THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

November 8, 2021

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
November 1, 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, Leigh Marshall, Adam Meehan, Susan Miller, Marie-Therese Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Candace Rose, Tanessa Sanchez, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Beatrice Manneh, Tina-Marie Parker, Elizabeth Stephens

GUESTS: Kelly Falcone, Morgan Johansen, Billieanne McLellan, Hossna Sadat Ahadi

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 – No Public comments.

ANNOUNCEMENTS

Senator and Committee on Committees Chair Anastasia Zavodny announced she along with Senator Will Dalrymple met with Dr. Rivera-Lacey last week about part-time faculty issues. She and Senator Dalrymple are looking forward to continuing work with her on these issues in the future.

Senator Dalrymple added to Senator Zavodny's announcement by saying that a highlight of this discussion with Dr. Rivera-Lacey was her willingness and interest in working with us on these part-time faculty equity issues. Also, she mentioned this issue in her weekly email that went out yesterday. Dalrymple hopes that part-time faculty has somebody who is willing to be a good ally in an issue that is very important.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Zavodny — Faculty Senate approval of meeting minutes dated October 25, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Senator and Curriculum Co-Chair Wendy Nelson announced that no action is needed today.

B. Committee Appointments

Motion 2 MSC: Zavodny/Towfiq   Faculty Senate approval of committee confirmation (see Exhibit 2).

Elections Committee – **Alexandra Doyle Bauer**, Faculty 21-23

The motion carried.

Motion 3 MSC: Zavodny/Towfiq   Faculty Senate approval to accept the results of the ballot
(see Exhibit 2).

AP 5140 – **LeAnne Farmer**, KINE Faculty, DRC Review

The motion carried.

Senator Zavodny emailed the ballot to Senators.

C. Canvas Access for Librarians

Senator and DE Committee Chair Erin Hiro reminded Senators that the Library requested a new "Librarian" access feature in Canvas so Librarians can provide resources for students. This access may also include Tutoring. This new access would be controlled by faculty teaching the course who could decide who and when this access is used.

Last week, Senators asked whether the Librarian role would have access to all grades in Canvas or just grades associated with Librarian-created modules. ATRC's David Gray said the access can't tailor grade access for individual modules. The Librarian function would have full access to all grades in a Canvas class.

Senator and TERB Coordinator Lawrence Lawson said that it seems like a lot of this stuff on Canvas is modular. It's surprising to him that often times, when asking for this customization, we are often told it's not possible. Senator Lawson is nervous to give access to grades to anyone else. The Librarians need this access and it makes sense, but it makes him uncomfortable voting for access. Lawson hopes that ATRC will further investigate ways where customization could be possible.

Motion 4 MSC: Lawson/Towfiq   Faculty Senate approval to allow a "Librarian" role be added to Canvas
(see Exhibit 3).

Abstention: Marie-Therese Mouawad

The motion carried.

INFORMATION ITEMS

A. Senate Monthly "to Do" Calendar (see Exhibit 4)

Senate President Rocco Versaci presented the exhibit. The DE Coordinator position is still in flux because the position should be a two-year term and Erin Hiro was selected to serve a three-year term. Senator Hiro said she is hoping to serve the remainder of her three-year term to complete projects she is currently working on. To make that change now, Hiro said that it might be problematic for other faculty who considered running for the DE position as a three year

term and now it's a two year term. Senator Hiro added that there is a learning curve for this position and sometimes wonders if a two year term is enough. President Versaci said that moving the calls to December with a selection in early spring would give the new coordinator time to shadow the outgoing coordinator for a better part of a full spring semester. Unfortunately, though, there is no release time available for this shadowing period.

President Versaci said the DE position will change back to a two year term at the end of Senator Hiro's term. The document will be available on the Faculty Senate webpage.

B. **Senate Constitution "Clean Up"** (see Exhibit 5)

President Versaci reported that he along with VP Fererro and Senator Zavodny went through the Constitution and made various superficial changes to terms or committee names that are no longer valid and made some corrections that were identified. Versaci reviewed the edits and asked for feedback from Senators.

VP Fererro reported the changes will go to faculty for a full vote. The Elections Committee will be responsible for getting an electronic vote out to all faculty.

