



MEETING

2025-12-08

EXHIBITS 1-10

Agenda 2025-12-15 Faculty Senate

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 15, 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 – 12-8-2025

2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Curriculum – Mellos
- c. New Senator Confirmations - (Exhibits 2.1 & 2.2), Pearson
 - Gene Gushansky & Alyssa Vafaei

3. Information – (Max 5 min each)

- a. ASG Report – No current representative
- b. Nominations for Senate President 2026-2028 - (Exhibit 3)
- c. ASCCC Curriculum Regional Meeting – Highlights - (Exhibits 4.1, 4.2, 4.3, 4.4 & 4.5), Mellos
- d. Maverick Updates - (Exhibit 5), Mellos
 - There are several updates being made for program and course proposals.
- e. General Education Progress Report - (Exhibit 6), Mellos
- f. End of Fall 2025 update on Senate Goals - (Exhibit 7), Pearson
- g. TERB Non-Instructional Evaluation Questions - (Exhibit 8), Pearson
 - Senate to review and give feedback on the proposed non instructional evaluation forms
- h. NEW DE Resolution Adoption of Simple Syllabus - (Exhibits 9.1, 9.2, 9.3)
 - Amended resolution with updated cost proposal

4. Discussion - (Max 7 min each)

- a. Professional Development AI Resolution, (Exhibit 10), Guerrero
 - Discussion on potential Senate adoption of the resolution.

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

Agenda 2025-12-15 Faculty Senate

for institutional planning and budget development. 11) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Academic & Professional Matters: The 10+1+1

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Minutes of the
MEETING OF THE FACULTY SENATE
December 8, 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, Beth Pearson, Tanessa Sanchez, Karl Seiler, Russell Sheaffer, Nina Shmorhun, Nicole Siminski, Ashley Wolters, Anastasia Zavodny

ABSENT: Adriana Guillen, Patrick O'Brien, Jazmin Reyes (ASG),

GUESTS: Matt Grills, Luis Guerrero, Jacob Shiba, Alyssa Vafaei

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:33 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Jacob Shiba, a full-time faculty member and Water Technology Program Coordinator, addressed the Senate regarding the ongoing difficulty of managing syllabi for his program. He explained that he manages 5 or 6 adjunct faculty members who teach between 7 and 9 different classes each semester, necessitating constant follow-up. Even after syllabus collection, substantial back-and-forth communication is necessary to correct common errors, such as incorrect drop and refund dates, general formatting issues, and pervasive accessibility problems. Shiba urged the Senate to reconsider its previous stance on Simple Syllabus, stating that the tool, which the DE Committee spent years vetting, inherently builds in accessibility and automatically populates correct dates, thereby providing a much-needed standardized process for the campus. He emphasized that faculty retain full control over customization and privacy settings for their syllabi, and that the tool is fundamentally student-centered, providing students with consistent familiarity across all classes and a centralized access point for current and past syllabi, which ultimately benefits students, faculty, and the institution as a whole.

Senator Doyle Bauer, a faculty member teaching in the library program, reported that the administration decided to close the fourth-floor study area and half of the study rooms the following day (Tuesday) for filming a Drew Brees commercial, despite the imminent finals week. She asserted that this was unfair to students, stating that the administration "does not put students first," and suggested that students who complain about the lack of study space be directed to the front desk to find alternatives.

Senator Adams raised a concern regarding the spring enrollment fee deadline, which is set for the 16th, the last day of the semester. He explained that this date creates a significant hurdle for students because accessibility to campus personnel for payment help will be extremely limited once the school closes for

break. He noted that this was a poor choice of a date for students to receive payment assistance before being dropped from classes.

Senator Brooks mentioned that the UCSD Senate conducted a study finding that the number of incoming freshmen requiring remedial math work has drastically increased. This year that number has climbed to 1 in 8 students needing remedial help. She stated that UCSD suggested these students should seek remediation at community colleges, which Palomar is currently unable to provide. She advised that this issue should remain on the Senate's radar, expressing hope that the state would eventually rethink its policy position on math remediation.

ANNOUNCEMENTS

Senator Sanchez announced that the final meeting of the "Opposite of Cheating" book club is scheduled for this Friday, December 12, 2025, from 11 a.m. to 1 p.m. at the EDGE center. She also announced that a new book club focusing on "*Teaching with AI*" will begin next semester, with the books expected to arrive this week.

Senator Mufson announced that the final weekend for the performing arts production *Pastorela Fronteriza*, described as a fun, delightful, multicultural, and subtly political holiday program, is approaching. He also announced the Winter Dance student choreography concert.

Senator Mufson announced a "Save the Date" from the EEDCC Committee (Educators for Equity, Diversity, and Cultural Consciousness) for an innovative event focused on listening to student stories and perspectives. He noted that this event will be uniquely structured and insightful.

Senator Lawson announced a special Governing Board meeting on December 10th where the board is expected to discuss the process for hiring a new president. He encouraged faculty to attend or submit public comments regarding the desired qualities of a new president or improvements to the hiring process.

Senator Siminski reminded faculty members that the PFF Collective Bargaining Agreement (CBA) reopens vote is open via SurveyMonkey email for ratification, and she provided details on two additional contract conversation meetings and her office hours.

Senator Dalrymple reminded part-time faculty that the deadline for submitting office hours is December 22nd. Part-time faculty are eligible for compensation for 16 hours of non-instructional office hours for every 20% of work.

Senator Sheaffer announced the last Queer Film Series screening of the semester, *Drunktown's Finest*, directed by a trans Navajo filmmaker and taking place on the Cherokee Nation, scheduled for Thursday, December 11th, at 5:30 p.m. in MD157.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Mufson/Jarvinen

Faculty Senate to approve the minutes for December 1, 2025.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

No business.

B. Curriculum Committee (Exhibit 2), Mellos

MSC: Sanchez/Doyle Bauer

Faculty Senate to approve Curriculum Committee actions made during the December 3, 2025 Curriculum Committee meeting.

The motion carried.

C. Academic Standards & Practices Committee: Updated Grade Dispute Policy - (Exhibit 3), Shmorhun.

MSC: Mufson/Gideon

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

The motion carried.

Abstentions – 3: Senators Falcone, Wolters, & Zavodny

Senator Shmorhun presented the updated policy that incorporated feedback from the previous meeting's discussion, adding greater detail and consistency. This week's discussion around the policy primarily addressed the updates to the processes around grade changes resulting from gross misconduct by an instructor. The updated policy clearly mandates that students must first pursue the informal grade dispute process. The policy also establishes a firm timeline requiring the instructor to respond within 30 days of an informal dispute, otherwise the student may proceed directly to the department chair. The period allowed for a student to initiate the grade dispute process was reduced from three years to one year, a timeline supported by the Instructional Office.

The Discussion points included:

A senator reiterated their previous concerns, noting that these changes expose gaps in existing policies. The senator presented a scenario involving the district changing a student's grade, from passing to failing, due to detected fraudulent bots. The question was asked how a real student inadvertently caught in this institutional grade change process would dispute their new grade under this policy, asserting that all students should have a clear path to dispute changes.

Senator Shmorhun clarified that this type of fraud situation should properly be addressed under AP 4231 (institutional grade changes), stating that the Instructional Services office improperly referenced the student grade dispute policy in that instance. Shmorhun affirmed that she is working to update AP 4231 separately but noted that some portions of the policy involve issues beyond the scope of the Academic Standards and Practices Committee.

INFORMATION

A. ASG Report – No Current Representative

No Report

B. Faculty Senate Subcommittee Report Presentation – (Exhibit 4.1 & 4.2), Pearson

The following Faculty Senate Subcommittees submitted their Fall 2025 reports to the Faculty Senate:

ACADEMIC STANDARDS AND PRACTICES COMMITTEE
COMETS AFFORDABLE LEARNING MATERIALS (CALM)
DISTANCE EDUCATION (DE) COMMITTEE
DISTINGUISHED FACULTY AWARD (DFA) COMMITTEE
EQUITABLE PLACEMENT AND COMPLETION COMMITTEE
EQUIVALENCY COMMITTEE
FACULTY SERVICE AREA COMMITTEE
INSTRUCTIONAL PRP COMMITTEE
LEARNING OUTCOMES SUBCOMMITTEE
PROFESSIONAL DEVELOPMENT COMMITTEE
SERVICE-LEARNING COMMITTEE
TENURE AND EVALUATIONS REVIEW BOARD (TERB)
TUTORING COMMITTEE

President Pearson highlighted some key accomplishments from the Fall 2025 subcommittee reports:

The ASP Committee provided updates on its ongoing projects. The committee has been actively working on the academic student grade dispute policy. Beyond the dispute policy, the committee continues to focus on issues of academic integrity, which involves working with the campus proctoring personnel. The committee is also developing a faculty manual.

