# THE FACULTY SENATE

## PALOMAR COLLEGE

**FACULTY SENATE MEETING**

# February 22, 2021

# EXHIBITS

EXHIBIT 1

# THE FACULTY SENATE
### PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
February 8, 2021

APPROVED

**PRESENT:** Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Jackie Martin, Adam Meehan, Susan Miller, Kateri Mouawad (ASG President), Ben Mudgett, Scott Nelson, Wendy Nelson, Sabrina Santiago, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

**ABSENT:**

**GUESTS:** Rachel Alazar, Leigh Marshall, Patriceann Mead, Tina Parker, Jon Walker

P**lease note: All votes are presumed unanimous unless indicated otherwise.**

**CALL TO ORDER** The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

**PUBLIC COMMENTS**

Statement made by Senator and Committee on Committees Chair Anastasia Zavodny:

> "I feel compelled to speak with you today. Our last Senate meeting concluded with a jovial remark by our president as to the nature of interactions between myself and Craig Thompson.
>
> I feel I must set the record straight. I did not find my interactions with that man to be funny, friendly nor collegial.
>
> In my first interaction with him, Craig told me he remembered teaching my brother and giving him a B to "help motivate him." Craig would later be instrumental in removing me from the Constitutional Review Committee and introducing prohibitions on Adjunct Senators from serving in Senate leadership. As president, he chose to continually mispronounce my name.
>
> Craig's actions are a violation of the Faculty Senate Constitution, Article 3, sub points 2 and 3. For this reason, I cannot support the granting of his emeritus status. Further, I feel it reflects poorly upon Senate to have rushed this granting in the final moments of the meeting, with no prior exhibit nor announcement indicating the nature of the Information Item. I would urge Senate to reconsider the motion.
>
> Lastly, I call upon my colleagues: if we are to be a body fighting for equity, it is imperative that we question the status quo at all times and challenge each other in our pursuit of fairness. "

## ANNOUNCEMENTS

Senate President Rocco Versaci announced there will be no Senate Council meeting on Wednesday, February 10. The next Senate meeting will be on Monday, February 22. Senate Council will meet at 1 PM on February 17.

Versaci announced and congratulated the following Distinguished Faculty Award winners and finalists:

| <u>Full-Time</u> | <u>Part-Time</u> |
|---|---|
| Dr. Richard Albistegui-Dubois – Biology, **Winner** | Dr. Roxanne Ocampo – English, **Winner** |
| Amy Caterina, Photography | Darci Holloway, Speech Communication |
| Wendy Gideon, Biology | Ashley Howard, Biology |
| Beatrice Manneh, German | Chris Merrill, Computer Science |
| Lakshmi Paranthaman, Real Estate & Legal Studies | Chelsea Wright, Art |
| Ellen Weller, Music | Anastasia Zavodny, Economics and Business Administration |

Senator and TERB Coordinator Lawrence Lawson, a member of the Policies and Procedures Committee, shared a link to a website he created that allows Senators an opportunity to read the proposed changes and to provide feedback. Lawson will take that feedback back to Policies and Procedures.  http://bit.ly/PandP21

Senator Teresa Laughlin is looking for faculty volunteers to work at the food distribution event on Saturday, February 20. The two shifts available are from 6 to 9:30 am and 7:30 to 10:30 am. A call will be going out to all faculty and she encouraged Senators to sign up and to spread the word.

Senator Katie Farrell encouraged Senators to invite students to join Phi Theta Kappa (PTK) this semester. Successful projects last fall included holding an antiracism event and PTK provided an opportunity for faculty and students to learn how to use the e-portfolio product in Canvas. New projects are in the works for this spring semester. PTK welcomes students who qualify to join the PTK international as well as students who don't as PTK provides encouragement for all students to succeed at Palomar. Senator Farrell introduced Phi Theta Kappa President and Student Trustee Rachel Alazar who was in attendance during today's meeting. Senator and Professional Development Coordinator Kelly Falcone inquired about the $100 application fee for PTK and asked if there was financial assistance for students who can't afford this cost. Farrell added that while she is always looking for other financial assistance for these student fees, currently some assistance is available through PTK International and through EOP&S. ASG President Kateri Mouawad asked Senator Farrell to contact her regarding possible funding assistance through ASG.

## AGENDA CHANGES None

## APPROVAL OF MINUTES

**Motion 1** MSC: Laughlin/Towfiq                 Faculty Senate approval of meeting minutes dated February 1, 2021 as amended (see Exhibit 1).

The motion carried.

**ACTION**

**A. Curriculum**

**Motion 2** MSC: Lawson/Laughlin        Faculty Senate approval of actions approved by Curriculum on February 3, 2021. (See Exhibit 2).

The motion carried.

Senate Secretary Molly Faulkner noticed that a correction needs to be made to Dance 149. Senator and Curriculum Chair Wendy Nelson stated that she can submit a course review now if needed and it can be approved this semester to be effective fall 2021.

Curriculum will be pushing course reviews and hopes to present a list by the end of February. In addition, Curriculum and the GE Work Group have been working on AP/BP 4025 and this will be presented to Senate later this month.

**B. Committee Appointments**

Senator and Committee on Committees Chair Anastasia Zavodny announced that there still is a need for a Senator to serve as chair for Academic Standards and Practices and an additional Senator to serve on SSPC for the remainder of this spring semester only. Senator Candace Rose volunteered to serve as chair for Academic Standards and Practices.

Senator Zavodny asked for a Senator volunteer to serve on the Hiring Committee for Director of Business Services. Senator Susan Miller volunteered to serve on this committee. An informal straw vote was conducted which unanimously approved Senator Miller to serve.

**Motion 3** MSC: Zavodny/Laughlin        Faculty Senate approval to confirm the following committee appointments (see Exhibit 3):

Nay: Lawrence Lawson

The motion carried.

> Academic Review Committee - **Thomas Ventimiglia**, Student Services – Faculty Counseling
> Equal Employment Opportunity - **Shelbi Morales**, SBS – Faculty, Full-time (19-21)
> Guided Pathways Advisory Taskforce - **Scott Richison**, AMBA – Faculty, at-large

**Motion 4** MSC: Zavodny/Towfiq        Faculty Senate approval to accept the results of the ballot for the Professional Development Committee, Faculty, Part-time position (see Exhibit 3).

The motion carried.

> Professional Development Committee - **Jozsef Pentek**, Faculty, Part-time

Senator Zavodny reported that Committee on Committees will continue with the committee review process and will bring reports back to the Senate later this semester.

**C. PT Equity/Department By-Laws Template**

**Motion 5** MSC: Dalrymple/Falcone          Faculty Senate approval to adopt the template for department bylaws (see exhibit 4).

The motion was postponed (see Motion 6).

