



FACULTY SENATE MEETING

October 25, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
October 18, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tina-Marie Parker, Candace Rose, Tanessa Sanchez, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny

ABSENT:

GUESTS: Lois Aaron, Glyn Bongolan, Kelly Falcone, David Gray, Billieanne McLellan, Patriceann Mead, Coty Toscano, Hossna Sadat-Ahadi, Gary Sosa, Alyssa Vafaei, Jon Walker

Please 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

Gary Sosa made the following comment:

The Undocumented Student Support group, comprised of staff, faculty and administrators, would like faculty to be aware that today begins the Undocumented Student Week of Action. There will be a series of events held both locally and in the state for undocumented students and their allies in community colleges, including Palomar. The events can be shared with all of our students so that those who are undocumented in our classes can learn more about the assistance that is now available to help them succeed in college. Our “documented” students can also learn about ways they can support their undocumented classmates, family members and friends.

President Star-Rivera sent out an email on Sunday encouraging us all to engage in action to support undocumented students. Please refer to her email for a list of events. You can also go to the ALASS (Association of Latinos and Allies for Student Success) web site for the same information and for additional resources for undocumented students. On a side note: if you find the ALASS web site and Palomar’s range of activities for undocumented students and Latino students (not one in the same, though many of our undocumented students are Latinx) a bit lacking, it is a symptom of the college’s long neglect of the large Latinx student population – a population that has made Palomar an HSI, a Hispanic-serving institution. But as those of you who are in the *Becoming Hispanic Institutions* book club know, one of the themes emanating from the discussions is that Palomar often seems to be more of a Hispanic-enrolling institution than an institution that goes out of its way to serve Hispanic students.

As a parting note, for those of you who are interested in exploring this topic more this week, you might consider the following questions:

- Have students ever told you they were undocumented? Did they seek your assistance? How did you respond? Do you know where to send students who seek assistance with attending college as an undocumented student?
- Do you know of any stories of successful or unsuccessful Palomar students who were undocumented?

If you would like to engage your student this week on this topic, you might pose the following or similar questions:

- What does “undocumented” mean?
- What are some reasons why undocumented people enter the US? What are some reasons why they sometimes remain undocumented for many years?
- What are the options for undocumented people who want to attend college in California?

If you have any questions about this message, please email me: gsoa@palomar.edu

Kelly Falcone made the following comment:

AP 5520 allows a faculty member to remove a student from your class for two class sessions, if you need to base on student conduct. Unfortunately, I’ve had a challenging student in my asynchronous class and I’ve been back and forth with the Office of Student Life & Leadership about it. They suggested that I implement AP 5520 to remove the student from a class and then another class session. Apparently I am the very first faculty member to ever have to do this. One question was what does two class sessions actually mean when you teach an asynchronous course? What is that course length? I also discovered that there isn’t a process for this for an online course. It took over a week to come up with a solution. I just want to make sure Senate is aware of it. Hopefully we can advocate for a revision to AP 5520 that takes into consideration asynchronous courses. If there is an issue with a student in a face to face class, faculty can remove that student right then in there. In an asynchronous class, whatever the procedure is, it needs to be something that's timely that a faculty member can initiate as quickly as needed. I wasn't able to do that, immediately or in any sort of a timely fashion. I wanted you to know about this issue and decide whether this should go to policies and procedures or reviewed at Senate.

VP Jenny Ferrero commented that this issue should go before the Student Services Council (EESS) now and then on to College Council.

Senator and Co-Chair of Educators for Equity, Diversity and Cultural Consciousness (EEDCC) Eduardo Aguilar and Co-Chair Hossna Sadat-Ahadi together announced that the first Palomar College Social Justice Convening event will take place on January 28, 2022. All students, faculty and staff are invited to attend this virtual event. If anyone is interested in submitting a proposal, please do so as soon as possible. Social Justice Convening Workshop Proposal link: https://docs.google.com/forms/d/e/1FAIpQLScLFA6m7vfQ7PNp_Rrscm0-YcsQX4quPwweqLVTHYOIQ49mA/viewform

ANNOUNCEMENTS

Senator and CALM Chair Anastasia announced that the committee has distributed a survey to all faculty and ADAs asking for feedback on their experiences working with the bookstore. She encouraged faculty to participate.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated October 11, 2021 (see Exhibit 1).

Abstention: Tanessa Sanchez

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Wendy Nelson stated that no action was necessary this day but reminded Senators to keep a close eye on emails that may come through regarding proposed curriculum changes. Nelson added that if a course is deactivated, be sure to follow through and remove that course from various programs that are affected by it.

B. Committee Appointments

Motion 2 MSC: Zavodny/Towfiq

Faculty Senate approval of the following committee confirmation (see Exhibit 2):

Registration Committee – **Trong Nguyen**, Faculty, At-large (20-22)

The motion carried.

Senator Zavodny announced that some of Senate's committee structures will be changing in accordance with the change in the council structure for our shared governance. The different councils have been moving through and changing the reporting structure for the committees. In some instances, those changes may get kicked back to those councils and they may make suggestions afterwards as to the composition. It's possible to see some deactivations of some committees so just be on the lookout for those announcements.

Zavodny went on to say that there are workgroups in place who are sorting through the committees...both council's committees and Faculty Senate's committees to clear up any purview issues. Another issue is clearing up the communication structure, the reporting structure and centralization of all of the information.

