Date	Program	Award Type	Disc.
Program Change	FA 26	Child and Adolescent Development	AA-T	CHDV
Program Change	FA 26	Child Development	AS/CA	CHDV
Program Change	FA 26	Child Development: Administration	AS/CA	CHDV
Program Change	FA 26	Child Development: Infant/Toddler	CA	CHDV
Program Change	FA 26	Child Development: Preschool	CA	CHDV
Program Change	FA 26	Child Development: School Age	CA	CHDV
Program Change	FA 26	Communication Studies 2.0	AA-T	SPCH
Program Change	FA 26	Data Science	AS	CSIT
Program Change	FA 26	Deaf Studies	AA	ASL
Program Change	FA 26	English	AA-T	ENG
Program Change	FA 26	Fire Technology - General	AS/CA	FIRE
Program Change	FA 26	General Studies: Emphasis in Arts and Humanities	AA	COUN
Program Change	FA 26	General Studies: Emphasis in Science and Mathematics	AS	COUN
Program Change	FA 26	General Studies: Emphasis in Social and Behavioral Sciences	AA	COUN
Program Change	FA 26	Geology	AS	GEOL
Program Change	FA 26	Geology	AS-T	GEOL
Program Change	FA 26	History	AA-T	HIST
Program Change	FA 26	Management Information Systems	AS/CA	CSIT
Program Change	FA 26	Mathematics	AS	MATH
Program Change	FA 26	Philosophy	AA-T	PHIL
Program Change	FA 26	Pictorial Arts: Painting	AA	ART
Program Change	FA 26	Social Work and Human Services	AA/CA	AODS
Program Change	FA 26	Studio Arts	AA-T	ART
Program Change	FA 26	Three-Dimensional Arts: Glass	AA	ART
Technical Update	FA 26	Auto Collision Repair	AS/CA	AT

Exhibit 2 - December 3, 2025 Curriculum Committee Actions

December 3, 2025 Curriculum Committee Actions

Justification	Originator
Updated the program with Common Course Numbering- CHDV 100 is now CDEV C1000.	Wilson
Changing Name from Child Development Teacher to Child Development to be more general and inclusive.Changing CHDV	Wilson
Changing CHDV 100 to CCN CDEV C1000.Changing course requirements to align with the new Child Development Certificate	Wilson
Changing name from Child Development Master Teacher: Infant/Toddler to Child Development: Infant/ToddlerChanging fi	Wilson
Changing program name from Child Development Associate Teacher to Child Development: PreschoolThis is a Certificate o	Wilson
Changed Name from Child Development: School Age Assistant to Child Development: School Age.Changed CHDV 100 to C	Wilson
CCN updates eff. Fall 2026. C. Lowry	Lowry
Updating course associations due to CCN changes.	Canon
This is a program change. When transferring information to Maverick, PLOs were not transferred successfully.	Mendoza
Updating program with Common Course Numbering (AB 1111).	Hishmeh
Reducing the number of elective classes for the program and updating the semester sequence and learning outcomes.	Miller
7/7/25 K. Morris-Updating outdated program to reflect a thorough evaluation of program requirements, including catalo	Morris
7/1/2025 (K. Morris) Updating outdated program to reflect a thorough evaluation of program requirements, including ca	Morris
7/15/2025 K.Morris-Updating outdated program to reflect a thorough evaluation of program requirements, including cat	Morris
Updates for Common Course Numbering	Figg
Common Course Numbering Updates	Figg
Updating program with Common Course Numbering (AB 1111).	Estes
Updating course associations due to CCN changes. Also, updating program requirements and electives.	Canon
Updating program to align with Common Course Numbering (AB 1111).	Chamberlin
PHIL 113 and 201 were removed due to planned deactivation. RS 101, will be added to List C. Updated PLOs. Revised nar	Epstein
Updating program with Common Course Numbering (AB 1111) PLOs.	Hudelson
Updated due to CCN changes. Added alternate statistics course option.Added title to PLO's.	Fent
Updating program with Common Course Numbering (AB 1111).	Hudelson
The program has 33 required credits, an excessive amount to accomplish degree completion within 2 years. This program	Hernandez
Removed deactivated AT 105L course	Wright

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

The Palomar Community College District Student Grade Dispute Policy and Procedures implements Board Policy (BP)/Administrative Policy (AP) 4231, California Code of Regulations Title 5 Section (§) 55025, California Education Code Sections 76224 and 76232, and is designed to provide objective standards to ensure due process when a student disputes a final grade assigned for a class taken at the District.

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/>

Formal grade dispute requests will not be reviewed unless an informal grade dispute process has been completed. Students can seek resolution of their final grade dispute as outlined in the Student Grade Dispute Policy and Procedures.

I. DEFINITION OF TERMS

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

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

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

~~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.

II. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the ~~California Education Code~~ [California Code of Regulations](#), it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated ~~§ 55025 of the California Education Code (Title V)~~ [Title 5, § 55025 of the California Code of Regulations](#). Students may dispute final grades only when the student can provide proof that [Title 5, § 55025 of the California Education Code \(Title V\) California Code of Regulations](#) has been violated.

[In the absence of mistake, fraud, bad faith, or incompetence, the grade determined by the instructor is final.](#) Without such proof, only the instructor who [originally assigned a final grade can choose to change that final grade \(except in cases where the Department Chair or Dean is serving as a substitute for the instructor during the informal grade dispute process, or by the designated faculty member from the formal Appeal Review Panel\).](#) ~~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 final grade shall only be allowed for grade disputes initiated within one year following the end of the semester in which it was assigned and must be pursuant with BP/AP 4231.](#) 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.