C. **PRP Review Committee Proposal** (see Exhibit 6)

Senator Zavodny shared the exhibit for the new Instructional Planning and Review Committee. She explained that the information is not new but was taken from those roles and products of IPC relating to PRP. A significant change is that it will be a joint committee between Faculty Senate and Equity, Education & Student Success Council (EESSC). Also, a few changes are reflected in faculty and dean divisional membership. Some potential members who are not listed yet on the document from VP Kahn who suggested adding two classified CCE with one coming from a transfer area and the other coming from the Instruction Office, an ASG representative and a CAST or AA person who has expertise related to PRP.

Senator Wendy Nelson commented that adding a researcher to this committee will be very helpful but cautioned that the membership is quite large. The committee is technically a working committee that creates a document. Since this work is under the purview of Faculty Senate, the members of this joint committee should be Faculty Senate. Nelson suggested maybe a total of eight to 10 members should serve on this committee and said Senate President should also be a member. She advised that the VPI should serve as well as the SLO Coordinator, a PFF representative, a researcher and possibly just three more faculty.

Senator Lawrence Lawson added this move for change is to remind us that this review work does fall under 10+1+1. Lawson also asked if this was considered a Joint Operational Committee and further explained that there are rules established by the Governance Task Force (GTF) in play now that dictates membership should consist of equal members from both Faculty Senate (appointed faculty) and one other council committee. Senator Lawson suggests that the other membership not coming from Faculty Senate should come from EESSC only for this PRP work.

VP Fererro also cautioned about the size of the group and explained that she feels not every member listed is needed to get the job done. One of the goals for the governance restructuring work was to get away from creating situations where we essentially feel like unless everybody's represented, nothing can be okay. Fererro went on to say that we need to trust each other to reach out to the people that can provide the feedback that we need but get the job done with a smaller group. She said we do want this to be faculty driven but we don't want to create a system where nothing gets accomplished.

Additional supporting statements were made by other Senators. Senator Zavodny made live updates to the exhibit using recommendations made during this discussion. President Versaci said he will take the exhibit as amended today to EESSC on Friday to get feedback. He'll report back to Senate next Monday.

D. Proposal for Senate Release Time (see Exhibit 7)

President Versaci said Council began looking at the current allocations for Faculty Senate release time. He shared the exhibit and explained the current designations and recommended changes that would be effective fall of 2022.

Senator and Credit for Prior Learning Coordinator Candace Rose explained that she recently updated the position's scope of work and it was determined that it is actually equivalent to 70% release time because a staff support person was never hired by the District to assist her. Versaci asked Senator Rose to push this issue to PFF and she responded that she has and PFF will be responding soon.

Versaci will bring this item back to Senate next meeting for further discussion or to bring to Action for approval.

E. Clarify the NOHE Process

President Versaci said he sent out a call to faculty regarding issues they may have experienced with the NOHE process. There were some replies.

VP Fererro and Senator Teresa Laughlin, PFF Co-President reported that the District's negotiation team wants to fix the NOHE process and that there have been no formal negotiations between PFF and the District on this matter. This is an administrative problem and although PFF negotiates compensation, there is not a mechanism in place for PFF to pay people. The District's system is very antiquated and we can only continue to offer up recommendations of how to fix it or make it better.

Several Senators and some faculty shared personal stories dealing with the NOHE process and questioned the approval (signature/sign off) requirements. They also shared frustration over the District's lack of concern to fix the issue when some faculty rely on this compensation to pay their rent or feed their families. There were concerns about inconsistencies in pay rates from department to department and the way this compensation is recorded on the pay stubs which makes it almost impossible to know what is getting paid.

Senator Wendy Nelson suggested that a few Senators meet with faculty who replied to the call and get their suggestions of how to make the process more efficient. Also looking at how other colleges are making it work may be a good start to creating a list of recommendations to give to the District.

President Versaci suggested that PFF Co-Presidents Barbara Baer and Senator Teresa Laughlin, along with Senate VP Fererro and himself should meet with Amber to further discuss these issues and report back to Senate. He will also let President Rivera-Lacey know that this important discussion will take place.

F. ASCCC Fall Plenary Resolutions (see Exhibit 8)

President Versaci reported that he and VP Fererro will be attending the ASCCC Area D Fall Plenary this week. He asked Senators to review the packet and let either Versaci or Fererro know if any of the resolutions are of concern.

REPORTS:

ASG (Mouawad) - No report.

