



MEETING

2026-04-13

EXHIBITS 1-8

Agenda 2026-04-13

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, April 13, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gushansky, Gene
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Miller, Naomi (ASG)
Mufson, Michael
Pearson, Beth
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Vafaei, Alyssa
Zavodny, Anastasia

AGENDA

1. Opening

- a. Call to Order
- b. Public Comment
- c. Announcements
- d. Agenda Changes
- e. Approval of Minutes – 04-06-2026

2. Action

- a. Committee on Committees – (Exhibit 1), Zavodny
- b. Nuventive Pilot and the Future of SLO Assessment – (Exhibit 2.1 & 2.2), Hathaway
 - Update on the proposed Taskforce for process modernization
- c. Reassigned Time Positions - (Exhibit 3.1 & 3.2), Pearson
 - Equivalency & Phi Theta Kappa (PTK) Co-Coordinators – Uncontested
 - Student Learning Outcomes (SLO) - Contested

3. Information – (Max 5 min each)

- a. ASG Report – Miller
- b. The GE Revamp: A History (Part 1) - (Exhibits 4.1, 4.2, 4.3), Jahnel
- c. ASCCC Report - (Exhibit 5), Shmorhun

4. Discussion - (Max 7 min each)

- a. GE Subcommittee Progress Report – (Exhibit 6), Mellos, Mudgett
- b. DE: Third Party Publisher Resolution – (Exhibit 7.1 & 7.2), Sanchez
 - Proposed recommendation regarding the use of third-party publisher platforms in courses.
- c. Faculty Senate Discussion regarding change in eligibility for Senate Council Vice-President Position - (Exhibit 8), Shmorhun
 - Consideration for changing eligibility to all faculty (PT and FT)

5. Adjournment

Academic & Professional Matters: The 10+1+1

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



MINUTES OF THE MEETING OF THE FACULTY SENATE

April 6, 2026

APPROVED

ATTENDANCE

PRESENT: Ben Adams, Russell Backman, Elijah Barnes (ASG), Mary Ellen Brooks, Alexandra Doyle Bauer, William Dalrymple, Heather Elliott Pham, Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos Michael Mufson, Beth Pearson, Russell Sheaffer, Tanessa Sanchez, Karl Seiler, Nina Shmorhun, Nicole Siminski, Alyssa Vafaei, Anastasia Zavodny

ABSENT: Kelly Falcone, Gene Gushansky, Scott Klinger, Ashley Wolters

GUESTS: Michelle Barton, Matt Grills

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 2:32 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Senator Lawrence Lawson raised concerns regarding that have been mentioned around the current policy for students under 16 years of age. He reported that administrators had expressed the view that the policy, which allows instructors to decide if such students may remain in their classrooms, is "unfair" and noted that the governing board could change it. Lawson emphasized that this is an academic and professional matter under Senate purview and noted that the Palomar Faculty Federation (PFF) is currently handling cases where the failure to follow this policy has impacted faculty working conditions, which is why PFF also has purview as the policy impacts working conditions.

ANNOUNCEMENTS

Senator Tanessa Sanchez announced that the Teaching with AI book club would meet Friday at the EDGE to discuss assignments and chatbots, it was also noted that six books remained for interested faculty. Senator Michael Mufson invited the body to the annual Latin Nights dance concert on April 17, featuring live music and Afro-Cuban Brazilian dance ensembles.

Minutes 2026-04-06 - Approved

Faculty AI Coordinator Gheni Abia shared updates on his work with Google, AMD, and the San Diego Supercomputer Center to bring AI resources to campus and assist faculty in AI-enabling their assignments.

Senator Sheaffer announced a queer film screening of *National Anthem* on Wednesday at 6 p.m. in D10, featuring a conversation with San Diego Gay Rodeo Royalty.

President Pearson promoted an upcoming Institutional Self-Evaluation Report (ISER) training on May 6 from 12:00-3:00pm.

President Pearson provided updates on Brown Act compliance, noting that physical agendas are posted at the library and AA building. She discussed the possibility of using teleconferencing for remote participation, which would require roll-call votes, and promised to email a readable link to the Brown Act to the Senate.

President Pearson shared insights from a Climate Ambassadors meeting regarding the significant environmental impact of AI energy and water usage, suggesting faculty include these impacts when teaching AI and recommending adding "-AI" to Google searches to save energy.

AGENDA CHANGES

President Pearson suggested moving Information Item 3f forward to accommodate the guest speaker's time.

APPROVAL OF MINUTES

MSC: Adams/Mufson

Faculty Senate to approve the minutes for March 30, 2026 as amended.

The motion carried.

Abstentions: 1 – Senator Lawson

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to approve the result of the ballot for the Vice President of Finance and Administrative Services (VPFAS) Hiring Committee.

The Motion Carried.

Minutes 2026-04-06 - Approved

Vice President of Finance and Administrative Services Hiring Committee

Vickie Mellos (ESL), Faculty

Alia Barkzi (ESL), Faculty

Russell Sheaffer (Senator), Faculty

B. Curriculum, (Exhibit 2) – Mellos

MSC: Shmorhun/Doyle Bauer

Faculty Senate to approve the new programs from the April 1st Curriculum Committee Meeting.

The Motion Carried.

C. Reassigned Time Positions (Exhibit 3) – Pearson

MSC: Doyle Bauer/Sanchez

Faculty Senate to confirm the uncontested volunteers for reassigned time positions as amended.

The Motion Carried.

Melissa Haickel Bagaglio (Curriculum Co-Chair)

Ben Mudgett (Pride Center Coordinator)

Yvonne Hardy (Credit for Prior Learning)

The Student Learning Outcome (SLO) Co-Coordinator position was pulled from the motion until a later date due to it being a contested position

INFORMATION

A. ASG Report, Miller

In a report read by Elijah Barnes, it was noted that the ASG is finalizing its budget.

The report also indicated that ASG members have been hearing presentations on history and health requirements; it was noted that some swayed by Bill Jahnel's arguments to keep the requirements. The report expressed concern that the current process felt like "strong-arming" a position that might not reflect some faculty thoughts.

B. Common Course Numbering (CCN) Updates – (Exhibit 4.1 & 4.2), Mellos

Senator Mellos provided a list of courses for Phase 2 implementation starting Fall 2026, which includes new prefixes like "Art H" for Art History.

Minutes 2026-04-06 - Approved

She reported that Phase 3 is currently on pause because the Chancellor's Office found that identical CCN numbers were yielding different transfer outcomes across different segments.

She noted that new legislation (AB 2236) is being proposed to require intersegmental cooperation between CSUs, UCs, and community colleges to ensure articulation is streamlined.

Some Senators expressed concern that the CCN templates were becoming too restrictive and might lead departments to cut sections of courses that no longer align with their local learning outcomes.

C. Title 5 Associate Degree Course Requirements - (Exhibit 5.1 & 5.2), Mellos

Senator Mellos introduced a proposed change to Title 5 that would adjust Area 5 (Natural Sciences) to include applying scientific knowledge to real-world issues, such as climate change and human impact on the environment. She noted this aligns with the Chancellor's Vision 2030 and the college's Climate Action Work Plan, adding that many Palomar courses are already meeting these objectives.

D. GE Subcommittee Progress Report, (Exhibit 6), Mellos, Mudgett

The subcommittee presented a proposal for a new three-unit GE Area 7 for Lifelong Learning and Self-Development. It was noted there was significant confusion regarding the shift from the current ten units of district requirements to the proposed three units. It was emphasized that while the Senate had previously voted to keep the conversation open, no formal vote had occurred to reduce the total unit count.

Senators debated the merits of the reduction, with some expressing concern that educational standards were being sacrificed for financial incentives, while others argued that extra local requirements were barriers to student completion.

The body reached a consensus to bring this back as a dedicated discussion item for the next meeting.

E. DE : Third Party Publisher Resolution – (Exhibit 7.1 & 7.2), Sanchez

Senator Sanchez presented a draft recommendation regarding the use of third-party publisher platforms like course packs and homework systems.

Recurring concerns regarding equity and access was pointed out, noting that some materials cost students up to \$300 and disproportionately impact low-income students.

Additional concerns included pedagogical autonomy, data privacy, and the inability of the ATRC to support these external platforms.

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Senator Sanchez reminded the body that a state mandate for zero-cost instructional materials goes into effect in July 2025.

F. Nuventive Pilot and the Future of SLO Assessment – (Exhibit 8.1& 8.2), Hathaway

Guest Shelbi Hathaway presented results from the Nuventive pilot, explaining that the move to a new system was necessitated by the lack of support for the previous product and new accreditation requirements for disaggregated data.

She reported feedback from the four participating disciplines Child Development, Biology, Accounting, and Library Information Technology which emphasized the need for longitudinal data rather than "snapshots" to identify systemic equity gaps. Disciplines reported that looking at data from only one semester makes it difficult to determine if identified mastery gaps or trends, particularly regarding ethnicity, are systemic issues or one-time anomalies. Hathaway addressed structural challenges such as irregular course offerings, rubric variability between instructors, and the redaction of data in smaller classes where sub-populations fall below ten students, which limits the ability to link results to Program Learning Outcomes (PLOs).

Hathaway highlighted that the new system integrates Maverick, Nuventive, and Canvas to reduce faculty workload by automating data tabulation. She proposed the creation of a Learning Outcomes Task Force to shift the campus culture toward meaningful, data-informed reflections rather than mere compliance. Discussion points included the specific types of disaggregated data being used age, course modality, gender, and ethnicity and the fact that data is viewed at the course level rather than the section level to protect student privacy.

DISCUSSION

A. Institution Set Standards and Stretch Goals – (Exhibits 9.1, 9.2 & 9.3), Barton

Michelle Barton reported that out-of-state and in-state private transfer data from the National Student Clearinghouse has been delayed, which led the ACCJC to extend the annual report deadline to April 30.

Barton noted that athletes represent a significant portion of the college's out-of-state transfers and suggested the recent dip in transfer numbers likely correlates with the temporary suspension of athletics during the COVID-19 pandemic. She strongly recommended maintaining current standards rather than lowering them, arguing that such a move would be premature and would conflict with the college's stated vision regarding student transfer.

During discussion, it was clarified that these standards refer to the floor the institution holds for itself rather than student academic rigor.

Senators noted that the ACCJC handbook defines stretch goals as "aspirational," and they expressed a collective desire to keep these goals high to reflect the college's values. Barton explained that while

Minutes 2026-04-06 - Approved

falling below a "standard" requires the institution to show follow-up and engage in dialogue about the data, there are currently no accreditation penalties for failing to meet an aspirational stretch goal, provided the college demonstrates it is monitoring the data and having appropriate conversations.

B. Faculty Senate Discussion Regarding Change in Eligibility for Senate Council – (Exhibit 7), Shmorhun

The Constitution Review committee presented the item concerning a potential constitutional change to broaden eligibility for the Vice President position. Currently, the role is restricted by the Constitution to tenured, full-time faculty, but the proposal aims to open the position to all faculty, including part-time and non-tenured colleagues.

A senator raised a clarifying point regarding succession, noting that the Vice President does not automatically become president if a vacancy occurs; a separate vote is required to fill a presidential vacancy.

The body debated the Senate's role in the process, specifically whether they should formally "endorse" the change or merely facilitate the vote of the full-time faculty, which requires a two-thirds majority for constitutional amendments.

The Constitution Review Committee also proposed cleaning up outdated constitutional duties and renaming the "past president" role to "historian".

There was also procedural discussion on whether to present the changes as a single slate or as individual items for the faculty to vote on. Several senators suggested including a FAQ or a "pros and cons" list to explain that the Senate often struggles to find willing officers and that a larger pool of candidates could alleviate this stress.

A Senator added that the current exclusion of part-time faculty creates an inequitable "second-class" status and that moving toward parity was essential. To avoid a perceived end-of-semester rush, the body reached a consensus that the Senate Council would create a formal plan for the next meeting to define the structure of the upcoming vote.

ADJONRNMENT:

The meeting was adjourned at 3:55 pm.