Senator Will Dalrymple reminded Senators this document is a result coming from the work group tasked with identifying part- time faculty equity issues. A survey was conducted resulting in 167 respondents, both full and part time faculty. The overwhelming upshot being that Palomar has a lot of opportunities to improve when it comes to part-time equity. The summary of findings offered a number of possibilities one of which was offering department chairs some support when it comes to part-time equity at the department level.

Senator Dalrymple went on to state that Exhibit 4 is a template for documenting department bylaws and this document can include policies and procedures for most everything a department does including academic and professional matters and working conditions. Department bylaws are actually required by the Contract. It is his hope that by posting these publicly, Faculty Senate can promote conversation and the transparency may provide a sense of belonging for part-time faculty.

Senator Susan Miller shared her concerns that not all departments function the same way so a template may not work for departments with multiple disciplines who have separate rules within each discipline.  In response to Miller's comments, Senate Vice President Jenny Fererro, who participated in the work group explained that sub-bylaws, provisions or clauses could be added to the template by departments who have multi-disciplines. Fererro went on to say that this bylaw exercise is meant to be a departmental autonomous decision to create policy and provisions that work best for that specific department.

 Senator Wendy Nelson added that the prioritization process is still very confusing for many departments and believes there are some departments that would benefit from some additional support when maneuvering around areas such as part-time prioritization numbers outlined in the Contract

 Senate VP Fererro went on to mention that there are areas in the document related to teaching assignments that seem to imply that flexibility exists for departments to choose how teaching assignments, loads and prioritization are decided. But that flexibility is limited by the Contract. Fererro volunteered to work with Dalrymple to edit content related to these processes and to make the bylaw template read very clear.

Senator Kelly Falcone shared something she did in the syllabus template guide was to provide "suggested statements" that can be used. She also included a brief synopsis of what the language means. Right now, when someone has questions about the part-time prioritization number outlined in the Contract, there's still confusion. When the part-time equity survey was done, it showed that a majority of part-time faculty didn't know what their own prioritization number was nor did they know what the processes were. When creating this bylaw template, the work group wanted to make sure that this section was explained to faculty and the template can become another resource that explains that process. In addition, Falcone suggested that this document evolve over time even after it has Senate's initial approval.

Senator Zavodny reminded Senators this document does not define voting members as it only states that departments should utilize their bylaws to define who the voting members are. She would like to see a recommendation statement added though that states that voting members should be inclusive of all faculty. Zavodny went on to say that she knows this is not necessarily the most popular practice based on past discussions but feels that if faculty are really pushing for

equity among the faculty groups, this would be another opportunity to highlight that Faculty Senate does support the notion that all faculty should have the right to have a say in department business.

Senator Susan Miller stated that creating these bylaws is closely tied to part-time equity. A scenario exists in her department where a full-time faculty member can take five classes for their contract, two for overload and as many intersession classes and summer classes as they choose. This has a terrible impact on part-time faculty as it erodes mentoring and other opportunities and does not allow enough classes for part-time especially during these constrictive financial times. Miller's department's current bylaws prevent faculty from making positive equity changes. The unanimous consent provision in her department's current bylaws is a barrier to embracing change including part-time equity and PFF backs up this unanimous consent rule. Senator Laughlin responded to that statement by saying that a unanimous consent rule is not in the Contract and asked Senator Miller to discuss this matter further in private.

There was consensus to postpone a vote on the bylaw template so Senator Dalrymple can incorporate the changes suggested today and bring the document back to Senate for a vote.

**Motion 6** MSC: Laughlin/Towfiq          Faculty Senate approval to postpone the vote on Motion 5 and bring the edited bylaw template back to Senate on February 22.

The motion carried.

D. **Course Prerequisite Challenge Procedure –** This item was tabled until February 22, 2021.

**INFORMATION ITEMS**

A. **New Governance Council Appointment Process** (see exhibit 5)

Senate President Versaci began the discussion by reminding Senators that Faculty Senate and PFF agreed in principle last spring, to work out how faculty appointments are to be split between the two groups for the new council structure. Senator Laughlin and Versaci met and came up with a breakdown (see exhibit 5). Versaci added that they tried to build in a mechanism where Faculty Senate and PFF can revisit this appointment process every two years. This document is also being presented to PFF at the February 11 meeting.

Senator Laughlin added that she and Versaci looked at the function of each group when creating this proposal. Senate's purview is academic and professional matters and PFF's purview is working conditions, compensation and related matters. Most of the action, when it comes to academic and professional matters was on Equity, Education and Student Success Council and that's why there would be up to nine appointed by the Senate and two full time faculty and one part-time faculty appointed by PFF. Whereas in the Institutional Effectiveness Council, most of the action that happens there has to do with budget, working conditions and compensation and more in the purview of PFF where PFF has three proposed appointments versus one from Faculty Senate. Other than those two councils, the split is almost even.

Senator Zavodny shared that she appreciated all the work that's been done on this structure revise. Senate is responsible for academic and professional matters, and one of the 10 +1+1 is district and college governance and the placement of faculty. Faculty Senate speaks for the faculty and then the union is made up of faculty but looks at the working conditions. PFF should have specific union representative spots on the councils but Faculty Senate should have the main authority to be placing faculty on councils. Zavodny believes a designated PFF representative seat should be supported but Faculty Senate maintain the purview to seat faculty in shared governance.

Senator Laughlin responded that Faculty Senate discussed this matter fully during the last academic year and as a body, Faculty Senate agreed to revamp that structure and split up the seats.

Senator Falcone shared her agreement with Senator Zavodny stating that Senate should have more seats on shared governance. Faculty Senate is the representative body for 10+1+1 and Falcone objects to the various splits proposed on the exhibit.

Senator Laughlin pointed out that 6.16 of the Contract says the Federation shall designate the faculty representatives to serve on any committee or council that may be established by the district that relates to matters within the scope of bargaining. She went on to say that Faculty Senate and PFF are co-equals and the idea that one has more power or should have more power than the other is counterproductive. Working together is a much better way of doing this and every two years, we would revisit this and make decisions. The idea that somehow PFF is a lesser representative body than Senate is not correct. PFF must be a part of the governance structure when it relates to faculty roles, working conditions and compensation.

Senate President Versaci supported Laughlin's statement and said that there are faculty members who are not just serving in the union or on the Senate, there's a lot of crossover and this seems like an equitable split. If Senators want to object to the specific breakdown with reasons, more discussion can take place. Versaci added that faculty are stronger when the two major groups work together and this seems to be a good compromise.

Senator Zavodny recognizes a lot of crossover between the two groups as well and believes that may have led to a bleed over of the responsibilities of what each group does. It's important that these are two separate groups that work strongly together but with two different charges.