President (Versaci)
I have been in dialogue with VPHR Montoya about some of the hiring changes the Senate has ratified—specifically, the shift of payment for additional advertising from departments to the District and the additional wording on the job announcements. The VP's position on the latter is that it has not yet been ratified as part of AP 7120 (though, as far as I can tell, the discussion about revisions to that AP seem to have stalled somewhere). As for the former, President Rivera-Lacey and VP Montoya confirmed that they are looking for funding sources, but that the change will be made. I contacted all of the chairs of departments that are hiring and told them about this, as well as the new two-level interview process. I also asked those chairs to have the selection committees brainstorm additional places to advertise in our ongoing efforts to create a more diverse pool of initial applicants. I will meet with VP Montoya on Monday, November 1, and I will follow up on all of this; in addition, Senate VP Jenny Fererro and I will meet with President Rivera-Lacey, VP Montoya, and VPI Kahn on Tuesday, November 2 to discuss more specifics about the Faculty Hiring Procedures.

The Governing Board will hold its regular meeting on Tuesday, November 2. There are several items of interest on the agenda, and I encourage faculty to attend. These items are:
- A report on HEERF spending, including what's been approved and how much money is left.
- A discussion of the possibility of going out for another bond, likely starting with a poll of the voting district.
- A discussion of the viability of affordable student housing at Palomar.
- A presentation on the current enrollment situation and processes. This is meant to be the first of a two-part enrollment presentation, where this one is meant to provide an overview of enrollment issues, and the second—scheduled for December's regular meeting of the Governing Board—will discuss solutions. President Rivera-Lacey has indicated that has drawn from the document provided to her by the Senate for these presentations.

College Council (Versaci)
The College Council met on Friday, October 22. One of the items on the agenda was to approve a slew of BP/AP revisions. Three of these added language regarding faculty input on administrative evaluations. There was robust discussion about the procedures for this, and Senator Lawrence Lawson explained that, according to Ed Code, the Governing Board is responsible for developing them. After further discussion, President Rivera-Lacey agreed that the Governing Board would have this on their agenda for February.

Equity, Education, & Student Success (EESS) Council (Versaci) – No report.
The EESSC met on Friday, October 29 (before Senate but after reports were due).

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

Employees, Community, & Communications (ECC) Council (Fererro) – No report.
The ECC next meets on Friday, November 5.

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

PFF (Laughlin)
It is hard to believe that November is right around the corner! Where does the time go! We have had a busy fortnight as always. I attended the San Diego and Imperial County Labor Council (SDICLC) Gala in San Diego. The theme was Star Wars "A New Hope." We were very fortunate to have three of our Governing Board members join us: Trustees Miyamoto, Raju, and Rodriguez. It was a lovely evening.

The PFF is working with the CCE, Feeding San Diego, and SDICLC on a Thanksgiving Food Distribution. It will be Saturday, November 20th in parking Lot 12 from 8am -10am or when we run out of food, whichever comes first. Check your email for information on how to volunteer.

I advocate for Faculty in standing meetings:
- Special Governing Board Meeting 10/20/21:
  - Presentation of the ISER the Accreditation team.
  - 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. Jenny Fererro is a wonderful Lead Negotiator. Thank her if you have a chance. She is always prepared and poised in her presentations, as well as being tough as nails! In spite of Jenny's expertise, negotiations are slow going. I have regular meetings with members to aid in emergent issues, and regarding various concerns about hiring practices, working conditions, vaccine requirements, evaluations, and contract interpretation.

As always, we stay in close communication with our siblings, brothers, and sisters in the CCE. We stand shoulder to shoulder.

We continue to have monthly meetings with all of our Governing Board members in order to explain the PFF's priorities and 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 college's inaugural **Social Justice Convening** will take place on **Friday, January 28th 2022 from 9:00-3:00 p.m. virtually.**
- This convening is open for all employees and students at Palomar College. **Faculty and staff** can also **submit their workshop proposal (due 12/3/21)** which should be aligned with the Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) core values.
- Our **foci** for the Social Justice Convening this year is **Our Heart, Our Community: In Lak Ech**
- Please **register** ASAP or **before Wednesday, January 26, 2022 to be sent a Zoom link.**
- If you have any questions from November onwards, please contact Eduardo J. Aguilar (eaguilar@palomar.edu) and Dr. Lisette Ordorica Lasater (llasater@palomar.edu).
- Please share this information with your divisions, departments, and students!
- Dr. Kahn attended our last meeting and the EEDCC members who will be working with him to create DEI SLOs include Alan Lechusza Aquallo, Tina-Marie Parker, and Michael Mufson.

Accreditation (Meehan) - No report.

Distance Education (Hiro)
The Distance Education Committee is working on putting together a proctoring plan, creating HyFlex training for next Spring and drafting information on Zoom recordings for faculty. Our next meeting is set for Nov. 3 at 2:30 p.m. on Zoom: ID 919 9930 3997 Passcode 974173. All are welcome to attend the meeting. For more information, please visit our website.