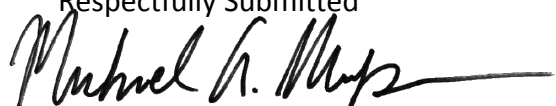
Respectfully Submitted

Michael A. Mufson, Secretary

Exhibit 1.1 - April 15, 2026 Curriculum Committee Actions

April 15, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Originator	Eff. Date
Course Review-Credit	ASL	100L	American Sign Language I (Lab)		Yes		Updated assignments in the 'Critical Think	Mendoza	FA26
Course Review-Credit	ASL	105	Fingerspelling and Number Systems	CSU	Yes	Yes	Added DEIAA requirements, Corresponder	Mendoza	FA26
Course Review-Credit	ASL	208	Interpreting as a Profession	CSU	Yes	Yes	Added DEIAA enhancements; removed Dis	Mendoza	FA26
Course Review-Credit	ASL	211	Interpreting II	CSU	Yes	Yes	Added DEIAA	Mendoza	FA26
Course Review-Credit	ASL	211L	Interpreting II Lab	CSU	Yes	Yes	Added Min Quals; updated Methods of In	Mendoza	FA26
Course Review-Credit	ASL	215	Interpreting III	CSU	Yes	Yes	Updated textbooks, updated DE, and add	Mendoza	FA26
Course Review-Credit	ASL	220	Specialized Settings Of Interpreting	CSU	Yes	Yes	Updated DEIAA and updated textbooks	Mendoza	FA26
Course Review-Credit	ASL	298	Fieldwork in Interpreting	CSU	Yes	Yes	Updated the Requisite Validation and cha	Mendoza	FA26
Course Review-Credit	DT	101	AutoCAD I	UC/CSU	Yes		UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	102	AutoCAD II	UC/CSU	Yes	Yes	UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	103	SolidWorks I	UC/CSU	Yes		UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	104	SolidWorks II	UC/CSU	Yes	Yes	UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	110	Technical Drafting I	CSU	Yes	Yes	UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	226	Printed Circuit Board Design I	CSU	Yes	Yes	UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	DT	227	Printed Circuit Board Design II	CSU	Yes	Yes	UPDATE/CHANGES: Adding DEIAA require	Talone	FA26
Course Review-Credit	GEOG	115	Natural Disasters and Environmental Hazards	UC/CSU	Yes		Course review for new Title 5 DEIAA requi	Jain	FA26
Course Review-Credit	GEOG	132	Database Management and Data Acquisition	CSU	Yes	Yes	Textbook justification updated. DEIAA req	Cheung	FA26
Course Review-Credit	GEOG	138	GIS Internship	CSU	Yes	Yes	Updated methods of instruction and comp	Cheung	FA26
Course Review-Noncredit	N ESL	914	ESL Grammar Skills III		Yes		Updating SLOs to match mirrored course	Fung	FA26
Course Review-Noncredit	N ESL	994	Working in the U.S.		Yes		Course Review: Update textbook and mat	Parker	FA26
Course Review-Credit	NUTR	197	Topics in Nutrition	CSU	Yes		The correspondence, learning outcomes, r	Wasef	FA26
Course Review-Credit	TA	115	Acting I	UC/CSU	Yes		Updating the CLOs and objectives. Updati	Mufson	FA26
Course Review-Credit	TA	150	Dramatic Literature and Script Analysis	UC/CSU	Yes		Update CLOs in the aftermath of Maverick	Mufson	FA26
Course Review-Credit	WTE	153	Basic Plant Operations: Wastewater Treatment	CSU	Yes	Yes	Course review completed to update the te	Shiba	FA26
Course Review-Credit	WTE	154	Basic Plant Operations: Water Treatment	CSU	Yes	Yes	Course Review to update the two classic t	Shiba	FA26
Course Review-Credit	WTE	155	Wastewater Collection Systems	CSU	Yes	Yes	Course Review completed to confirm a cla	Shiba	FA26
Course Review-Credit	WTE	158	Backflow Tester Training	CSU	Yes		This course review is being conducted for	Shiba	FA26
Distance Education	ASL	100L	American Sign Language I (Lab)		Yes				
Distance Education	ASL	105	Fingerspelling and Number Systems		Yes				
Distance Education	ASL	208	Interpreting as a Profession		Yes				
Distance Education	ASL	211	Interpreting II		Yes				
Distance Education	ASL	211L	Interpreting II Lab		Yes				
Distance Education	ASL	215	Interpreting III		Yes				
Distance Education	ASL	220	Specialized Settings Of Interpreting		Yes				
Distance Education	ASL	298	Fieldwork in Interpreting		Yes				

Exhibit 1.1 - April 15, 2026 Curriculum Committee Actions

April 15, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Originator	Eff. Date
Distance Education	DT	101	AutoCAD I		Yes				
Distance Education	DT	102	AutoCAD II		Yes				
Distance Education	DT	103	SolidWorks I		Yes				
Distance Education	DT	104	SolidWorks II		Yes				
Distance Education	DT	110	Technical Drafting I		Yes				
Distance Education	DT	226	Printed Circuit Board Design I		Yes				
Distance Education	DT	227	Printed Circuit Board Design II		Yes				
Distance Education	GEOG	115	Natural Disasters and Environmental Hazards		Yes				
Distance Education	GEOG	132	Database Management and Data Acquisition		Yes				
Distance Education	GEOG	138	GIS Internship		Yes				
Distance Education	N ESL	914	ESL Grammar Skills III		Yes				
Distance Education	N ESL	994	Working in the U.S.		Yes				
Distance Education	NUTR	197	Topics in Nutrition		Yes				
Distance Education	TA	115	Acting I		Yes				
Distance Education	TA	150	Dramatic Literature and Script Analysis		Yes				
Distance Education	WTE	153	Basic Plant Operations: Wastewater Treatment		Yes				
Distance Education	WTE	154	Basic Plant Operations: Water Treatment		Yes				
Distance Education	WTE	155	Wastewater Collection Systems		Yes				
Distance Education	WTE	158	Backflow Tester Training		Yes				
Requisites	ASL	105	Fingerspelling and Number Systems			Yes			
Requisites	ASL	208	Interpreting as a Profession			Yes			
Requisites	ASL	211	Interpreting II			Yes			
Requisites	ASL	211L	Interpreting II Lab			Yes			
Requisites	ASL	215	Interpreting III			Yes			
Requisites	ASL	220	Specialized Settings Of Interpreting			Yes			
Requisites	ASL	298	Fieldwork in Interpreting			Yes			
Requisites	DT	102	AutoCAD II			Yes			
Requisites	DT	104	SolidWorks II			Yes			
Requisites	DT	110	Technical Drafting I			Yes			
Requisites	DT	226	Printed Circuit Board Design I			Yes			
Requisites	DT	227	Printed Circuit Board Design II			Yes			
Requisites	GEOG	132	Database Management and Data Acquisition			Yes			
Requisites	GEOG	138	GIS Internship			Yes			
Requisites	WTE	153	Basic Plant Operations: Wastewater Treatment			Yes			
Requisites	WTE	154	Basic Plant Operations: Water Treatment			Yes			

Exhibit 1.1 - April 15, 2026 Curriculum Committee Actions

April 15, 2026, Curriculum Actions

Proposal Type	Subj	Numb	Course Title	Transf.	DE	Req.	Proposal Justification	Originator	Eff. Date
Requisites	WTE	155	Wastewater Collection Systems				Yes		

Nuventive Pilot Results and the Future of SLO Assessment

Presenter: Shelbi Hathaway and April Cunningham

Date: Wednesday, March 4th, 2026

Description: Update to the Curriculum Committee and Senate about the 2025 Canvas & Nuventive Student Learning Outcome (SLO) pilot and the proposed Taskforce for process modernization.

The Mandate for Change: Why We Upgraded

- **The Technology Catalyst:** Our previous version of Nuventive reached "end-of-life" status and would no longer be supported.
- **Accreditation Standard 1.3:** We are now mandated to perform "**regular review of relevant and disaggregated data**" to improve student learning—a task that was impossible under the old version of Nuventive.
- **Equity in SLO Taskforce (Recommendation 02):** The internal taskforce concluded that "**Palomar College should implement a system that provides course-level, disaggregated data to instructors for use on assessing course-level SLOs.**"
- **The Goal:** Move beyond static, "once-and-done" reporting toward a dynamic system for real-time analysis at the course, program, and institutional levels.
- **Technology Selected:** Nuventive was chosen for its quicker integration timeline, powerful Power BI visualizations, and seamless integration with Canvas.

Pilot Participants & Accreditation Alignment

- **Participating Departments:**
 - Accounting (ACCT)
 - Biology (BIOL)
 - Child Development (CHDV)
 - Library Information Technology (LIT).
- **Accreditation Context:** This pilot helped to inform the **2026 Accreditation Midterm Report**.
- **The Vision:** By using Canvas to automatically populate Nuventive, the College ensures that data reported to the ACCJC is robust and directly supports **Accreditation Standard 1.3**, which mandates the "regular review of relevant and disaggregated data" to improve student learning.

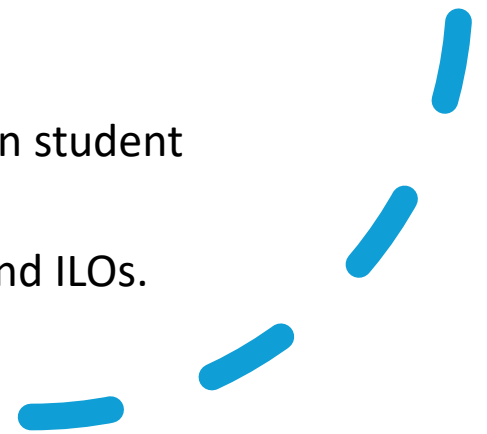
SLO Assessment Procedures and their Impact

SLO Assessment Procedures

- **The Standard Requirement:** Faculty are responsible for assessing every Course Learning Outcome (CLO) in their discipline at least once every three years. This involves coordination between SLO Coordinators, Facilitators, and discipline faculty.
- **Varied Assessment Cycles:** With a focus on compliance, disciplines have created siloed "survival strategies" to manage the 3-year workload cycle, a few of which include:
 - Assessing all CLOs for all courses in a single high-intensity semester once every three years.
 - Assessing one CLO per course each semester on a rolling basis.
 - Spreading the workload by assessing all outcomes for a specific subset of courses each term.

The Impact

- Snapshot-style assessment may mask true trends in student achievement.
- Does not align with assessment timeline of PLOs and ILOs.



Pilot Reflections: The "One-Semester" Data Limitation

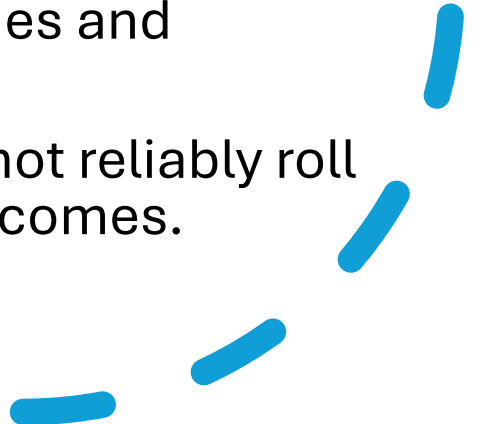
- Our current process typically captures a snapshot of a single semester. This often provides an insufficient sample size for meaningful disaggregated analysis or equity-gap identification.
- **Direct Evidence from Pilot:**
 - Explicitly stated their "**data is limited at this time due to having Canvas results from one semester,**" making it difficult to confirm if identified mastery gaps are systemic. – **Child Development**
 - Noted that while trends suggest equity gaps based on ethnicity, they must "**gather additional years of data to confirm the strength of this trend**" before accurately measuring the impact of their equity interventions. – **Biology**
- **Conclusion:** Meaningful change requires moving from "snapshots" to "longitudinal data."

SLO Assessment Procedures and their Impact (Continued)

SLO Assessment Procedures

- **Irregular Course Offerings:** Some courses run every term; others only once a year or less.
- **Sequence Gaps:** Later courses aren't offered if earlier courses don't fill.
- **Rubric Variability:** Inconsistent rubrics across sections and disciplines.

The Impact

- **Small Sample Sizes:** Limited course sections lead to insufficient disaggregated data ($n < 10$).
 - **Inconsistent Measures:** Varied rubrics prevent meaningful comparison within disciplines and programs over time.
 - **No Clear Link to PLOs/ILOs:** Data cannot reliably roll up to program- or institutional-level outcomes.
- 

SLO Assessment Procedures and their Impact (Continued 2)

SLO Assessment Procedures

- **The Integration Gap:** While we have seen a rise in faculty utilizing Canvas Integration for automated data collection and Nuventive's disaggregated data visualizations, there is currently no college-wide requirement or standardized workflow.

The Impact

- These disparate methods make it impossible to aggregate meaningful, longitudinal data across the college, leaving our equity analysis fragmented and incomplete. This specifically limits Palomar's ability to meet accreditation requirements by disaggregating data at the Course, Program, and Institutional level.

Pilot Reflections: Evidence of Fragmented Data in the Current Process

When faculty must manually summarize data outside of a systematic platform:

- Critical insights are often lost.
- Siloed faculty make qualitative reflections and actions of data without leading to rich pedagogical discussions.

Faculty Voice:

- Found that current results weren't comparable across sections. To fix this, they are now developing a "more standardized evaluation assignment so that results can be compared more consistently." – Accounting
- Discovered a critical pattern that only emerged "when the faculty met to discuss the assessment results." – Library Information Technology

Pilot Reflections: Evidence of Fragmented Data in the Current Process (Continued)

Conclusion:

Fragmented and isolating processes capture "compliance" guidelines but often fail to result in **faculty engagement** with **robust reflections** that lead to **meaningful action**. To meet modern standards, we must move from solitary compliance to integrating data, a culture of faculty engagement that allows for collective action and meaningful curriculum improvement.

Technology as the Catalyst for Process Change

Student Learning Outcomes are a permanent pillar of our institutional mission. By redesigning our workflows to embrace current technology, we can spark a culture shift that moves the college forward and keeps student success at the center of every assessment.



Learning Outcomes Taskforce: Purpose



Process Redesign: To modernize the SLO assessment workflow, transitioning from a compliance-based manual summary model to a technology-integrated, real-time analysis model that supports CLO, PLO and ILO assessment



Equity Alignment: To establish a standardized framework for the collection and review of disaggregated data, satisfying **Accreditation Standard 1.3** and **Equity Taskforce Recommendation 02**.



Technological Integration: To optimize the use of the **Nuventive Platform** and **Canvas** integration, ensuring data consistency across all divisions and modalities.



Cultural Shift: To foster a college-wide culture where assessment is viewed as a continuous tool for improving student success rather than an isolated administrative task.



Learning Outcomes Taskforce: Products

- **Unified SLO Assessment Handbook:** A formal guide outlining standardized college-wide procedures for assessment scheduling and robust reflection and action plans.
 - **Templates:** Create template for faculty assessment summaries
 - **AI Usage:** How can AI be utilized to support this work.
- **Integrated Governance Structure:** An updated proposal for increasing participation in Learning Outcomes subcommittee governance structure that bridges discussion from varied committees on campus (i.e. Curriculum, PRP, and Faculty Senate) and/or intentional inclusion of SLO Coordinator participation in other committees.
- **Standardized Rubric Templates:** A library of examples for utilizing the SLO approved rubric across disciplines and assessment models that support consistent data collection across CLOs, PLOs, and ILOs.
- **Data-Informed Intervention Toolkit:** A set of best practices for working with data and "closing the equity gap" strategies.
- **Outcome Language Rules:** Work with Canvas Admin to create lists for text that is not allowed in Maverick to ensure ease of import.
- **Cultural Shift:** A campaign to help shift the culture around assessment.