C. Proctoring Software Proposal

Motion 3 MSC: Lawson/Fererro

Faculty Senate approval of the DE Committee's Proctoring Policy which will phase out the use of third party proctoring software with a sunset date at the end of spring 2022. Beginning now, the DE Committee will promote alternative pedagogical options for online assessment and expand in person proctoring on campus as well as incorporate a ZOOM proctoring program staffed by Palomar employees (see Exhibit 3).

Senator and DE Committee Chair Erin Hiro reviewed the exhibit. The current Proctorio contract expires December 2021 which means preparing for ZOOM proctoring conducted by Palomar staff would have to begin almost immediately to ensure it is up and running for the spring 2022 semester. Additional face to face proctoring can be conducted in the Star Center but this may mean additional staffing as well as extended hours, including weekend hours. Hiro also

explained the need to develop and implement pedagogical strategies to assess students online without the need for proctoring all together. She has been successful employing these changes in her own online classes this semester.

Senators shared many but very similar concerns. Those concerns included keeping “student equity” center and most important. Another concern regarded funding for ZOOM proctoring and the cost of adding more face-to-face proctoring in the STAR Center. Hiro said ATRC paid \$16,000 a year for Proctorio and no additional funds are allocated for this use. There will be a need to expand the hours at the STAR Center to accommodate more students who take face-to-face tests during the week and over the weekend. Funding is needed to pay proctors who conduct the ZOOM proctoring service as well. It was noted that many faculty provide a “window of time” for students to take a test so having proctoring available the entire window of time is necessary.

Senator Hiro and Senator Zavodny recommended employing part-time faculty for ZOOM proctoring. To cover the costs for the ZOOM proctoring, Senate President Rocco Versaci suggested looking into the \$24 million CARES Act funding that Palomar currently has available and must spend or allocate by August. ATRC does not have funding available for any future proctoring expense beyond the annual amount of \$16,000 currently being used for Proctorio. Senator Hiro and Versaci will put a plan together to make a best estimate of what the cost will be for hiring part-time faculty to provide ZOOM proctoring.

Later during the discussion, it was noted and a consensus was met to maintain Proctorio through spring 2022 while this new proctoring policy is implemented and tested. This consensus slightly changed the motion as originally made. Senator Zavodny pushed for piloting ZOOM proctoring now to give students and faculty an opportunity to use it now which might allow all faculty to hammer out issues even before the Spring 2022 semester begins. VP Fererro reminded Senators that the Senate needs to keep in mind that not all disciplines are equal and have different needs so Senate doesn’t want to make proctoring changes that would inadvertently hurt colleagues, students and even disciplines.

David Gray noted that although Proctorio cost Palomar \$16,000 per year, that was based on signing a two-year contract. The regular cost for an annual Proctorio subscription is over \$50,000. Both Gray and Hiro are not sure what the negotiable cost will look like if Palomar is asking for a short 6-month contract for the spring 2022 semester only.

The motion carried.

D. Zoom Recording Deletion Policy

Motion 4 MSC: Towfiq/Faulkner

Faculty Senate approval of the DE Committee’s ZOOM Recording Deletion Policy (see Exhibit 4).

Senator Hiro shared the exhibit.

The motion carried.

INFORMATION ITEMS

A. Faculty Representation for HighPoint Technology Review (see Exhibit 5)

Senate President Versaci explained that VP Lakhani contacted him to explain that a new planned enrollment software platform called HighPoint Technology is being tested out for use at Palomar. Dean Leslie Salas provided the exhibit explaining the need for faculty volunteers. Senator Wendy Nelson said this software “sits on top of PeopleSoft” and fixes the issues Palomar is currently experiencing with PeopleSoft. Nelson further said that Guided Pathways is funding this software purchase. Senator Hiro suggested that specific faculty with expertise in the specific targeted areas should be the representatives. Senator Lawrence Lawson questioned if this software deals with both application and

enrollment issues/barriers that students are faced with. Senator Nelson said it wasn't clear this software would address the student application process.

Senator and Articulation Officer Ben Mudgett questioned whether an RFP was generated for this since typically projects like this do require an RFP. Mudgett asked if an RFP group had been formed to review eligible vendor proposals to ensure that the product works best for the institution. Nelson explained that she wasn't sure an RFP went out. But in this instance, not many options are available to resolve PeopleSoft issues.

Senator Zavodny asked whether a student should be included in the workgroup and suggested that a call go out to all faculty to obtain the optimal expertise to fill these positions.

Kelly Falcone said that typically when searching for these types of services, we should start with what the needs are and then put out an RFP so that companies can say yes, we can actually do what you need this to do. Then the work groups get together and compare the different products. At Palomar, for example Starfish, we spent hundreds and hundreds of thousands of dollars on it and then afterwards, we asked what else was there available that meets our needs. We may need to put a pause on this, come together as a group to define our needs first. These types of companies are really expensive. At least give this group the opportunity to compare a couple different companies at the same time.

Versaci agreed with comments made by Senators and guests and suggested these points be brought up in those workgroup meetings where they may be the most effective. He asked Senators to either volunteer to fill the positions or recommend (with their permission) other faculty who will serve the position well and notify Senator Zavodny. Zavodny will compile a list.

B. Review of AP 5010 - Admissions and Concurrent Enrollment (see Exhibit 6)

Senator Zavodny shared the exhibit and explained that this AP is up for review. Senator Zavodny brought attention to the sentence that reads:

"The final decision as to whether a minor under the age of sixteen (16) may be enrolled in a class rests with the instructor. (California Education Code Sections 76000-76002)."