Guided Pathways (Nelson)

1) Guided Pathways Expenditure Report:
- 5 Academic Years: 2017-18, 2018-19, 2019-20, 2020-21, and the 2021-22 academic year in progress. There will be space to provide intended expenditures.

Survey questions
- What percentage of students are engaged in Guided Pathways activities and practices?
- What has the college done to align course offerings with student education plans?
- Please provide one major success story for your college.
- Please provide one major obstacle for your college.
- What could the Chancellor's Office do to assist in further implementation of Guided Pathways on your campus (Technical Assistance, Policy or Regulatory Change, PD, Technology Investment, Other)?
- What was the most effective usage of Guided Pathways funds on your campus (Faculty Release Time, PD, Administrative Planning, Student Engagement, Technology Enhancements)?

- New allocation through 2025-2026 coming soon!

2) Guided Pathways Request Process/Form:
- Updated the request for funding form adding additional questions
- Still finalizing the budget for the rest of 2021-2022 to determine available funds
- Researching NOHEs versus Stipends for paying faculty for GP work
- Created an outcomes document for recipients to complete when work is completed.
- Request form will be available in November.

3) Leading from the Middle
LFM is a change-focused leadership development program dedicated to developing and equipping middle leaders from California Community Colleges (CCC) with skills and strategies to "lead from the middle." Participants will have the opportunity to apply their knowledge to a "real world" problem at their college.

Palomar College Project - Student Success Teams
Create Student Success Teams to support our students and remove systemic barriers that prevent them from succeeding. The success teams will offer wrap-around support for ALL of our students, especially those that have been historically underserved.
The Student Success Teams will include a diverse group of faculty, staff and administrators and will provide high touch services to our students. Disaggregated data will be used to examine student outcomes and success, based on pathways.

Palomar's Team: Leslie Salas, Dean, Student Success, Equity and Counseling Services Glyn Bongolan, Counseling Department Chair & GP Pillar 3 Lead Wendy Nelson, Curriculum Co-Chair & GP Pillar 1 Lead Nancy Browne, Manager, Student Success Kineta Rios, Business Systems Analyst

Budget (Fererro) – No report.
The Budget meeting scheduled for Tuesday; October 26 was cancelled.

TERB (Lawson) – No report.

Professional Development (Guerrero) - No report.

AB705 Subcommittee (Anfinson) - No report.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq)
The Equivalency Committee is reviewing Equivalency Applications.

Student Learning Outcomes (Bealo/Tavakkoly) – No report.

Faculty Service Areas (Mudgett) - No report.

Credit for Prior Learning (Rose) – No report.

ADJOURNMENT: The meeting was adjourned at 3:50 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.	University Studies: Elementary Education Preparation	COUN	AA	59-61	The Associate in Arts in Liberal Arts and Sciences with an emphasis on Elementary Subject-Matter Education emphasizes a liberal arts education and examines the humanities, arts, and sciences. This degree helps facilitate transfer to the four-year college and university to teacher preparation programs such as Liberal Studies Elementary Subject-Matter, Liberal Studies Bilingual Multiple Subject Teaching Credential, Liberal Studies Elementary Education, Multiple Subject Teaching Credential, and Liberal Studies Mathematics and Science.	Benjamin Mudgett
B.	University Studies: Emphasis in Arts and Humanities	COUN	AA	18-20	New outcomes have been created and the degree is structured around these new outcomes.	Benjamin Mudgett
C.	University Studies: Emphasis in Health and Fitness	COUN	AS	18	Program outcomes needed to be updated and degree restructured around updated outcomes.	Benjamin Mudgett
D.	University Studies: Emphasis in Scientific Studies	COUN	AS	18-23	Updating program learning outcomes and restructuring degree to align with the new outcomes.	Benjamin Mudgett
E.	University Studies: Emphasis in Social Sciences	COUN	AA	18	Restructured degree around new program outcomes.	Benjamin Mudgett