Learning Outcomes Taskforce: Membership

Chairs:

SLO Co-Coordiators (2)

Members:

- 2 SLO Co-Coordiators (Co-Chairs)
- PFF (Palomar Faculty Federation) Representative
- 6 Division Representatives (SLO Facilitators, if possible)
- 3 Part-Time Faculty Representatives
- Instructional Dean
- Institutional Research and Planning Representative
- Instructional Designer (or designee)
- Academic Technology Systems Administrator (Canvas Administrator) (or designee)



Exhibit 2.2 - Governance - Learning Outcomes Taskforce - Cu_Shelbi Hathaway

GOVERNANCE STRUCTURE GROUP REQUEST

Date: 2/12/2026



Proposed Name of Requested Group:	Learning Outcomes Taskforce
Request submitted by:	Shelbi Hathaway and April Cunningham – SLO Co-Coordinators
Group Type: Task Force	Action Requested: New
Duration of Taskforce: Recommendations brought to Curriculum and Senate to be voted on by Spring 2027 and implementation in Fall 2027)	If Change, identify type of change:
Reporting Relationship: Curriculum and Senate	
Purpose: • Process Redesign: To modernize the SLO assessment workflow, transitioning from a compliance-based manual summary model to a technology-integrated, real-time analysis model that supports CLO, PLO and ILO assessment • Equity Alignment: To establish a standardized framework for the collection and review of disaggregated data, satisfying Accreditation Standard 1.3 and Equity Taskforce Recommendation 02. • Technological Integration: To optimize the use of the Nuventive Platform and Canvas integration, ensuring data consistency across all divisions and modalities. • Cultural Shift: To foster a college-wide culture where assessment is viewed as a continuous tool for improving student success rather than an isolated administrative task.	
Products: • Unified SLO Assessment Handbook: A formal guide outlining standardized college-wide procedures for assessment scheduling and robust reflection and action plans. ○ Templates: Create template for faculty assessment summaries ○ AI Usage: How can AI be utilized to support this work. • Integrated Governance Structure: An updated proposal for increasing participation in Learning Outcomes subcommittee governance structure that bridges discussion from varied committees on campus (i.e. Curriculum, PRP, and Faculty Senate) and/or intentional inclusion of SLO Coordinator participation in other committees. • Standardized Rubric Templates: A library of examples for utilizing the SLO approved rubric across disciplines and assessment models that support consistent data collection across CLOs, PLOs, and ILOs. • Data-Informed Intervention Toolkit: A set of best practices for working with data and "closing the equity gap" strategies. • Outcome Language Rules: Work with Canvas Admin to create lists for text that is not allowed in Maverick to ensure ease of import. • Cultural Shift: A campaign to help shift the culture around assessment.	
Meeting Schedule: TBD	
Chair(s): SLO Co-Coordinators	

Exhibit 2.2 - Governance - Learning Outcomes Taskforce - Cu_Shelbi Hathaway

Members:

- 2 SLO Co-Coordinator (Co-Chairs)
- PFF (Palomar Faculty Federation) Representative
- 6 Division Representatives (SLO Facilitators, if possible)
- 3 Part-Time Faculty Representatives
- Instructional Dean
- Institutional Research and Planning Representative
- Instructional Designer
- Academic Technology Systems Administrator (Canvas Administrator)

Structure created – New Taskforce
Approved by Curriculum: [3/18/2025]
Approved by Senate: [Date]

Reassigned Time Positions – Letters of Interest

Uncontested Positions

Equivalency Chair – Krystal Rypien

April 2, 2026

I am writing to express my interest in the position of Chair of the Equivalency committee. I have served as a member of the Equivalency committee since Fall 2024, and was interim chair for Spring 2025, and half of Spring 2026 (March – present). I have found my time on this committee to be very rewarding, and I value the collaboration with faculty and staff from disciplines across campus.

The role of this committee is essential to verify that candidates are meeting state-mandated minimum qualifications for positions, and to provide an unbiased evaluation as those who have no vested interest in the specific job search. Minimum qualifications are set at the state level and are enforced by the Chancellor's office. Evaluation of equivalency is of critical importance as, once a candidate is deemed to have equivalency for a particular discipline, they have it for life and for teaching courses within the entire discipline (even if the minimum qualifications are later changed at the state level). Additionally, the Equivalency committee mandate is critical for meeting Palomar College's commitment to diversity, equity and inclusion, as many candidates from historically underserved backgrounds may not follow the traditional career path, and therefore must apply to equivalency. The ability to carefully parse and evaluate unique educational and work experiences to determine equivalency is an important step to ensure equity and create a diverse candidate pool for search committees.

My participation on the Equivalency committee, both as a member and as interim chair, has provided me the necessary experience to lead this committee during the next two years. I have reviewed numerous applications from a variety of disciplines, which helped me develop a nuanced understanding of the complexities of the process. Additionally, during my time as interim chair, I met with faculty with specific concerns and with

Exhibit 3 Compiled Reassigned Time LOI - Spring 2026-Uncontested

representatives from our Human Resources department, which helped me develop a much broader understanding of the role the Equivalency committee. This led me to update the [Equivalency website](#) in Spring 2025, to improve communication with departments and potential applicants about the equivalency process. During my current position as interim chair, I have also attended several ASCCC webinars relating to equivalency (e.g., Minimum Qualifications and the Disciplines List Process: Faculty Stewardship of Academic Standards), which have provided me with context on the structure and functioning of Equivalency committees at other institutions. If nominated as chair, I will continue strengthening communication by establishing regular equivalency office hours and increasing visibility of the committee's work across campus. I am committed to upholding the independence, rigor, and integrity of the Equivalency committee as a core element of faculty governance and academic standards.

I believe that the chair of the Equivalency committee must be committed to ensuring a non-biased and equitable process to succeed in this position. As a Faculty Senate committee, the chair needs to ensure that the equivalency process is sensitive to issues of equity and inclusion and always maintains high standards in support of Palomar College's Antiracism policies. For example, we know that many departments struggle to develop diverse candidate pools, and one contributing factor to this are the non-traditional paths that some individuals take. Being thoughtful and considerate in advertising that candidates who do not meet the traditional minimum qualifications can apply for positions through equivalency is important to attract a diverse candidate pool. The Equivalency committee also needs to maintain equity and inclusion-minded standards while evaluating equivalency applications. This requires a careful balance of state standards, which are firmly enforced, with a fair and balanced evaluation of all relevant professional and work experience that allow candidates from a range of backgrounds to meet equivalency.

Thank you for your consideration,

A handwritten signature in black ink that reads "Krystal Rypien". The script is cursive and fluid, with the first name "Krystal" and last name "Rypien" clearly legible.

Krystal Rypien

Professor, Biology Department

Phi Theta Kappa – Co-Advisor: Jennifer Backman

Letter of interest — PTK advisor

I am interested in continuing my work with Phi Theta Kappa (PTK), which I began in Spring 2022 when I joined Dana O’Callaghan as co-advisor of Palomar’s chapter of the organization. It has been an honor and a pleasure to spend the last four years learning about the organization, attending conferences and hosting fellowship events with the students, as well as supporting them as they advocated for the development of an academic Honors Program at Palomar. The student leaders have expressed interest in continuing to work on this long-term goal for the College in addition to expanding their engagement with PTK International’s academic offerings by taking part in the Honors in Action research project. Retaining the co-Advisor position will be helpful in terms of continuity, given the scope of both projects. I also look forward to welcoming new, incoming students into the group -- while PTK International has a GPA requirement for formal membership, any Palomar student can take part in our chapter’s activities. Emphasizing the group’s inclusivity is, to me, one of the most important aspects of being a PTK advisor -- as is our foundational belief that academic achievement is something one builds over time, in community.

Phi Theta Kappa – Co-Advisor: Dana O'Callaghan, Ph.D.

Dear Senate President and Faculty Senate,

This letter is to express my interest in continuing my role as Phi Theta Kappa co-advisor, splitting the assigned time with PTK’s current co-advisor, Jennifer Backman. My experience for this position is built on serving in this role for several years. The role of advisor involves a multitude of duties and responsibilities including working with various groups on campus and serving students. As an advisor, I continue to learn and build on the tasks and responsibilities each year, due to the continued change in student leaders and members. The role requires continued flexibility as each year the students have different goals, interests, and engagement in the chapter activities. One of the goals for our chapter of PTK is to provide opportunities for student leadership and engagement on campus. We continue to work towards providing opportunities for students that meet the academic standards of PTK international but also expand opportunities for those who have not yet met the academic standards and still want to participate in leadership building. As

Exhibit 3 Compiled Reassigned Time LOI - Spring 2026-Uncontested

advisors, we would like to continue our work with PTK to help expand access, for example one accomplishment is collaborating with EOP&S to cover the membership fee for EOP&S students who meet PTK International eligibility requirements and would like to join PTK. As advisors, we would like to expand this opportunity for other student groups and have started communication with the Rising Scholar program.

Thank you for taking the time to review my letter of interest and my hope is to continue to serve PTK students and the campus community as a PTK co-advisor.

Sincerely,

Dana O'Callaghan, Ph.D.
Assistant Professor/Counselor

Phi Theta Kappa Co-Advisor

Pronouns: She, Her, Hers

Palomar College
1140 West Mission Road
San Marcos, CA 92069
(760) 744-1150 x. 2654 or x. 6672

Exhibit 3 Compiled Reassigned Time LOI - Spring 2026-Uncontested

Student Learning Outcome (SLO) Co-Coordinator – Daniel Cameron Balaszek

Daniel Cameron Balaszek

Assistant Professor, Military Leadership Program

1 April 2026

Palomar College Academic Senate,

I am writing to express my interest in serving as Student Learning Outcome (SLO) Co-Coordinator. I am seeking this role to expand my contribution to the Curriculum Committee, the Curriculum Technical Review Team, and associated subcommittees and task forces. Through my current work, I have acquired a strong understanding of how essential Learning Outcomes at the course, program, and institutional levels are in ensuring alignment between curriculum design, assessment practices, and student success. I am particularly interested in supporting the College in meeting its annual SLO and SAO goals, strengthening communication around SLOAC activities and progress, and ensuring that assessment is meaningfully integrated into program review and institutional planning processes.

My qualifications for this role are grounded in both my current institutional service and recent curriculum development work. I serve on the Curriculum Committee as a representative for CTEE and as an active member of the General Education Sub-Committee. In addition, I currently serve as Curriculum Technical Reviewer (with specific responsibility for reviewing course/program requisites) and as a member of the College's Curriculum Technical Review Team. Through these roles, I have gained a comprehensive understanding of the curriculum approval process and lifecycle, including the review and refinement of SLOs for new, revised, and existing courses and programs in Maverick.

During the 2025/26 academic year, I led the revision of five Course Outlines of Record (CORs) and one credit program, originated three new CORs, and developed one new credit cooperative education program in partnership with the United States Marine Corps. I am also currently collaborating with the College's Non-Credit office to build curricula for a new workforce readiness program focused on Leadership skill development. As a designated SLO Facilitator within my department, I have direct experience coordinating with faculty to support assessment cycles, entering and reconciling data within and between Nuventive and Canvas, and helping to establish sustainable, regular assessment practices at the

Exhibit 3 Compiled Reassigned Time LOI - Spring 2026-Uncontested

course and program levels. I am well-positioned to assume greater responsibilities in this area, assist and train faculty and staff, and support the development of consistent and effective assessment processes across disciplines.

I have experience supporting institutional initiatives tied to accreditation and professional learning. I have worked closely with the Curriculum Committee Co-Chair to support faculty training for the College's DEIAA in the COR initiative, and I am prepared to help develop and coordinate professional learning opportunities that strengthen faculty SLOAC competency.

Additionally, I am a graduate of the CCCOER Open for Antiracism (OFAR) program (June 2025), and I am committed to ensuring that my work actively advances equity, diversity, and inclusion. I will approach SLO development, assessment, and faculty support with an understanding that outcomes must not only be appropriately robust, measurable, and aligned, but also intentionally designed to promote equitable student achievement and inclusive educational practices.