All complaints of alleged discrimination or retaliation for alleging discrimination must be formally filed in accordance with AP 3435, *Discrimination and Harassment Complaints and Investigations*.

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute resolution procedures, the student must ~~shall~~ attempt to resolve the dispute informally by meeting with the instructional faculty member who originally 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 must ~~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 who originally assigned the final grade within one year (fall or spring, as defined by the District calendar) after grades are posted, via direct communication with the instructor.
 - a. 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).
- iii. 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.

- iv. 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 ~~V~~ 5, § 55025, or if the student does not agree with the final outcome of the informal grade dispute resolution, 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~~ Department Chair or Dean's written outcome response to the informal grade dispute in question. Formal grade disputes pursued after one semester of the Department Chair or Dean's response to the informal grade dispute in question will not be accommodated.

- A. Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:
 - i. The name of the instructor, course ID, section number, and semester of the course of the disputed grade
 - ii. A clear and concise statement of the dispute that must include details of the specific violation of Title 5, § 55025.

- iii. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
 - iv. Identification of the resolution, corrective action, or remedy being sought.
 - v. Copies of all documents, assignments, or related materials indicating that Title 5, § 55025 has been violated.
- B. The Vice President of Instruction, upon receiving the student's request for a formal hearing will convene the Academic Grade Review Panel. The composition of the Academic Grade Review Panel is as follows:
- a. the Vice President for Instruction
 - b. 1 faculty member from within the discipline of the class in question
 - c. 2 faculty members at-large appointed by the Faculty Senate
 - d. 1 student representative appointed by the ASG

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

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

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

formal review will follow the process outlined below.

- i. The Appeal Review Panel will consist of the Dean (or designee), Vice President of Instruction, one (1) faculty member from within the discipline of the class in question, and one (1) student representative appointed by the Associated Student Government (ASG).
 - a. 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 Office to preserve the confidentiality of all records related to the process.

Exhibit 04.1- PRP Form

PRP Form Link

[Annual PRP Form 2025-26](#)

Faculty Senate Subcommittee Reports – Fall 2025

ACADEMIC STANDARDS AND PRACTICES COMMITTEE

Report Submitted by: Nina Shmorhun

Contact: nshmorhun@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:

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/Senate's 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 04.2 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 04.2 Faculty Senate Subcommittee Reports - Fall 2025

COMETS AFFORDABLE LEARNING MATERIALS (CALM)

Report Submitted by: William Carrasco

Contact: 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 at 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 04.2 Faculty Senate Subcommittee Reports - Fall 2025

Credit for Prior Learning (CPL)

Report Submitted by: Candace Rose

Contact: cpl@palomar.edu

This fall was a big semester for CPL. Across the college, 56 students earned more than 200 course credits in a range of disciplines through exams, portfolios, military training, and industry certifications.

In addition, 55 students in our Military Leadership program earned 220 classes through CPL, which has had a major impact on their progress toward completing their certificates. Our Camp Pendleton Site Team has been incredible in supporting these students and helping this program thrive.

I also want to give a shout-out to our CPL Counselors, especially Tina Barolong and Patrick O'Brien, for the work they put into processing CPL petition forms and supporting students with their education plans.

A huge thank you as well to Polly Shafer in Records & Evaluations, who somehow manages to transcribe all of our CPL while juggling everything else on her plate, and to Bethany Sumiko, who keeps our CPL petition form running smoothly for students and faculty.

Launching in Spring:

We are gearing up to launch three new CPL Pathways in:

- Administration of Justice
- Business
- Military Leadership – Veterans

These pathways are designed to serve as on-ramps for working adults and military members, giving them a clear start-to-finish route that shows how CPL fits into their program, along with the wrap-around support needed for success.

Looking ahead

Our long-term goal is to expand CPL pathways into additional disciplines, so students can enter a program with CPL, move efficiently toward completion, and save time and money along the way. If your department is curious about future possibilities, feel free to reach out - I'm always happy to connect.

We will be launching a CPL data dashboard that will help us track trends, understand student demand, and highlight what's working well.

Thank you to everyone who supported CPL petitions, assessed student work, or helped students navigate the process this semester. CPL continues to be one of Palomar's strongest tools for equity, acceleration, and completion.

- Candace Rose, CPL Coordinator

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

DISTANCE EDUCATION (DE) COMMITTEE

Report Submitted by: Tanessa Sanchez

Contact: 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 04.2 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 04.2 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 POCR 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 POCR 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 04.2 Faculty Senate Subcommittee Reports - Fall 2025

DISTINGUISHED FACULTY AWARD (DFA) COMMITTEE

Report Submitted by: William J. Carrasco

Contact: 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 year's 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 published 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 04.2 Faculty Senate Subcommittee Reports - Fall 2025

Equitable Placement and Completion Committee

Report Submitted by: Erin Feld

Contact: 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 04.2 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.

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

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 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.

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

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.

INSTRUCTIONAL PRP COMMITTEE

Report Submitted by: Beth Pearson, Co-Chair

Contact: bpearson@palomar.edu

Meeting dates at time of report: 9/1, 9/15, 10/6, 10/20, 11/3, 11/17, 12/1

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

The committee worked to finalize an updated annual PRP form as well as provide feedback to the programs that completed their comprehensive PRPs last Spring.