Zavodny said that this position is somewhat unique to Palomar. Other area colleges do not have the instructor weigh in as the final decision. Senate Secretary Molly Faulkner does believe that an instructor should have some say in who is allowed in the class. Senator Laughlin believes the process is cumbersome but the discussion today is exclusively for weighing in on the issue of whether, because of the class mature content, an instructor should have a say in who is allowed in the class based on age. Both Laughlin and Versaci agreed that some content may not be appropriate for a child under 16 years of age. Zavodny questioned whether faculty have the expertise to make that determination exclusively because of the age of a student. Zavodny said that a student trying to progress through programs with just one particular course that is needed and available, that faculty member can deny the student access to the class. She went on to say that the minor students could be notified ahead of time or should already realize that class content is designed for older college students. The student has the option to take the class or not. Zavodny advocates for moving this decision to the district level.

Glyn Bongolan said that the K-12 form does include content explaining that controversial topics and sensitive materials may be included in the college courses. Bongolan added that it can be cumbersome for younger students involved in the dual or concurrent enrollment programs because sometimes there is competition for the last remaining seats in the class and an instructor won't reply with an answer of whether that student can be enrolled and the minor misses out on the opportunity to take the class. Also, some departments prefer only 11th and 12th graders in their courses. Senator Wendy Nelson agreed with Bongolan's comments and said that this issue is a barrier for some younger students taking Palomar classes.

Senator Scott Nelson shared his concern that many high school students want to enroll in summer Spanish classes. Some Spanish teaching faculty are concerned that too many high school students fill up the seats and the dynamic of the class turns from a college course to more of a high school course. Also, those seats can take away opportunities from our current Palomar students. Zavodny replied by saying that the enrollment process does allow current Palomar college students to register first for those summer classes.

Senator Laughlin added that she's had instances in the past where a minor child and their parent have approached her about mature content shared during class. This is the reality of providing college courses to minors. Faculty should have the final say and the ability to say this class has mature or adult themes or content that is not appropriate for a minor child. Laughlin strongly objects to the erosion of faculty autonomy in Palomar classes.

President Versaci asked that this item come back to Senate next week for further discussion in the hopes that some wider input from other departments can be considered.

C. Senate Involvement with PRP Process – Tabled until October 25.

D. Develop Schedule for Trustees to Attend Senate – Tabled until October 25.

E. Area D Meeting Update (see Exhibit 7 and 8)

President Versaci asked Senators to review the new exhibits provided for the Area D meeting.

REPORTS:

ASG (Mouawad)

The Associated Student Government met on Monday, October 11th . We held discussions on BP 5420, addressing what language needs to be used for compensating Executive members on the ASG council. The following lines were motioned, seconded, and voted on to be added to the policy:

The following lines added to the BP "Eligible members of the ASG approved for Fund 72 Compensation, will be compensated as per ASG By-Laws accountability measures", *with edits

ASG Vice-President of Inter-Club Council hosted the Club rush for the Palomar clubs this past Wednesday and Thursday and intends to invite the clubs for a Halloween event later this month.

President (Versaci)

I had two requests From VP Lakhani this week. The first was to find out which faculty have taught or are teaching Dual Enrollment classes and see which—if any—of those individuals would be interested in helping to put together for future faculty teaching in this program a “help” packet that contains logistical information about interacting with the various high schools. I had a large response to my email and forwarded the names to Vikash. He also told me that the District is considering a move to Highpoint enrollment software, and Dean Salas sent me a list of the workgroups they are forming with specific requests for faculty participation. This is coming before the Senate as Information Item A this week, and we will discuss how best to fill these spots.

Senate VP Ferrero and I met with Dr. Rivera-Lacey on Monday, October 11. We asked for some follow up on two looming issues—faculty hiring and enrollment. For the former, she said that she would get in touch with VP Montoya to schedule a follow up visit with me, Jenny, Star, David, and VP Kahn to discuss amendments to parts of the procedures. As for the latter, Star and Executive Cabinet are still going through the document Senate created. She is in the process of putting together a presentation for the Trustees at their next meeting, and she wants to make sure to incorporate points that appear in that document. Other topics included:

- Increased presence (esp. administrators and staff) on campus. She said that they are phasing in more presence, and the spring may be as high as 50%.

- The Umoja Program. She would like to relaunch in Fall of '22 and is trying to get things aligned for that. Jack, Vikash, and Dean Salas are working to make that happen. We asked that Senate be kept in the loop, due to our current role in the process (putting out a call for Co-Coordinators and providing an advisory vote for those individuals).
- In-person tutoring. Star suggested that I discuss the specifics of that with Jack, whom I will contact this week.

College Council (Versaci)

The College Council met on Friday, October 8. Most of the time was taken up by looking at the Governance Structure Request forms that have come up from various councils. A number of these were sent back to the councils—especially those forwarded by the EESSC—because they contained only changes to the reporting relationships (i.e., substituting the new council names for old ones) and not the actual committee membership, which all agreed need to be addressed, since there are many committees that have too many members on them.

Equity, Education, & Student Success (EES) Council (Versaci)

The EESSC met on Friday, October 15 (before Senate but after reports were due).

Institutional Effectiveness (IE) Council (Bongolan) - No report.