	D.2 Credit Program Deactivations - effective fall 2022				
	Program Title	**Disc.**	**Award Type**	**Justification**	**Originator**
A.	University Studies: Emphasis in Business	COUN	AS	Due to changes in vocational TOP code requirements, this program is unable to provide LMI for regional dean approval. There is also overlap with the ADT in Business.Low completers. Consolidated appropriate courses into university studies changes.	Benjamin Mudgett
B.	University Studies: Emphasis in Culture and Society	COUN	AA	Low completers. Consolidated appropriate courses into university studies changes.Overlaps with the changes to Arts and Humanities.	Benjamin Mudgett
C.	University Studies: Emphasis in Fine and Performing Arts	COUN	AA	Low completers. Consolidated appropriate courses into university studies changes.Overlaps with the changes to Arts and Humanities Univ Studies.	Benjamin Mudgett
D.	University Studies: Emphasis in Media and Communication	COUN	AS	Low completers. Consolidated appropriate courses into university studies changes.Overlaps with Social Science, Arts and Humanities.	Benjamin Mudgett
E.	University Studies: Emphasis in World Languages	COUN	AA	Low completers. Consolidated appropriate courses into university studies changes. Overlaps with existing world language degrees and ADT in Spanish.	Benjamin Mudgett

	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.	EDUC	100	Foundations of Teaching as a Profession	N/A	CSU	Yes	G	No	Adding this course for the Education Pathway.	No	Laurel Anderson
B.	EDUC	150	Teaching, Learning and Technology	N/A	CSU	Yes	G	No	Course is a part of the Educational Pathway (Teacher Credential)	No	Laurel Anderson
C.	NURS	117-MS	Introduction to Nursing Concepts	N/A	CSU	Yes	G	No	The nursing department is launching a new curriculum. The old curriculum is over 25 years old. This curriculum will be different from the old curriculum and use a hybrid concept-based teaching method. The students who start in first semester with the new curriculum in Fall of 2022 will be the first students to use this method of teaching in the nursing program at Palomar. The curriculum will change in the second semester N118 Spring of 2023, then third semester N217 in Fall of 2023 and then fourth semester 218 in Spring of 2024.	Prerequisite: Admission into the Associate Degree Nursing Program	Julia Robinson

	Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
D.	NURS	118-OB	Health Concepts for the Childbearing Family	N/A	CSU	Yes	G	No	The nursing department is launching a new curriculum. The old curriculum is over 25 years old. This curriculum will be different from the old curriculum and use a hybrid concept-based teaching method. The students who start in first semester with the new curriculum in Fall of 2022 will be the first students to use this method of teaching in the nursing program at Palomar. The curriculum will change in the second semester N118 Spring of 2023, then third semester N217 in Fall of 2023 and then fourth semester 218 in Spring of 2024.	Prerequisite: NURS 117-MS	Julia Robinson
E.	NURS	218-MS	Transition to Professional Nursing Practice Concepts	N/A	CSU	Yes	G	No	The nursing department is launching a new curriculum. The old curriculum is over 25 years old. This curriculum will be different from the old curriculum and use a hybrid concept-based teaching method. The students who start in first semester with the new curriculum in Fall of 2022 will be the first students to use this method of teaching in the nursing program at Palomar. The curriculum will change in the second semester N118 Spring of 2023, then third semester N217 in Fall of 2023 and then fourth semester 218 in Spring of 2024.	Prerequisite: NURS 217-S and NURS 217-M and NURS 217-G	Julia Robinson

D.4. ACTION: Credit Course Reactivations - effective fall 2022

	Subj	Nmbr	Title	Impacts (Hours, Units, Titles)	Trnsf.	Dist. Ed.	Grade Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	ESL	131	Academic Reading for Non-Native Speakers	N/A	CSU	Yes	G/P/NP	No	ESL deactivated its reading courses a few years ago. However, ESL would like to bring back its reading courses to support students' reading skill development and offer both credit and non-credit versions of these courses. Our special topics and mirrored courses are doing well, so we'd like to add reading courses back.	No	Lawrence Lawson

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.	ESL	55	Reading and Writing Essentials II	ESL 55 Impacts	No	No	G/P/NP	No	Deactivating due to no longer offering because of AB705.	Eligibility determined through the English as a Second Language placement process; ESL 45	Tracy Fung

D.6. ACTION: Requisites - effective fall 2022
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2022

	Course		Course Title	
A.	NURS	117-MS	Introduction to Nursing Concepts	Prerequisite: Admission into the Associate Degree Nursing Program
B.	NURS	118-OB	Health Concepts for the Childbearing Family	Prerequisite: NURS 117-MS
C.	NURS	218-MS	Transition to Professional Nursing Practice Concepts	Prerequisite: NURS 217-S and NURS 217-M and NURS 217-G