The CALM Committee reported that they have been overseeing and supporting the development of Zero Textbook Cost (ZTC) degree pathways.

The DE Committee outlined several initiatives related to online instruction. Their work includes developing a vision for an online education website and creating a student orientation for online learning. They are also focused on the development of a faculty recertification process for online instruction. A significant concern raised was the need to discuss budgeting for POER (Program for Online Course Review) because the existing funding for it is scheduled to sunset. The committee is also updating its DE handbook. Other supportive initiatives mentioned include supporting Quality Quest trainings and AI Literacy Workshop trainings. Finally, the DE Committee recently created the ISC Budget Task Force to address the technology needs of the college.

The Distinguished Faculty Award Committee reported that they are updating their nominations form and their nomination announcement on Canvas.

The Equitable Placement and Completion Committee (EPCC), originally focused on work related to AB 705 and 1705, is currently in a state of flux because it has no remaining tasks assigned by the Faculty Senate and its funding has run out. The committee is seeking guidance on whether the Senate has new tasks for it or if it should be discontinued. It was suggested that the committee's utility might be in developing an assessment of the efficacy of the current embedded support system. It was suggested the committee should research and develop criteria to determine how well the embedded support is working and identify resources, such as more embedded tutors, required to ensure student success. It was also suggested that before the EPCC disbands, it would be beneficial for the committee to communicate where the college currently stands on student completion and placement, providing insight into whether the embedded support is effective or if solutions like more student skill shops or funding investment are necessary. President Pearson expressed caution about creating a situation where the Senate demands that this committee solve different problems, as the original members may not be interested in taking on this new scope of work.

The Equivalency Committee reported that it continues to regularly review applications.

The Faculty Service Area (FSA) Committee is tasked with reviewing FSA applications on an every 3-year basis and is ensuring its website is accessible. They would also appreciate receiving more members on their committee.

The Learning Outcomes Committee assists faculty in recording course learning outcomes (CLOs) and results in Canvas and reflecting them in Nuventiv. They are finalizing their training materials and preparing to analyze the CLO results that are mapped to institutional learning outcomes.

It was noted that the Service Learning Committee is essentially a singular person, Gina Wilson, at this point, as the other staff member took a different position. They have increased the number of students served in 24-25 to over 380.

The Tenure Evaluations Review Board (TERB) has been working on implementing new software and new evaluation forms for faculty evaluations. Training will be forthcoming regarding the new platform.

The Tutoring Committee has been working diligently to ensure equitable services for students and is updating its marketing materials.

The Instructional PRP Committee provided a document showing a new annual PRP form that is updated and streamlined. The goal was to make the annual reporting process, which occurs in the two in-between years of the comprehensive review, shorter, more straightforward, and less

tedious for departments. The timeline for the PRP process is still being determined, with discussions scheduled for the following week.

C. AI tools resolution from PD – (Exhibit 5), Guerrero

Luis Guerrero, representing the Professional Development (PD) Committee, presented an AI tools resolution to the Senate. He explained that the resolution aims to ensure that the college's approach to technology remains human-centric, incorporating language from Vision 2030 and aligning with Chancellor's Office strategic goals.

The resolution emphasizes that the adoption of AI technology must be voluntary and opt-in for faculty, and that faculty should undergo AI literacy training before adapting these technologies. Guerrero noted that faculty who use AI tools typically spend more time on planning and development, not less, and AI should not be viewed as a replacement for grading or office hours. Instead, AI tools are intended to support students who need 24/7 access to help, such as those taking night classes or those unable to attend physical tutoring sessions.

The Discussion points included:

A senator advocated that faculty who choose to use AI tools should also be required to help students understand AI literacy.

Another senator raised some ethical concerns, reading from an MIT study that showed students using ChatGPT for essay drafting experienced a 47% drop in neural connectivity related to memory and critical reasoning, and stressed that faculty should appreciate the negative impacts of generative AI on learning as well as the positive.

A senator inquired about the "voluntary opt-in" clause, noting the difficulty of opting out when generative AI capabilities are increasingly integrated into standard software like Google Docs or Word. Guerrero clarified that the opt-in clause is intended primarily for specialized, district-promoted software to ensure faculty have the right to refuse implementation of tools they do not feel are necessary for their classes.

D. ASCCC Curriculum Regional Meeting – Highlights - (Exhibits 6.1, 6.2, 6.3, 6.4 & 6.5), Mellos

Tabled.

E. Part Time Faculty Survey Update – (Exhibit 7), Dalrymple & Zavodny

Senator Dalrymple presented an update on the initiative to reissue a 5-year anniversary survey concerning the status of part-time faculty. He explained that the original survey five years prior led to significant equity achievements, including progress on office hours and healthcare. However, he noted that professional elements like prep and grading still need to be addressed.

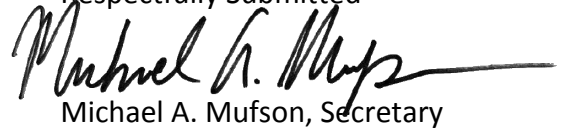
Dalrymple proposed reconstructing most of the original work group, which included full-time faculty, part-time faculty, and student representatives, to quickly review the half-dozen open-ended questions before the survey is sent out and then analyze the responses to produce a new report. He invited interested faculty to join the ongoing work.

F. Maverick Updates – (Exhibit 8), Mellos

Tabled.

ADJOURNMENT: The meeting was adjourned at 3:55 pm.

Respectfully Submitted

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

Michael A. Mufson, Secretary

Exhibit 1 - 2025_12_15_Committee-appointments

Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Sustainability Master Plan Task Force							
Brian Roppe	AMBA	Business	Sustainability Master Plan Task Force	Faculty (25-27)	By actively seeking to understand how facilities decisions impact students and colleagues from historically marginalized groups. I am committed to ongoing learning in Diversity, Equity, Inclusion, and Antiracism and seek to bring solutions that meet or exceed Palomar's goals in this area.	Extensive experience with: - Facilities planning, property development, net-zero (sustainability) which includes HVAC and operations. - Leading diverse teams on major infrastructure projects in culturally sensitive areas	

Exhibit 2.1 - Senate Nominations

Faculty Senate Membership – Nominations

Term: Ending May 2026

Gene Gushansky – Biology

Alyssa Vafaei – Instructional Design/Accessibility Specialist

Exhibit 2.2 - senator terms and seats F25

SENATOR TERMS

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

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

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

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

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

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

Palomar College Faculty Senate President Nominations

Term: Fall 2026-Spring 2028

Background:

Faculty Senate Bylaws: Article 4, Section 2:

The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.

President Duties:

Faculty Senate Bylaws: Article 4, Section 2:

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), a member of the Guided Pathways Task Force, and a member of the Budget Committee.
- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they

Exhibit 3 - Senate President Nominations and Duties (2)

relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership of that committee or task force.

- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.
- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of the Constitution, the Bylaws, or The Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, Robert's Rules of Order, Newly Revised shall be employed

Required Committee Membership:

Equity, Education, and Student Success Council (EESSC)

IPRP

College Council

Accreditation Steering Committee

As President Elect: Spring 2026

Faculty Senate Bylaws: Article 4, Section 2:

- I. Shall be elected from the Senators.
- II. Shall maintain all regular rights and privileges as a regular member of the Senate.
- III. Shall work with the current Senate President to train for the position of President and establish working relationships with other constituent bodies.
- IV. If the President-Elect is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve the remainder of the term and subsequently assume the role of President.