Senate VP Fererro added that Senate has already talked about this multiple times and came to the agreement that Senate and PFF would come up with a way to jointly appoint faculty to these Councils. What's really important to not forget is that governance structures related to faculty roles is also part of the Contract. It is not just Senate that has a say in how faculty are appointed and how they're participating in shared governance. She went on to add that if you look at the breakdown on the proposal, councils that are really specifically and heavy academic and professional matters, those are weighted towards Senate appointed faculty. The ones that are weighted towards working conditions and compensation are more heavily weighted toward PFF. Fererro went on to say that she doesn't understand the argument that somehow Senate has more say overall for all faculty. Senate can't ignore that the Contract also outlines that PFF plays a role in shared governance.

Senator Lawrence Lawson stated that whatever side Senators agree with, if the Faculty Senate says we are accepting that the PFF chooses a certain amount of faculty members for a Council, to get around some of the procedural arguments, Faculty Senate could easily just vote on what PFF voted on.

President Versaci ended the discussion by stating this proposal will be brought back to Senate on February 22.

**B. Asynchronous & Synchronous Time Conflict**

Senate Secretary Molly Faulkner shared that recently she had students contact her to tell her that they needed to drop her class because their other professors who offered asynchronous classes are also adding synchronous meetings during really popular class times. Some of these meetings are optional while others are required. This has happened when scheduling finals as well. This practice puts the students in an awkward position when they must choose which class to attend.

Senator and DE Coordinator Erin Hiro shared that the DE Committee is aware of this practice and has addressed this practice with faculty. There seems to still be some confusion for faculty and Senator Hiro stated that an email may need to go to faculty reminding them that this can make it more difficult for students when choosing which class or optional/mandatory class meeting to attend.

Senator Susan Miller recognizes this practice and while she offers additional and optional class meetings for her asynchronous classes, she also makes the students aware that these meetings are optional and recorded. Most students prefer the "live" sessions but they are reminded that they can view the recordings at any time. Miller is opened to suggestions of how to make this clearer to students so they do not have to choose which class to attend.

Senator Jackie Martin stated that this practice needs to be included in the course syllabus. Make it very clear that this class meeting is optional and maybe even define synchronous and asynchronous classes for the students. As the department chair, she also tells students to let her know if they have issues with other faculty within her department. She asked Senator Hiro about creating a communication from the DE level that can go to faculty that would further explain the problems that students may face when this practice occurs. Martin also asks that Faculty Senate review the language in the document before it goes out.

ASG President Kateri Mouawad added that some confusion comes for students when this information is not clearly laid out within the class notes or syllabus. Lately students have been seeing up to a 15 page syllabus but all this extra information needs to be included. Maybe providing some kind of syllabus guide for professors with language that easily defines the distinction between synchronous and asynchronous. Complaints were found within the student survey where either times are not clearly laid out or asynchronous classes become synchronous classes later on in the semester.

Senator Falcone added what might be helpful when faculty offer optional zoom sessions for a class and they use canvas to schedule a Zoom, start with the word "optional" and then the session title because then students see "optional" in the course calendar and the course summary before they even see something like "orientation" that makes them think they have to get there. Second, those faculty who have asynchronous classes but who are requiring synchronous sessions, that's a problem. Where can students go to report this? Falcone has worked with a few faculty members through Poet who didn't realize they were doing something wrong. As much information DE can provide to prevent this practice is most helpful to students.

Senate President Versaci asked Erin Hiro to bring a plan forward for Senate to review.


### C. DEI Survey from ASCCC

President Versaci shared that there is a Diversity, Equity and Inclusion survey coming from ASCCC. There are a number of training webinars available to assist with completing the survey. Senate presidents are expected to complete this highly involved survey with supporting help from faculty members. He encouraged Senators to sign up for these webinars since their assistance will be needed to respond to the survey. The survey deadline is March 15.


### REPORTS

#### President (Versaci)
Jenny and I met with President Kahn, Vice Presidents Lakhani, Montoya, and Sivert, ASCCC President Dolores Davison, and CCLC CEO Larry Galizio to discuss the issue of grant-funded faculty appointments (appointments where Title V-

granted Senate authority overlaps with the District's right of assignment). We presented Dr. Kahn and the VPs with a draft of proposals for how a joint process might work, and Davison and Galizio moderated a very collegial conversation. The two of them informed the group that no college in the system had a written plan and were appreciative of our efforts (and interested in using the final product). Jenny, myself, and the administrators are going to sharpen the draft, which will then come to the Senate for discussion and approval.

The ASCCC will release its Diversity, Equity, and Inclusion survey to Senate Presidents on Monday, February 8. They are offering introductory webinars on this survey on February 8, February 9, or February 11. Faculty interested in attending can register at these links: Register for February 8, 2021 | 3:00 pm – 4:00 pm; Register for February 9, 2021 | 9:00 am – 10:00 am; Register for February 11, 2021 | 12:00 pm – 1:00 pm. The ASCCC will also be hosting open webinars to help Senate Presidents and their team to complete the survey, and these will be held on 2/16, 2/24, and 3/10. I will work with those interested in helping complete the survey to either attend one of these webinars or do it on our own; please stay tuned for an announcement on this. Information from this survey will be shared by the ASCCC through a report, Rostrums articles, breakout sessions and other ASCCC-sponsored events.

The Governing Board met on Tuesday, February 2. Some highlights:
- Everyone welcomed our two new VPs—VPFAS Ambur Borth and VPHRS David Montoya
- FCMAT presented their recommendations in a letter available HERE
- The Board approved the Guided Pathways SOAA
- The Board approved the position announcement for the permanent Superintendent/President and discussed having a search firm work on some specific tasks, such as recruitment of candidates
- The Board was presented with its quarterly Diversity, Equity, and Inclusion update

**SSEC (Versaci)** - SSEC next meets on Friday, February 26.

**SPC (Versaci)**
- Because the Governing Board switched their meetings to the 1$^{st}$ and 3$^{rd}$ Tuesdays, SPC now meets on the same days as the GB meeting, which created an initial problem because the end of SPC ran right up against the beginning of the GB meeting. As a temporary fix, SPC has been moved up to 2:00, but that will create issues for faculty when we return to a regular schedule. President Kahn asked for some suggestions for how we might address this scheduling issue.
- Julie Lanthier Bandy presented the college's COVID-19 Prevention Program (CPP); the complete CPP can be found HERE.
- SPC will, at a future meeting, hear a detailed proposal for $10M of Prop M money on small projects for the Athletics Department (VP Lakhani is working with AD Dan Lynds on this).
- President Kahn presented various flow charts for more integrated planning. One of the goals for institutional planning is to align with the Guided Pathways plan and to make sure that planning is done through an equity/antiracist framework. The underlying principle is to get all of the planning/priorities set before the budget is built.
- Vice President Lakhani gave an update on the Student Success Call Campaign; over 1,000 students were reached through these efforts.

**IPC Report (Versaci)** - IPC next meets on Wednesday, February 10.

**SSPC** – No report.

**HRPC** – No report.

**FASPC (Antonecchia)** – No report.

**PFF (Laughlin)**
Our first meeting of semester is February 8th from 4-6 pm. All are invited! We have three food distributions scheduled for 2/20/21, 3/20/21, and 4/17/21 from 9-10:30 am in parking lot 12. Please spread the word! If you are interested in volunteering, there will be an email from PFF with directions in the next week or so.