		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	**Course Title**		
A.		EDUC 100	Foundations of Teaching as a Profession		
B.		EDUC 150	Teaching, Learning and Technology		
C.		NURS 117-MS	Introduction to Nursing Concepts		
D.		NURS 118-OB	Health Concepts for the Childbearing Family		
E.		NURS 218-MS	Transition to Professional Nursing Practice Concepts		
F.		ESL 131	Academic Reading for Non-Native Speakers		

D.8		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 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2022.			
	Subj	**Nmbr**	**Title**	**Dist.**	**Originator**
A.	ASTR	100	Principles of Astronomy	Yes	Mark R. Lane
B.	CE	100	Cooperative Education	Yes	Jason Jarvinen
C.	CE	150	Cooperative Education Internship	Yes	Jason Jarvinen
D.	CHDV	197C	Child Development Workshop: Professional Development in Early Childhood Education	Yes	Laurel Anderson
E.	ENG	290	Comic Books as Literature		Rocco L. Versaci
F.	GEOL	197	Geology Topics		Sean Figg
G.	ID	100	Introduction to Interior Design	Yes	Jessica Newman
H.	PSYC	110	Developmental Psychology - Child Through Adult	Yes	Kathy Young
I.	PSYC	205	Statistics for the Behavioral Sciences	Yes	Roger N. Morrissette

EXHIBIT 3

2021-2022 GE Approvals

Course Prefix	Crse #	Course Title	Local GE	CSUGE	IGETC	New Course or Course Change	Effective Term for new course or course change	Effective Term for GE
AIS	180A	Uto-Aztecan Languages of San Diego County IA	Area C. Humanities	Area C.2. Humanities	NA	Change, resubmitting for CSU approval	Fall 2022	Fall 2022
AIS	180B	Uto-Aztecan Languages of San Diego County IB	Area C. Humanities	Area C.2. Humanities	Area 3.B/6A. Humanities /Languages	Change	Fall 2022	Fall 2022
AIS	181A	Uto-Aztecan Languages of San Diego County IIA	Area C. Humanities	Area C.2. Humanities	Area 3.B/6A. Humanities /Languages	Change	Fall 2022	Fall 2022
AIS	181B	Uto-Aztecan Languages of San Diego County IIB	Area C. Humanities	Area C.2. Humanities	Area 3.B/6A. Humanities /Languages	Change	Fall 2022	Fall 2022
AIS	282A	Uto-Aztecan Languages of San Diego County IIIA	Area C. Humanities	Area C.2. Humanities	Area 3.B/6A. Humanities /Languages	New	Fall 2022	Fall 2023*
AIS	282B	Uto-Aztecan Languages of San Diego County IIIB	Area C. Humanities	Area C.2. Humanities	Area 3.B/6A. Humanities /Languages	New	Fall 2022	Fall 2023*
ANTH	103	Bones: Human Osteology	Area B Natural Sciences	Area B.2. Life Sciences Lecture	Area 5B. Life Sciences Lecture	New	Fall 2022	Fall 2023*
BUS	205	Business Communication	Area A.2. Communication and Analytical Thinking	NA	NA	Change	Fall 2022	Fall 2022
CSIT	128	Introduction to Data Science	Math competency/A.2. Communication and Analytical Thinking	Area B.4. Quantitative Reasoning	NA	Change	Fall 2022	Fall 2022

10/29/2021

2021-2022 GE Approvals

GBST	101	Introduction to Global Studies	Area D. Social and Behavioral Sciences	Area D. Social and Behavioral Sciences	Area 4. Social and Behavioral Sciences	New	Fall 2022	Fall 2023*
GBST	102	Global Issues	Area D. Social and Behavioral Sciences	Area D. Social and Behavioral Sciences	Area 4. Social and Behavioral Sciences	New	Fall 2022	Fall 2023*
PHIL	142	Contemporary Philosophical Movements	Area C. Humanities	Area C.2. Humanities	Area 3.B. Humanities	Change	Fall 2022	Fall 2022

*Two year cycle due to UC transferability proposal

10/29/2021

EXHIBIT 4

Senate-Controlled Release Time

Current	Proposed (beginning Fall 2022)
Senate Leadership Positions (1.4 FTE)	Senate Leadership Positions (1.4 FTE)

Senate President - .8 (80%)
Senate VP - .2 (20%)
Senate Secretary - .2 (20%)
Comm on Comm Chair - .2 (20%)

Senate-Elected Positions (2.6 FTE)	Senate-Elected Positions (2.6 FTE)