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



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

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

CCN Templates: Outcomes/Objectives

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

CCN Templates: Prerequisites

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

Questions? ccnsupport@asccc.org 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

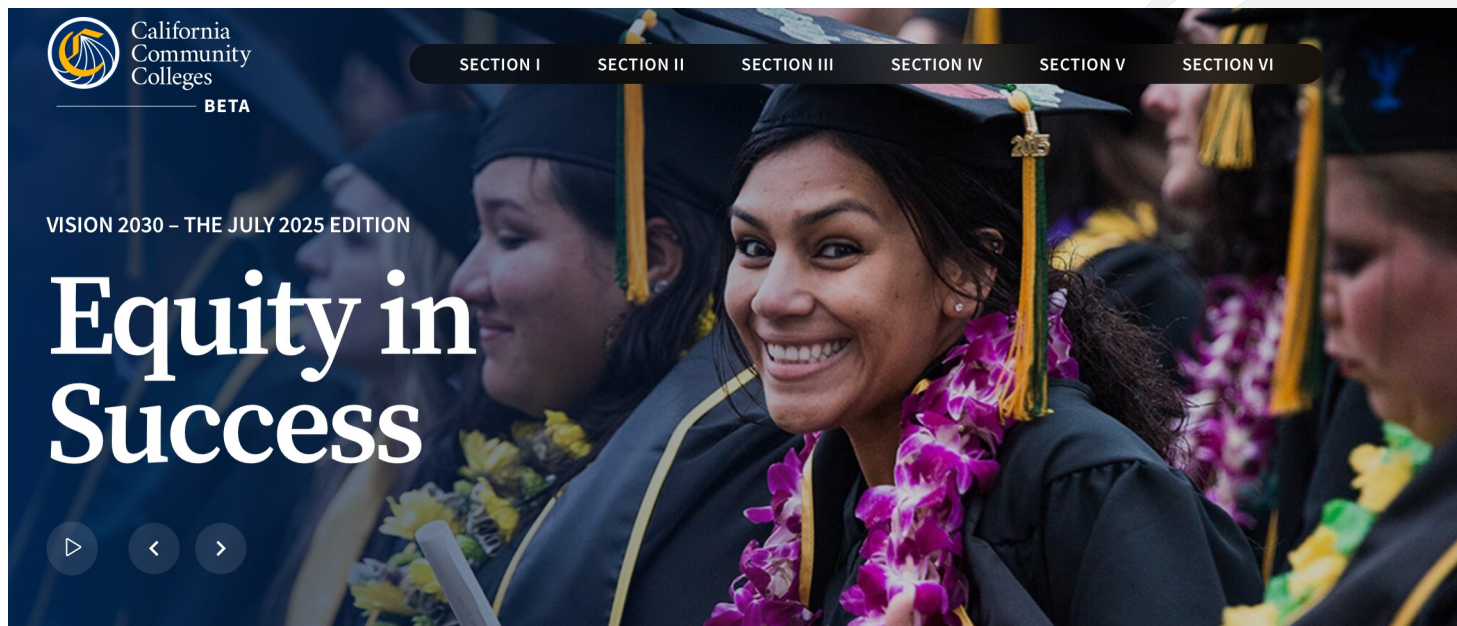
Demonstration Projects:

- 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



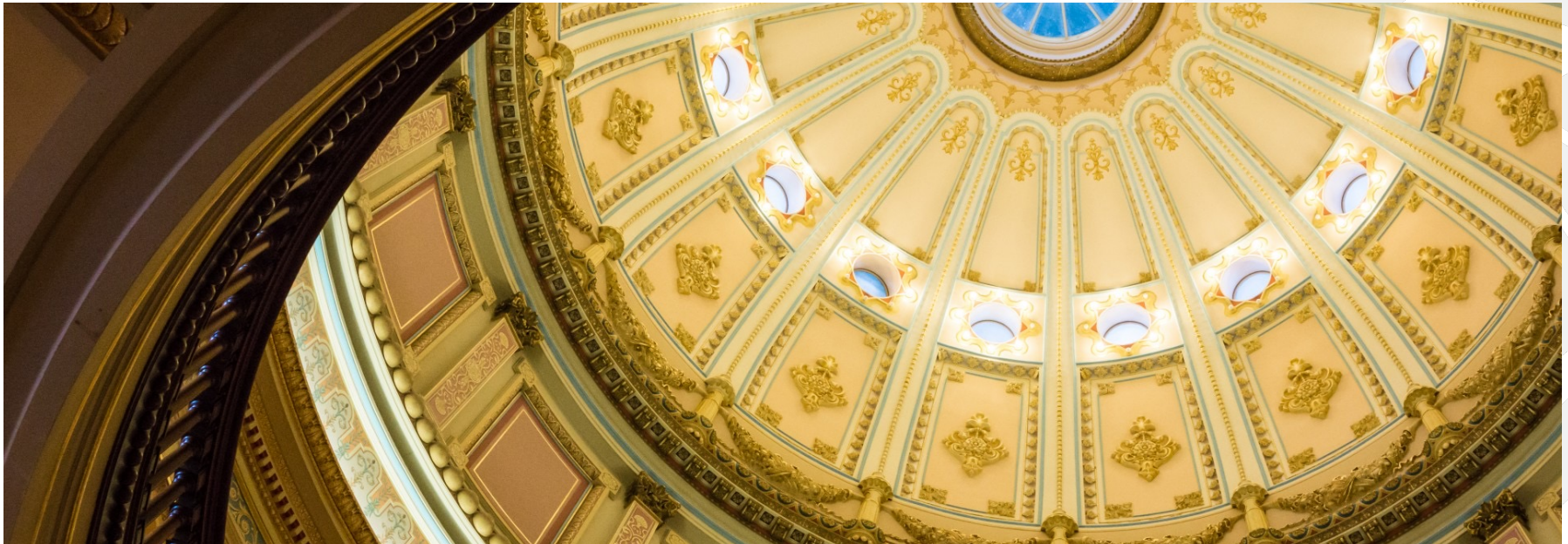
COMMON COURSE NUMBERING

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

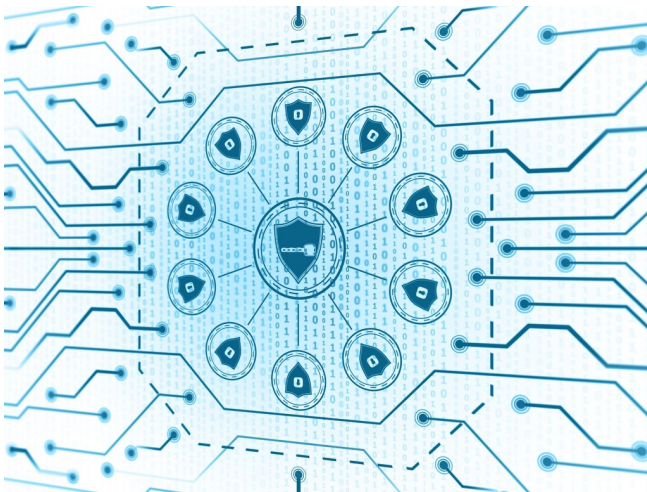
- Understanding HIPAA and ethical use of AI ensures responsible handling of patient data.

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

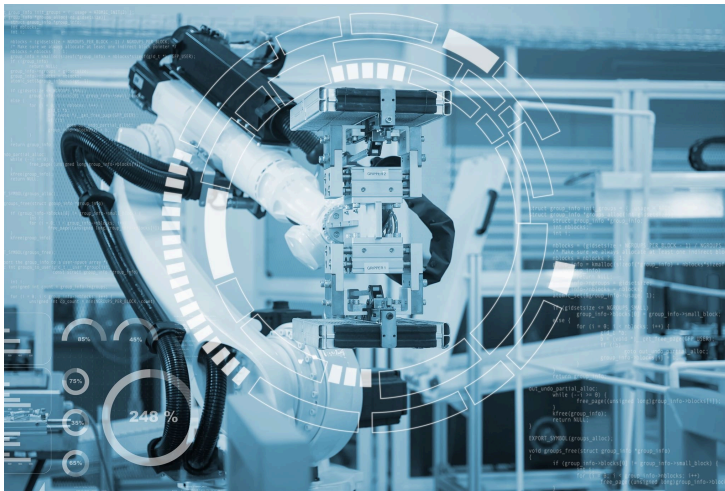
- Sentiment analysis interprets customer feedback to inform business decisions and improve service strategies.