Employees, Community, & Communications (ECC) Council (Ferrerro)

ECC Council- The EEC Council will next meet on Friday, October 15.

Infrastructure & Sustainability (IS) Council (Lucindo) – No report.

PFF (Laughlin)

The past few weeks have been a whirlwind of activity. The PFF has negotiated compensation for faculty who choose to accommodate their unvaccinated students. We appreciate those of you who are willing to accommodate our students. Thank you. In addition, we are working on several other COVID related MOUs. I have been actively involved in the shared governance and union meetings including:

- Governing Board Meeting 10/5/21:
 - Welcome to our new Governing Board Trustee, Mr. Kartik Raju!
- Campus shared governance meetings:
 - Faculty Senate
 - College Council
 - Institutional Effectiveness, Planning, and Fiscal Stewardship Council (alternate)
 - TERB
 - Budget
 - Benefits
- Negotiations are always ongoing and extensive.
- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, vaccine requirements, evaluations, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- Meetings with Board members: We will reach out to Mr. Kartik Raju to set up a meeting to explain the PFF's priorities. We meet monthly with each Trustee to keep the lines of communication open.

If you have concerns about these or any other issues, please email me at tlainelaughlin@gmail.com.

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)

Our update for EEDCC for this week is the following:

- We are finalizing logistics for the virtual Social Justice Convening for Friday, January 28th, 2022.

- We have only a couple of meetings left for the Fall 2021 semester and dedicating our meetings to prepare for the Social Justice Convening.
- This week Dr. Jack Kahn will be attending our meeting to discuss the importance of DEI in SLOs.

Accreditation (Meehan) - No report.

Distance Education (Hiro) - No report.

Guided Pathways (Nelson) - No report.

Budget (Ferrerro)

Budget Committee- The estimated COLA for 22/23 is 2.48% which would translate into an estimated \$2.6million in salaries and benefits. The Committee also received updates on OPEB (retiree benefits) liabilities. Our unfunded liability as of June 2020 was \$82million. VP Borth feels that needs to be addressed to help maintain fiscal health of the District.

TERB (Lawson) – No report.

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson) – No report.

The AB705 Subcommittee met Thursday, October 14 (before Senate but after reports were due). I will have a report for 10/25.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq)

The Equivalency Committee was reviewing applications in past three weeks.

Student Learning Outcomes (Bealo/Tavakkoly)

Mark and Aundrea continue to work with faculty to update program SLOs, and approve course and program SLOs. We are also part of a committee that will work to determine the best software for curriculum and tracking of SLOs – we (and many faculty we have spoken with) feel that the combination of META and Nuventive is clunky, and we can't easily get the reports that we need. Moreover, since they "don't talk," SLOs are often inaccurate in one of the databases. That committee will begin meeting next Tuesday.

Faculty Service Areas (Mudgett) - No report.

Credit for Prior Learning (Rose)

All 218 Credit for Prior Learning courses are now updated in META, and verify the following information:

- The course is CPL eligible
- The course has already been approved for CPL, which means faculty have met with the CPL Coordinator and completed the CPL Course Eligibility Approval Form
- Methods of CPL assessment are selected
- The CPL Course Eligibility Approval Form has been uploaded into META

When faculty review, change or create courses, they will also be reviewing credit for prior learning to ensure that the methods of assessment are current.

For more information about how to make your courses CPL eligible, contact Candace Rose at cpl@palomar.edu and visit our website at: <https://www2.palomar.edu/pages/cpl/>

Palomar College is now part of a SDICCCA regional Taskforce for CPL. This group consists of CPL representatives from various colleges in the region, who are working together over this next year to create a “Train the Trainer CPL Series” for faculty, staff and administrators to offer Credit for Prior Learning to our students.

ADJOURNMENT: The meeting was adjourned at 3:52 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Item D. from BoardDocs Agenda											
The following curriculum changes, pending appropriate approvals, will be effective Fall 2022:											
D.1. ACTION: Credit Program Changes - effective fall 2022											
Program Title	Disci.	Award	Units	Justification						Orig.	
A. EMT Basic	EME	CP	11.5	During yearly needs assessments, the faculty in the EME department noticed an alarming negative trend in attrition in the EMT Basic course (EME 106/106L). Students are required to enroll and successfully complete a prerequisite course (EME 100) that was designed to help prepare them for the EMT Basic course.						Sarah DeSimone	
B. English	ENG	AA	22-24	This is updated information. I am removing the following de-activated courses from our AA degree: Eng 240/Mythology, Eng 245/Biblical Lit, Eng 265/Science Fiction. I am also updating our Program Learning Outcomes.						Leanne M. Maunu	
D.2 Credit Program Deactivations - effective fall 2022											
Program Title	Disc.	Award Type	Justification	Originator							
A. CAD/CAM Design and Manufacturing	IT	AS	29-30	Technical Update addressing impacts						Michael Wright	
D.3. ACTION: New Credit Courses - effective fall 2022											
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	GBST	101	Introduction to Global Studies	N/A	CSU	Yes	G	Yes	This is a required course for the Global Studies AA-T	No	Travis Ritt
B.	GBST	102	Global Issues	N/A	CSU	Yes	G	Yes	Required course for new AA-T in Global Studies	No	Travis Ritt
D.4. ACTION: Credit Course Changes - effective fall 2022											
Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	AODS	299	Directed Field Experience II	N/A	CSU	Yes	G/P/NP	No	AODS 299 can effectively be offered in an online format. Regular and effective communication will be achieved through group and individual meetings. In addition, a video orientation and review sessions will be provided. This course will meet weekly, synchronously, via an online conferencing format such as Zoom. Students can pose questions and communicate with the instructor through email and discussion boards. Students will read the textbook and post in a discussion board. Students will provide comments and feedback to their classmates and receive feedback from the instructor. The following activities and assignments that are linked to the course student learning outcomes and objectives. Complete a field placement in an alcohol and drug treatment agency with a satisfactory evaluation by the site supervisor while adhering to professional ethics and behaviors.	Prerequisite: (Completion of, or concurrent enrollment in): PSYC 298	James Fent