**DEqCC – Diversity, Equity, and Cultural Competence (Aguilar)**
- DEqCC was presented to the whole campus at Plenary on 1/28/2021.
- DEqCC meet on 1/29/2021 at 12:30 PM via Zoom. All members attended the meeting. We began with introductions. We discussed DEqCC's mission and role. Finalized our meeting dates and times for the rest of the spring 2021 semester. These are every 2nd and 4th Friday of every month from 12:30-2:00 PM. We also set a process for voting for a co-chair from the general membership of DEqCC.
- Our next meeting will take place on 2/12/2021 at 12:30 PM. We are holding the election of the co-chair at this meeting.  We will also be developing a vision and goals for DEqCC short (Spring 2021) and long term (our collective vision for years to come).

**Distance Education (Hiro)**
The DE Committee is working on adding information to the Zoom resource page including suggestions for a Zoom for students guide. Any suggestions or questions to add to this area can be sent to [ehiro@palomar.edu](mailto:ehiro@palomar.edu)

A subgroup of the DE Committee is finalized a plan to launch a small POCR group for this semester. It would train faculty to be course reviewer and team them up with other faculty to help review and access online courses. More information will be coming as this project proceeds.

The DE Committee is working on how to help faculty learn about course pack accessibility. There was discussion on producing a list of all course packs and their accessibility ratings for instructors. We will talk to the ATRC about creating this list that would be found on the Palomar website. It would be models after a list like this:  [https://www.montclair.edu/digital-accessibility-initiative/vpat-repository/](https://www.montclair.edu/digital-accessibility-initiative/vpat-repository/)

Cheating: VPI Sivert asked the DE Committee to investigate faculty concerns about cheating. The members discussed their experience and the challenges of catching cheating online and in person. Members also brought up the stress and anxiety that proctoring programs can have on students. While the DE Committee will look for training to help with authentic assessment, members decided that this was not an issue they could tackle this semester.

The DE Committee worked on their yearlong goals and created semester goals in each area:
- Goal 1: (Russell and Erin) Becoming a Teaching College
  - o Erin: goal: become Home College by end of semester and stretch goal: apply to be teaching college by end of spring or summer
- Goal 2: POCR (Linda, Amy)
  - o Linda: we would like to get 7 step process by DE committee approved. Assign reviewers to faculty who want help with their college. Also become part of Exchange so that our courses could be opened to everyone
- Goal 3: TERB (Kelly, Jacob): Update TERB instructions to refer to CVC Rubric. Also will talk to TERB about fully revising Online Observation form. The current form is pretty good already, so may not need updating.
- Goal 4: Website (JJ, Stacey). Steve has ideas about how to improve navigation and will look through his notes to hone these ideas.

- o   Erin requested JJ and Stacy go onto Palomar website as new teachers and look for resources, report back on impressions. JJ and Stacy will report back next meeting.
- Goal 5: Course packs, cameras (John, Michael) Continue work with ATRC on course pack integration resource page and add a component to that page about advantages of integration, including instructor testimonials. John will create a short video on the advantages of MyMathLab integration.
- Goal 6: Increase number of faculty on accessibility training (Alyssa, Barbara) Alyssa: POET has gone a long way in this regard. DRC now has a prominent link on their page.  Goal from last semester: universal design training. May not be feasible until July 1, when DRC is fully staffed.

**Guided Pathways (Nelson)**
- The Taskforce met for the first time in December and discussed the purpose of the group, history of the GP committee and organization of the pillars. The group split into Pillar Groups (Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning) to review the SOAA plan. The GP Taskforce meets on the third Friday of the month from 11 a.m. - 12 p.m.
- The GP Pillar Leads organized a Guided Pathways Institute in January. The pillar partners were invited and met within pillar groups to discuss activities and goals for the semester.

**Policies and Procedures (Lawson)** - No report.

**Budget (Fererro)** - The Budget Committee next meets on Tuesday, February 9.

**TERB (Lawson)** - No report.

**Professional Development (Falcone)** – No report.

**AB705 Subcommittee (Anfinson)** - The AB705 Support Subcommittee will have its first meeting on Thursday, Feb. 11.

**Sabbatical Leave (Lawson)** - No report.

**Faculty Service Areas (Mudgett)** – No report.

**ASG (Mouawad)**
- ASG is conducting research to provide students who suffer from addiction resources and support, specifically from nicotine
- President Mouawad and VP Hussain will present the findings of the survey launched last year on February 16 at SPC
- ASG will hold their spring retreat on February 22, and will attend the SDSU leadership summit on February 19
- ASG continues to work on advocacy issues, which will be presented to the Governing Board later once plans are solidified
- ASG is celebrating Black History month on their socials, and we asked and encourage all faculty to let their students know about ASG and where to contact us for recourses, opportunities, and support

**ADJOURNMENT:**  The meeting was adjourned at 4 PM.

Respectfully submitted,

*Molly Faulkner*
_____
Molly Faulkner, Secretary

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EXHIBIT 2

Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2021

| A. | ACTION: Credit Course Changes - effective fall 2021 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Subj. | Num | Title | Impacts | UC/CSU | Dist. Ed. | Grd. | Opn Entry/Exit | Justification | Reqs. | Orig. |
| 1 | DT | 110 | Technical Drafting I | DT 110 Impact | CSU | Yes | G/P/NP | No | This course had not been updated in more than a decade. Industry practices have changed since the last proposal was launched. This includes software, practices, and documentation. | Yes | Anita Talone |
| 2 | DT | 114 | Creo Parametric 3D I | DT 114 Impact | CSU | Yes | Grade Only | No | This proposal is only to change course title. We forgot to put the "I" in the Course Title. This course was created and approval just last year. This is the only change in this proposal. | No | Anita Talone |
| 3 | DT | 117 | Blueprint Reading and Geometric Dimensioning and Tolerance | DT 117 Impact | CSU | Yes | Grade Only | No | This proposal is only to change cross-list course with Machining. This course was completed updates and approval just last year. This is the only change in this proposal. | No | Anita Talone |
| 4 | DT | 227 | Printed Circuit Board Design II | DT 227 Impact | CSU | Yes | G/P/NP | No | This course had not been updated in more than a decade. Industry practices have changed since the last proposal was launched. This includes software tools, library practices, and documentation generation. | Yes | Anita Talone |
| 5 | ENG | 205 | Introduction to Literature | N/A | UC/CSU | Yes | G/P/NP | No | Updates to textbook publication dates and Content/Body of Knowledge. | Yes | Leanne M. Maunu |
| 6 | ENG | 210 | Survey of British Literature I | N/A | UC/CSU | Yes | G/P/NP | No | Textbook and reading list updated. | Yes | Leanne M. Maunu |
| 7 | ENG | 211 | Survey of British Literature II | N/A | UC/CSU | Yes | G/P/NP | No | Textbooks/reading list updated. | Yes | Leanne M. Maunu |
| 8 | ENG | 220 | Survey of World Literature I | N/A | UC/CSU | Yes | G/P/NP | No | Textbooks and reading list updated. | Yes | Leanne M. Maunu |
| 9 | ENG | 225 | Literature of the United States I | N/A | UC/CSU | Yes | G/P/NP | No | Student Learning Outcomes were updated, mistake of having English 100 as a pre-requisite to this class was fixed, and validation information was updated. Textbooks and Textbooks/readings updated. | Yes | Leanne M. Maunu |
| 10 | ENG | 226 | Literature of the United States II | N/A | UC/CSU | Yes | G/P/NP | No | | Yes | Leanne M. Maunu |