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

Finalizing an updated annual PRP form as well as providing feedback to the programs that completed their comprehensive PRPs last Spring.

Accolades and Accomplishments:

Instructional PRP is a very creative and collaborative group, people should join.

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

LEARNING OUTCOMES SUBCOMMITTEE

Report Submitted by: April Cunningham

Contact: 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 04.2 Faculty Senate Subcommittee Reports - Fall 2025

PROFESSIONAL DEVELOPMENT COMMITTEE

Report Submitted by: Luis Guerrero

Contact: lguerrero@palomar.edu

Meeting dates at time of report: 9/24/25, 10/20/25, 11/18/25

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

Successful work on our 24-25 PRP goal of: "Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses" by working on flex week activities, and other year-round offerings like the LEaD academy, the 3-day AI literacy workshop and yearlong AI book club, accessibility trainings for all employees etc. Incomplete work towards our second 24-25 PRP goal of: "Successful launch, implementation, and scaling up of the DEIAA PD requirement of AP 3000." due to intervention of the current governing board, but also cowardice from current administration to implement mandatory training for all employees for the 25-26 AY, even if we did successfully launch one for the previous AY.

Update on Faculty Senate assigned goals:

Not in senate goals per se, but did get the following specific request, 1) more dual enrollment training. We met with associate dean Bongolin and identified gaps in coverage and implemented a plan to extend offerings with emphasis on spring semester offerings that was overlooked in the past, 2) AI issues and resolution. We have provided ample guidance and recommendations on AI related issues, meeting with DE coordinator and other key stakeholders, and even as a PD committee submitted an AI tools resolution for senate consideration.

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

Tools and training to make Palomar an AI ready campus, part of it will entail working with the newly created AI taskforce. Also working to smooth the transition to the new leadership on our campus and what the new vision for the all college days look like. Finally, due to recent Title 5 related to Flexible Calendar (55720-55732) start the transition of our department and committee to be renamed Professional Learning, etc.

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

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

Have already made request for the PD AI resolution, we will reach out more in the near future if need arises.

Additional Information to Report out:

PD does need support from senate to make current and new leaders that will be coming be brave and uphold current APs that are DEIAA focused and let PD do the work needed to keep implementing the current language that is in our books. Likewise continued support for the AI related issues we are facing together, that will keep transforming how we teach and learn, but also interact as professionals, and make sure administration and the district takes an humans first approach to adopting this new types of technologies, and invite the right people in the room where decisions are made in this realm.

Service Learning Committee

Report Submitted by: Gina Wilson

Contact: 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.

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

TERB

Report Submitted by: Marquesa Cook Whearty

Contact: 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.

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!!

Exhibit 04.2 Faculty Senate Subcommittee Reports - Fall 2025

TUTORING COMMITTEE

Report Submitted by: Linda Phelps

Contact: 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 work groups 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 05 - 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 05 - 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.



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 6.1 - Curriculum ASCCC_CCN_Update-October_2025_r



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE



Same course number.
Every community college.

LEARN MORE

Supporting your path to graduation.



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 or 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



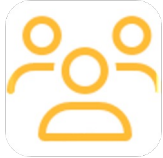
6.8 million adult Californians with no credential

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

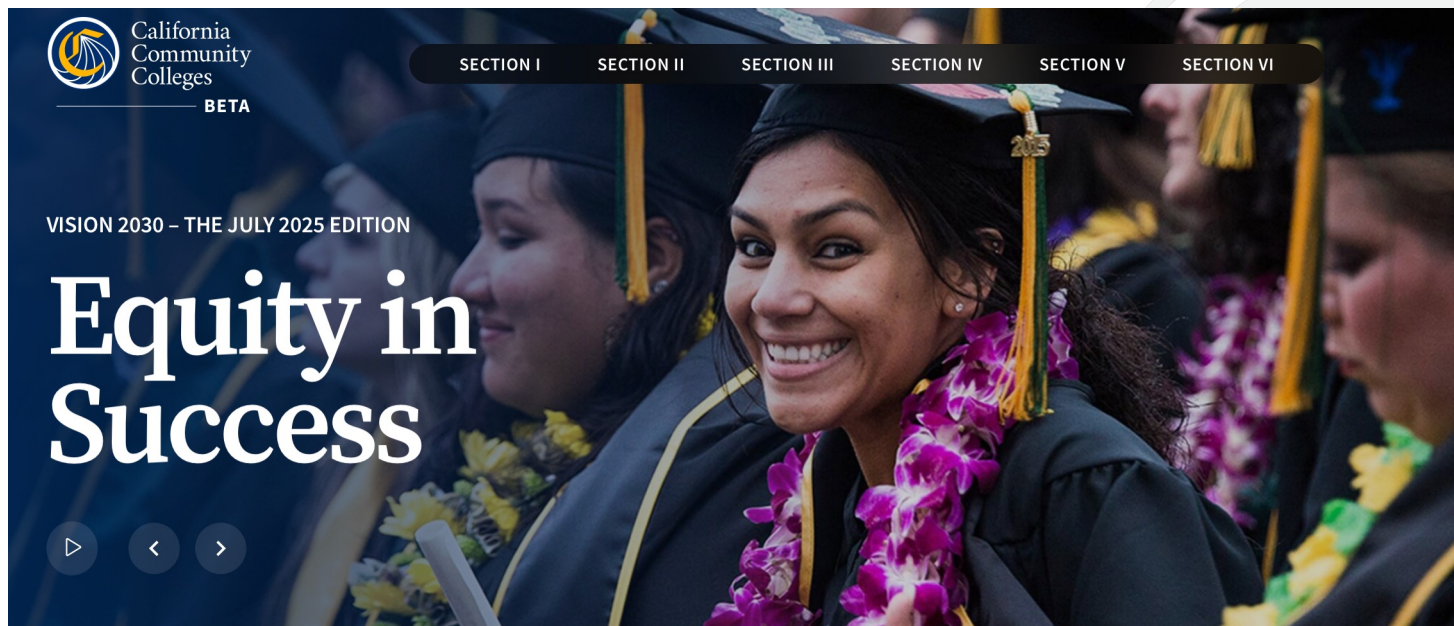
Demonstration Projects:

- 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)

- 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 Course Approval Handbook.



MEMORANDUM

October 7, 2025

ESS 25-66 | Via Email

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

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Regulatory Revisions to Course Outline of Record

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

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



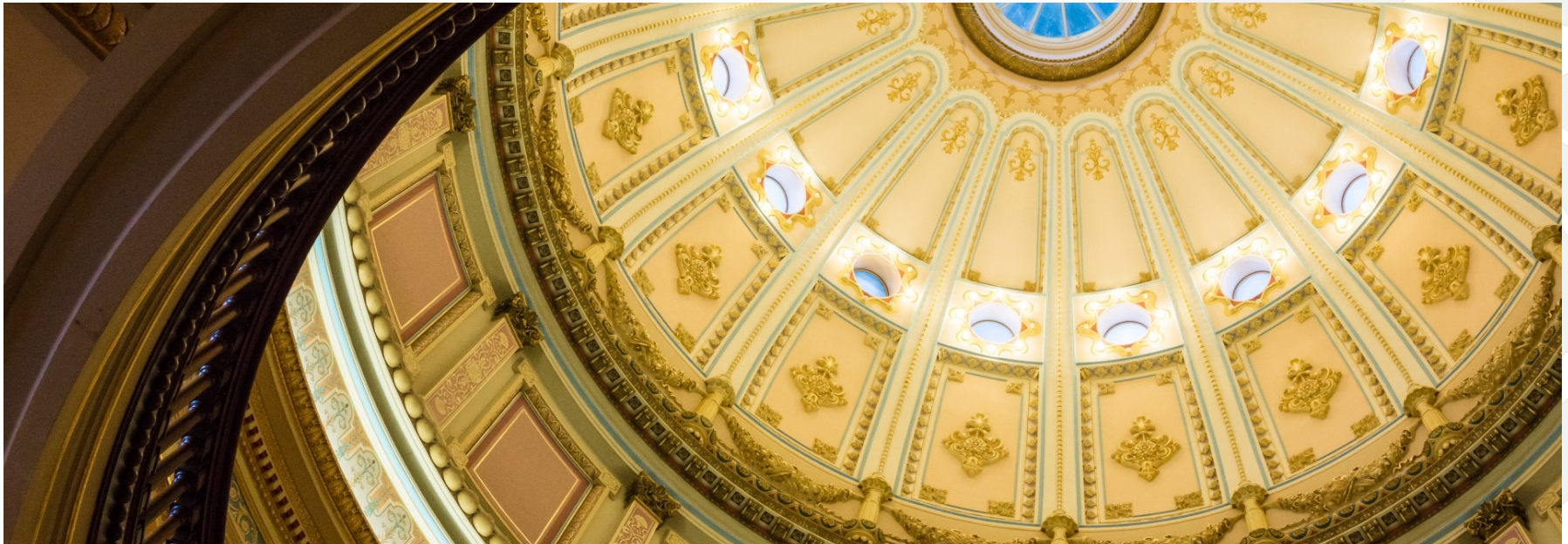
COMMON COURSE NUMBERING

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%
Santa Barbara CCD	12,795.86	12,655.98	-139.88	-1.09%
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**

STEM Calculus Pathway Placement	Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1
Student successfully completed or demonstrated through CPL: Integrated Math 4, Trigonometry, Precalculus, or equivalent	<p>By July 1, 2025, students pursuing STEM programs <i>must be given access to STEM calculus</i> (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025.</p>
Student successfully completed or demonstrated through CPL: Integrated Math 3 or Intermediate Algebra or equivalent	<p>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.</p>
Student did not successfully complete or demonstrate through CPL: Intermediate Algebra, Integrated Math 3 or equivalent	<p>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.</p>