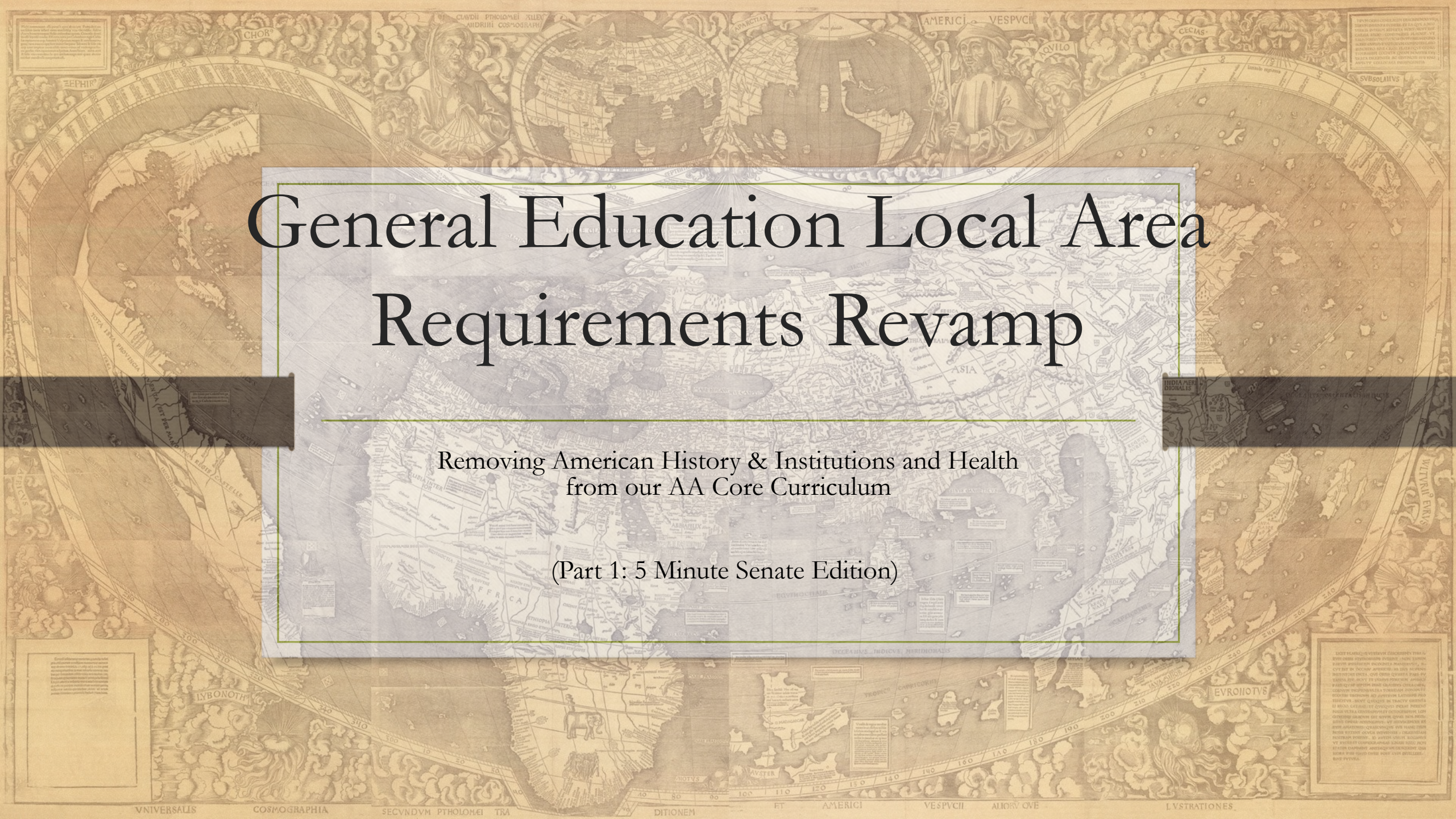
With a background in curriculum development, SLO facilitation, technical review, and faculty support, along with a collaborative, detail-oriented mindset, I am confident in my ability to contribute meaningfully as SLO Co-Coordinator.

Finally, I recognize that, if selected, I would likely need to relinquish my current role as Curriculum Technical Reviewer to ensure the Technical Review Team maintains the appropriate member numbers to effectively fulfill its responsibilities.

Thank you for considering my interest in the position.

Sincerely,

Daniel C. Balaszek



General Education Local Area Requirements Revamp

Removing American History & Institutions and Health
from our AA Core Curriculum

(Part 1: 5 Minute Senate Edition)

Cal-GETC AA Requirement changes filed November 2023

What was Required

- Two previous LOCAL requirements were now part of Cal-GETC
- Those two (Mathematics and Ethnic Studies) now needed to be removed from local requirements to reflect they were now STATE requirements

What was optional

- Change local requirements IF IT WAS FOUND THAT they are contributing to students not being able to complete their degrees in a timely fashion (unit overload)

Curriculum's GE subcommittee first public response: “Reimagining GE in Response to Title 5 Changes”

Spring Plenary January 24th 2024

Primary Presenters: Faculty Senate Chair Wendy Nelson

Curriculum Co-Chair Vickie Mellos

8 Reasons it is bad to keep History and Health as Core Curriculum

If we keep our District Requirements,....

BARRIERS FOR STUDENTS

- limited time → many students work full time, have families, etc.
- more requirements = more barriers (less likely to complete associate degree)
- unit accumulation
- equity → lack of opportunities for exploration due to financial aid constraints
- GE seen as a requirement and not enrichment; "getting it out of the way"

CHALLENGES FOR THE COLLEGE

- impact of class cancellations/faculty load
- double counting impacts other departments and opportunities for exploration
- Students may choose to graduate from MiraCosta instead → loss of students & funding

7 Reasons it is good to get rid of History and Health as Core Curriculum

Benefits of Removing the District Requirements



BENEFITS FOR STUDENTS & THE COLLEGE

- more flexibility for students
 - *students can choose what they need instead of the college choosing for them*
 - *With no double counting, we won't prioritize certain classes over others*
- aligns with guided pathways/student exploration
 - *faculty can guide students to elective classes (add courses to mapper)*
- opportunities for students to earn certificates
- We would align with MiraCosta and wouldn't lose students & funding.

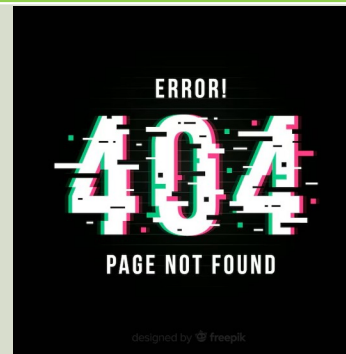
3 Reasons it might be bad to remove History and Health as Core Curriculum

Drawbacks of Removing the District Requirements

DRAWBACKS

- Students might miss out on important academic/practical knowledge that can help them be successful
- Confusion over [American Institutions Requirement at CSU](#)
- Impact of class cancellations and faculty load

0 Reasons it would be good to keep History and Health as Core Curriculum



Though represented as the
official position of Curriculum
and the Faculty Senate

- None of our internal data or surveys had yet been gathered
- Some positions not supported by the data – or simply untrue
- The GE committee had not voted on a preferred outcome
- Curriculum had not voted on an outcome
- The Faculty Senate had not voted on an outcome

Thus Begins: The Solution in Search of a Problem

**Removing American History &
Institutions and Health
from our AA Core Curriculum**

What the Data Actually Said:

Problem 1: Was taking AHI & Health as Local requirements a primary reason for people taking excessive units / not completing degrees on time?
(**Spoiler Alert: No**)

Data 1: The Palomar Student Survey

- Student Survey had a “Primed” question about not having to take requirements
- **Survey still showed overwhelmingly the reason students don’t finish is due to money, life / family issues, work (i.e.: We knew this)**
- Not one student cited having to take America History & Institutions a barrier to their success or completion

Data 2: The Chancellor's Office Data (a.k.a.: The “Craft” Data)

- Student SUCCESS Metric:
- Chancellor’s Office Definition & Measurement: Transitioned to Postsecondary or Earned an Award (Attained Vision Goal, Chancellor’s Certificate, Earned Any Degree, Earned an ADT)
- Palomar had the **HIGHEST** gain of student success among local colleges 2016-2022, **even among those colleges who had already REMOVED local requirements.**

What the Data Actually Said:

Question 2: Should we keep AHI & Health as Local requirements?

(Spoiler Alert: YES!)

Data 3: The ASG Student Leader Survey

- ASG asked to rank multiple possible disciplines or choices to be part of local requirements
- Top three results, overwhelmingly:
 - 1-unit Financial Literacy
 - American History & Institutions
 - Health
- Results considered so important that changes were made to Financial Literacy
- Curiously, the only internal survey data results not released to the public in the three forums

Data 4: The Three on campus forums

- Dozens of speakers across multiple disciplines
- All speakers but 3 specifically talked about the importance of keeping AH&I, Health, and usually both
- 2 speakers focused on adding back mental health courses to health (so kind of a support for health local requirements)
- Only 1 speaker suggested removing local requirements

Data 5: The Faculty Survey

Approximately a 2/3rds supermajority supported keeping our current local requirements (which would now be American History & Institutions & Health)

The Spring 2024 Vote Outcomes on keeping local requirements of American History & Institutions and Health:

- GE Subcommittee votes to keep the current district requirements
- Curriculum Committees votes to recommend to keep the current district requirements
- **Faculty Senate approves of Curriculum Committees recommendation to keep the current district requirements May 20th, 2024**
- **The two prongs: Keep District Requirements and “Continue the conversation of what should be included as District Requirements in the next academic year”**

The issue is solved... or will there be a second attempt to remove American History & Institutions and Health?



Reimagining GE in Response to Title 5 Changes

Spring 2024 - Wed. 1/24 4-5:30pm

Wendy Nelson, Faculty Senate President
Melissa Bagaglio, GE Subcommittee Member
Vickie Mellos, Curriculum Co-chair



Objectives

- Understand the change in Title 5 Minimum Requirement for Associate Degree.
- Open the conversation of our General Education and Local Requirements.

The GE Subcommittee is part of the AB-928/1111 Taskforce

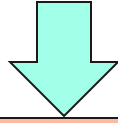


GE Subcommittee Membership:

1. Co-Chair Articulation Officer
2. Co-Chair Curriculum Committee Faculty Co-Chair
3. Faculty, Area 1 English Composition, Critical Thinking and Composition, Oral Communication
4. Faculty, Area 2 Mathematical Concepts and Quantitative Reasoning
5. Faculty, Area 3 Arts, Humanities
6. Faculty, Area 4 Social and Behavioral Sciences
7. Faculty, Area 5 Physical Science, Biological Science, Laboratory (for Phys/Bio Science course)
8. Faculty, Area 6 Languages General Education Area
9. Faculty, Area 7 Ethnic Studies
10. Faculty, Health and Fitness
11. Faculty, American History and Institutions
12. Faculty, CTE
13. Counselor
14. SLO Coordinator

Current GE Requirement for Associate Degree

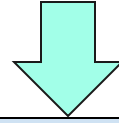
*Students complete both district and state requirements to earn an associate degree.



District Requirements:

1. American History and Institutions / California Government (6 units)
2. Health and Fitness (4 units)
3. Mathematics (intermediate algebra or transfer-level)
4. Ethnic Studies Requirement (3 units)

*Double counting allowed (i.e. courses may be used to satisfy more than one district or GE requirement)



General Education Requirements (CA):

1. Area A: Language and Rationality
 - a. A1. English Composition
 - b. A2. Communication and Analytical Thinking
2. Area B: Natural Sciences
3. Area C: Humanities
4. Area D: Social and Behavioral Sciences
5. Area E: Lifelong Learning and Self-Development

*Minimum of 3 semester units from each group

**Minimum 18 semester units required

Current CA General Education (18+ units)	 <u>New</u> CA General Education (21+ units)
Area A: Language and Rationality (6+ units) A1. English Composition A2. Communication and Analytical Thinking	Area 1: English Composition, Oral Communication, and Critical Thinking (6+ units) (A) English Composition (B) Oral Communication and Critical Thinking
Area B: Natural Sciences (3 units)	Area 2: Mathematical Concepts and Quantitative Reasoning (3+ units)
Area C: Humanities (3 units)	Area 3: Arts and Humanities (3+ units)
Area D: Social and Behavioral Sciences (3 units)	Area 4: Social and Behavioral Sciences (3+ units)
Area E: Lifelong Learning and Self-Development (3 units)	Area 5: Natural Sciences (3+ units)
	Area 6: Ethnic Studies (3+ units)



Title 5 Changes Related to Associate Degree Requirements

- Adopted & filed with Secretary of State 11/16/2023
 - 180 days to meet compliance - 5/16/2023
- Increase in units (from 18 to 21)
- Mirrors transfer GE: [Cal-GETC](#), effective fall 2025
 - Current: Areas A-E
 - New: Areas 1-6
- Mathematical Concepts and Quantitative Reasoning AND Ethnic Studies added
- Lifelong Learning and Self-Development no longer a requirement

AB-928: Cal-GETC

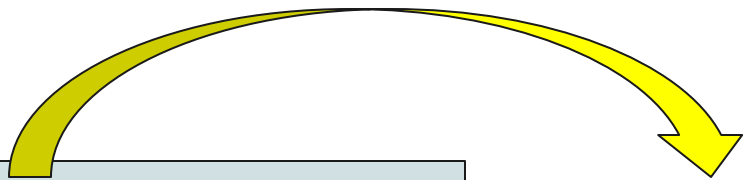
- This is the general education requirement for transfer to CSU/UC.
- Effective Fall 2025
- The areas mirror the Associate Degree Requirements with the Title 5 change.
- More units (34 units)
- See next slide to compare general education for **transfer** and **associate degree**.