| # | Subj. | Num | Title | Impacts | UC/CSU | Assoc. Degr. | Dist. Ed. | Grd. | Opn Entry/Exit | Justification | Reqs. | Orig. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | ENG | 230 | Introduction to the American Novel | N/A | UC/CSU | Yes | G/P/NP | No | | Updates to reading lists. | Yes | Leanne M. Maunu |
| 12 | ENG | 245 | Survey of Biblical Literature | N/A | UC/CSU | No | G/P/NP | No | | Textbook updates made. | Yes | Leanne M. Maunu |
| 13 | ENG | 250 | Introduction to Shakespeare | N/A | UC/CSU | Yes | G/P/NP | No | | | Yes | Leanne M. Maunu |
| 14 | ENG | 255 | Literature and Ideas | N/A | UC/CSU | Yes | G/P/NP | No | | Textbooks and reading list updated. | Yes | Leanne M. Maunu |
| 15 | ENG | 260 | Literature through Film | N/A | UC/CSU | No | G/P/NP | No | | Reading list and Content/Body of Knowledge | Yes | Leanne M. Maunu |
| 16 | ENG | 270 | Popular Literature | N/A | UC/CSU | Yes | G/P/NP | No | | Student Learning Outcomes were updated, mistake of having English 100 as a pre-requisite to this class was fixed, and validation information was updated. Textbooks and reading list also updated. | Yes | Leanne M. Maunu |
| 17 | ENG | 280 | Women and Literature | N/A | UC/CSU | No | G/P/NP | No | | Textbooks and reading list updated. | Yes | Leanne M. Maunu |
| 18 | ENG | 290 | Comic Books as Literature | N/A | UC/CSU | No | G/P/NP | No | | Textbooks and reading lists have been updated. | Yes | Leanne M. Maunu |
| 19 | SPAN | 211 | Spanish for Heritage Speakers I | N/A | UC/CSU | Yes | G/P/NP | No | | Change of course description, and addition to the limitation of enrollment. | Yes | Elena Villa |
| 20 | TA | 192D | Technical Theatre in Production 4 | TA 192D Impact | UC/CSU | No | G/P/NP | Yes | | This course change: 1. Updates course titles, bringing course into alignment with TMC; and, 2. Corrects the XB09 status: this Section is taught primarily through Work-Based Learning Activities. | Yes | Chris Sinnott |

| B. | ACTION: Noncredit Course Changes - effective fall 2021 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Subj. | Num | Title | Impacts | UC/CSU | Assoc. Degr. | Dist. Ed. | Grd. | Opn Entry/Exit | Justification | Reqs. | Orig. |
| 1 | N CTZN | 900 | Citizenship | N/A | No | | Yes | Not | May be | Adding a second SLO, updating lecture hours, u | No | Tina-Marie Parker |
| 2 | N ESL | 912 | ESL GrammarSkills I | N/A | No | | Yes | P/NP/SP | No | Due to repeatability and a focus on skills attainment, NESL 12 will increase the access and success of non-native adult speakers in developing stronger language accuracy in English. | No | Tracy Fung |

| 3 | N ESL | 923 | Beginning Conversation 2 | N/A | No | | Yes | P/NP/SP | May be | This course will now be offered as a part of a sequence. Students will be awarded a certificate after they complete the sequence. | No | Tracy Fung |
| 4 | N ESL | 961 | Beginning Level Listening and Speaking I | N/A | No | | Yes | Not | Yes | The lowering of minimum hours will allow more flexibility for scheduling and not affect the purpose of this noncredit course, which is to provide students with practice in listening and speaking. | No | Tracy Fung |
| 5 | N ESL | 962 | Beginning Level Listening and Speaking II | N/A | No | | Yes | Not | Yes | The lowering of minimum hours will allow more flexibility for scheduling and not affect the purpose of this noncredit course, which is to provide students with practice in listening and speaking. | No | Tracy Fung |
| 6 | N ESL | 963 | Beginning Level Listening and Speaking III | N/A | No | | Yes | Not | Yes | The lowering of minimum hours will allow more flexibility for scheduling and not affect the purpose of this noncredit course, which is to provide students with practice in listening and speaking. | No | Tracy Fung |
| 7 | N ESL | 964 | Intermediate Level Listening and Speaking | N/A | No | | Yes | Not | Yes | The lowering of minimum hours will allow more flexibility for scheduling and not affect the purpose of this noncredit course, which is to provide students with practice in listening and speaking. | No | Tracy Fung |

| C. | ACTION: New Credit Programs - effective Fall 2021 | | | | | |
|---|---|---|---|---|---|---|
| | Program Title | Disci. | Award | Units | Justification | Orig. |
| 1 | Web Designer I | GCMW | CA 8-15 | 8-9 | This is a "stackable" certificate, which comprises of the three beginning core courses in the Web certificate. The career path for the student is to complete this short certificate in a semester or two, and then have skills for an entry level position.<br>The academic degree path is the motivation for the student to see the feasibility of going on to a degree, once this certificate is completed. | Lillian S.Payn |