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	AODS	299		N/A					Students will complete a professional portfolio that includes the forms and materials required for both California Consortium of Addiction Programs and Professionals (CCAPP), the California Association for Alcohol/Drug Educators (CAADE), and California Association of Drug Treatment Programs (CADTP). All of which can be successfully accomplished through distance learning. Regular, ongoing feedback will be given by the instructor on all course materials and assignments.		
B.	BIOL	200	Foundations of Biology I	N/A	UC/CSU	Yes	G/P/NP	No	Based on changes to the CID for majors biology from the State Chancellors office in May 2020, we are removing the prerequisite of Chemistry from Biology 200. This change will benefit students by allowing them to begin their major's biology course sooner and allow our courses to match up to local university courses (that do not require a chemistry prerequisite) more closely.	Prerequisite: CHEM 110 and CHEM 110L , <u>MATH 56, or MATH 60, or eligibility determined through the math placement process.</u> Recommended Preparation: <u>ENG 100, or ESL 110</u>	Elizabeth A. Pearson
C.	BUS	205	Business Communication	Now graded only.	CSU	Yes	G	No	Updated Min Quals, CPL and Distance Ed; also Work Based Learning, and textbook. Proposal to include in local GE A.2. Communication and Analytical Thinking Removed P/NP option.	Prerequisite: <u>ENG 100</u>	L. Jackie Martin
D.	CFT	185	Machine Tool Set-Up and Maintenance	N/A	CSU	Yes	G/P/NP	No	I am just taking DE modifications however, the skills, knowledge and experience gained in this class are imperative to the success of every woodworker.	Prerequisite: <u>(Completion of, or concurrent enrollment in): CFT 100</u>	Jennifer Anderson
E.	DT	101	AutoCAD I	Removed cross-list with ENGR; now graded only.	UC/CSU	Yes	G	No	This proposal is to clean up some errors found in the last revision and update relevant information. Additionally, we are removing the cross-listing with Engineering. Minor updates to description, changed grading basis.	No	Anita Talone

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F.	DT	102	AutoCAD II	Removed cross-list with ENGR; now graded only	UC/CSU	Yes	G	No	This proposal is to clean up some errors found in the last revision and update relevant information. Additionally, we are removing the cross-listing with Engineering. Minor updates to description, changed grading basis.	Prerequisite: DT 101	Anita Talone
G.	DT/MACH/WELD	117	Print Reading and Geometric Dimensioning and Tolerance	Removed cross-list with ENGR	CSU	Yes	G	No	This proposal is to clean up some errors found in the last revision and update relevant information. Additionally, we are removing the cross listing with Engineering.	No	Anita Talone
H.	HIST	160	History of the Middle East from 600 to the Present	Removed cross-list with MCS	UC/CSU	Yes	G/P/NP	No	Remove cross listing with MCS 160	Recommended Preparation: HIST 107	Travis Ritt
I.	ID	170	Space Planning	N/A	CSU	Yes	G/P/NP	No	Remove prereq of ID100 so that more architecture students can enroll in the class.	Prerequisite: (Completion of, or concurrent enrollment in): ARCH 105, ID 100	Jessica Newman
J.	MATH	101	Quantitative Reasoning	N/A	UC/CSU	Yes	G/P/NP	No	An alternate pre-requisite, Math 54 is to be added to give students an additional option for preparation.	Prerequisite: MATH 54, or MATH 56, or MATH 60; eligibility determined through the math placement process	Cynthia M. Torgison
K.	MATH	205	Calculus with Analytic Geometry, Third Course	N/A	UC/CSU	Yes	G/P/NP	No	Updating Distance Ed Modality Scheduling to "Anytime."	Prerequisite: MATH 141	Craig S. Chamberlin
L.	PHIL	113	Reasoning About Philosophical Issues	N/A	UC/CSU	Yes	G/P/NP	No	Updated Minimum Qualifications to teach this course. Updated Distance Ed in compliance with DE Modify Proposal 2020. Updated textbooks.	No	Jeffrey Epstein

D.5. ACTION: Credit Course Deactivations - effective fall 2022

Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Open Exit	Justification	Reqs.	Originator
A.	ACCT	197	Accounting Topics		CSU		G/P/NP	No	Added a min. qual., chose "No" for CPL	L. Jackie Martin
B.	BMGT	197	Business Management Topics		CSU		G/P/NP	No	Standalone course and B.S. in BMGT deactivated.	L. Jackie Martin
C.	BMGT	295	Directed Study in Business Management		CSU	Yes	G/P/NP	No	Program Deactivation-A.S. Degree Major/Cert. Achievement (18 units or more) *In Review* Business Management	L. Jackie Martin