Summary table for areas of Distribution for Cal-GETC

CAL-GETC SUBJECT AREAS	SUBJECT AREA DESCRIPTIONS	COURSES PER SUBJECT AREA
Area 1 – English Communication	One course from each 1A, 1B, and 1C subject area. Area 1A: English Composition- 1 course (3 semester or 4 quarter units) Area 1B: Critical Thinking and Composition- 1 course (3 semester or 4 quarter units) Area 1C: Oral Communication- 1 course (3 semester or 4 quarter units)	3 courses (9 semester or 12 quarter units; 3 semester or 4 quarter units for each of 1A, 1B, and 1C)
Area 2 – Mathematical Concepts and Quantitative Reasoning	One course in Area 2.	1 course (3 semester or 4 quarter units)
Area 3 – Arts and Humanities	One course from each 3A and 3B subject area. Area 3A: Arts- 1 course (3 semester or 4 quarter units) Area 3B: Humanities- 1 course (3 semester or 4 quarter units)	2 courses (6 semester or 8 quarter units)
Area 4 – Social and Behavioral Sciences	Two courses from two academic disciplines or in an interdisciplinary sequence.	2 courses (6 semester or 8 quarter units)
Area 5 – Physical and Biological Sciences	One course from each 5A and 5B subject area. One of the two courses must include a laboratory. Area 5A: Physical Science- 1 course (3 semester or 4 quarter units) Area 5B: Biological Science- 1 course (3 semester or 4 quarter units) Area 5C: Laboratory- (1 semester or 1 quarter unit)	2 courses (7 semester or 9 quarter units)
Area 6 – Ethnic Studies	One course in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.	1 course (3 semester or 4 quarter units)
TOTAL		11 courses (34 semester or 45 quarter units)

Cal-GETC: General Education for Transfer (34+ units)	Title 5 General Education Requirements for Associate Degree (21+ units)
Area 1: English Communication (9+ units) Area 1A: English Composition Area 1B: Critical Thinking and Composition Area 1C: Oral Communication	Area 1 - English Composition, Oral Communication, and Critical Thinking (6+ units) Area 1A: English Composition Area 1B: Oral Communication and Critical Thinking
Area 2: Mathematical Concepts and Quantitative Reasoning (3+ units)	Area 2: Mathematical Concepts and Quantitative Reasoning (3+ units)
Area 3: Arts and Humanities (6+ units)	Area 3: Arts and Humanities (3+ units)
Area 4: Social and Behavioral Sciences (6+ units)	Area 4: Social and Behavioral Sciences (3+ units)
Area 5: Physical and Biological Sciences (7+ units)	Area 5: Natural Sciences (3+ units)
Area 6 – Ethnic Studies (3+ units)	Area 6: Ethnic Studies (3+ units)

District Competencies (Local GE Requirement)



Current District Requirements:

1. American History and Institutions / California Government (2 courses)
2. Health and Fitness (lecture & fitness activity)
3. Mathematics (intermediate algebra or transfer-level)
4. Ethnic Studies Requirement (1 course)

*Double counting allowed (i.e. courses may be used to satisfy more than one district or GE requirement)

What do we want to do with the district requirements?

- a. Keep them
- b. Remove them
- c. Change them

How Title 5 Change Will Impact District Requirements:

1. American History and Institutions / California Government (2 courses)
2. Health and Fitness (lecture & fitness activity)
- ~~3. Mathematics (intermediate algebra or transfer-level)~~
- ~~4. Ethnic Studies Requirement (1 course)~~

*Mathematics & Ethnic Studies will move from a district requirement to a state requirement.

Questions?

Opportunity to Reimagine GE

Activity: Word Cloud

*When thinking about what our GE should look like, a good place to start is with outcomes. Then, we will work backwards to consider what GE may support those outcomes.

Word Cloud Activity:

1. Join the Word Cloud (3 ways):
 - a. Scan the QR code with your phone OR
 - b. Go to menti.com and type this code: 39 75 32 1 OR
 - c. Click on this link: <https://www.menti.com/al4ywwf7qjky>
2. Write down key words that answer this question: **What outcomes do we want our students to graduate with?**



GE Subcommittee Ideas for District Requirements (Fall 2023)

Proposal #1	Proposal #2	Proposal #3	Proposal #4
Remove district requirements Students will have more room to take electives; we can look to pathways to make recommendations for elective credits to compliment the degree and add those into the mapper.	1. American History and Institutions/California Government (6 units) 2. Health & Fitness (4 units) 6 units of potential double-counting (Ethnic Studies & Social/Behavioral Sciences)	1. American History and Institutions / California Government (6 units) 2. Lifelong Learning → Fitness activity (2 units) OR → Lifelong Learning (3-unit lecture) 6 units of potential double-counting (Ethnic Studies & Social/Behavioral Sciences)	Students would be required to take one class (1-3 units) among a list of thematic options Examples: → <i>global issues</i> → <i>climate literacy / environmental justice</i> → <i>DEIAA</i> → <i>financial literacy</i> *get student input *no double-counting
Total Units: 0	Total Units: 10	Total Units: 8-9	Total Units: 1-3



Where we are now.... (2024)

We now know that MiraCosta is planning to remove their district requirements and allow students to choose their own electives.

We also have gathered data and looked considered the guided pathway perspective.

Who do these Title 5 Changes Impact?

How many students earn an AA or AS?

Degrees Awarded						
Award Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
⊖ AA/AS	2,086	2,112	2,333	2,470	2,260	2,319
⊕ Associate in Arts Degree	956	870	871	873	680	686
⊕ Associate in Arts Degree for Transfer	164	204	347	425	398	462
⊕ Associate in Science Degree	810	797	818	843	849	832
⊕ Associate in Science Degree for Transfer	156	241	297	329	333	339
Total	2,086	2,112	2,333	2,470	2,260	2,319

Total AA &
AS Degrees
Awarded:
1,518



Students Are Already Bypassing Local Requirement

Since Fall 2022, we have awarded **365 local degrees** using the CSUGE, IGETC, or Bachelor's degree options for GE.

These **365 students have chosen not to use our local GE and district requirements to graduate. They chose a transfer pattern instead.*

- Bachelor's degree option (.B):
 - ◆ **16 degrees**
- CSUGE option (.F):
 - ◆ **246 degrees**
- IGETC option (.I)
 - ◆ **103 degrees**



Unit Accumulation

How many units do students need to earn an associate degree?

60+ units

At Palomar College, what is the average number of units earned? How long does it take to graduate?

87 units
(4 years)

Impact of Double Counting

DISTRICT REQUIREMENT: American History and Institutions/California Government	STATE REQUIREMENT Area 6 Ethnic Studies
Option I: Choose a pair: • AIS 101*+102* • AS 101*+102* • CS 101*+102* • HIST 101+102 • HIST 140+141 • POSC 101+102; • RS 102+ + RS 103+ *Ethnic Studies: The following courses fulfill the ethnic studies requirement - AIS 101, 102; AS 101, 102; CS 101, 102	• AIS 100+, 101+, 102+, 125+ • AS 101+, 102+ • CS 100+, 101+, 102+, 140+ Many students end up taking Ethnic Studies to fulfill the American History requirement. <i>What happens to the other classes that fulfill this requirement?</i>

Impact of Double Counting

Many students end up double counting. Do students miss out on having the opportunity to take those other classes?

DISTRICT REQUIREMENT: American History and Institutions/California Government

Option II:

Choose two courses to complete US Areas 1, 2, and 3. Courses may be used in more than one US area. Courses may be used to satisfy

Area D

- **Area 1:** AIS 101, 102 AS 101, 102; CS 101, 102; HIST 101, 102, 140, 141; POSC 101+; RS 102+
- **Area 2:** AIS 101+; AS 101+; CS 101; HIST 101+, 140+; LS 240+; POSC 101, 102, 240+; RS 103+
- **Area 3:** AIS 102; AS 102; CS 102; HIST 102, 141; POSC 102, 120+; RS 103+

STATE REQUIREMENT: Area 4: Social and Behavioral Sciences

AIS 101, 102, 110, 115, 125, 130, 140, 165; AJ 100; AMS 200; AMS 200; ANTH 105, 107, 110, 115, 125, 126, 130, 137, 140; AS 100, 101, 102, 120, 126; CHDV 100, 110, 115, 172; COMM 100, 105; CS 101*, 102*, 140*; ECON 100, 101, 102, 110, 115, 120, 125; EDUC 172+; ENG 150; GBST 101, 102; GCMW 100; GEOG 103, 105; HIST 101, 102, 107, 108, 121+, 130, 140, 141, 150+, 151+, 160; LS 121+, 240+; MCS 100, 200+; POSC 100, 101, 102, 110, 121, 240; PSYC 100, 105+, 110, 120, 125, 130+, 211, 225+, 235+; RS 102, 103+, 108; SOC 100, 105+, 110, 115, 125, 130, 135, 165, 175, 200+; SPCH 120, 131

If we keep our District Requirements,....



BARRIERS FOR <i>STUDENTS</i>	CHALLENGES FOR THE <i>COLLEGE</i>
● limited time → many students work full time, have families, etc. ● more requirements = more barriers (less likely to complete associate degree) ● unit accumulation ● equity → lack of opportunities for exploration due to financial aid constraints ● GE seen as a requirement and not enrichment; “getting it out of the way”	● impact of class cancellations/faculty load ● double counting impacts other departments and opportunities for exploration ● Students may choose to graduate from MiraCosta instead → loss of students & funding

Benefits of Removing the District Requirements



BENEFITS FOR STUDENTS & THE COLLEGE

- more flexibility for students
 - *students can choose what they need instead of the college choosing for them*
 - *With no double counting, we won't prioritize certain classes over others*
- aligns with guided pathways/student exploration
 - *faculty can guide students to elective classes (add courses to mapper)*
- opportunities for students to earn certificates
- We would align with MiraCosta and wouldn't lose students & funding.

Drawbacks of Removing the District Requirements



DRAWBACKS

- Students might miss out on important academic/practical knowledge that can help them be successful
- Confusion over [American Institutions Requirement at CSU](#)
- Impact of class cancellations and faculty load



College Forum

We are planning a virtual and in-person forum Feb 8th to get input from the campus.

Keep an eye out on the PD calendar and email for dates.



Tentative Timeline

- Curriculum Vote - 2/21/2024
- Faculty Senate Vote - 2/26/2024
- Deadline to meet Title 5 compliance - 5/16/2024

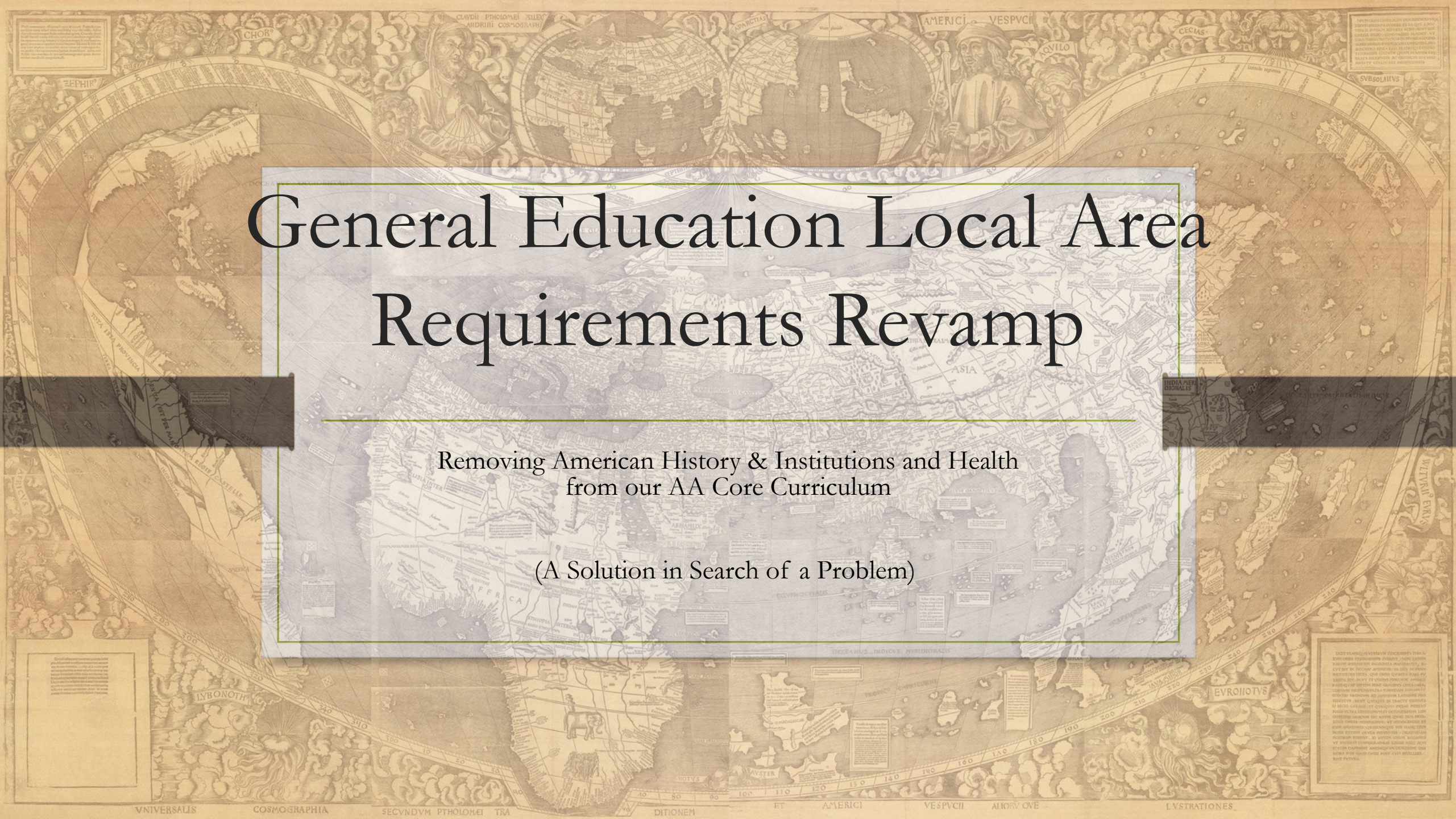


Questions/Comments

Wendy Nelson, wnelson@palomar.edu

Vickie Mellos, vmellos@palomar.edu

Melissa Bagaglio, mbagaglio@palomar.edu



General Education Local Area Requirements Revamp

Removing American History & Institutions and Health
from our AA Core Curriculum

(A Solution in Search of a Problem)

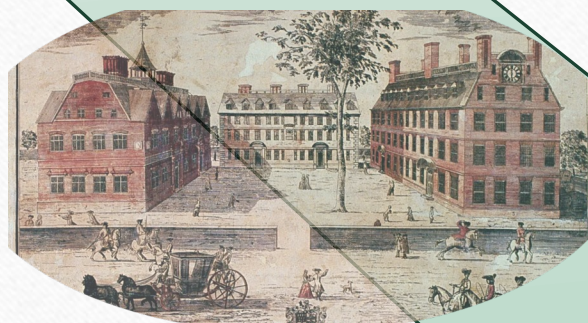
What is our AA Core Curriculum?