Distance Education Coordinator - .6 (60%)	SLOAC - .2 each (20%), total of .4
Curriculum Co-Chair - .6 (60%)	EEDCC Co-Chairs - .2 each (20%), total .4
SLOAC - .4 each (40%), total of .8 (80%)	
Accreditation Co-Chair - .4 (40% 2/6 yrs)	Curriculum (discretionary) & CALM –
NCHEA - .2 (20% 2/6 yrs; currently	redistribute during Accreditation & NCHEA
allocated to Credit for Prior Learning Coord)	off-years

EXHIBIT 5

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Rocco Versaci/Anastasia Zavodny	**Date:** ~~October 2021~~ November 5, 2021

Proposed Name of Requested Group:
Instructional Program Review and Planning

	Council	x	**Committee**		**Subcommittee**		**Task Force**
Action Requested:	x	**Add**		**Delete**		**Change**	

Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations.

Products
- Program Review and Planning summaries and ~~funding~~ recommendations of overall instructional resource needs
- Recommendations for global needs for Instruction, as determined from PRP analysis
- Continuing revisions to the PRP form for Instructional programs

Reporting Relationship: Joint: Faculty Senate and Equity, Education & Student Success Council

- **Meeting Schedule:** As needed, or as called

Co-Chair: Vice President, Instruction and Faculty Senate President

Members:

- Vice President, Instruction
- Faculty Senate President
- 4 Faculty (appointed by Senate)
- 4 EESSC members (with 2 from faculty members of EESSC)

Approved by Faculty Senate:
Approved by EESSC:

Approved by PAC: 10/2/01

EXHIBIT 6

Appendix C:
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

In Section F of the ISER, institutions demonstrate compliance with several specific Commission policies and federal regulations. The peer review team will use the checklist below to evaluate compliance with federal regulations and related Commission policies. The results will be included in the Peer Review Team Report. To assist institutions as they prepare for review, the checklist below has been annotated (in italic font) to show potential sources of evidence.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies[17]

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC Standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

☐	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
☐	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
☐	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

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[17] Updated June 2021

- Press release or Board announcement of upcoming visit by an accreditation peer review team and notification for interested parties to provide third-party comments (Standard I.C.12)
- College web page with announcement of the upcoming visit by an accreditation peer review team, including a link to the ACCJC Third Party Comment form (Standard I.C.12)

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☐	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☐	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☐	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☐	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

- Information about the college's institution-set standards (Standard I.B.3)

- Institutional reports or program review documents that include institution-set standards for job placements and/or licensure exam pass rates.
- Reference to student achievement data presented earlier in the ISER, which include comparison of actual data to institution-set standards.
- Reference to more detailed information and analysis in response to Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition

Evaluation Items:

☐	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☐	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☐	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☐	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☐	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

POSSIBLE EVIDENCE DOCUMENTS
- Policy on the minimum number of credits required for a degree or certificate (Standard II.A.5)
- Policy or procedure for clock-to-credit-hour conversions (Standard II.A.9)
- Catalog pages that describe the number of credits required for degrees and certificates (Standard II.A.5)
- Policy on tuition (Standard I.C.6)
- Catalog pages that describe tuition for courses or programs (Standard I.C.6)
  - Other document that informs students of tuition charges for courses or programs (Standard I.C.6)

Transfer Policies

Evaluation Items:

☐	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☐	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☐	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

POSSIBLE EVIDENCE DOCUMENTS
- Policy on transfer of credit (Standard II.A.10)
- Catalog pages that describe transfer of credit (Standard II.A.10)
- Other documents, such as a Student Handbook, that describe transfer of credit (Standard II.A.10)

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☐	The institution demonstrates regular and substantive interaction between students and the instructor.
☐	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:	
☐	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☐	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

POSSIBLE EVIDENCE DOCUMENTS
- Policy or procedure for approval of distance education or correspondence education (Standards II.A.2 and II.A.7)
- Pages from curriculum development handbook or other document that describe criteria for approval of distance education or correspondence education courses or programs (Standards II.A.2 and II.A.7)
- Policy or procedure for student authentication in distance education or correspondence education courses (Standard I.C.8)
- Brief description of technology infrastructure or inventory for sustaining distance education (Standard III.C.1)

Student Complaints

Evaluation Items:

☐	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☐	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☐	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☐	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)