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D.	BUS	181	Access Intermediate		CSU	Yes	G/P/NP	May be	Updated CPL, Min Quals and Distance Ed; also responded NO to Service Learning since course has not been offered.		L. Jackie Martin
E.	BUS	182	Access Advanced		CSU	Yes	G/P/NP	May Be	Updated Min Quals, Office technologies, CPL, NO, and Distance Ed; also Work Based Learning, NO, since course has not been offered since its inception.		L. Jackie Martin
F.	CSCI	146	Fortran-90 for Mathematics and Science		UC/CSU		G/P/NP	No	This is a Math Department course, dually-listed with CSIT Dept. Math have already deactivated this course.		Anthony w. Smith
G.	ENG	197	English Topics		UC/CSU		G/P/NP	No	We are de-activating this course since it hasn't been taught for several years.		Leanne M. Maunu
H.	ENG	97	English Topics		No		G/P/NP	No	We are de-activating this course since it hasn't been taught for several years.		Leanne M. Maunu
I.	ENGR	101	AutoCAD I		UC/CSU	Yes	G	No	Cross-listing removed. ENGR 101 deactivated		Technical
J.	ENGR	102	AutoCAD II		UC/CSU	Yes	G	No	Cross-listing removed. ENGR 102 deactivated		Technical
K.	ENGR	117	Print Reading and Geometric Dimensioning and Tolerance		CSU	Yes	G	No	Cross-listing removed. ENGR 117 deactivated		Technical
L.	ESL	97	English as a Second Language Topics		No		G/P/NP	No	This course has not been used in many years. We would like to deactivate.		Tracy Fung
M.	GCMW	154	Preparing Web Graphics		CSU	Yes	G/P/NP	No	Removed from all certificates and programs already.	No	Lillian S. Payn
N.	GCMW	232	Web Accessibility Design		CSU	Yes	G/P/NP	No	DEACTIVATION		Lillian S. Payn
O.	HUM	197	Humanities Topics		UC/CSU		G/P/NP	No	We are de-activating this course since it hasn't been taught for a few years.		Leanne M. Maunu
P.	IBUS	105	International Marketing		CSU	Yes	G/P/NP	No	A.A. in IBUS deactivated.		L. Jackie Martin
Q.	IBUS	110	The Cultural Environment of International Business	Remove from Multi.	CSU	Yes	G/P/NP	No	A.A. in IBUS deactivated.		L. Jackie Martin
R.	IBUS	115	International Banking and Finance		CSU	Yes	G/P/NP	No	Standalone. IBUS A.A. deactivated.		L. Jackie Martin
S.	IBUS	197	International Business Topics		CSU		G/P/NP	No	A.A. in IBUS was deactivated. Standalone.		L. Jackie Martin
T.	ID	115	History of Decorative Arts I	ID 115 Impacts	CSU	Yes	G/P/NP	No	This course is no longer part of our curriculum.		Jessica Newman
U.	ID	121	History of Decorative Arts		CSU		G/P/NP	No	This course is no longer part of our program.		Jessica Newman
V.	ID	130	Light and Color		CSU		G/P/NP	No	This course is no longer part of our program.		Jessica Newman
W.	MCS	160	History of the Middle East from 600 to the Present		UC/CSU	Yes	G/P/NP	No	Cross-listing (HIST) removed. MCS 160 deactivated		Technical
X.	RE	155	Escrow and the Title Procedures		CSU	Yes	G/P/NP	No	This course has not been offered in over 4 years. It was part of an escrow certificate that has since been deactivated. It is now just one of several electives for other degrees. When we have tried to offer the class, enrollment has been too low for the course to be move forward. We are trying to deactivate courses that we have not offered to avoid student frustration with courses that are listed as electives but never offered.		Lakshmi Paranthaman
Y.	RE	197	Real Estate Topics		CSU		G/P/NP	No	Course has not been offered ever, I believe, and it is a standalone course. Does not impact any other programs.		L. Jackie Martin

October 20, 2021 Curriculum Committee Actions

Z.	READ	47	Reading Topics		No		G/P/NP	No	We have no plans to offer this course, especially with AB705.		Katy Farrell
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D.6. ACTION: Requisites - effective fall 2022

The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2022

Course Number	Course Title		
A.	AODS	299	Directed Field Experience II Prerequisite: (Completion of, or concurrent enrollment in): PSYC 298
B.	BIOL	200	Foundations of Biology I Prerequisite: CHEM 110 and CHEM 110L , MATH 56, or MATH 60, or eligibility determined through the math placement process.; Recommended Preparation: ENG 100, or ESL 110
C.	BUS	205	Business Communication Prerequisite: ENG 100
D.	CFT	185	Machine Tool Set-Up and Maintenance Prerequisite: (Completion of, or concurrent enrollment in): CFT 100
F.	DT	102	AutoCAD II Prerequisite: DT 101
H.	HIST	160	History of the Middle East from 600 to the Present Recommended Preparation: HIST 107.
I.	ID	170	Space Planning Prerequisite: (Completion of, or concurrent enrollment in): ARCH 105, ID 100
J.	MATH	101	Quantitative Reasoning Prerequisite: MATH 54, or MATH 56, or MATH 60; eligibility determined through the math placement process
K.	MATH	205	Calculus with Analytic Geometry, Third Course Prerequisite: MATH 141