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

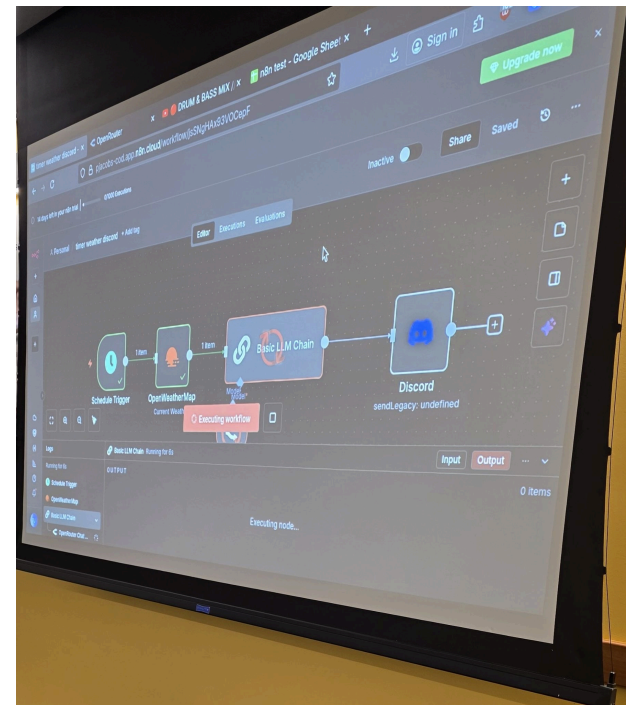
- The module encourages reflection on ethical issues and practical challenges in AI tool application and problem-solving.

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

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

Mark Edward Osea

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

Robert L. Stewart, Jr.

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

Eric Wada

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



Session Description

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



Learning Outcomes

In this session we will review and discuss:

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

Faculty Authority

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

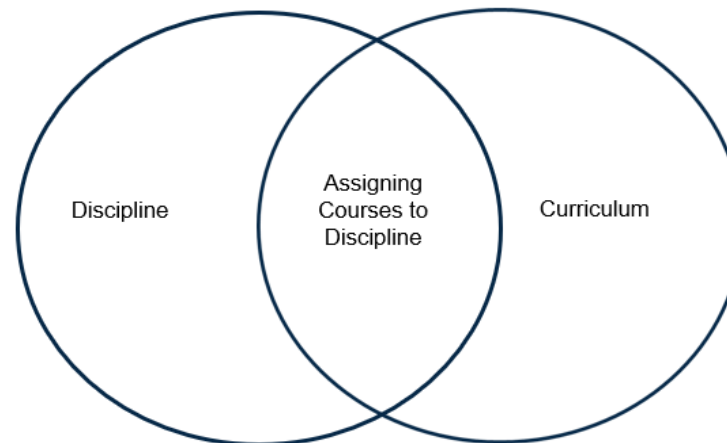


MQs, Disciplines, and Courses

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

REMINDER: #1 of the “10+1”

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

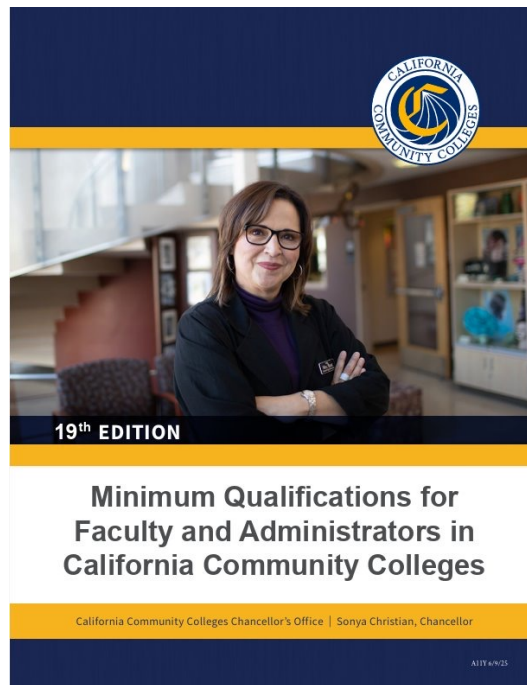


Minimum Qualifications: Basic Considerations

- Minimum qualifications necessary to teach within a discipline
- [Minimum Qualifications Handbook](#) adopted by the BOG and maintained by the 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 title. 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!



Exhibit 05 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 05 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 05 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 05 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 05 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.”

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- ☐ 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 05 DEIAA_Maverick Updates

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

GE Area 7: Lifelong Learning & Self-Development

Description:

Area 7 empowers students to cultivate a deeper understanding of themselves, develop essential life skills, and engage meaningfully with the world around them.

*Courses approved for Area 7 must meet Outcomes 1 and 3 OR Outcomes 2 and 3.

Outcomes:

Outcome Name:	Focus:	Outcome:
#1 Self-Development (Internal)	Focuses on Self-Knowledge, Reflection, and Contextual Understanding.	Evaluate how your personal, psychological, and physical health & function relate to your well-being and how historical and cultural context shapes your perception.
#2 Resources & Society (External)	Focuses on Resource Literacy, Social/Civic Responsibility, and Systemic Navigation.	Find, assess, and use resources (e.g. people, systems, institutions, technology, finances) to participate responsibly in society to navigate major global and technological challenges.
#3 Skills & Action (Applied)	Focuses on Skill Application, Agency, and Resilience Building.	Apply evidence-based practical strategies to build resilience and take intentional action toward Outcome #1 or #2.

Exhibit 7.1 Senate Goals and Assignments

Goals assigned to Senators:

- Advocate for policies that strengthen and validate faculty participation in shared governance, explore how other community colleges assert and defend their 10+1 purview when it is challenged, and analyze faculty representation on senate subcommittees.
 - Senate Leads: Lawrence Lawson and Anastasia Zavodny
- Find ways the faculty senate can have a voice in enrollment planning and improving enrollment at Palomar College.
 - Senate Leads: Nicole Siminiski, Patrick Obrien, Kelly Falcone, Mary Ellen Brooks, Beth Pearson

Goals assigned to Equivalency:

- Explore various options for equivalency processes across the CCC's and compare the processes with Palomar's subcommittee process in order to make a recommendation for a process that would be more effective and efficient.

Goals assigned to the Distance Education Committee:

- 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.
 - Collaborating senators: Kelly Falcone, and Scott Klinger

Goals assigned to the Professional Development Committee:

- Provide training for faculty teaching Dual Enrollment
- Provide continual training on the impact and opportunities of Artificial Intelligence on teaching and learning

Goals assigned to the Special Projects AI & Proctoring Faculty:

- Address the increasing challenges and opportunities of artificial intelligence
 - Complete trainings offered by ASCCC and CVC@ONE.
 - Attend regional meetings on AI.
 - Create a faculty toolkit/resource for AI.
 - Create policies for use in course syllabi.
 - Survey the use of AI by students and faculty.
- Explore proctoring options and tools
 - Fully research the proctoring practices used across the Southern California region including community colleges, CSUs and UCs.
 - Evaluate the pros, cons and costs of proctoring options.
 - Provide a formal recommendation to the college

Exhibit 7.1 Senate Goals and Assignments

Goals assigned to Senate Faculty Council:

- Revisit the Resolution written by faculty senate to address staffing issues.
- Work with Instruction to improve the course assignment timelines so that students get accurate course information upon enrollment and Part-time Faculty have better opportunity to set up successful structures for students.
- Understand what faculty senate is doing well to represent faculty interests and how we can improve on that goal.
- Advocate for a College Hour to increase faculty voice in shared governance. Possible Resolution if conversations with VPs and President are not productive.
- Develop and implement an agenda request form for the faculty senate.
- Tighten the flow of information during senate meetings toward the goal of meeting efficiency.
- Update the Faculty Senate Constitution and Bylaws to reflect the current practices and needs.
- Develop a way to track the progress of senate goals.
- Increase student voice in faculty senate goals, decisions and direction.
- Develop a committee including a chair with 20% reassigned time to address challenges and opportunities of artificial intelligence and proctoring.

