



**REGULAR MEETING**

**May 15, 2023**

**EXHIBITS**



Minutes of the  
MEETING OF THE FACULTY SENATE  
May 8, 2023

APPROVED

**PRESENT:** Melissa Bagaglio, Will Dalrymple, Kimberly De La Cruz (ASG), Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Anastasia Zavodny

**ABSENT:** Lacey Craft, Leigh Marshall

**GUESTS:** Leah Brown, Bill Carrasco, Elaine Wilson, Rebecca Wilson

**Notes:** Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

**CALL TO ORDER** The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

## **PUBLIC COMMENTS**

## **ANNOUNCEMENTS**

Senate Vice President Jenny Fererro said the Faculty Prioritization Subcommittee has started meeting and should have everything prioritized by the end of the semester. Some of the requests that came in last Fall may not be accurate anymore because some of those hires are already currently being hired. There are some current failed searches occurring now for start dates in Fall 2023 that will go immediately back out.

Senate Secretary Molly Faulkner announced that *Defying Gravity* is again this coming weekend. More information regarding all Palomar Performing Arts events can be found at [www.palomarperforms.com](http://www.palomarperforms.com)

Senator and PFF Co-President Lawrence Lawson said a PFF academic scholarship is available to members’ dependents or others in their household. For more information, members can go to <https://www.palomarfacfed.org/benefits> The deadline to apply is May 12.

Senate President Wendy Nelson said she received one response from faculty to fill Senate seats. Another call will go out in Fall. She asked Senators to reach out to faculty to get the positions filled. President Nelson said she has heard from many faculty who can’t commit to Senate meetings every week. Senate may want to consider reducing the number of meetings each month.

President Nelson also said the response to Senator Zavodny's committee calls is not going well. There are over 20 positions still available. She encouraged Senators to recruit for those positions as well.

President Nelson said the Hiring Committee for VP of Student Services is moving forward and a campus forum will be scheduled soon as well as second round interviews.

President Nelson announced that the 2023 recipient for the Faculty Service Award is going to the Part-time Parity Project Group; Nicole Siminski, Shelbi Hathaway and Anastasia Zavodny.

President Nelson announced that this year's Gift of Time Award is going to Michael Mufson.

Senate Secretary Molly Faulkner announced that Wing Cheung is the recipient of the Scholarly and Professional Achievement Award.

President Nelson said that Palomar's Clothes Closet will be taking over the old Faculty Senate space. Faculty Senate's wall plaques will be displayed in the Library at some point.

**AGENDA CHANGES** – There were no agenda changes.

## **APPROVAL OF MINUTES**

### **Motion 1: MSC Faulkner/Pearson**

Faculty Senate approval of Faculty Senate meeting minutes dated May 1, 2023 as amended (Exhibit 1).

The motion carried.

## **ACTION**

### **A. Curriculum Committee**

No Curriculum Committee actions needed to be approved. Co-Chair Ben Mudgett said the Curriculum Committee just approved the DE policy. Senator Mudgett added that earlier in the year, a workgroup was formed to talk about splitting certificates of achievements that are tied to associate degrees and are currently causing issues in META. The two will be split in META moving forward in the near future. Faculty will soon be asked to think about what it means to have both a certificate of achievement and an associate degree that has the exact same courses.

### **B. Committee on Committees**

No Committee of Committees actions needed to be approved.

## **INFORMATION**

### **A. ASG Report**

Kimberly De La Cruz reported that Congressman Scott Peter's visit to campus was a successful event. Comet Hours is scheduled for May 10 and pizza will be served during the PRIDE event beginning at 11 am. De La Cruz thanked Senators for staying connected to ASG this year. Recent ASG elections resulted in Christopher Garcia Mendez remaining as President for another year. Grant Wass was elected as the Student Trustee. De La Cruz said centralizing the tutoring on the second floor may not have been a good idea. Stem students want to be tutored in the NS Building, math students in the Math area and so on.

## **B. Update on New Instruction and Dean Positions**

Senate President Wendy Nelson said because of FON, Palomar needed to hire more faculty positions. Five counseling positions were identified as well as two new instructional designer/teaching positions. Senate will have an opportunity to look at the job descriptions before they go out for searches.

Senate VP Jenny Fererro said that all faculty should have a specific home department assignment. PFF does not support having faculty positions without a department assignment. A structure of support (a department) needs to be available to faculty and a precedent set for faculty reporting directly to a VP is not advisable. The tenure and evaluations process for faculty relies heavily on a department chair as well. The current Articulation Officer position is a separate issue and that position is well established.