D.7. ACTION: Distance Education - effective fall 2022

The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2022

Course Number	Course Title	Scheduling	Distance Ed
A.	GBST 101 Introduction to Global Studies		
B.	GBST 102 Global Issues		
C.	AODS 299 Directed Field Experience II		
D.	BIOL 200 Foundations of Biology I		
E.	BUS 205 Business Communication		
F.	CFT 185 Machine Tool Set-Up and Maintenance		
G.	DT 101 AutoCAD I		
H.	DT 102 AutoCAD II		
I.	DT 117 Print Reading and Geometric Dimensioning and Tolerance		
J.	HIST 160 History of the Middle East from 600 to the Present		
K.	ID 170 Space Planning		
L.	MATH 101 Quantitative Reasoning		
M.	MATH 205 Calculus with Analytic Geometry, Third Course		
N.	PHIL 113 Reasoning About Philosophical Issues		

Palomar College Curriculum Committee Goals for 2021-2022

Goals	In Progress	On Hold	Accomplished
1 Create an official Curriculum Handbook.	X		
2 Develop a Course Review list and require all courses not reviewed in last 3-4 years to go through review process this school year.	X		
3 Ensure Cross-listed classes are reviewed and minimum qualifications are added in META	X		
4 Develop program review process In META with special attention to CTE guidelines	X		
5 Refine and approve new process for Multicultural and Fitness requirement approvals	X		
6 Create a pilot cultural audit process for all curriculum	X		
7 Determine how new digital catalog will be be connected to curriculum processes	X		
8 Develop a process for updating emergency DE in META	X		
9 Work with faculty to change CPs to CAs to meet financial aid needs.	X		
10 Develop a plan to remove CAs from AA/AS degrees.	X		
11 Develop plan to meet the Common Course Numbering System initiative (AB 1111)	X		
12 Develop plan to address AB-928 Student Transfer Achievement Refom Act of 2021	X		
13 Develop a plan to help cross-listed disciplines discuss and determine need, assessment schedule, and minimum qualification.	X		

Ongoing Responsibilities

1. Adhere to agenda deadlines for all curriculum items.
2. Assure compliance with Title 5 regulations
3. Continually improve communication with college between Curriculum Committee and campus.
4. Continue to refine the requisite review process for new, changed and revised courses in compliance with Title 5 and Accreditation.
5. Develop and offer Curriculum Development Workshops with focus on the Integrated Course Outline
6. Encourage departments to deactivate courses not scheduled at least once every two years.
7. Provide training process (video, online, etc.) for committee members
8. Disseminate noncredit information to assist faculty in the development of noncredit courses and certificates.
9. Review separately the Distance Education component of courses in compliance with Title 5 and Accreditation.
10. Revise all identified courses on an AD-T that require C-ID approval status.
11. Support continuous implementation of revised Distance Education policies and procedures.
13. Support and mentor faculty through curriculum process.
14. Meet the annual Credit Course Certification
15. Members of the Curriculum Committee participate in discussions around Guided Pathways

EXHIBIT 4

October 25 2021							
Name	Division	Department	Committee/ Council requested	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Confirm
Wendy Gideon	MSE	Biology	Distance Education Committee	MSE, 20-22	I am interested in joining the Distance Education Committee in order to assist our college in developing our distance education programs with a focus on diversity, equity, inclusion, and antiracism. I would like to work on removing barriers to online learning for our students so that more students, especially from minority groups, are successful with distance education coursework. I also am interested in improving our current technology to promote more student engagement and inclusion in the online environment.	After teaching 100% online for almost two years (during the pandemic), I'm invested in the online learning experience of our students moving forward. I recently completed two hours of professional development through the 3PD Portal where I learned more about accessible technology and instructional methods for online learning. I have also participated in several other professional development workshops and webinars that focus on diversity and equity in higher education and online learning. I am dedicated to developing our distance education programs to improve equity, inclusion, and diversity, and to evaluate all aspects of our courses with an antiracism lens.	
Gary Castaneda	SBS	EHPS	GE Subcommittee	Faculty, competence in American History	I am a person of color; I have a masters degree in Latin American Studies; I have held positions to help students of color; I have and will probably teach Chicano Studies; I have taught Latin American History; I include sections for many of my courses on traditionally disenfranchised groups; etc.	I have taught courses titled: American Institutions and History and am currently teaching the Politics of California course for Palomar College.	
Sara Krause	MSE	Biology	GE subcommittee	Faculty Area B Natural Sciences	I participated in the Decolonizing your syllabus this past summer and I am continuing to adjust assignments and course policies to reflect an equity and antiracism lens. I am also continuing to seek PD opportunities to learn more about how I can best serve our diverse student body.	I mentioned my recent experience in the previous question. Other than that, I guess that I'm faculty in the right area of expertise that is needed for this position. I always do my best to work for what is best for our students at Palomar. We could really use more diversity in the life sciences and the best way to get that is to encourage and mentor minority students to pursue interests in our field. I am working hard in my courses to provide a welcoming and supportive environment for all my students.	
Erin Feld	L&L	English, Humanities, and Reading	GE Subcommittee	Faculty from Area E: Lifelong Learning and Self-Development	The lens I use to continue my work as an antiracist includes thinking about how any actions I take or those of committees I am on affect all races and ethnicities, gender identities, social classes, abilities, ages, other experiences (military, for example), sexual orientations, etc. to be sure we are not prioritizing the voices of the loudest but that we truly think about what helps all of our students. I will speak up if I see any group not being considered in decisions that will affect their academic paths, physical, and mental health.	I have been teaching an Area E class since I started at Palomar as an adjunct in 2010. It is a class I find extremely important to our students in their academic lives and their lives outside of academia. I have made sure to look for readings that address issues of relevance to students today while looking to find ways to have students show their skills in a variety of ways to allow all students a chance to be successful at gaining these skills so they can be used for their lifelong learning. I am also currently in the Grading for Equity bookclub to talk and learn with others on campus who are interested in working to find ways to dismantle systematic racism our students face - grades being one of the barriers students face. In serving as a representative for the Area E representative on the GE Subcommittee, I will bring my experience as an instructor of one of these classes using an antiracist lens to help all of our students have a chance to succeed in their classes and beyond.	