Exhibit 7.2 2025-2026 Faculty Council Goals

Faculty Senate Goals – Council Assigned

Goal 1:

Class notes need to be accurate for students. This means that part-time faculty must be assigned courses to ensure class notes can be included that align with their teaching practices. This is necessary to ensure students have the correct information when registering. Current practices negatively impact both PT faculty and students.

Deliverable:

Resolution because this affects students and we can't communicate materials or testing details in class notes. Advocacy at relevant committees and 1:1s.

Status

- Discussed in Burden-Free Taskforce
- Discussed in CALM

Goal 2:

Understand what faculty senate is doing well to represent faculty interests and how can we improve on that goal.

Deliverable:

Produce a report (based on a survey) to the faculty senate that summarizes how the faculty body views the work of the faculty senate with recommendations for how the senate can better support the faculty. [note: this could potentially be an annual survey that allows faculty to provide the senate with feedback each year, survey could be used to set goals for the following years.

Status

- Not started. Need to develop a survey

Goal 3:

Advocate for a College Hour to increase faculty voice in shared governance.

Exhibit 7.2 2025-2026 Faculty Council Goals

Deliverable:

A College Hour

Status

- Goal of EESSC
- [Recommendation from EESSC to College Council](#)

Goal 4:

Explore how other community colleges assert their 10+1 purview in shared governance. How do they respond to actions and choices that infringe on their purview? Merge with #14?

Deliverable:

Produce a report to the Faculty Senate that explains how senates approach the 10+1 purview within shared governance with recommendations for the senate to implement to ensure clarity for all parties.

Status

- Not started.
- Example Alignment: [ASCCC F25 Resolution Faculty and Local Academic Senates Voice in Dual Enrollment](#): “Resolved, The Academic Senate for California Community Colleges develop, in a paper and/or resources on dual enrollment that clarifies the alignment of dual enrollment with the 10+1, and provides implementation tools, promising practices, and policy support, to be presented at the Fall 2027 Plenary Session.”

Goal 5:

Develop and implement an agenda request form for the faculty senate.

Deliverable:

Microsoft Form linked from Faculty Senate website

Status

- DONE.

Exhibit 7.2 2025-2026 Faculty Council Goals

Goal 6:

Tighten the flow of information during senate meetings toward the goal of meeting efficiency. I really like how ASCCC does it and forces people to walk to the mic.

Deliverable:

Develop a system for limiting the amount of time spent on agenda items during senate meetings including but limited to the use of a timer.

Status

- In Progress.
- Senate Secretary serving as time keeper
- Time allotments added to senate agenda

Goal 7:

Update the Faculty Senate Constitution and Bylaws to reflect the current practices and needs.

Deliverable:

Changes will be brought for a vote.

Status

- In Progress

Goal 8:

Develop a way to track the progress of senate goals.

Deliverable:

Excel tracking sheet available for public viewing and used in senate meetings to review goal progress.

Status

- Excel Sheet has been created but needs to be updated.
- Idea: Senate goals as a standing agenda item at least once per month.

Goal 9:

Increase student voice in faculty senate goals, decisions and direction.

Exhibit 7.2 2025-2026 Faculty Council Goals

Deliverable:

Develop a set of directed questions for ASG for feedback on faculty senate goals and onboarding experience. Advocate for suggestions from ASG.

Status

- In Progress

Goal 10:

Make a decision in consultation with the PFF in regards to the DE Committee resolutions recommending the required use of Canvas for all courses including syllabi and grades at a minimum

Deliverable:

An action item is brought to Senate to support the recommendation for required use of Canvas for all classes and Senate either votes to support or does not vote to support.

Status

- Not started.

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

Final Evaluation Report		
Category	Instructional Faculty	Non-Instructional Faculty
Communication	1.1 Instructor communicates course content in an appropriate, organized, informative, accessible, engaging manner.	1.1 Faculty member communicates information in an appropriate, organized, informative, accessible, and engaging manner.
Class/Service Management	1.2 Instructor demonstrates effective classroom management (may include Canvas).	1.2 Faculty member demonstrates effective management of services, programs, and/or resources, including appropriate use of technology (e.g., Canvas, scheduling systems, online platforms).
Teaching/Professional Techniques	1.3 Instructor adapts teaching and learning techniques to student needs, cultures, interests, abilities, and experiences.	1.3 Faculty member adapts professional techniques and approaches to meet the diverse needs, cultures, interests, abilities, and experiences of students, staff, or peers.
Syllabus / Guidelines	1.4 The instructor follows Faculty Senate and Department guidelines for syllabi (e.g., course requirements, expectations, schedule, and academic honesty and integrity policy).	1.4 Faculty member follows Faculty Senate, Department, Division, and/or College guidelines for program materials, service delivery, policies, and expectations.
Alignment	1.5 Course content and assignments are aligned with the Course Outline of Record, SLOs, and objectives.	1.5 Services, programs, or resources are aligned with department goals, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and institutional objectives.
Currency / Range	1.6 Course content reflects the current state of the field, demonstrates depth in academic discipline and rigor, and provides multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning.	1.6 Faculty member demonstrates up-to-date knowledge of the field, applies current professional practices, and provides multiple ways for students, staff, or peers to meaningfully engage with services and resources.
Feedback	1.7 Instructor provides fair and timely evaluation of course work with useful feedback.	1.7 Faculty member provides timely, fair, and useful feedback to students, staff, or peers regarding services, resources, or guidance.
Student Support	2.1 Instructor is approachable, available, and responds to students' needs.	2.1 Faculty member is approachable, available, and responsive to students, staff, or peers needs.
Student Resources	2.2 Instructor connects students to college resources and encourages students to reach out for support.	2.2 Faculty member connects students, staff, or peers with appropriate college resources and encourages the use of support services.
Inclusiveness	2.3 Instructor treats students with respect, and is inclusive of the student body's diverse academic, cultural, ethnic backgrounds, disabilities, and socioeconomic circumstances.	2.3 Faculty member treats students, staff, or peers with respect and demonstrates inclusiveness across diverse academic, cultural, and socioeconomic backgrounds, as well as varying abilities.
Collegial Communication	3.1a Colleague communicates clearly and effectively, respecting diverse opinions, communication styles, and backgrounds.	3.1a Colleague communicates clearly and effectively, respecting diverse opinions, communication styles, and backgrounds.
Collaboration	3.1b Colleague fosters collaboration, values diverse perspectives, and works well with colleagues.	3.1b Colleague fosters collaboration, values diverse perspectives, and works well with colleagues.
Professional Development	3.2 Instructor demonstrates a commitment to professional development.	3.2 Faculty member demonstrates a commitment to ongoing professional development.
Department Responsibilities	3.3a Instructor completes all administrative tasks in a timely manner (e.g., census roster, grade submission, PD hours, faculty evaluations).	3.3a Faculty member completes administrative tasks in a timely and accurate manner (e.g., service records, reports, scheduling, evaluations, PD hours).