Nelson said the District wants to eliminate the Director of Student Affairs position and replace it with a position titled Dean of Student Life and Leadership. This position is most commonly a dean position with that salary grade as well. This change can also hopefully improve or change the infrastructure in that area such as housing the new Director of Basic Needs and other positions. This may also improve the reporting structure.

Senator Kelly Falcone said there was at one time a position called Dean of Student Services and another position called Dean of Counseling. The Dean of Student Services position vanished and that could possibly be why Sherry Titus' department is so overwhelmed. There may be value in looking at the history of these positions.

## **C. Leadership Reports**

### **CALM Committee (Exhibit 2)**

CALM CO-Chair and Senator Anastasia Zavodny shared the exhibit. Initially, CALM was funded through a grant by the Palomar College Foundation. When Herff funds became available, those became their largest allocation. Senator Zavodny shared some of the successes the programs had so far. Additional grants have been obtained by the California Community College Chancellor's Office (CCCCO). Those grants will facilitate the creation of ZTC degree and certificate pathways. Phase II of the funding will look at the ongoing sustainability, maintenance and feasibility of the program. She said it's important for institutionalizing the process to ensure that funds are available to continue the support.

It was noted that a platform should be created for faculty to use for their course materials. Zavodny said solving this platform issue is something the committee is already looking into. Unfortunately, many of the platforms require annual maintenance fees which need to come from somewhere that guarantees funding year after year. It was also mentioned that there are a lot of homegrown lab manuals that need to be updated or refreshed to a more current year and maybe this could be done too.

### **Equity in SLO Taskforce (Exhibit 3)**

Senator Michael Mufson said former VPI Jack Kahn created this taskforce to work with Faculty Senate to help develop a guide for incorporating equity in SLOs at Palomar College. The group was tasked with developing an equity-based philosophy and approach for the writing, collection, assessment, analysis, and action-plan for Student Learning Outcomes.

Mufson said Dr. Kahn thought that there was skepticism about student learning outcomes and the value of certain learning outcomes assessment, writing an assessment cycle on our campus and that by authentically connecting into equity, that we could generate more support and more interest and assert the legitimacy of student learning, outcome, writing, and assessment, if it really has the strong connection to equity. The committee approach was to test this hunch and see what we could understand about the value of integrating equity with a student learning outcome, writing and assessment cycle process.

The committee engaged in both internal and external research to get a better understanding from faculty of where they were with both of these processes on our campus and how they're connected. The second type of research was external research, like a survey of the literature and research that's out in the world at the moment. For internal research, the taskforce wanted to initially try to find faculty who were engaged in this kind of process, integrating equity into their learning outcomes, to share their thoughts and experiences and value. They conducted a survey and the last question was would they be willing to participate in a 20 minute interview to go more in depth. Two people responded yes, so that idea was scraped.

Senator Mufson continued to summarize the survey explaining their thought process of how the questions were stated and what type of information they were hoping to gain. About 68 faculty responded making it hard to say that any hard conclusions were drawn but there was anecdotal evidence that there is a lot of interest in equity. There's also skepticism about SLOs and the potential value of bringing the two together.

Senator Mufson encouraged Senators to read through both of the exhibits he provided. One of the key points he found was that a vast majority of equity of faculty identified themselves as having moderate to strong knowledge of equity practices. In the interim report, one of the strong conclusions is that the writing and assessing of SLOs with an equity lens can't be divorced from the creation of the curriculum itself. If the curriculum isn't already being created with an equity mindset, then using SLOs in the assessments is less significant and less effective and that it needs to be integrated, and ultimately that there is an entire cultural shift that needs to happen on campuses. All the campuses that are addressing these issues are ultimately addressing a cultural shift so that equity mindedness is just an inherent aspect of what we do as educators.

Mufson said the committee composition included some people with a very strong equity focus that are really steeped in equity, the language and terminology of equity, and some who acted more as facilitators coming from the SLO background. There was considerable tension and often a clash between these two backgrounds and perspectives in crafting this final statement.

Mufson read this statement from the final report:

*As educators, we are obligated to care about each of our students and create the conditions for their achievement in our classes. Student learning outcomes assessment is a key tool for objectively determining the effectiveness of our teaching methods. However, if SLO writing and Assessment is not implemented with awareness of our students cultural, socio-economic and ability contexts and critical self-awareness of the implicit and explicit biases in ourselves and our systems, we deprive ourselves of the critical information we need to improve teaching and learning for many of our students who fall through the cracks.*

Mufson also reviewed the final recommendations made by the taskforce and asked Senators to email any further questions they may have. The work that needs to continue on this important issue may be assigned to other workgroups and/or committees.