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

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

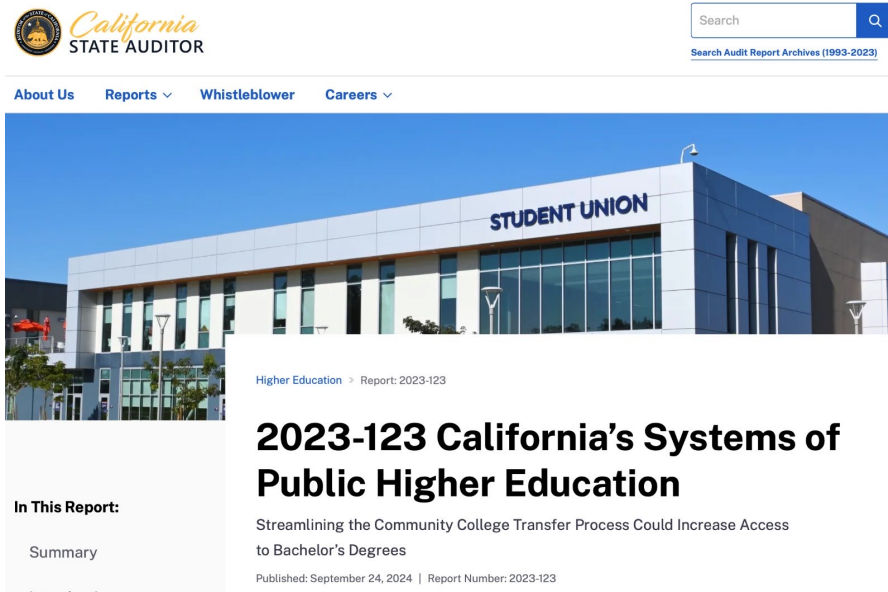
FROM: James Todd, Vice Chancellor of Academic Affairs
LaTonya Parker-Parnell, President of Academic Senate for California Community Colleges
Michelle Pilati, Project Director of Academic Senate for California Community Colleges
Open Educational Resources Initiative

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!

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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 AIICCU 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 CCCCCO 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
- [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

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

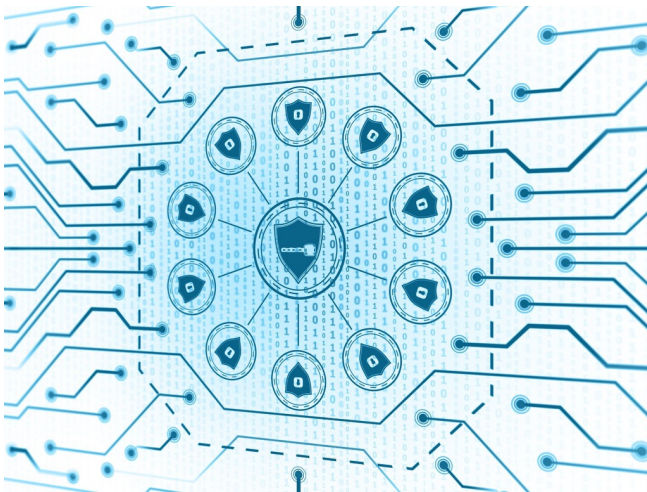
- Understanding HIPAA and ethical use of AI ensures responsible handling of patient data.

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

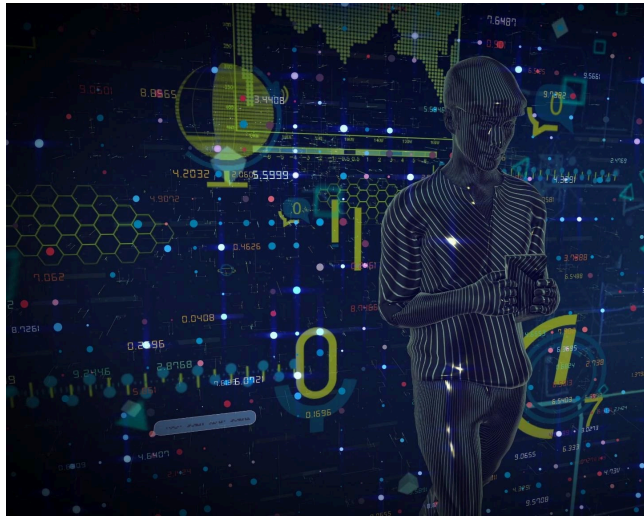
- AI-driven firewalls and predictive analytics help prevent attacks and maintain system integrity.

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

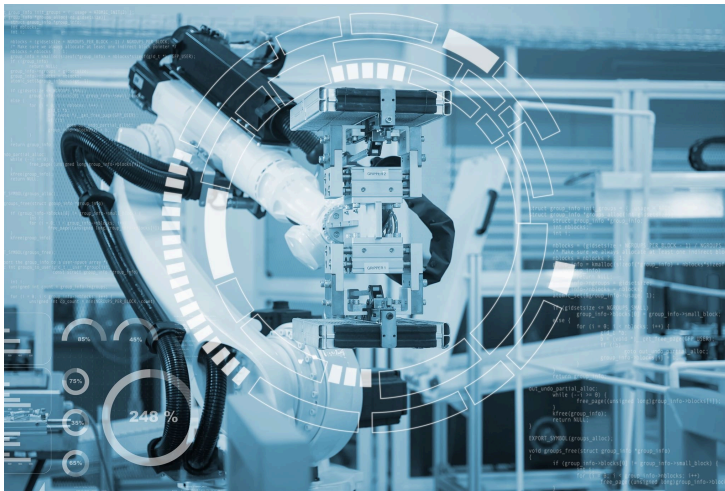
- Sentiment analysis interprets customer feedback to inform business decisions and improve service strategies.