State Requirements & Local Requirements

(Cal-GETC & Local Requirements)



Herodotus 5th Century BCE



Harvard 1636 CE



Cal-GETC AA Requirement changes filed November 2023

What was Required

- Two previous LOCAL requirements were now part of Cal-GETC
- Those two (Mathematics and Ethnic Studies) now needed to be removed from local requirements to reflect they were now STATE requirements

What was optional

- Change local requirements IF IT WAS FOUND THAT they are contributing to students not being able to complete their degrees in a timely fashion (unit overload)

Curriculum's GE subcommittee first public response: “Reimagining GE in Response to Title 5 Changes”

Spring Plenary January 24th 2024

Primary Presenters: Faculty Senate Chair Wendy Nelson

Curriculum Co-Chair Vickie Mellos

8 Reasons it is bad to keep History and Health as Core Curriculum

If we keep our District Requirements,....

BARRIERS FOR STUDENTS

- limited time → many students work full time, have families, etc.
- more requirements = more barriers (less likely to complete associate degree)
- unit accumulation
- equity → lack of opportunities for exploration due to financial aid constraints
- GE seen as a requirement and not enrichment; "getting it out of the way"

CHALLENGES FOR THE COLLEGE

- impact of class cancellations/faculty load
- double counting impacts other departments and opportunities for exploration
- Students may choose to graduate from MiraCosta instead → loss of students & funding

7 Reasons it is good to get rid of History and Health as Core Curriculum

Benefits of Removing the District Requirements



BENEFITS FOR STUDENTS & THE COLLEGE

- more flexibility for students
 - students can choose what they need instead of the college choosing for them
 - With no double counting, we won't prioritize certain classes over others
- aligns with guided pathways/student exploration
 - faculty can guide students to elective classes (add courses to mapper)
- opportunities for students to earn certificates
- We would align with MiraCosta and wouldn't lose students & funding.

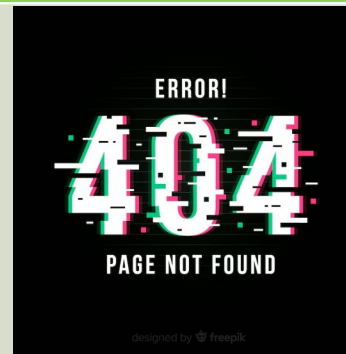
3 Reasons it might be bad to remove History and Health as Core Curriculum

Drawbacks of Removing the District Requirements

DRAWBACKS

- Students might miss out on important academic/practical knowledge that can help them be successful
- Confusion over [American Institutions Requirement at CSU](#)
- Impact of class cancellations and faculty load

0 Reasons it would be good to keep History and Health as Core Curriculum



Though represented as the
official position of Curriculum
and the Faculty Senate

- None of our internal data or surveys had yet been gathered
- Some positions not supported by the data – or simply untrue
- The GE committee had not voted on a preferred outcome
- Curriculum had not voted on an outcome
- The Faculty Senate had not voted on an outcome

Thus Begins: The Solution in Search of a Problem

**Removing American History &
Institutions and Health
from our AA Core Curriculum**

Placeholder: Analysis of Reasons Given to remove AH&I and Health from Core Curriculum

Cut for time constraints, but happy to discuss should anyone wish! 😊



What the Data Actually Said:

Problem 1: Was taking AHI & Health as Local requirements a primary reason for people taking excessive units / not completing degrees on time?
(**Spoiler Alert: No**)

Data 1: The Palomar Student Survey

- Student Survey had a “Primed” question about not having to take requirements
- **Survey still showed overwhelmingly the reason students don’t finish is due to money, life / family issues, work (i.e.: We knew this)**
- Not one student cited having to take America History & Institutions a barrier to their success or completion

Data 2: The Chancellor's Office Data (a.k.a.: The “Craft” Data)

- Student SUCCESS Metric:
- Chancellor’s Office Definition & Measurement: Transitioned to Postsecondary or Earned an Award (Attained Vision Goal, Chancellor’s Certificate, Earned Any Degree, Earned an ADT)
- Palomar had the **HIGHEST** gain of student success among local colleges 2016-2022, **even among those colleges who had already REMOVED local requirements.**

What the Data Actually Said:

Question 2: Should we keep AHI & Health as Local requirements?

(Spoiler Alert: YES!)

Data 3: The ASG Student Leader Survey

- ASG asked to rank multiple possible disciplines or choices to be part of local requirements
- Top three results, overwhelmingly:
 - 1-unit Financial Literacy
 - American History & Institutions
 - Health
- Results considered so important that changes were made to Financial Literacy
- Curiously, the only internal survey data results not released to the publicly in the three forums

Data 4: The Three on campus forums

- Dozens of speakers across multiple disciplines
- All speakers but 3 specifically talked about the importance of keeping AH&I, Health, and usually both
- 2 speakers focused on adding back mental health courses to health (so kind of a support for health local requirements)
- Only 1 speaker suggested removing local requirements

Data 5: The Faculty Survey

Approximately a 2/3rds supermajority supported keeping our current local requirements (which would now be American History & Institutions & Health)

The Spring 2024 Vote Outcomes on keeping local requirements of American History & Institutions and Health:

- GE Subcommittee votes to keep the current district requirements
- Curriculum Committees votes to recommend to keep the current district requirements
- **Faculty Senate approves of Curriculum Committees recommendation to keep the current district requirements May 20th, 2024**
- **The two prongs: Keep District Requirements and “Continue the conversation of what should be included as District Requirements in the next academic year”**

The issue is solved... or will there be a second attempt to remove American History & Institutions and Health?

Academic Year 2024-2025

- A new narrative to diminish the value of learning American History and Institutions and Health as Barriers to students, especially our most vulnerable ones.
- The new directive to the GE subcommittee, with intriguing interpretations of “Continue the conversation.”

New Narrative: Barrier to Student Success

- The framing becomes so prevalent that Professor Matt Estes (Co-Chair, EHPS) creates the 19-page report **Department of Economics, Global Studies, History, and Political Science: A Brief Report on Efforts to Overcome Barriers to Student Success- Spring 2025 Semester** presented to Curriculum
- Curriculum Discusses lowering the minimum standard to pass Competence in American History and Institutions/California Government and Competence in Health and Fitness to a D
 - Brings in guests to speak on it including the Veteran's representative
 - Does not include a single discipline expert from American History and Institutions to speak on the importance of keeping standards
- Places this as an ACTION item on the Senate Agenda On February 10th, 2025, with no previous Discussion item
- Voted down by Faculty Senate

The Path to “The New Area 7”

- On December 6th, 2024, the Chair for the GE subcommittee emails members to start workshopping a vote on Proposals for re-looking at GE. The deadline to finish the vote structure is by the morning of December 13th
- The vote contains ultimately contains three proposals:
 - KEEP Local requirements as they are
 - REDUCE Local requirements to a single 3-unit requirements, wiping out AH&I and Health from Core Curriculum requirements
 - REMOVE all local requirements (0 Units)

Two of the three choices REMOVE AH&I and Health from the Core Curriculum

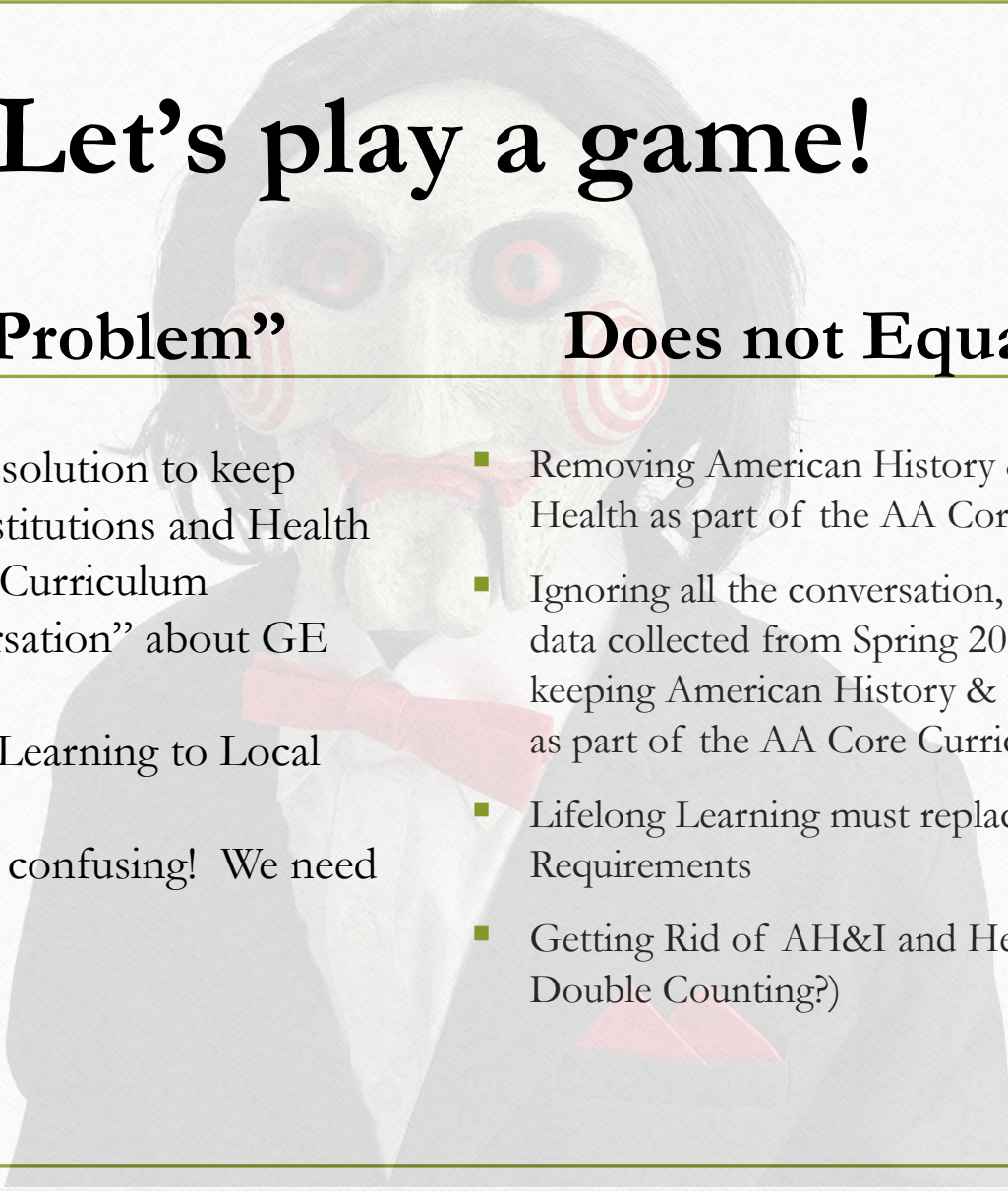
Ranked Choice of three options & some Game Theory

The GE Subcommittee does not meet at all in the Spring of 2025 until May 2025

Let's play a game!

This Phrase or “Problem”

Does not Equal. . .

- 
- Honoring the Senate Resolution to keep American History & Institutions and Health as part of the AA Core Curriculum
 - “Continuing the Conversation” about GE Local Requirements
 - Bringing Back Lifelong Learning to Local requirements
 - Double Counting is too confusing! We need to simplify!
- Removing American History & Institutions and Health as part of the AA Core Curriculum
 - Ignoring all the conversation, forums, surveys, and data collected from Spring 2023 that supported keeping American History & Institutions and Health as part of the AA Core Curriculum
 - Lifelong Learning must replace AH&I and Health Requirements
 - Getting Rid of AH&I and Health.. (Just get rid of Double Counting?)

The Irony: the EHPS Compromise Proposal

- Remove Double Counting
- Reduce the AH&I requirement from 6 units to one course of at least 3 units
- Reduce the Health and Fitness requirement from 4 units to one course of at least 3 units
- ADD one course of at least 3 units from a new choice (Lifelong Learning)

Back to our First Question: Core Curriculum

- In January of 2024, the Plenary Presentation “representing” the official position of the Curriculum Committee and Faculty Senate Presented 8 Reasons it was bad to keep AH&I and Health, 7 Reasons it was good to get rid of AH&I and Health, 3 reasons it might be bad to get rid of AH&I and Health (including admitting people would lose their class loads / jobs a one of the three)
- They did not present a single reason it is good for our students to continue have strong, academic, peer reviewed knowledge of American History & Institutions and Health and Fitness
- The Question should be asked: In our current environment, should we say it is no longer important for students getting a terminal degree to learn solid information on Civics, the Constitution, and Health? Or in a time of civic and health crisis, is knowing our constitution and the science of health more important than ever?

Exhibit 4.3 - ASG Presentation Day Public Statement & Discl_Bill Jahnel

Hello, my name is Bill Jahnel, the co-Chair of the Economics, History, and Political Science Department. I wanted to thank the ASG for giving me an opportunity later this meeting to speak on a topic of importance to myself and many of my colleagues.

That said, I did wish to briefly make two disclaimers.

First, in full disclosure, a year and a half ago I was diagnosed with a condition called myasthenia gravis, which is unfortunately similar to Parkinson's. I do not bring this up for the sake of pity or concern, but for practical reasons: One of the symptoms of my condition is that I can lose control of my facial muscles, including in my mouth and throat. As I am only a few days away from my monthly infusions, it is very likely that the longer I talk, the more likely my speech will become slurred, perhaps severely. If at any time during my presentation I begin to be hard to understand, PLEASE stop me and ask me to repeat myself. This is not at all ableist, and I give everyone absolute permission to do as, as clarity is important to me.