**SLOAC – Tabled.**

#### **D. Student Success Teams Pilot Update (Exhibit 4)**

President Nelson shared the exhibit explaining some of the new wrap-around services that will be available to students in Fall. She reviewed the timeline outlined in the exhibit. The goal is to soft launch a Student Success Plan focusing on the cohort identified in the Student Equity Plan which are Palomar's black and African American students. She presented data which provided evidence for the need for change and for addressing the real persisting equity gaps.

President Nelson presented an example of what a student success team could look like and how it will help the student get here, help figure out where they are going and help the student create a plan. The plan includes incorporating

student success coaches who aren't necessarily counselors but someone that a student would be assigned to. Nelson said they are looking at three different models and explained what those models would look like. She also reviewed the goals of the student success team. An operational committee was created who identified personnel who are already in positions doing some of the work. Nelson explained the roles of the operational committee.

One of the barriers that Nelson said they are bumping into is compensation. It's easier to pay faculty but other staff are needed to do this work as well. It was suggested that maybe "coaches" could be included as part of institutional service.

#### **E. DEI Curriculum Framework – Tabled.**

#### **F. Notice of Hourly Employment Update**

Diane Studinka addressed Senators about the NOHE process. She said that when she stepped into the Acting VPI role, she noticed right away that there were inefficiencies with NOHEs. She reinitiated an existing workgroup that was a "back of the house" group who could possibly make changes in the process. After a couple of meetings, the work stalled. Everyone is very aware of and agrees that the NOHE process is not the most efficient process. One of the major barriers is PeopleSoft Campus Solutions. The software was changed, fixed, updated and patched and no longer efficiently ties in or communicates with other Palomar software programs used in other processes. There is a PeopleSoft Time and Labor module available and its cost is \$250,000 plus implementation expense because Palomar is not using PeopleSoft's cloud based system. The estimated cost to upgrade to the PeopleSoft Cloud system would cost the District somewhere in the \$4 million range and up to \$6 million to get it implemented.

Studinka said there are Gideon Taylor (GT) eforms available for PeopleSoft which could possibly be used for NOHEs. The estimated cost for this would be \$20,000 and would take some time to create and implement. Creating the forms is not something that can be done in house. Richard Loucks has been working to create other GT forms and the cost associated is about \$5,000 per form. Studinka recognized that this won't be a perfect solution but one that should be considered. A Microsoft Office form may be an option and is probably the least expensive and can be implemented sooner. Unfortunately, this would not resolve the integration issues in PeopleSoft between Payroll and HR. She said it would also be helpful to have some sort of spreadsheet available that identifies what account strings are tied to the NOHEs.

Senators expressed their concerns that paystubs do not outline or define what wages are being paid. It requires faculty to spend countless hours trying to figure out what they are being paid for. This problem also affects pay that is tied into CalSTRS. Senators asked that faculty be included in the workgroup because they are the "users" and their concerns need to be resolved as well. Studinka agreed but said additional information needs to be gathered before the workgroup reconvenes. Studinka said that this process really should be housed in HR and not Instruction.

Due to time restraints, the meeting ended but Studinka said she would be glad to come back to further discuss issues and potential solutions to improve the NOHE process.

## **REPORTS**

### **President (Nelson)**

I attended the following meetings this week: College Council, Accreditation Steering Committee, Pre-Governing Board Meeting, Palomar College Community Showcase, and the New Program Process.

- Palomar College Community Showcase – This is the third time that I have had the opportunity to attend this Foundation event. I encourage faculty to attend next year. The showcase included a welcome from President Star Rivera-Lacey, an inspiring Comet award recipient, Klaus Kirchhoff, presentation and an overview of our Rising Scholars Program.
- New Program Process – We continued to discuss changes to AP 4021 PROGRAM DEVELOPMENT, REVITALIZATION, AND/OR DISCONTINUANCE. EESSC, Curriculum Committee, and the Faculty Senate will have an opportunity to provide input in the Fall.

College Council (see below)

### **Academic Integrity Taskforce (Hiro)**

The Academic Integrity Taskforce met last week to discuss its Senate goal of reviewing AP 5500 and AP 5520. Sherry Titus told the taskforce that we needed to make minor changes to AP 5500 and 5520 that relate to Academic Integrity but that those policies were already under review. She asked the Taskforce to reach out to administration for a status report on current revisions to AP 5500 and 5520.