The following curriculum changes, pending appropriate approvals, will be effective Fall 2021

| D. | ACTION: Credit Program Changes - effective Fall 2021 | | | | | |
|----|----|----|----|----|----|----|
| | Program Title | Disci. | Award | Units | Justification | Orig. |
| 1 | Child Development Master Teacher: Early Inclusion | CHDV | AS/CA | 39 | This degree/certificate incorporates two other degrees/certificates: Child Development Associate Teacher and Child Development Teacher. | Laurel Anderson |
| 2 | Dance: Emphasis in Euro-Western Dance | DNCE | AA/CA | 22-25.5 | Responding to class cuts by scheduling team and continuing to strive for efficiency and more completers. | Margaret M. Faulkner |
| 3 | Dance: Emphasis in General Dance | DNCE | AA/CA | 24.5-28.5 | We are responding to the class cuts by the enrollment team and we are responding to the Districts desire for efficiency and completions. | Margaret M. Faulkner |
| 4 | Dance: Emphasis in World Dance | DNCE | AA/CA | 21-25.5 | Responding to course cuts by scheduling team and working toward greater efficiency and completers. | Margaret M. Faulkner |

| E. | Action: Requisites - effective fall 2021 | | |
|----|----|----|----|
| | The establishment of the following advisories meets Title 5 Regulations 55003, effective fall 2021 | | |
| | Course | | Course Title |
| 1 | DT | 110 | Technical Drafting I |
| 2 | DT | 227 | Printed Circuit Board Design II |
| 3 | ENG | 205 | Introduction to Literature |
| 4 | ENG | 210 | Survey of British Literature I |
| 5 | ENG | 211 | Survey of British Literature II |
| 6 | ENG | 220 | Survey of World Literature I |
| 7 | ENG | 225 | Literature of the United States I |
| 8 | ENG | 226 | Literature of the United States II |
| 9 | ENG | 230 | Introduction to the American Novel |
| 10 | ENG | 245 | Survey of Biblical Literature |
| 11 | ENG | 250 | Introduction to Shakespeare |
| 12 | ENG | 255 | Literature and Ideas |
| 13 | ENG | 260 | Literature through Film |
| 14 | ENG | 270 | Popular Literature |
| 15 | ENG | 280 | Women and Literature |
| 16 | ENG | 290 | Comic Books as Literature |
| 17 | SPAN | 211 | Spanish for Heritage Speakers I |
| 18 | TA | 192D | Technical Theatre in Production 4 |

**F.  ACTION: Distance Education**
**The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective fall 2021**

| | Course | | Title | Scheduling | Distance Ed |
|---|---|---|---|---|---|
| 1 | DT | 110 | Technical Drafting I | | |
| 2 | DT | 114 | Creo Parametric 3D I | | |
| 3 | DT | 117 | Blueprint Reading and Geometric Dimensioning and Tolerance | | |
| 4 | DT | 227 | Printed Circuit Board Design II | | |
| 5 | ENG | 205 | Introduction to Literature | | |
| 6 | ENG | 210 | Survey of British Literature I | | |
| 7 | ENG | 211 | Survey of British Literature II | | |
| 8 | ENG | 220 | Survey of World Literature I | | |
| 9 | ENG | 225 | Literature of the United States I | | |
| 10 | ENG | 226 | Literature of the United States II | | |
| 11 | ENG | 230 | Introduction to the American Novel | | |
| 12 | ENG | 250 | Introduction to Shakespeare | | |
| 13 | ENG | 255 | Literature and Ideas | | |
| 14 | ENG | 270 | Popular Literature | | |
| 15 | SPAN | 211 | Spanish for Heritage Speakers I | | |
| 16 | N CTZN | 900 | Citizenship | | |
| 17 | N ESL | 912 | ESL GrammarSkills I | | |
| 18 | N ESL | 923 | Beginning Conversation 2 | | |
| 19 | N ESL | 961 | Beginning Level Listening and Speaking I | | |
| 20 | N ESL | 962 | Beginning Level Listening and Speaking II | | |
| 21 | N ESL | 963 | Beginning Level Listening and Speaking III | | |
| 22 | N ESL | 964 | Intermediate Level Listening and Speaking | | |

**G.  ACTION: Distance Education and Course Reviews**
**The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2021.**

| | Subj. | Num | Title | Impacts | UC/CSU | Dist. Ed. | Grd. | Opn Entry/E | Justification | Reqs. | Orig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | AS | 120 | Introduction to Africana Social Institutions and Behavior | | UC/CSU | No | G/P/NP | No | SLO updates | No | Angelica Yanez |
| 2 | CS | 155 | Ancient Civilizations of Meso-America | | UC/CSU | Yes | G/P/NP | No | Regular SLO, textbooks, and general course updates. | No | Angelica Yanez |

EXHIBIT 3

| Feb 22 2021 | | | | | | |
|---|---|---|---|---|---|---|
| Name | Division | FT/PT | Committee | Position | Statement | Action: Confirm |
| Natalie Loepz | L&L | Full time | Curriculum Committee | Faculty MSE (18-21) (STEM Librarian) | As I make connections serving on the Guided Pathways Taskforce (pillar 3: stay on the path), the accreditation writing team and the Student Learning Outcomes facilitator for the Library, I would like to engage in the conversations surrounding the curriculum that can best inform my practice of building the library collections to support curriculum with a further understanding of the curriculum process. Thank you for considering me. | |

EXHIBIT 4

PALOMAR COLLEGE
Learning for Success

# [Department Name] Department Bylaws

[Per the ~~PFF Contract~~ **PFF–Palomar Community College District Collective Bargaining Agreement ("the Contract")** (Article 12.6.3), departments ~~are required to~~ "shall create and vote on department bylaws." Department Bylaws are essential for ensuring that all Faculty within a department understand who the department is, how the department operates, and how decisions are made. Department bylaws should expand on areas where the contract is silent or refers to department autonomy but cannot contradict any contract language. This template is provided to support your department in that process. You might find it useful to imagine a brand new faculty member: What do they need to know to help them better understand their new department? All content in yellow should be replaced with your department's own language. While writing, prioritize equity. Just as the College urges faculty to decolonize their syllabi, utilize language that seeks to decolonize your bylaws. This will be an evolving document, and you should feel encouraged to tailor it to the needs of your department.]

## *Department Mission*

[What is the mission of the department?]

### *Degrees and Certificates Offered*

[List Degrees/Certificates]

### *Courses Offered*

[List Courses]

## *Department Staff and Faculty*

[It is important for all faculty who work within the department to understand the makeup of the department and understand the distribution of FTEF among Part-Time and Full-Time Faculty.]

### *Full-Time Faculty*

[List FT Faculty]

### *Part-Time Faculty*

[List Part-Time Faculty]

**Full-Time Faculty and Part-Time Faculty Percent FTEF Across Three Years**

|  | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|
| **Full-Time Faculty Percent FTEF (including overload)** | Enter percentage | Enter percentage | Enter percentage |
| **Part-Time Faculty Percent FTEF** | Enter percentage | Enter percentage | Enter percentage |

**Department Staff**

[List Staff]

## Departmental Communication

[Explain how the department communicates to the faculty to ensure all faculty within the department are provided with important information necessary for the success of the faculty and our students.]

## Department/Discipline Specific Criteria

[Per the ~~PFF~~ Contract (Article 20.10.2.2), "Departments or disciplines may have specific criteria exceeding standard department teaching requirements in order to maintain the academic integrity of their programs." If there are specific requirements, these should be included in the bylaws. To ensure equity, criteria must be the same for all faculty who teach the courses and ~~should not~~ cannot be different based on Part-Time, probationary, or tenured ~~faculty~~ status).]