Second, I want to note that while I come here today to present a contrasting view of the policy, procedures, and pedagogical justification for the currently proposed GE changes, please do not mistake vigorous disagreement for being disagreeable. My colleagues and I may have miles apart in our understanding of the best policy going forwards, but I have deep respect for the work of Professor Mellos, who has overseen the crazy common course numbering transition, and Professor Mudgett, without whom the new Pride Center's grand opening would not have been possible. Disagreeing on the framing of an issue should never be construed in any light other than healthy academic discourse.

Exhibit 5 ASCCC Spring Plenary 2026 Highlights

2026 Spring Plenary Session ASCCC

“Transformational Love & Joy: Centering Equity, Purpose, and Courage in Academic Leadership”

April 9-11, 2026 | Santa Rosa, CA

Resolutions

- Final resolutions passed by ASCCC released in a couple of weeks.
- All resolutions passed, some with significant debate, **except** the following (these resolutions failed):
 - **105.01 S26 Protecting the Integrity of Student Course Information**
 - **105.02 S26 Transparency of Estimated Weekly Student Time Commitment in Course Schedules and Registration Systems**
 - **112.02 S26 Disciplines List – Mathematics**

Highlights from (a few of the) Sessions Attended

“Shaping AI in the CCCs: Statewide Updates and Faculty Dialogue”

- CCCCO work:
 - Faculty Professional Development (PD) Work Group
 - CVC @ONE updates (PD focused, self-paced courses, POER rubric revisions)
 - MOUs and Vendor Partnerships
 - Not mandated by CCCCO, up to district level to adopt AI tools or not
 - Active CCC systemwide partner agreements:
 - Google—Gemini AI tools, Data Analytics
 - IBM—AI workforce pipeline (IBM is working with specific colleges on tools to support work)
 - Adobe—Creative tools integration
 - Microsoft—AI in productivity tools
 - Pearson Learning Studio: opt-in pilot
 - Agentic AI for instructor-led teaching
 - Astronomy, Biology, Marketing, Business Law
 - McGraw-Hill AI Symposium (TBD)
 - “Sharpen” AI tutoring tool, OER and ZTC focused
 - Vendor vetting rubric under development (AI Council)
- CCCCO is stress-testing AI tools.
 - ‘Can’t figure out what to do with them if we don’t understand how they work’.
- Concerned about privacy and AI. Part of vendor vetting and new “intake form”, along with accessibility. However, there are no guarantees.
- Chancellor’s Office solution on authentic learning in the wake of AI:

Exhibit 5 ASCCC Spring Plenary 2026 Highlights

- “Give us grace”
- “Solution is discipline-specific, disciplines have to come together and do the work”
- “going back in-person for assessments would be catastrophic for the system. We [CCCCO] cannot close in this way [as a system suddenly saying that all tests must be in-person]”.

“The California Community Colleges’ Budget and Legislative Landscape: Implications for Curriculum and Students”

- Base Funding Stability (4.9% increase)
- Some Vision 2030 and Roadmap Investments
- Common Cloud Data Platform: \$36M one time; \$5M ongoing
 - Reporting data and how it gets stored
 - Speeds up release of data
- CPL: \$35M one time; \$2M ongoing
 - Expands CPL to districts to bolster current programs and support programs in the early phase
- Strong Workforce Funds: \$60M for Nursing Infrastructure continues
 - Fixing the mistake of the large “sweep” of strong workforce funds that occurred several years ago
- Still get categorical funding if college is hold harmless
- 1.0% growth 2025-2026; 0.5% growth 2026-2027
- Student Support Block Grant: \$100M
 - Supports adverse affects of what’s happening with our federal government
- Deferred maintenance: \$120.7M one-time
- Dual Enrollment @ K-12: \$100M one-time under K-12 budget (not in CCC budget, but highlighting here, goes to K-12 partners)
 - Some colleges mentioned that 19-25% of their student population are dual enrollment students
- CalBright: \$53.1M ongoing; a \$38.1M increase above the current \$15M annual
- Chancellor’s office: additional \$614,000 ongoing
 - Supports lost positions at chancellor’s office (also helps get an attorney)

“Reclaiming Assessment: Creativity, Trust, and Learning in the Age of AI”

- Focus: AI resources instead of policy. Need to rethink how we do our work. New ways of thinking. Enhancing approach to AI.

GE SUBCOMMITTEE - UPDATE

**GE SUBCOMMITTEE CO-
CHAIRS, VICKIE MELLOS AND
BENJAMIN MUDGETT
ASG - MARCH 13, 2026**

INFORMATION & PROGRESS (1)

- Due to [CalGETC](#) and [Title 5 changes](#), there was a need to revisit our District Requirements and General Education.
 - CalGETC (transfer) = a singular GE pathway for transfer to UC/CSU was created; they removed Lifelong Learning & Self-Development
 - Title 5 Associate Degree (local) = changes were made to mirror CalGETC and the GE was increased from 18 to 21 minimum units.

INFORMATION & PROGRESS (2)

- In March 2023, the Faculty Senate passed [a resolution in support of Lifelong Learning & Self-Development](#):
 - "BE IT FURTHER RESOLVED, that the Faculty Senate of Palomar College request that the Palomar College Superintendent/President and Governing Board advocate to preserve Lifelong Learning and Self Development and are encouraged to widely distribute this resolution, prepare letters, build partnerships, and engage with system and statewide leadership to preserve Lifelong Learning and Self Development."
- AB 1111/928 Taskforce included the GE subcommittee faculty representing all areas of general education and district requirements.
 - A Lifelong Learning & Self Development (LLSD) representative was added to the subcommittee to address the impact of losing LLSD and discuss opportunities for a continued LLSD option, per the resolution

INFORMATION & PROGRESS (3)

- In May 2024, the Curriculum Committee and Faculty Senate voted to keep our District requirements but continue the conversation of what should be included as District Requirements in the next academic year.
 - [Curriculum Committee Action, May 15, 2024](#)
 - [Faculty Senate Action, May 20, 2024](#)
- In December 2024, the GE Subcommittee voted on [a general proposal](#).
- We went to the Curriculum Committee with [this proposal](#) and asked them to give us direction for next steps.

SUBCOMMITTEE GIVEN BY CURRICULUM COMMITTEE

- GE Subcommittee will revisit the draft proposal and make recommended changes.

- The subcommittee will consider at least, but not limited to, **the District's mission, vision, values, vi**

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GE PROPOSAL FOR LOCAL ASSOCIATE DEGREE

- No District requirement of American History and Institutions (6 units if not double counting in general education). No District requirement of Health and Fitness (4 units if not double counting in general education)
- **New GE Area 7 Lifelong Learning and Self Development** (3 units)
 - **Description:** Area 7 empowers students to cultivate a deeper understanding of themselves, develop essential life skills, and engage meaningfully with the world around them.
 - **Outcomes:**
 - 1 Self-Development (Internal):** 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):** Find, assess, and use resources (e.g. people, systems, institutions, technology, finances) to participate engage responsibly in society to and navigate major local and global and technological challenges
 - 3 Skills & Action (Applied):** Apply evidence-based practical strategies to build resilience and take intentional action

AREA 7 PROPOSAL - RUBRIC

Currently, the GE Subcommittee is working on a rubric that could be used to help determine what classes can be included in this GE area.

GENERAL EDUCATION REQUIREMENTS

2025/2026 Palomar College ~ Associate Degree General Education Requirements

Q & A

Discussion:

- Do you have any questions?
- How do you feel about the Area 7 proposal?

General Education Area 7

Clarifying the Facts

Ben Mudgett & Vickie Mellos, GE Subcommittee Co-chairs

Myth: GE Area 7 Removes History and Health

- Fact: GE Area 7 adds an additional pathway to understand human cultures, science and technology, civic engagement, intellectual and practical skills, and personal responsibility.
- Fact: GE Area 7 does not eliminate any discipline or course offerings.

Myth: Students Will Not Learn Civics or Health

- Fact: Students will continue to learn these subjects through GE, majors, electives, and transfer pathways.

Myth: The Proposal Is a Solution in Search of a Problem

Fact: State policy changes required colleges to revisit local requirements and align with Title 5 and Cal-GETC.

ASCCC encouraged colleges to continue exploring how to integrate lifelong learning and self development – **hence “continue the conversation” in response to the Palomar College Faculty Senate Resolution on Lifelong Learning and Self Development**

Myth: The GE Subcommittee is “weaponizing” shared governance

Fact: Our intent and actions have been the opposite. We are utilizing shared governance as it was designed: to engage faculty and students, gather input, and ensure transparency in the development of recommendations that have significant implications for curriculum and student learning.

Breadth and Depth in General Education

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Breadth and Depth in General Education (cont.)

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

The Breadth and Depth Concern

When American History & Institutions double counts into Social and Behavioral Sciences...

most students complete only one discipline or area of knowledge instead of exploring multiple perspectives.

Is this breadth and depth of a liberal arts general education?

Visualizing the Funnel Effect

Traditional GE in the Social and Behavioral Sciences

- Psychology
- Sociology
- Economics
- History
- Anthropology
- Political Science
- Child Development
- Geography
- Ethnic Studies subdisciplines (e.g., Chicano Studies, Black/Africana Studies)

With Double Counting:

- District Requirement in American History counts for multiple requirements
 - (Area 4 and Area 6)
 - **leaving Psychology, Sociology, Economics, Anthropology, Child Development, Geography, etc. not optional for students who are minimizing unit load and maximizing time to completion**

The Unit Dilemma

Current Model with Double Counting:

- American History & Institutions = 2 courses potentially fulfilling multiple requirements
 - (e.g, Social and Behavioral Sciences and Ethnic Studies)
- Removing double counting adds 10 units to the student load – 22 units of GE + 10 units of District requirements = 32 units of GE.
 - Minimal units left for electives and exploration
 - Better to move over to Cal-GETC
 - Rigor considerations

Educational Impact

Reduced breadth may limit student exposure to diverse perspectives, disciplines, and major exploration

Key Principle

- Competencies develop skills
- Disciplines develop knowledge
- General education requires both

Moving Forward

Maintain the opportunity for civic and health education while preserving student choice, breadth of disciplines, and academic rigor.

Proposed GE Area 7 Lifelong Learning & Self Development

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

Outcomes:

- 1. Self-Development (Internal):** Evaluate how personal, psychological, and physical health & function relate to well-being and how historical and cultural context shapes perception of lifelong learning.
- 2. Resources & Society (External):** Find, assess, and use resources (e.g. people, systems, institutions, technology, finances) to engage responsibly in society and navigate major local and global challenges.
- 3. Skills & Action (Applied):** Apply evidence-based practical strategies to build resilience and take intentional action.

Draft Resolution: On the Use of Third-Party Publisher Platforms

DE Committee | Spring 2026

Whereas, Title 5 §55002 affirms that faculty are responsible for designing courses in alignment with the Course Outline of Record (COR), ensuring academic freedom, accessibility, and equity; and

Whereas, Palomar Administrative Procedure (AP) 4105 designates Canvas as the district-supported learning management system (LMS) for student authentication and distance education, and federal and state regulations require Regular and Substantive Interaction (RSI) to be observable in the official Canvas course for accreditation purposes; and

Whereas, over-reliance on third party publisher platforms such as Pearson MyLab, McGraw-Hill Connect, Cengage MindTap, or Macmillan Achieve outsources core instructional functions to corporate vendors, creates barriers to accessibility and equity, raises concerns about student data security and privacy, and imposes significant additional costs on students; and

Whereas, the use of third-party publisher platforms introduces institutional support limitations as Palomar's Academic Technology Resource Center (ATRC) is unable to fully support or troubleshoot student issues occurring within external systems, thereby creating gaps in timely and equitable student support; and

Whereas, students are often required to purchase access codes or course materials outside of Palomar College systems and Canvas, resulting in financial barriers, delays in course participation, and challenges related to payment assistance and refund processes; and

Whereas, publisher-provided materials (e.g., question banks, slides, practice activities) may be pedagogically valuable when thoughtfully adapted and integrated into faculty-designed courses, but should serve only as supplemental resources rather than substitutes for instruction; and

Whereas, Open Educational Resources (OER) provide accessible, customizable, and cost-free alternatives that preserve academic freedom, reduce financial burdens, and support equitable access for all students; and

Resolved, that the Palomar College Faculty Senate affirm that the COR defines the course, not a textbook or publisher platform, and that faculty retain primary responsibility for course design, content development, student interaction, and instructional materials; and

Resolved, that the Palomar College Faculty Senate affirm that Canvas must remain the central hub of course activity for all distance education courses, with Regular and Substantive (RSI)

Exhibit 7.1 - Draft On the Use of Third-Party Publisher Pla_Tanessa Sanchez

clearly observable within Canvas to ensure compliance with Title 5, federal regulations, and accreditation requirements; and

Resolved, that the Palomar College Faculty Senate recommend that faculty limit the use of publisher platforms to supplemental and adaptable content within their own course design, avoiding reliance on platforms that restrict modification, increase student costs, reduce instructional control, or shift core teaching responsibilities away from faculty; and

Resolved, that the Palomar College Faculty Senate encourages the adoption of Open Educational Resources (OER) whenever possible to ensure burden-free access, equity, and the preservation of academic freedom; and

Resolved, that the Palomar College Faculty Senate will work with the Academic Technology Resource Center (ATRC), the Distance Education Committee, and the Office of Instruction to provide faculty with guidance, training, and resources on evaluating publisher tools, adopting OER, and ensuring compliance with accessibility, privacy, security, and accreditation standards; and

Resolved, that the Palomar College Faculty Senate advocate for institutional practices that reduce student financial and technological barriers, including minimizing the reliance on external access codes and improving transparency and support related to course material costs and refund processes.