The main priority for the Taskforce is to create a new policy. She asked that we spend the next academic year creating AP 5505, which will focus on academic integrity and provide details on the following elements:

- Intellectual property
- Cheating (including plagiarism, artificial intelligence tools)
- Testing and proctoring
- Student rights
- Faculty rights
- Discipline process and policy
- DEIAA elements

Once approved, AP 5505 will be referenced in AP 5500 and 5520.

### **College Council (Nelson)**

- We approved a new Policies and Procedures Committee. The Committee reviews and recommends approval of proposed changes and updates to Governing Board Policies and Administrative Procedures.
- We were provided updates on the following: ACCJC report, PRP allocations prioritization, Academic and Facilities Vision Plan and Accreditation.
- We discussed making changes to the format of future College Council meetings. We discussed the challenge of running out of time and not getting to reports. We are considering putting reports at the beginning of one meeting per month and using a consistent format.
- We discussed the Chancellor's Office recent announcement that the Student Health Fee will be increasing during the 2023-24 academic year to \$26 per semester (up from \$23) and \$22 for summer session (up from \$20). At our last meeting there were concerns that increasing the fee would put a burden on some of our students. Director Savaiano informed the council that the student health fee is the primary source of revenue for our medical, mental health, and health education and promotion services for students.

### **Distance Education (Hiro)**

The Distance Education Committee met May 3 and discussed the following:

1. Data-driving scheduling. The DE Committee is working with Michelle Barton to look at course success rates by course format in hopes of using that data for effective scheduling. This will be returned to the committee for future discussion.
2. The Distance Education Committee has been discussing a recommendation for retraining faculty for online education. Committee member Russell Backman brought forward a simplified proposal that the committee discussed. Members said they liked it because it matched the evaluation cycle and allowed for easier tracking since it would be contained within the PD Portal. The recommendation was approved and will be sent to the Faculty Senate and PFF for discussion and consideration.
3. Retraining recommendation from the DE Committee:
  - a. To maintain DE certification, a faculty member must complete one of the following every three years:
    - i. POET (updated by the DE Committee)
    - ii. 20 hours of DE-approved PD from a list maintained by the DE Committee)

### **Equivalency (Klinger)**

Equivalency is currently reviewing candidates.