☐	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

POSSIBLE EVIDENCE DOCUMENTS

− Policy or procedure for complaint process
− Catalog pages where complaint policy and procedure are located (Standard I.C.2)
− Examples of complaint cases that have been completed
− Program plans or other documents that provide evidence of actions planned or taken to come into compliance with Accreditation Standards if student complaints have revealed areas of non-compliance.
− Web page where accreditation information is posted, with instructions on how to file complaints with accrediting agencies.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☐	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☐	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*, and *Policy on Representation of Accredited Status*.
☐	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

POSSIBLE EVIDENCE DOCUMENTS
− College Catalog (Standard I.C.2)
− College homepage that includes the link to the statement of accredited status (Standard I.C.1)
− Web page where statement of accredited status resides, including accreditation information from other accrediting agencies (Standard I.C.1)

Title IV Compliance

Evaluation Items:

☐	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
☐	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☐	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☐	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☐	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

POSSIBLE EVIDENCE DOCUMENTS

− ED Federal Student Aid (FSA) audits (Standard III.D.15)
− College responses to FSA audits and related reports and correspondences
− Copies of contracts and MOUs with non-regionally accredited organizations as described in the policy (Standard III.D.16)

EXHIBIT 7

Appendix E:
Distance Education Review Guidelines

The Commission *Policy on Distance Education and on Correspondence Education* (in compliance with federal regulation 34 CFR § 602.3) specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.

In an effort to provide direction to colleges and peer review teams concerning the review of distance education courses as part of a comprehensive review, ACCJC has developed the following guidelines for the review of distance education courses. The guidelines below are suggested activities intended to promote consistency (1) in the way that institutions prepare for the peer review team, and (2) in the way that peer review teams observe distance education, especially online classes.

Guidelines for Institutions

- The college should inform distance education faculty that the peer review team will "observe" a randomly selected cadre of distance education classes from the semester prior to the comprehensive review.

- The college should work with the team chair to provide a random sample of fully online distance education courses to observe. This sample should constitute 5% (not to exceed a maximum of 50) of the total number of distance education sections that were offered during the semester immediately preceding the semester of the comprehensive review.

- The college will provide peer reviewers with access to archived distance education classes from the semester immediately preceding the semester of the comprehensive review, affording them the opportunity to observe "regular and substantive" interaction through a full semester, quarter, or shortened term. Review of archived classes also ensures that the reviewers' presence in the online class will not interfere with instruction or course design.

- The college should inform the peer review team of instructions for access to the randomly selected classes.

- In accordance with the Commission *Policy on Public Disclosure and Confidentiality in the Accreditation Process*, the college should expect that the peer review team will maintain confidentiality of student and instructor information.

Guidelines for Peer Reviewers

- The team chair will appoint one or two team members to observe distance education classes.

- Peer reviewers should conduct their review of the random selection of courses provided by the college as part of their review of the ISER and evidence prior to the comprehensive review.

- Peer reviewers should evaluate the courses using the institution's own definitions and expectations for regular and substantive interaction.

- Considering the sensitive nature of such observations and acting in accordance with the Commission *Policy on Public Disclosure and Confidentiality in the Accreditation Process*, the peer reviewers will maintain confidentiality throughout the observations and report writing.

- Peer reviewers should triangulate their findings by confirming their observations through interviews with faculty and students who participate in distance education, and with managers or administrators who oversee distance education, and by using those interviews to uncover the root of deficiencies that they may have found in their observations.

- In keeping with federal policy §602.17(g), peer reviewers should be able to ensure that effective student verification processes are being employed; that student privacy is protected; and that, if there are any additional charges for these services, the college has written policies that students will be notified of such charges at the time of registration or enrollment.

Considerations for Recommendations

Determining if a recommendation is necessary, and the type of recommendation, compliance or improvement, should be based on the careful consideration of several factors. For example, if less than half of the distance education classes observed demonstrated evidence of regular and substantive interaction, the team should explore through its interviews with members of the college community, including faculty, students, and administrators, and review of all evidence, the issues pertaining to the low percentage, before deciding if a recommendation is necessary and the type of recommendation.

Understanding the broader context of the college's planning efforts and current situation regarding distance education courses will help the team carefully and thoughtfully document any challenges or issues in its findings, as well as write recommendations appropriate to the severity of the deficiencies.

In considering recommendations, the team will want to clearly identify the Standards in which the institution is deficient or needs to improve. Moreover, the team should ensure that in the discussion of the findings for those Standards, the deficiency in distance education is specifically identified in the team report.

In the final Team Report, the team must also ensure that its responses to the checklist questions pertaining to the *Policy on Distance Education and on Correspondence Education* are consistent with its findings and recommendations in the body of the report.