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

<p>College Responsibilities</p>	<p>3.3b Instructor actively participates in their department and contributes to departmental success (e.g., attends department meetings, revises programs, curricula, and SLOs, etc.). <i>PT: Optional.</i></p> <p>3.4 Instructor actively participates in college governance and campus life to support the college's mission and vision (e.g., committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations). <i>PT: Optional.</i></p>	<p>3.3b Faculty member actively participates in their program, department, or division and contributes to departmental or division success (e.g., attends meetings, supports program development, revises processes, contributes to SLOs/SAOs). <i>PT: Optional.</i></p> <p>3.4 Faculty member participates in college governance and campus life to support the college's mission and vision (e.g., committees, work groups, task forces, student programs, faculty organizations). <i>PT: Optional.</i></p>
<p>Chair/Dean Form</p>		
<p>Category</p>	<p>Instructional Faculty (Original)</p>	<p>Non-Instructional Faculty (Adapted)</p>
<p>Learning / Service Environment</p>	<p>1.1 The instructor communicates course content in an appropriate, organized, informative, accessible, and engaging manner.</p> <p>1.2 The instructor demonstrates effective classroom management (may include Canvas).</p> <p>1.3 The instructor adapts teaching and learning techniques to student needs, cultures, interests, abilities, and experiences.</p> <p>1.4 The instructor follows Faculty Senate and Department guidelines for syllabi (e.g., course requirements, expectations, schedule, and academic honesty and integrity policy).</p> <p>1.5 The course content and assignments are aligned with the Course Outline of Record, SLOs, and objectives.</p> <p>1.6 The course content reflects the current state of the field, demonstrates depth in academic discipline and rigor, and provides multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning.</p> <p>1.7 The instructor meets the department's expectations regarding fair and timely evaluation of coursework with useful feedback.</p>	<p>1.1 The faculty member communicates information, guidance, or resources in an appropriate, organized, informative, accessible, and engaging manner.</p> <p>1.2 The faculty member demonstrates effective management of services, programs, or resources (may include use of Canvas, scheduling systems, or other platforms).</p> <p>1.3 The faculty member adapts professional techniques and approaches to meet the diverse needs, cultures, interests, abilities, and experiences of students, staff, or peers.</p> <p>1.4 The faculty member follows Faculty Senate, Department, and/or College guidelines for materials, policies, procedures, and expectations.</p> <p>1.5 Services, programs, or resources are aligned with department goals, Student Learning Outcomes (SLOs)/Service Area Outcomes (SAOs), and institutional objectives.</p> <p>1.6 The faculty member demonstrates up-to-date knowledge of the field, applies current professional practices, and provides multiple opportunities for students, staff, or peers to meaningfully engage with services and resources.</p> <p>1.7 The faculty member meets the department's expectations regarding timely, fair, and useful feedback to students, staff, or peers about services, resources, or guidance.</p>
<p>Student Support and Success</p>	<p>2.1 The instructor is approachable, available, and responds to student's needs.</p> <p>2.2 The instructor meets the department's expectations regarding student success and support.</p> <p>2.3 The instructor treats students with respect and is inclusive of the student body's diverse academic, cultural, and ethnic backgrounds, disabilities, and socioeconomic circumstances.</p>	<p>2.1 The faculty member is approachable, available, and responsive to students, staff, or peers needs.</p> <p>2.2 The faculty member meets the department's expectations regarding contributions to students, staff, or peers success and support.</p> <p>2.3 The faculty member treats students with respect and demonstrates inclusiveness across the students, staff, or peers diverse academic, cultural, and ethnic backgrounds, abilities, and socioeconomic circumstances.</p>
<p>Institutional Engagement</p>	<p>3.1a Colleague meets the department's expectations regarding clear, effective, and respectful communication.</p>	<p>3.1a Colleague meets the department or division's expectations regarding clear, effective, and respectful communication.</p>

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

3.1b Colleague meets the department's expectations regarding collaboration with diverse colleagues.

3.2 The instructor completed the required professional development hours.
3.3a Instructor meets the department's expectations for timely completion of administrative tasks (e.g., census roster, grade submission, PD hours, faculty evaluations).

3.3b Instructor meets the department's expectations for participation and contribution to its success (e.g., attending meetings, revising programs, curricula, and SLOs). *Pt. Optional*

3.4 The instructor meets the department's expectations for participation in college governance and campus life (e.g., committees, work groups, task forces, student activities, and faculty organizations). *Pt. Optional*

3.1b Colleague meets the program, department, or division's expectations regarding collaboration with diverse colleagues.

3.2 The faculty member completes the required professional development hours.
3.3a The faculty member meets the program, department, or division's expectations for timely completion of administrative tasks (e.g., reports, schedules, program records, PD hours, evaluations).
3.3b The faculty member meets the program, department or division's expectations for participation and contribution to the department's success (e.g., attending meetings, supporting program development, revising processes, contributing to SLOs/SAOs). *Pt. Optional*

3.4 The faculty member meets the program, department, or division's expectations for participation in college governance and campus life (e.g., committees, work groups, task forces, student programs, and faculty organizations). *Pt. Optional*

Workspace Observation Form

Category **Instructional Faculty (Original)**
Standard #1: Learning / Service Environment

Criteria 1.1

Does the instructor clearly communicate class objectives? The instructor communicates content in an: • Appropriate manner • Organized manner • Informative manner • Accessible manner • Engaging manner

Criteria 1.2

Does the instructor demonstrate effective classroom management (may include Canvas)?

Criteria 1.3

Does the instructor encourage students to be active participants? Does the instructor encourage diverse perspectives in the learning environment and in course content? (examples: lecture, discussion, group work, demonstration, audio-visual, computers).

Criteria 1.4

Due dates, criteria, and grading policies for the course and course assignments are clearly stated in the syllabus. The instructor follows Faculty Senate and Department guidelines for syllabi (e.g. course requirements, expectations, schedule, and academic honesty and integrity policy).

Criteria 1.5

Are course content and assignments aligned with the Course Outline of Record, SLOs, and objectives? Are course SLOs listed on the syllabus?

Non-Instructional Faculty (Adapted)

Does the faculty member clearly communicate the purpose, goals, or objectives of the service, program, division or interaction? The faculty member communicates information/resources in an: • Appropriate manner • Organized manner • Informative manner • Accessible manner • Engaging manner
Does the faculty member demonstrate effective management of the workspace, service area, or program/department/division (may include Canvas, scheduling systems, or online platforms)?

Does the faculty member encourage students, staff, or peers engagement with services, resources, or activities? Does the faculty member encourage and respect diverse perspectives in service delivery and program development? (examples: workshops, orientations, advising sessions, reference interviews, instructional design consultations, group discussions, demonstrations, use of technology, or other modalities).

Expectations, guidelines, or procedures for services/programs/divisions are clearly communicated. The faculty member follows Faculty Senate, Department, Division and/or College guidelines for service/program delivery (e.g., policies, procedures, and standards).
Are services, programs, or resources aligned with departmental goals, institutional objectives, and Student Learning Outcomes (SLOs)/Service Area Outcomes (SAOs)?

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

Criteria 1.6	Does course content reflect the current state of the field, demonstrate depth in academic discipline and rigor, and provide multiple ways for diverse students to learn content, meaningfully engage, and demonstrate learning?	Does the faculty member demonstrate up-to-date knowledge of the field, apply current professional practices, and provide multiple ways for diverse students, staff, or peers to meaningfully engage with services and resources?
	Does the instructor answer questions effectively and provide feedback during class?	Does the faculty member respond effectively to questions and provide useful feedback during the interaction or consultation?
	Standard #2: Student Support and Success	
Criteria 2.1	Does the instructor motivate students and maintain interest?	Does the faculty member engage students, staff, or peers in ways that foster motivation, persistence, and ongoing use of services/resources?
Criteria 2.2	Does the instructor connect students to college resources?	Does the faculty member connect students, staff, or peers to appropriate college resources and support services?
	Does the instructor treat the diverse student body with respect? Does the instructor demonstrate a commitment to integrating diverse materials into their course content as appropriate for the academic discipline?	Does the faculty member treat the diverse student, staff, or peers with respect? Does the faculty member demonstrate a commitment to inclusiveness and the integration of diverse perspectives and materials into services, programs, or resources, as appropriate to their discipline?
Student Evaluation Questions		
Category		
Standard #1: Learning / Service Environment		Non-Instructional Faculty (Adapted)
Criteria 1.1 – Communication	Instructor communicates course content in an appropriate, organized, informative, accessible, and engaging manner.	The faculty member communicates information, services, or resources in an appropriate, organized, informative, accessible, and engaging manner.
	Instructor maintains a structured and orderly environment and effectively uses classroom equipment and technology (may include Canvas). Instructor effectively uses class time. Instructor is present for the entire class period (face to face class).	The faculty member maintains a structured and orderly environment and effectively uses available equipment and technology (may include Canvas, scheduling systems, or online platforms). The faculty member uses service/appointment time effectively. The faculty member is present and available during scheduled service hours, sessions, or appointments.
Criteria 1.2 – Class/Service Management	Instructor welcomes student questions and encourages student engagement. Instructor ensures that all students, regardless of their background or ability, are active participants in classroom activities, discussions, group work, films, videos, and/or other means.	The faculty member welcomes students, staff, or peers questions and encourages engagement. The faculty member ensures that all students, staff, or peers, regardless of their background or ability, are supported and included in activities, services, programs, or resource use.
Criteria 1.3 – Techniques	The syllabus clearly states course requirements, expectations, and academic honesty and integrity policy. Due dates, criteria, and grading policies for the course are clearly stated in the syllabus.	Expectations, guidelines, or procedures for services and programs are clearly communicated. Policies and requirements related to the service/program/division are clear and accessible.
Criteria 1.4 – Syllabus/Guidelines	Instructor provides multiple ways for students to learn course content, engage with the material, and demonstrate learning.	The faculty member provides multiple ways for students, staff, or peers to engage with services, programs, or resources.
Criteria 1.6 – Range of Instruction/Services	Instructor provides fair and timely evaluation of course work with useful feedback.	The faculty member provides timely, fair, and useful feedback, guidance, or referrals to students, staff, or peers.
Criteria 1.7 – Feedback	Standard #2: Student Support and Success	
Criteria 2.1 – Student Support	Instructor is approachable. Instructor responds to students' questions and needs in a timely, respectful, and effective manner.	The faculty member is approachable. The faculty member responds to students, staff, or peers questions and needs in a timely, respectful, and effective manner.