## Department Voting and Decision-Making

[Explain who is included in department voting and decision-making. The department should review the percentage FTEF for PT and FT Faculty when deciding upon voting privilege within the department, recognizing that Part-Time Faculty teach the majority of classes within most departments and are thus an integral part of our students' experience and success. The ~~PFF~~ Contract (Article 12.6.3) refers to the department's "voting members," but does not define who the voting members are. Keeping equity in mind, d~~D~~epartments should utilize their bylaws to explain who the voting members include.]

## Department Meetings

[Per the ~~PFF~~ Contract (Article 12.6.3), explain when the department meets, who is invited to the meetings, and where faculty and staff can review historical agendas and minutes. Keeping equity in mind, a~~A~~ll faculty within the department should be invited to attend all department

meetings, acknowledging that the more connected and informed all members are the better the opportunity to support student success. Per Article 12.6.3 dDepartments ~~are required to~~ should hold at least one meeting per semester; however, to build departmental community and ensure departmental work is completed collaboratively, departments ~~should~~ would be well served to have a standing monthly meeting.]

## *Election of the Department Chair*

[Per the ~~PFF~~ Contract (Article 12.3), the department ~~bylaws~~ must include an explanation of the process the department uses to elect a department chair, and the department bylaws should eEnsure the process addresses what happens when there is a tie.]

## *Process for Teaching Assignments*

[Explain how the department assigns teaching loads. Full-Time Faculty assignments are addressed in Article 20.11, Part-Time Faculty assignments in Article 20.10. To support equity, in accordance with these Articles, departments should address challenges faced by Part-Time Faculty and utilize teaching assignment practices that support their employment and commitment to the college. For example, "The department will attempt to provide course assignments for Part-Time Faculty in block schedules to reduce transportation impacts." Part-Time Faculty should not be given the majority of night classes nor classes not wanted by Full-Time Faculty. Teaching assignments based on mode, time/day, and location, should be equitably distributed among Full-Time and Part-Time Faculty.]

## *Course and Program Learning Outcomes*

[Explain the process the department follows to ensure all faculty are aware of and are assessing both course student learning outcomes and program outcomes.]

## *Participation and Awareness of Shared Governance*

[Some departments are very purposeful in how the faculty within the department participate in shared governance to ensure the department is kept up-to-date with important work that is being discussed or conducted across campus that may impact the department. It is helpful for the department to address their approach to ensuring the department is aware of the campus as a whole.]

## *Part-Time Faculty*

### *Part-Time Faculty Prioritization Number*

[Explain how the prioritization process is conducted and how PT Faculty in your department know what their prioritization number is. Please see Article 20.10 for full explanation and details.]

### *Process for Hiring Part-Time Faculty Members*

[Explain the process the department takes to hire Part-Time Faculty members. The department should recognize that students are most likely to be taught by Part-Time Faculty. In accordance with Article 20.10, tThe department is encouraged to develop a process that is equitable. Equitable hiring may include: holding interviews with an informal departmental hiring committee, ensuring the interviews address diversity, equity, and inclusion, etc.]

### *Support and/or Mentorship of Part-Time Faculty Members*

[Part-Time Faculty often feel disenfranchised, unacknowledged, and unsupported. Departments should use the Department Bylaws to explain the ways in which the department will support Part-Time Faculty, recognizing that the majority of students take courses from Part-Time Faculty and should have faculty who understand the department and the college. An example of a process to support Part-Time Faculty could be to assign a Full-Time Faculty Mentor to each Part-Time Faculty, especially for their first 2-4 semesters.]

### *Part-Time Faculty Office Space*

[Explain where PT Faculty can utilize space for preparation, grading, and meeting students. Detail the process by which PT Faculty can get keys to office space, and so on.]

EXHIBIT 5

**Faculty Senate/PFF Joint Appointment Process – A Proposal**
Rocco Versaci & Teresa Laughlin

The five main councils in the new governance structure, which will begin in earnest in Fall 2021, have several faculty positions that need to be appointed. In Senate and PFF meetings in Spring 2020, there was consensus that both groups would work together on these appointments. This document is a proposal for how that might proceed. The faculty positions in question are as follows (and listed on the attached sheets):

College Council
4 Faculty
1 PT Faculty (advisory)
**Proposal—Senate: 2 Faculty, 1 PT Faculty; PFF: 2 Faculty**

Institutional Effectiveness Council
4 Faculty
1 PT Faculty (advisory)
**Proposal—Senate: 1 Faculty, 1 PT Faculty; PFF: 3 Faculty**

Equity, Education, and Student Success Council
5 Faculty
1 PT Faculty (advisory)
2 Counseling Faculty
1 Library Faculty
Umoja rep (may be faculty)
Puenta rep (may be faculty)
Pride Center rep (faculty)
**Proposal—Senate: 3 Faculty; 2 Counseling; 1 Library; Senate ratifies names put forward by Umoja, Puente, and/or Pride Center (up to 9 total); PFF: 2 Faculty, 1 PT Faculty (3 total)**

Employees, Community, and Communication Council
4 Faculty
1 PT Faculty (advisory)
**Proposal—Senate: 2 Faculty, 1 PT Faculty; PFF: 2 Faculty**

Infrastructure and Sustainability Council
4 Faculty
1 PT Faculty (advisory)
**Proposal—Senate: 2 Faculty; PFF: 2 Faculty, 1 PT Faculty**

Senate and PFF would put out their own calls for their positions. In addition, the Faculty Senate Council and the PFF Executive Leadership (Co-Presidents & Treasurer) will meet every two

years to reevaluate the above breakdown and recommend either modifications or confirmation of the existing plan to both the Senate and PFF E-Board for approval. This meeting would also be triggered by any change to the number of faculty positions on these councils.

EXHIBIT 6

**PALOMAR COLLEGE** Learning for Success

Human Resource Services

# Employee Address/Name Change Form

Employee Name _____ Date _____ Ext. _____

Social Security # _____ ID # _____ Dept. _____

Classification: ☐ Administrator; ☐ Classified; ☐ CAST; Faculty: ☐ F/T ☐ P/T; ☐ Retiree; ☐ Student; ☐ Temporary

☐ New Name: _____
   *New social security card must be presented to Human Resource Services.*

☐ Add/Update Preferred Name: _____

☐ New Address:

   Mailing Address: _____
   *All District correspondence, including W-2s and paychecks, will be sent to this address.*

   Home Address: ☐ same as above **or**: _____

☐ New Phone Number(s):

   Primary Phone _____ ☐ Home ☐ Cellular ☐ Local/Other

   Alternate Phone _____ ☐ Home ☐ Cellular ☐ Local/Other

☐ New Preferred Email Address: _____

☐ Alert San Diego Emergency Notification System *(emergency notifications that affect Palomar College)*

   Email Address: _____

   Text Message* Number _____
   *\*Standard messaging rates apply for text messages.*

☐ Emergency Contact Information:

1ˢᵗ Contact _____ Relationship: _____ Phone _____

2ⁿᵈ Contact _____ Relationship: _____ Phone _____

## Health Insurance Notification (benefit eligible employees and retirees only)

☐ Notify the following health insurance vendors of the above changes. Changes supersede previously submitted Enrollment Applications.