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

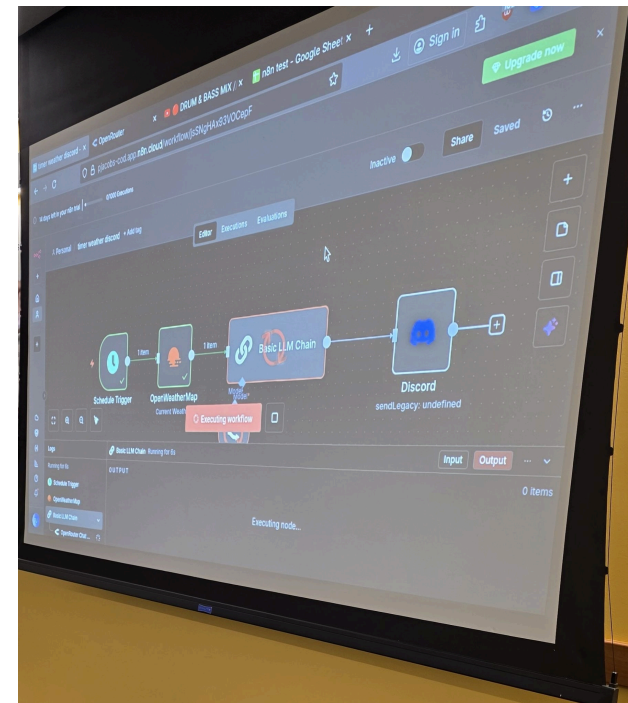
- The module encourages reflection on ethical issues and practical challenges in AI tool application and problem-solving.

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



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





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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

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*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

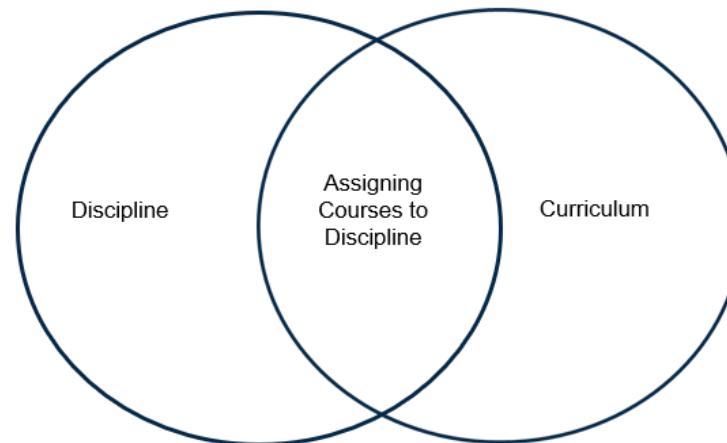


MQs, Disciplines, and Courses

- 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”

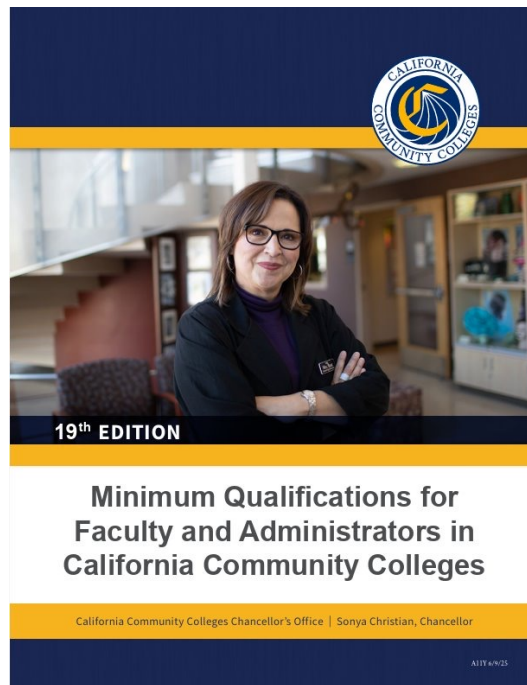


Minimum Qualifications: Basic Considerations

- Minimum qualifications necessary to teach within a discipline
- [Minimum Qualifications Handbook](#) adopted by the BOG and maintained by the CCCCCO
 - 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>AND</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>OR</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>AND</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 colspan="2">Disciplines List</th></tr> <tr> <td>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</td><td></td></tr> <tr> <td>Business</td><td></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?*



listserv



ASCCC Resources

- Questions: 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](#)



The graphic for the ASCCC 2026 Curriculum Institute features a dark blue background. At the top, there is a horizontal band of colorful, overlapping triangles in shades of green, yellow, and orange. At the bottom, there is another horizontal band of colorful, overlapping triangles in shades of purple, blue, and pink. The text "ASCCC 2026 Curriculum Institute" is written in white, serif font, centered on the blue background. A thin white horizontal line is positioned below the text. Below the line, the dates "July 15-18, 2026" and the location "Sacramento, CA" are written in the same white, serif font.

ASCCC 2026 Curriculum Institute

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!



Summary of Findings

Equity and Inclusion for Part-Time Faculty Within Departments and the College

Faculty Senate Workgroup

Part-Time Faculty: Will Dalrymple, Anastasia Zavodny, Elizabeth Stephens, and Barbara Baer

Full-Time Faculty: Kelly Falcone and Jason Jarvinen

ASG: Kateri Mouawad

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Introduction

In Fall 2020, Palomar College commenced the academic year with a renewed focus on Diversity, Equity, and Inclusion (DEI). Although DEI discussions have focused primarily on our students, the Faculty Senate was asked to discuss DEI in relation to our Part-Time faculty (also called Adjunct faculty). The problem, as suggested, was a lack of diversity, equity, and inclusion for Part-Time faculty of Palomar College in both experience and compensation. The Faculty Senate formed a workgroup to further discuss and better understand the problem and possible solutions.