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

Criteria 2.2 – Student Resources	Instructor shares student support resources and encourages students to use those resources.	The faculty member shares information about students, staff, or peers support resources and encourages students to use them.
Criteria 2.3 – Inclusiveness	Instructor’s classroom is safe and welcoming for all students. Instructor acknowledges and embraces the diversity of the student population.	The faculty member creates a safe and welcoming environment for all students, staff, or peers. The faculty member acknowledges and embraces the diversity of the student population.
Self Evaluation Questions		
Category	Instructional Faculty (Original)	Non-Instructional Faculty (Adapted)
Standard #1: Learning / Service Environment		
Criteria 1.1	How have I intentionally adapted my teaching to create an organized, informative, and accessible course for a diverse student body?	How have I intentionally adapted my professional practices to create an organized, informative, and accessible service/program/resource for a diverse body of students, staff, or peers?
Criteria 1.3	How do I intentionally create learning opportunities for students with diverse backgrounds to meaningfully engage with course material?	How do I intentionally create opportunities for students, staff, or peers with diverse backgrounds to meaningfully engage with services, programs, or resources?
Criteria 1.4	How do I promote academic honesty and integrity in my teaching and assignments? (refer to AP5505 of our academic integrity policy)	How do I promote integrity, professionalism, and ethical standards in the services, programs, or resources I provide? (refer to AP5505 of our academic integrity policy, as applicable)
Criteria 1.6	How do I create assignments and include content in my courses that reflect the current state of the field, depth in academic discipline/rigor, and relevance to real-world applications?	How do I ensure that the services, programs, or resources I provide reflect the current state of the field, depth in professional practice, and relevance to real-world applications?
Standard #2: Student Support and Success		
Criteria 2.1	What strategies do I use to be approachable, available, and responsive to diverse student needs in and outside of the classroom?	What strategies do I use to be approachable, available, and responsive to diverse student, staff, and peers needs in the course of my work?
Criteria 2.2	How do I inform and connect students to campus resources to enhance their personal well-being, academic skills, and success?	How do I inform and connect student, staff, and peers to campus resources to enhance their personal well-being, academic success, and overall college experience?
Criteria 2.3	Give examples of ways in which you facilitate an inclusive classroom environment and integrate diverse materials into your coursework as appropriate for the academic discipline.	Give examples of ways in which you facilitate an inclusive and welcoming environment for students, staff, and peers and integrate diverse perspectives, materials, or approaches into the services and resources you provide.
Standard #3: Institutional Engagement		
Criteria 3.1	How do I support colleagues, welcome diverse perspectives, and contribute to a collaborative work environment?	How do I support colleagues, welcome diverse perspectives, and contribute to a collaborative work environment?
Criteria 3.2	How will I use professional development in the future to meet students' needs and support my department?	How will I use professional development in the future to better meet student, staff, and peers needs and support my department/program/division?
Criteria 3.3	How do I actively contribute to my department's success (e.g., attending meetings, revising programs, curricula, and SLOs)? What do you need from the college to support your success?	How do I actively contribute to my department, program, or division's success (e.g., attending meetings, supporting program development, contributing to Service Area Outcomes [SAOs])? What do I need from the college to support my success?

Exhibit 08 - Comparison chart instructional vs non instructional forms comparison document

Criteria 3.4

How do I actively participate in college governance and campus life to support the college’s mission and vision? (e.g., college committees, discipline work groups, task forces, student activities, student organizations, student clubs, student leadership seminars, and faculty organizations)

How do I actively participate in college governance and campus life to support the college’s mission and vision? (e.g., committees, work groups, task forces, student programs, and faculty organizations)

DISTANCE EDUCATION REVISED RESOLUTION #3: Adoption of Simple Syllabus Platform

Approved by DE Committee December 9, 2025

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

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

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

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

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

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

RESOLVED, That the Faculty Senate recommends that the District provide funding and programming support for Simple Syllabus implementation, estimated at **\$26,764.00** for the first year and **\$21,764.00** annually thereafter; and

RESOLVED, That the Faculty Senate support the implementation of Simple Syllabus offered as an opt out option for faculty; and

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

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

DISTANCE EDUCATION REVISED RESOLUTION #2: Adoption of Simple Syllabus Platform

Approved by DE Committee November 19, 2025

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

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

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

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

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

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

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

RESOLVED, That the Faculty Senate support the implementation of Simple Syllabus offered as an opt out option for faculty; and

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

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

DISTANCE EDUCATION RESOLUTION: Adoption of Simple Syllabus Platform

Approved by DE Committee October 1, 2025

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

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

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

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

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

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

RESOLVED, That the Faculty Senate recommends that the District provide funding and programming support for Simple Syllabus implementation, estimated at \$34,274 for the first year and \$29,274 annually thereafter; and **RESOLVED**, That the Faculty Senate will encourage faculty participation in professional development opportunities to support successful Simple Syllabus adoption.



THE SYLLABUS SYSTEM FOR FACULTY

The Faculty-Focused Syllabus System

Creating engaging, informative syllabi shouldn't be time consuming or difficult, yet on many college campuses, it's just that. Does your institution require the use of complex syllabus templates or constantly changing policy information? Do you spend time uploading or sending your syllabi to multiple locations?

Simple Syllabus was specifically developed to help instructors publish digital syllabi—quickly and easily.

Take Back Your Time

Built using the concept of templates, Simple Syllabus eliminates the need to memorize or maintain every campus policy. Instead, required updates from the Faculty Senate, School/Department Dean, or Curriculum Committee are automatically amended without you having to manually track and edit. Content built for your course automatically carries over as a starting point, from term to term or even section to section if teaching multiple sections within a semester. Done actually means done when using Simple Syllabus since all syllabi are archived centrally—eliminating the need to upload and send files to different places and people across campus.

Work Smarter, Not Harder

Directly integrated with your institution's Learning Management System (LMS), your syllabus will pre-populate with data to save you time. You can eliminate redundant tasks. For example, updates to assignment due dates or points entered into the LMS will automatically be reflected on the syllabus schedule. Data stored within the Student Information System (SIS), such as location, meeting times, or description are also dynamically linked within your documents—no more data entry.

Personalize Your Syllabi

Simple Syllabus gives you the power to build highly personalized, engaging class syllabi by embedding web media such as images, video, audio, and more. Build the syllabus once in Simple Syllabus and it generates a web, mobile, and print version so your students can consume class information across multiple form factors. Using Simple Syllabus you don't have to be accessibility expert to build content that is usable by all students. Simple Syllabus automatically optimizes your content for most screen readers and accessibility applications.

Know Your Learners

Have you ever wondered if a student has read your syllabus? Wonder no more—Simple Syllabus can track student engagement, indicating who in your class has looked at the syllabus, how many times, and how recently. Instructors can also leverage Simple Syllabus' proprietary, Student Confirmation feature. Track the actual percentage a student has read and prompt them upon successful completion to affirm success—all with detailed reporting of the class roster on the backend.

Our Biggest Advocates Are Your Peers

You can tell a lot about a product by what their users say about it. Here's what a few of our partner institutions would like you to know about using Simple Syllabus:

"I think Simple Syllabus is a WINNER! I have created 3 of my 4 syllabi using it and I have found it very easy to use. I was very impressed when it copied the content of one course section to another section automatically and I simply change the section number."