   ☐ Kaiser, Medical Record #:_____ **OR** ☐ PPO/ Fringe Benefits Consortium
   ☐ 125 Flexible Spending Plan/American Fidelity

_____
Employee/Retiree Signature                         Date

# Employment Data Sheet

## Please PRINT and complete this form.

**SSN or Employee ID#** _____

**Name** (Last, First, Middle Initial) _____

**Preferred Name** (optional) _____

**Mailing Address** (all District correspondence, including paychecks and W-2's, will be sent to this address)

_____
Address                                          City                    State            Zip

**Home Address** ☐ same as above **or** list below

_____
Address                                          City                    State            Zip

### Contact Information

Primary Phone _____ ☐ Home ☐ Cellular ☐ Local/Other

Alternate Phone _____ ☐ Home ☐ Cellular ☐ Local/Other

Preferred Email Address: ☐ Palomar Email **or** _____

Alternate Email Address: _____

### Alert San Diego Emergency Notification System (In the case of campus closure and/or emergency)
**********Please provide *your own* email or cell phone # you check often**********

Email Address: _____

Text Message Number* _____ *Standard messaging rates apply*

### Emergency Contact Information

Primary Contact _____ Relationship: _____

Phone _____ Alternate Phone _____

Alternate Contact _____ Relationship: _____

Phone _____ Alternate Phone _____

_____        _____
**Employee Signature**                              **Date**

EXHIBIT 7

**Palomar Community College District Policy**

**INSTRUCTIONAL SERVICES**

**BP 4025    PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION**

**References:**
Title 5 Sections 55002, 55061, and 55063;
Accreditation Standard II.A.3

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The Superintendent/President shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for the District to rely on the expertise of the faculty in these matters as expressed by actions of the Curriculum Committee and ratified by the Faculty Senate and the Governing Board. District procedures regarding Associate Degrees and General Education will follow from the philosophy and criteria expressed in AP 4025 titled Philosophy and Criteria of Associate Degree and General Education and from the requirements delineated in pertinent sections of Education Code, Title 5, and Accreditation Standards.

~~The awarding of an Associate degree signifies the District's success in leading students through patterns of learning experiences designed to develop certain capabilities, sensibilities, and insights. Among these are the ability to:~~
~~• Think critically and to communicate clearly and effectively both orally and in writing~~
~~• Use mathematics~~
~~• Understand the modes of inquiry of the major disciplines~~
~~• Be aware of the values and assumptions of their own and other cultures and times •~~
~~Intelligently consider ethical problems and~~
~~• Develop the desire and capacity for self-understanding~~

~~In addition, the District will ensure that the student possesses sufficient depth in some field of knowledge to contribute to:~~
~~• continuing education~~
~~• pursuing a career and/or~~
~~• maintaining an abiding interest in the field~~

~~Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both specific to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in~~

~~which they live. Most important, general education should lead students to better understanding of the complexity yet understandability of the world in which they must make places for themselves. In the establishing or modifying a general education program, the District will seek ways to create coherence and integration among the separate requirements.~~

The District's associate degrees symbolize a successful attempt to lead students through equitable learning experiences designed to develop certain capabilities and insight, including:

- Develop a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society.
- Think critically and communicate clearly and proficiently through oral, written, and visual expression.
- Apply and use mathematics in the curriculum in multiple modalities to quantitatively reason within written and oral communications.
- Provide diverse understanding and modes of inquiry of the major disciplines
- Develop an appreciation for the value of ethics, integrity, honesty, self-management, and the welfare of others.
- Advance awareness of student's own capabilities and growth by means of self-reflection and self-validation.

In addition, the District will ensure that its educational programs are consistent with its institutional mission and the purposes, demographics, and economics of its community. Detailed descriptions of these programs will appear in the catalog.

# AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

**References:**

Title 5 Section~~s 55002,~~ 55061~~, and 55063;~~

ACCJC Accreditation Standard II.A ~~II.A.3~~

District procedures regarding Associate Degrees and General Education will follow from the philosophy and criteria expressed in BP 4025 ~~titled~~ Philosophy and Criteria of Associate Degree and General Education and from the requirements delineated in pertinent sections of the Education Code, Title 5, and Accreditation Standards.

~~In addition, the District will ensure that its educational programs are consistent with its institutional mission and the purposes, demographics, and economics of its community.~~

~~Detailed descriptions of these programs will appear in the catalog.~~

The associate degree at Palomar College consists of a minimum of 60 semester units that include 18 units of general education, competency in multicultural consciousness, mathematics, health and fitness, and American history and institutions/California government. The associate degree is awarded to students who demonstrate proficiency in communication; computation; creative, critical and analytical thinking; and community, multicultural/global consciousness and responsibility. In addition, students graduating with an associate degree shall possess sufficient depth by completing at least 18 semester units in an associate degree major listed in the college catalog. Of the total required units, at least 12 semester units must be completed in residence at the college.

The General Education requirements are designed to ensure that students meet the following **General Education Learning Outcomes**:

- Communicate clearly and effectively orally and in writing.

- Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

- Think critically when reading and processing information; approach issues with an open-mindedness and awareness of one's own assumptions, values and biases; and present sound arguments supported by evidence.

- Develop a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society.

- Find and use sound information and work with others to problem-solve, address current and future societal issues, and improve community life.

- Recognize ethical dilemmas, and consider integrity, honesty, and the welfare of others in the ethical decision-making process.

- Apply foundational methods of inquiry of diverse disciplines.

- Integrate and apply learning toward self-development, community service, civic engagement, employment, and engagement through the arts.


**Associate Degree Requirements**

- 60-degree applicable semester units

- At least 18 semester units of study must be taken in a defined major or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University. These majors along with the general education and district requirements are listed in the Palomar College catalog.

- District requirements to include:

o Competency in American History and Institutions/California Government.

o Competency in mathematics.

o Competency in multicultural consciousness

o Competency in health and fitness

- General Education requirements to include:

o Area A: Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

o Area B: Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to

help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

- o Area C: Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

- o Area D: Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

- o Area E: Lifelong Learning and Self-Development. Courses in lifelong learning and self-development are those which focus on lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Palomar College District Requirement courses may also be used to simultaneously fulfill the AA/AS General Education requirements in instances where they overlap. No course may be used more than once in any General Education Area.

 For example:

1.  Math Competency course may also fulfill area A2 (Communication & Analytical Thinking)

2. HE 100 may also cover area E (Lifelong Learning and Self-Development)

3. Courses taken to fulfill American History and Institutions/California Government may also cover area D (Social Science)

4. Courses that are identified as multicultural requirements may also cover areas C (Humanities), D (Social Science) or E (Lifelong Learning & Self Development)