The workgroup began by reviewing a draft Senate resolution focused on DEI for Part-Time faculty. In reviewing the draft resolution, the workgroup realized the need to include more voices from all faculty and thus decided the first step should be to collect additional feedback from both Part-Time faculty and Full-Time faculty, allowing the workgroup to better understand the problem and possible solutions from multiple perspectives. This summary of findings describes the method used to collect feedback from faculty, the resulting themes, and possible solutions. Due to the college's fiscal challenges, the possible themes were divided into budget-neutral themes and budget-impacting themes.

Method

The workgroup utilized an anonymous survey to collect qualitative feedback on the lived experiences of faculty in relation to Part-Time faculty equity. The survey asked the following five questions:

1. Are you a Full-Time or Part-Time faculty member?
2. What ideas do you have for how we might be able to increase equity of our Part-Time faculty colleagues?
3. What concerns do you have in relation to increasing equity of our Part-Time faculty colleagues?
4. Do you have any personal experiences or stories you would like to share to support the need to increase equity of our Part-Time faculty?
5. Do you have any additional questions, comments, concerns, or suggestions you'd like to share with the workgroup?

167 faculty submitted responses to the survey, which included 38 Full-Time faculty and 128 Part-Time faculty and 1 unknown.

The responses were robust and substantial.

The senate workgroup began by reviewing the feedback and identifying themes. The themes were then supported with specific quotes from the feedback and possible solutions.

Understanding the budgetary impacts of the solutions, the workgroup chose to categorize the solutions within budget-neutral solutions and budget-impacting solutions, first presenting the budget-neutral solutions that could be acted upon quickly, followed by budget-impacting solutions that could be supported by the Senate but addressed by the Union within negotiations. In some instances, there were both budget-neutral and budget-impacting solutions; both were included.

Summary of Responses

Themes, Quotes, and Possible Solutions

Theme: Lack of Inclusion Within the Department

Palomar College's value statements support the assertion that we believe in "Equity and the fair treatment of all in our policies and procedures," "Inclusiveness of individual and collective viewpoints in collegial decision-making processes," and "Mutual respect and trust through transparency, civility, and open communication." We know that the student experience is strengthened and their success increases when Part-Time faculty are included within the department and understand the process and policies of the department.

But a strong theme within the survey findings pointed to Part-Time faculty feeling disenfranchised, disrespected, and excluded from their departments and the college.

- "A friend of mine is also Part-Time and in their department the Part-Time are not allowed a key to the Part-Time office - they can only access the office when the ADA is there. I've taught nights a lot and many times have run into Part-Time who cannot get into the offices for the printer or whiteboard markers because the offices are locked and they don't have a key (they've never even been told they could get a key). All campus buildings were always locked by ~7pm when I taught nights - yet classes would go until 9 or 9:30pm (and most Part-Time have no keys). Speaking of: I've had many Full-Time say to my face that they'll never teach nights again now that they are Full-Time because they don't have to. This is a terrible mindset - bad for morale for Part-Time, bad for our students, and not collegial at all."
- "We can increase equity by including adjuncts on department communications and inviting us to all department meetings (we are members of the department too). Full-Time can stop saying "oh, adjuncts wouldn't be interested in this" as justification for not inviting us."
- "One meeting a semester does not quantify as an equity minded approach in the field of education."
- "I really feel there isn't much connectivity among all the faculty. I don't know all the people in my department. There isn't enough communication."
- "To work cohesively, we need to have opportunities for greater engagement. We are often told to have substantive and effective communication with our students but it doesn't seem like it is being modeled by our colleagues."

Possible Solutions: Budget-Neutral

The Faculty Senate, working in consultation with departments, can help to create and sustain a culture of inclusion for Part-Time faculty. Possible solutions include:

- Utilize the term "faculty" to mean *all* faculty, inclusive of Full-Time and Part-Time, and be purposefully inclusive in all communications.
- Invite all faculty to all department meetings. Allow Part-Time faculty to have a voice/vote in proceedings, as policies impact them as well.
- Department Bylaws:
 - Include Part-Time faculty in the development and implementation of department bylaws
 - Include a statement within the department bylaws that explains how Part-Time faculty participate in department meetings and decision-making processes.
 - Include a statement about how the department communicates to ensure inclusion of Part-Time faculty.
 - Develop and explain a process whereby Part-Time faculty are assigned a Full-Time faculty mentor to increase communication and support.

Exhibit 08 DEIAA_Maverick Updates

DEIAA in the Course Outline of Record & Program Proposals

DEIAA Requirement Tab

Tab Name for Course Proposals (New, changes, reviews): DEIAA Requirement

If you have reached this section, it means that you have already embedded the respective DEIAA (diversity, equity, inclusion, accessibility, and antiracism) enhancements in prior sections. This supports the following Title 5 § 55001 requirements:

- “Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”
- “Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”

At Palomar College, the Curriculum Committee and Faculty Senate passed a [resolution](#) requesting that all course modifications (changes/reviews) and new course proposals submitted to the curriculum committee document how DEIAA has been meaningfully incorporated into the Course Outline of Record (COR). **The Curriculum Committee is requesting that at least 2 areas be enhanced with DEIAA and documented for course approval.** See [Canvas](#) for a checklist, examples, and other resources.

Please check below to acknowledge the following has been completed:

- ☐ I acknowledge that I have incorporated DEIAA (diversity, equity, inclusion, accessibility, and antiracism) in at least 2 areas in this proposal and included documentation.

Please let us know if you need any additional support to implement these changes.