- Steve Dupay, Instructor CCIS Department, Hennepin Technical

"We've found Simple Syllabus to be fantastic! It works very well for showing our students the syllabus for a course, easily pulling it up in the system and it is easy for instructors to submit syllabi."

-Faculty Senate, Southwestern Assemblies of God University

"We are really loving Simple Syllabus and I was really happy with how smoothly the first semester rollout went. For us, Simple Syllabus has been the answer to a number of issues that had become problematic. I love that we can make changes to the master syllabus and easily push these changes to the section syllabi."

-Diane B. Mitschke, PHD, Associate Dean for Academic and Student Affairs, University of Texas Arlington

"What I love about Simple Syllabus, frankly, is how easy it is. I've used a number of syllabus tools in my career, and none has been so streamlined and user-friendly as Simple Syllabus. I love that, from semester to semester, I can log in, make the changes I need, and publish my syllabi for the next term in a matter of minutes."

-Matt Klauza, Instructor, Palm Beach State



THE STUDENT PERSPECTIVE

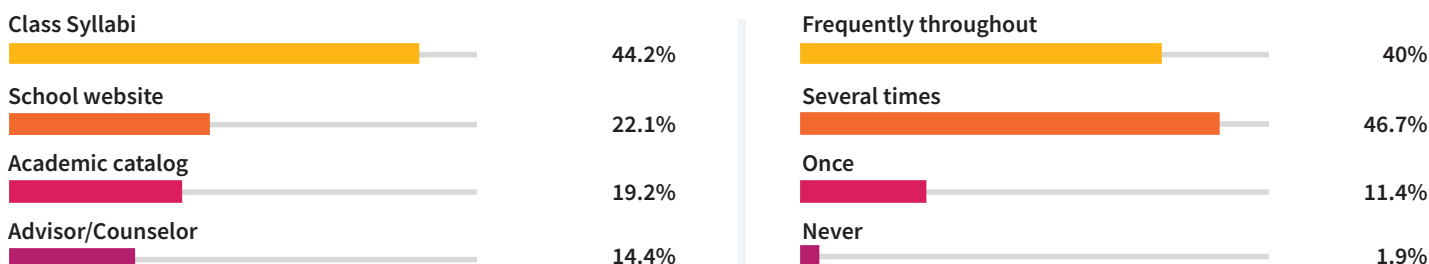
We need our syllabi—and we need them now

A recent survey of college students reveals a heavy emphasis on easy and early access to information concerning their studies. While this is likely not a surprise to most, the resounding strength of that preference certainly can be. The most recent data? Nearly 95% of students believe they should be allowed to browse the class syllabus before enrolling in a course. Yet, only 55% of instructors provide students with a syllabus before the first day of class—long after registration.

Additionally, how students would like to access this type of information is evolving, with 91.4% of students indicating they would like to access class syllabi from their mobile devices. When cross-referenced with school responses, only 16% of institutions provide mobile-optimized syllabi—there appears to be a gap. Once student usage data is assessed, it is easy to understand their focus on syllabus access.

This study highlights how today's information-driven and on-demand economy has shaped student expectations on how their professors and administrators—and even institutions—communicate with them about their studies. Students perceive the timely delivery of information as a critical component of their academic success. They want information, and they want it sooner rather than later. With the average cost of a credit hour now estimated to be \$689.23, can we blame them?

When asked to rank the most important resource on campus for academic information, students voted at the following rates for each option:



Students viewed the class syllabi as the most important resource for academic information at a rate of two-to-one to the next closest tool, the website.

In addition, the syllabus is used regularly throughout the semester; nearly 90% of students access the syllabus multiple times throughout the term making easy access imperative.

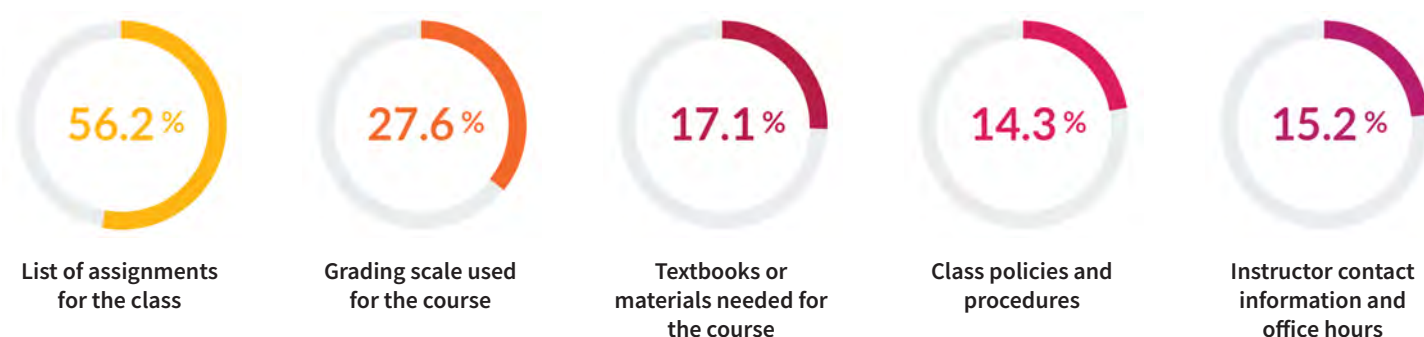
Responses also indicate that access to a class syllabus can be difficult. Surprisingly, more than half of students surveyed said at some point during their academic career that it had been difficult to obtain access to a syllabus for an enrolled class.

Exhibit 9.3 - The Student Perspective on Syllabi_Tanessa Sanchez

Quality Content & Expectations

Statistics on the quality of syllabi appear to have better alignment between student expectations and what is actually delivered, but still show potential issues.

When asked about key areas of course content, students said they had received syllabi at the college level that were missing each of the following:



Of all students surveyed, 70% listed at least one syllabus content item as missing. 54% of those students reported multiple key content areas of the syllabi as missing.

By and large students are looking for even more information up front to ensure their expectations align with the course objectives. Despite the average college syllabus being over six pages long, two out of every three students wish course descriptions provided further detail.

One major theme brought into focus by this study is that today's information-driven and on-demand economy has shaped student expectations on how their professors and administrators—and even institutions—communicate with them. Students perceive that the timely delivery of information is a critical component to their academic success. They want information, and they want it sooner rather than later.



70% of students surveyed had received class syllabi missing key content

Simple Higher Ed is a leading provider of syllabus management and course readiness software for the higher education community. Visit our website to learn more: simplehighered.com.

Simple Higher Ed Resource Library: The Student Perspective

Exhibit 10.1 - Link to Resolution

Link to the PD AI Resolution – Living Document

[PD AI resolution \(updated\)](#)

Exhibit 10.2 - PD AI Resolution as of Dec 15 - 1337

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 2030 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/staff–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 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 [Accessibility of Electronic and Information Technology & Acceptable Use](#) (BP 3725) and internal IS/ARTC vetting process, that includes a completed and approved Voluntary Product Accessibility Template (VPAT) to ensure accessibility compliance and a Higher Education Community Vendor Assessment Toolkit (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.

Exhibit 10.2 - PD AI Resolution as of Dec 15 - 1337

Be it resolved adoption of AI tools for teaching and learning are adopted (where possible) only with a voluntary opt-in format.

Be it resolved that anyone adopting AI tools (Nectir AI, Playlab, etc.) for teaching and learning is best served by doing so only after taking substantive and meaningful professional learning opportunities in AI literacy (eg [PEOPLE framework](#)), ethical use, instructional design, and/or related areas so that employees are well-informed, empowered, and prepared to deploy AI responsibly and intentionally. Especially considering the impacts of GenAI regarding biases, hallucinations, environmental impact, cognitive offloading and more. 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.

Be it resolved that given the essential role of student AI literacy in ensuring the ethical, effective, and equitable use of emerging technologies, and affirm that any deployment of AI tools within instructional or student-support contexts must be accompanied by meaningful guidance for students on their responsible and ethical use (eg [PEOPLE framework](#)). **Be it further resolved**, that faculty and employees who choose to integrate AI tools into their work are encouraged to provide students with clear expectations, transparent communication, and foundational AI literacy support—empowering students to understand the capabilities, limitations, and appropriate applications of AI technologies, and ensuring that such tools enhance learning without compromising academic integrity, student agency, or equitable outcomes.