AP 4105

Administrative Procedure
Chapter 4 – Instructional Services

AP 4105 Distance and Correspondence Education

References:

Education Code Sections 66700 and 70901 et seq.;
 Title 5 Sections 55002.5, 55200 et seq., and 55260 et seq.;
 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
 2024 ACCJC Accreditation Standard 2

Authentication:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

To comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials.

Definitions:

Distance Education: Title 5 § Section 55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conference; or (4) Other media used in a course in conjunction with any of the technologies listed in this definition (paragraphs (1) through (3) of this subdivision). The definition of ‘Distance Education’ does not include correspondence courses.”

Correspondence Education means education provided through one or more courses where the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education and requires separate approval.

Publication of Distance Education Course Section Facts:

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
 - Details of the class format, including any in-person synchronous meeting days/dates and times.
 - Any required asynchronous, in-person activities.
 - Any required technology platforms, devices, and applications for all class formats.
 - Any test or assessment proctoring requirements.

Class Formats:

- **Face-to-Face:** Learning that requires the instructor and students to meet in person at a set time and location.
- **Fully Online:** Learning that occurs completely online. All approved instructional contact hours, including online proctored assessments or course orientations, are delivered online. No in-person (face-to-face) assessments or meetings are required. Instructional contact hours for fully online classes can be synchronous, asynchronous, or a combination of both.
 - **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.

- **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Partially Online:** Learning that occurs through a combination of Face-to-Face and Online (Synchronous and/or Asynchronous). An online class that requires any amount of Face-to-Face contact is considered a Partially Online class, this includes a single in-person course orientation, proctored in-person assessments, or any other in-person requirement.
- **Note:** Students are provided with the specific in-person or online course meeting requirements in the class schedule per the required Publication of Distance Education Course Section Facts.
- **HyFlex:** Learning that occurs in both Face-to-Face and Synchronous Online class formats simultaneously. Students have the flexibility to choose to attend either in-person or online at a set time and location.

Course Approval and Certification:

Each new or existing course to be provided through distance or correspondence education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the Curriculum Committee will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distance and correspondence education courses as are applied to in-person classes.

- **Course Quality Determinations:** Determinations and judgments about the quality of the distance and correspondence education course were made with the full involvement of the Curriculum Committee's approval procedures.
- **Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education must address the following:
 - How course outcomes will be achieved in a distance or correspondence education mode;
 - How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction; and

- How the course design and all course materials must be accessible to every student, including students with disabilities.
- **Duration of Approval:** All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Distance Education - Instructor Contact and Regular Substantive Interaction (RSI):

Regular and Substantive Interaction:

Title 5 § Section 55204 states districts must ensure that “any portion of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) and students, (and among students if described in the course outline of record or DE Addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

- **Substantive interaction:** For purposes of this definition, substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - Providing direct instruction;
 - Assessing or providing feedback on a student's coursework;
 - Providing information or responding to questions about the content of a course or competency;
 - Facilitating a group discussion regarding the content of a course or competency; or
 - Other instructional activities approved by the District's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and regular scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact (unless there is an approved exception through the DE Addendum).

- Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Correspondence Education- Instructor Contact and Students:

Correspondence Education: Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the District.

Correspondence Education Students: A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a correspondence education student to be considered a full-time student at the District, at least one-half of the student’s coursework must be made up of non-correspondence coursework that meets one-half of the District’s requirement for full-time students.

- For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.
- For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.
- For a program that measures progress in credit hours and uses nonstandard-terms (terms other than semesters, trimesters, or quarters) the number of credits determined by,
 - (1) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
 - (2) Multiplying the fraction determined under paragraph (3)(A) of this definition by the number of credit hours in the program's academic year.

- For a program that measures progress in clock hours, 24 clock hours per week. A “clock hour” for correspondence education purposes is defined as 60 minutes of preparation in a correspondence course.
- A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.
- The work portion of a work experience education course in which the amount of work performed is equivalent to the academic workload of a full-time student.

Accessibility Standards:

- All course materials must be accessible, as explained in Title 5: “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

Faculty Selection and Workload: Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District’s accrediting agency. For online instruction, this is known as Faculty Online Certification.

- **Faculty Online Certification:** Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:
 - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
 - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
 - Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college’s comprehensive list of certified online instructors.
 - Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.

- An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.
- For assigning of distance education courses, refer to PFF-District CBA/Article 20.
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Also see BP/AP 4100 Graduation Requirements for Degrees and Certificates.

Office of Primary Responsibility: Faculty Senate and Instruction Office

Approved: 5/15/12

Revised: 9/17/19,11/5/25

(Replaces all previous versions of AP 4105)

Constitution of the Faculty of Palomar College

In order to promote the effective exercise of the rights, duties, privileges, and responsibilities that are placed in their trust by their profession, their society, their state, and their local district, and conscious of the high nature of that trust as it is shared by all other institutions of higher learning in the State of California and in the United States, and in order that they or the instruments of their creation may perform such academic duties as are appropriate to teaching faculties of community colleges, the academic faculty members of Palomar College, as defined below, have adopted this Constitution.

ARTICLE I: DEFINITION OF ACADEMIC FACULTY

A member of the faculty of Palomar College is an academic employee who is employed in a position that is not designated as administrative, managerial, or classified, and falls under one of the following categories:

- I. FULL-TIME FACULTY are those faculty members who are employed in regular tenured positions.
- II. ~~PROBATIONARY~~ **TENURE-TRACK** FACULTY are those faculty members who are employed in tenure-track faculty positions and who have not yet been granted tenure by the college.
- III. TEMPORARY FACULTY are non-tenure track faculty with an assignment greater than 67% and who are employed for a designated period of time. For voting purposes, temporary faculty are included with full-time, tenured and probationary faculty.
- IV. EMERITUS FACULTY are those faculty members who, upon retirement, were granted Emeritus status by virtue of their years of service. Emeritus faculty may vote with part-time faculty during any semester in which they teach part-time after retiring.
- V. PART-TIME FACULTY are those non-tenure track faculty members whose assignments are no more than 67% of a full-time load.

ARTICLE 2: THE FACULTY SENATE OF PALOMAR COLLEGE

SECTION I: NATURE AND POWER

The faculty members of Palomar College hereby establish the Faculty Senate as the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include the governance and committee structure at Palomar College. By legislation, the Faculty Senate is represented on the Statewide Academic Senate and, through it, on the California Community College Board of Governors. Regular meetings of the Faculty Senate shall be held every teaching Monday at

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2:30 p.m. during the academic year. All other meetings shall be considered special meetings.

Senators shall retain all the rights, duties, privileges, and responsibilities normal to faculty membership.

Actions taken at an official meeting of the Senate shall be deemed to be “approved action” and shall be effective for immediate implementation. All such approved action shall be published and distributed to the faculty within three school days. The official minutes of the meeting in which they are approved shall follow within ten school days.

Approved actions are actions which have been approved by a majority of members present at an official regular or special meeting of the Senate; or,

A majority of votes cast by full-time and ~~probationary~~tenure-track faculty in an official electronic or mail ballot.

Members of the faculty reserve the right to protest any approved action of the Senate. Protest shall be submitted in writing to the Senate President and shall bear the signature(s) of the protester(s).

If within ten teaching days after publication and distribution of any approved action protests are received from at least twenty percent of the full-time and ~~probationary~~tenure-track faculty, a special meeting of the Faculty Senate shall be called for the purpose of reviewing said approved action. The meeting shall be scheduled no later than ten teaching days after receipt of the minimum required number of four protests and shall be set for a time and a place convenient to the membership. Two separate notices of the meeting shall be distributed to the membership.

Following reasonable and adequate discussion of the issue(s), the full-time and ~~probationary~~tenure-track faculty shall have an opportunity to vote either to reaffirm the approved action or to rescind it. Voting shall be conducted by electronic or mail ballot beginning within five teaching days after the special meeting. Notice of the results shall be published and distributed to the Governing Board and all academic employees within fifteen teaching days after the special meeting.

SECTION 2: SENATE DUTIES

The Faculty Senate:

- I. Shall formulate policies on Academic and Professional Matters as specified in state legislation and supported by Governing Board policy.
- II. The term “Academic and Professional Matters” refers to the following twelve matters:
 1. Curriculum, including establishing prerequisites and placing courses within disciplines;
 2. Degree and certificate requirements;
 3. Grading policies;
 4. Educational program development;

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5. Standards or policies regarding student preparation and success;
 6. Governance structures, as related to faculty roles;
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
 8. Policies for faculty professional development activities;
 9. Processes for program review;
 10. Processes for institutional planning and budget development;
 11. Faculty hiring policy, faculty hiring criteria, and faculty hiring procedures; and
 12. Other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.
- III. May also function in an advisory capacity to the College Council in such matters.
- IV. Shall promote the understanding and practice of professional standards and conduct and of democratic policies and procedures.
- V. Shall concern itself especially with the consideration of any policy or procedure that affects the status and morale of the faculty of the college.
- VI. Shall advise the Superintendent/President of the College and/or the Governing Board in the selection of administrative personnel. The Senate shall be responsible for the appointment of all faculty members to selection committees other than those faculty appointed by the bargaining unit.
- VII. Shall maintain a continuing study of proposed legislation affecting schools and the faculty, and shall keep the faculty informed regarding such proposed legislation and its progress.
- VIII. Shall obtain information and inform the faculty regarding the records and opinions of candidates for public office where such records and opinions clearly affect the welfare of schools and faculty.
- IX. ~~Shall, through the committee on Committees,~~ nominate the faculty personnel who serve on college committees other than those appointed by the bargaining unit. Unless the committee position requires a ballot of the full-time or ~~probationary~~ tenure-track faculty, or some portion thereof, the Senate may confirm the nominees at any regular Senate meeting.
- X. May serve the President of the College as an Advisory Council and may meet with them upon request.

ARTICLE 3: RIGHT OF PETITION OF THE FACULTY BODY

Ten percent of the Full-Time, ~~Probationary~~ Tenure-Track, and Temporary Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Full-Time, ~~Probationary~~ Tenure-Track, and Temporary Faculty.

Ten percent of the Part-Time and Emeritus Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Part-Time and Emeritus Faculty.

If the determination is made that such proceedings are necessary, a request for such proceedings must be included on the agenda of the next regular meeting or special meeting of the Senate and shall precede other new business. The Senate shall appoint a task force of three faculty members (two Senators and one non-Senator) to conduct proceedings in an open meeting to address the matter stated in the petition. Any action taken as a result of the proceedings shall require a simple majority of the appropriate faculty group on matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

ARTICLE 4: THE FACULTY COUNCIL

SECTION I: COMPOSITION & DUTIES

- I. The Faculty Council consists of five members: the Faculty Senate President, ~~the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate~~ Historian, and one At-Large Senator who is appointed by the Senate body ~~for a term of one year on Council~~.
- II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.
- III. The Faculty Council duties include:
 - a) Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
 - b) Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
 - c) Planning a Faculty Senate retreat each year.
 - d) Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)

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- e) Reviewing ~~release~~reassigned time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about ~~release~~reassigned time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of ~~release~~reassigned time.
- f) Reviewing petitions for review, referendum, initiative, censure, or recall (see Constitution Article 3).
- g) Calling for additional meetings of the Senate (see Bylaws Article 2, Section 4).
- h) Polling the faculty and gathering information on issues relevant to the Senate (see Bylaws Article 2, Section 7).

SECTION 2: OFFICERS

- I. Shall be elected from among the Senators.
- II. The Senate shall elect its own Vice-President, ~~and Secretary, Historian, and At-Large Senator~~ as the first item of business on the day that newly-elected Senators are seated in the Senate or at the next regular meeting after a permanent vacancy shall occur in any office.
- III. 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.
- IV. Nominations for each position (President, Vice-President, ~~and Secretary, Historian, and At-Large Senator~~) shall be solicited from the floor. Current officers may be nominated for subsequent terms as defined below for each position.
- V. Newly-elected officers (Vice President and Secretary) shall take office immediately following their election.
- VI. The Faculty Senate President ~~and Vice-President~~ positions must be held by a permanent, tenured faculty member.

President

- 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.

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- 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 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.

Vice President

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.
- III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.
- IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.
- V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).
- VI. Shall serve as a member on the Budget Committee.
- VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

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Secretary

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall see that a permanent record of the proceedings of minutes is maintained.
- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.
- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 2, Section 3, subsection III of the Bylaws.
- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of Robert's Rules of Order, Newly Revised, a copy of The Brown Act, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted Emeritus ~~S~~status.
- XII. Shall serve as a member on the Budget Committee.

~~Past President~~ Historian

- I. Shall serve on the Faculty Council, and as a member of the Faculty Senate, for the term of the succeeding ~~p~~President.
- II. Shall serve to help the President transition into their position.
- III. May serve as a designee for the President when mutually agreeable.
- IV. If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past- President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.
- V. Shall serve as a member on the Budget Committee.

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President-Elect

- 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.

At-Large Senator

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall be elected from the Senate body.
- III. Shall serve on Faculty Council.
- IV. Shall maintain all regular rights and privileges as a regular member of the Senate.

Faculty Senate Discussion: Vice-President, Faculty Council Eligibility

Current language

Faculty Senate Constitution

Article 4: The Faculty Council, Section 2: Officers

“President and Vice-President positions must be held by permanent, tenured faculty.”

Discussion

Consideration to remove the restriction of Faculty Senate Council Vice-President position eligibility of permanent, tenured faculty senators only and open position eligibility to all senators (full-time and part-time).

Faculty Senate Survey Results (*all results exhibited Fall 2024*)

Vice-President Eligibility

Full-time (<i>tenured faculty</i>) only:	<u>34%</u> (n=47)
Full-time (<i>tenured or probationary faculty</i>) only:	<u>9%</u> (n=12)
Part-time faculty only:	<u>1%</u> (n=2)
All Faculty (FT or PT):	<u>56%</u> (n=77)