Course Description

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Use student-accessible, welcoming, and inclusive language (e.g. “the student” or “the learner” rather than “he/she”), minimize jargon when possible, and/or include DEIAA content that will be

Exhibit 08 DEIAA_Maverick Updates

covered in the course. Example: “Explore the fundamental principles of biological systems, including the chemistry of life, cell structure and function, energy transfer, cell division, and classical and molecular genetics. This course embraces diverse perspectives and experiences, highlighting contributions from scientists of varied backgrounds and fostering a welcoming space for all students. We strive to make the content accessible to everyone, providing support for different learning styles and needs.” *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Methods of Instruction

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Emphasize the flexibility and customization of [Universal Design for Learning](#) through multiple means of representation, action, expression, and engagement (e.g. equity-minded instruction, active-learning,...). Examples: “Lecture with slides, board writing, video animations, and relevant real-world examples; group activities and discussions; in-class questions and surveys to check for understanding.” *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Distance Education

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Offer courses in different distance education modalities to maximize flexibility for students. *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this distance education course will be accessible to students with disabilities and conforms to the principles of Universal Design.

Course Learning Outcomes (CLOs)

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** The CLOs relate to DEIAA topics included in the course content, use inclusive language communicating openness to diverse perspectives and abilities, and/or create a space for a variety of ways for students to demonstrate their knowledge. Consider writing outcomes that reflect critical thinking about systemic inequities, power structures, and representation. Example: “Students will be able to write modular C++ code to solve given problems and learn how to apply such programs to enrich the lives of those in their

Exhibit 08 DEIAA_Maverick Updates

communities." More information may be found at this website [Equity in Assessment](#).
Only check if applicable.

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Objectives

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** The Course Objectives support DEIAA concepts and skills needed to meet the Student Learning Outcomes. The objectives engage diverse student groups, connect to students' lives, foster empathy for others, use inclusive language, and lead to formative assessments that allow students to practice, get feedback, and revise. Example: "Engage with how horror films reflect, and contribute to, representations of gender, race, class, sexuality and national identity." *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Content/Body of Knowledge

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Incorporate the contributions of diverse individuals to the discipline, use inclusive language and/or identify opportunities for students to connect content to their sociocultural backgrounds. Empower students' autonomy in the content so they see themselves in the curriculum. *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Assignments

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Provide sample assignments that reflect culturally responsive strategies (e.g. assignments that address real-world issues, incorporate multiple perspectives, connect content to students' cultural context, and encourage collaboration). Allow multiple types and modalities of assignments that allow for wide means of representation, action, expression and engagement. Example categories of assignments include, but not limited to: written assignments, visual representation, projects intended for a specific audience, problem-solving and analysis, collaborative activities, and planning and organization. *Only check if applicable.*

Exhibit 08 DEIAA_Maverick Updates

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Methods of Assessment

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Utilize a variety of assessment strategies/methods that capture multiple students learning and communication styles. Assessments should be accessible and inclusive. Examples: Self-reflection exercises, peer coaching, case studies, digital storytelling, etc. *-Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Textbooks/Resources

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Use resources that students can access for **free** (e.g. Open Education Resources) and at **low cost**. (Visit the [CALM website](#) for more information). The textbooks/resources are accessible to students from a variety of backgrounds and abilities, encourage students to connect course content to their diverse sociocultural backgrounds and those of others, and engage in respectful discussion of history and contemporary experiences of racism and other forms of discrimination, exclusion, and marginalization. *Only check if applicable.*

- ☐ In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced..

PROGRAM PROPOSALS

Tab Name for Program Proposals: DEI Title 5 Requirement

If you have reached this section, it means that you have already embedded the respective DEIAA (diversity, equity, inclusion, accessibility, and antiracism) enhancements in prior sections. This supports the following Title 5 § 55001 requirements:

- “Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student

Exhibit 08 DEIAA_Maverick Updates

bodies, advance equitable student outcomes, and promote the inclusion of all students.”

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

At Palomar College, Curriculum Committee and Faculty Senate passed a [resolution](#) requesting that all course/program modifications (changes/reviews) and new course/program proposals submitted to the curriculum committee document how DEIAA has been meaningfully incorporated into the proposal. **The Curriculum Committee is requesting that at least 1 area needs to be enhanced with DEIAA and documented for program approval.** See [Canvas](#) for a checklist, examples, and other resources.

- ☐ I acknowledge that I have incorporated DEIAA in at least 1 area in this proposal and included documentation.

Mission & Curriculum

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** Connect program content to diverse sociocultural backgrounds, and/or demonstrate how the program builds foundational skills, meets the needs of a diverse student population, and/or advances the college’s commitment to DEIAA values through course objectives and catalog descriptions. Example: “This program prepares students to recognize, replicate, and critique the methods by which the mass media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of mass media on diverse communities.” More information may be found at this website [Equity in Assessment](#). *Only check if applicable.*
- In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.

Program SLO (PLO)

- ☐ **DEIAA Enhancement (for information, see [checklist](#) and [resources](#)):** The PLOs relate to DEIAA topics included in the course content, use inclusive language communicating openness to diverse perspectives and abilities, and/or create a space for a variety of ways for students to demonstrate their knowledge. Example: “Demonstrate an understanding of diversity, equity, and inclusion by explaining how fair and respectful treatment of all people improves the effectiveness of the criminal justice system.” More information may be found at this website [Equity in Assessment](#). *Only check if applicable.*

Exhibit 08 DEIAA_Maverick Updates

- In the box, briefly explain (in 2-3 sentences) how this section has been DEIAA enhanced.