STUDENT SERVICES

AP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT**References:**

Education Code Section 76000;
34 CFR Section 668.16(p) (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);
ACCJC Accreditation Standard II.C.6

Admission

The District will designate:

- Authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

Admission to Palomar College shall conform to existing Education Code and Administrative Code regulations and requirements. Unless exempted by Statute, every course, course section, or class, the FTE of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Palomar College admits any person who is 18 years of age or older, who holds a high school diploma or equivalent, or minors who may benefit from instruction. To be considered for admission, minors must have completed the eighth grade or reached the age of 15 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 16 years of age, with permission from an accredited public or private school and the Palomar faculty member who is identified as the instructor of record for the course(s). Admission to the College does not guarantee enrollment in a class. The final decision as to whether a minor under the age of sixteen (16) may be enrolled in a class rests with the instructor. (California Education Code, Sections 76000-76002).

Classroom Participation

Only enrolled students are allowed into classes. Others are considered visitors and may attend a class session only with permission of the instructor. District employees or other District authorized person(s) may attend classes as necessary to perform assigned duties.

Date Approved: 4/8/2008; Revised 10/18/2011; Revised 5/16/17

(Replaces former Palomar College Procedure 400 and all previous versions of AP 5010.)

Denial of Admission

If the Governing Board denies a request for special fulltime or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Governing Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chief Student Services Officer shall establish procedures for evaluating the validity of a student's high school completion if the District or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Office of Primary Responsibility: Enrollment Services

Senate Month-by-Month “To Do” Calendar

June

July

August

Senate Retreat/New Senator Onboarding

September

Set Senate Goals for upcoming year

October

November

ad hoc Committee on Constitutional Review to assess need for review
Every two years, odd years

December

January

February

- Select President-Elect at 2nd meeting of the semester
 - Every two years, even years
- President puts out calls for:
 - Curriculum Co-Chair
 - Every two years, **odd years**
 - Distance Education Coordinator
 - Every two years, **odd years**
 - Professional Development Coordinator
 - Every two years, **odd years**
 - Service Learning Coordinator
 - Every two years, **odd years**
 - Credit for Prior Learning Coordinator
 - Every two years, **even years**
 - GP Pillar Leads
 - Every year (if money continues)
- Senate Council plans for year-end faculty celebration

March

Elections Chair puts out calls for new senators

President puts out call for:

- Puente Coordinator
 - Every two years, even years
- Umoja Co-Coordinators
 - Every two years, odd years
- Faculty Service Award and Scholarly & Professional Achievement Award

Selection of:

- Curriculum Co-Chair
 - Every two years, **odd years**
- Distance Education Coordinator
 - Every two years, **odd years**
- Professional Development Coordinator
 - Every two years, **odd years**
- Service Learning Coordinator
 - Every two years, **odd years**
- Credit for Prior Learning Coordinator
 - Every two years, **even years**
- GP Pillar Leads
 - Every year (if money continues)

April

- Senate Council chooses Margie Ruzich Gift of Time Award (but doesn't reveal)
- Review Senate Goals
- Election of new senators
- Selection of:
 - Puente Coordinator
 - Every two years, **even years**
 - Umoja Co-Coordinators
 - Every two years, **odd years**

May

- Announce Faculty Awards Winners
 - Faculty Service Award
 - Scholarly & Professional Achievement Award
 - Margie Ruzich Gift of Time Award
 - Distinguished Faculty Awards
- Seat new senators (2nd to last regular meeting)
- Elect Senate Council (every year, 2nd to last regular meeting)
 - Vice President, Secretary, At-Large Member
- Elect Elections Chair
 - Every two years, **even years**
- Elect Committee on Committees Chair
 - Every two years, **odd years**

Librarian Access Proposal

Background: Librarian April Cunningham came to the DE Committee in September and asked that faculty be given the ability to add Librarians to their Canvas courses without having to go through a formal request process.

Currently, faculty have the ability to add an Observer to their class for evaluation purposes but that role is too limited for librarians, who are asked by faculty to add content to the courses and interact with students.

The DE Committee instructed April to work with ATRC's David Gray on a possible solution. The result was creating a role called Librarian that would allow Librarians the following access:

- Add modules
- Create assignments
- Grade through the speedgrader
- Email students through the Canvas Inbox
- Create and delete rubrics

The role cannot delete assignments. This role, like the Observer Role, would be controlled by faculty with no formal request process.

The DE Committee voted Oct. 20 to recommend the Senate instruct the ATRC to create and add the Librarian Role to Canvas. Like the Observer Role, faculty could add Librarians without a formal request process. The recommendation also included increased communication to faculty on adding the roles and the responsibility of faculty to protect student privacy and not misuse the Canvas roles.