**ADJOURNMENT** The meeting was adjourned at 4:03.

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary



# EXHIBIT 2

May 15, 2023										
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?	What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism while engaging and inspiring others in this work?	What do you see as the biggest challenge(s) to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?	Action: Confirm
John Armenta	L&L	SPCH/ASL	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty, at-large (23-25)	I think it will be impossible to serve on the EEDCC subcommittee without utilizing an Equity and Antiracism lens. If selected for this subcommittee I will do my best to promote and practice those values. My answers to the questions below should better reflect this.	My academic research and writing deals specifically with media and harmful stereotypes, so I am well aware of the need for a committee like EEDCC. I hope I can bring this scholarly work into practice to actually address these problems as they impact our students and campus community. Also, from working on the Professional Development Committee I have seen many of the great ways that DEIAA values can be incorporated into practice here at Palomar College. I look forward to working with a group more specifically focused on these issues.	Not only do I believe in the core values of the EEDCC, I strive to live up to them in my own practices as an educator and scholar. Just as importantly, I believe in being an advocate for these values and working to address any shortcomings I see in my own work and to help others do the same.	The work of EEDCC, as well as DEIAA work more broadly, helps the larger institution succeed. DEIAA principles and practices are good for teaching and learning, along with management and administration. I believe it is important when engaging with my fellow faculty members about this work is to show how it can make them more effective in the classroom. I know from experience that many educators are resistant to changing their syllabi, assignments, and lesson plans, even if they believe in the underlying principles. I would like to use my role in EEDCC to work with other faculty members to incorporate DEIAA practices into their teaching.	One challenge I see in advancing DEIAA at Palomar College is complacency. While I do see many great efforts made by the College in implementing DEIAA principles in its operations, there will still need to be continuous work towards these goals beyond the work done last month or last year. I think this subcommittee can help in the necessary self-reflection and evaluation of progress required to maintain the commitment to DEIAA.	
Amanda Fierro	L&L	English	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty, at-large (23-25)	I will utilize an equity and antiracism lens on my work in this committee by making active efforts to assess my biases and discussing with my colleagues about possible blind spots in our assessment of situations/ideas. I will provide opportunities for self-reflection and perform research on fostering an equitable and anti-racist dialogue to aid efforts within the committee.	My knowledge stems from my past experience serving on this committee, and active research focused on DEIAA for my doctoral dissertation. I am from a minoritized group within higher education, as both a student and faculty member, and believe I can utilize my abilities to benefit the committee as a whole.	I would make an effective member of EEDCC because I believe that any effort to identify, challenge, and reexamine inequitable or racist foundations within higher education is an integral component to ensure equitable practices for the future. I am driven to uphold equitable perspectives and standards and would aid in the college's efforts to do the same.	To stay current on matters of diversity, equity, inclusion, accessibility, and antiracism, I would stay up to date on current news and research surrounding these concepts. DEIAA is at the core of a lot of discussions politically, and I would strive to be as knowledgeable about the impact politics has on the institution and our students.	I see the biggest challenge as being the difficulties to integrate change. Change takes time, and this committee's efforts could inspire change and bring action items for departments to utilize to encourage DEIAA.	
Michael Mufson	AMBA	Performing Arts	Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)	Faculty, at-large (23-25)	I have been engaged in Antiracism and Equity activism both on and off campus for many years. As this is the focus of the EEDCC committee, my experiences will directly apply to the work of the committee.	I bring many years of engagement in activist spaces that use and grapple with the practices and issues of furthering the goals of creating a diverse, equitable, inclusive, accessible and antiracist culture and system. I bring skills of critical analysis, communication, planning and organizing.	I've participated in this committee as a member of one year and co-chair for one year. I'm dedicated to the project of cultural and systemic transformation at Palomar College.	I consistently acquire and share knowledge from publications, books and podcasts related to DEIAA concerns and practices.	1. There are still significant sectors of our community that actively or passively resist the centering of a DEIAA mindset for the future of our college. 2. The various efforts towards furthering this works remain separated and siloed and need improved communication and coordination. 3. There are faculty who feel very isolated and feel like they don't belong. They're being attacked for their discipline. They're being attacked for what they teach. Looking at ways to support and retain our faculty who experience this is really important right now especially as we continue to hire new faculty cohorts that are much more diverse.	

# EXHIBIT 3

May 15 2023							
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Meighan Ahmadi	Student Services	Counseling	Academic Review Committee	Faculty, Instruction/ Library (23-25)	<p>In my work with this committee, I will utilize an equity and antiracism lens by being mindful of the ways in which different identities and experiences may shape individuals' perspectives and experiences. I will seek to create an inclusive environment where all voices are heard and valued, and where equity and antiracism are prioritized in decision-making processes.</p> <p>One way I will commit to learning is by seeking out professional development opportunities, such as attending workshops and webinars, reading scholarly articles and books on the topic, and engaging in conversations with colleagues and students. By doing so, I can stay up to date on best practices, emerging research, and relevant issues related to diversity, equity, inclusion, and antiracism.</p>	<p>I have actively promoted DEIA values in my teaching, research, and service work. In my teaching, I have incorporated diverse perspectives and experiences into course content and have worked to create an inclusive classroom environment. In my research, I have focused on topics related to equity and social justice, including the experiences of underrepresented groups in higher education. And in my service work, I have advocated for policies and practices that promote diversity, equity, inclusion, and antiracism in my department and institution.</p> <p>Additionally, I have a deep understanding of the academic landscape and the issues that impact faculty, students, and staff in higher education. I also have experience in counseling, curriculum development, assessment and evaluation, which will be valuable in discussions related to promoting equity and antiracism in academic programs.</p>	
Benhui Zou	L&L	Library	Academic Review Committee	Faculty, Instruction/ Library (23-25)	I'll be sensitive about the student's diverse background and experiences when reviewing their applications for academic review, so all the students are treated equally during the review process.	I have served on this committee for several terms and familiar with the works.	
Nicole Mart	MSE	Nursing	Behavioral Health and Campus Wellness Committee	Faculty, Nursing Department (23-25)	Working in the Nursing Education Department I work with a diverse student population who are struggling with mental health issues. I believe that I can provide insight into the Behavior Health and Campus Wellness Committee that will include everyone. Many of the topics discussed in this program that pertain to providing equitable patient care also apply to these students. I am comfortable with these conversations and understand many of the areas that need Antiracism measures to be in place and mental health is one of those areas.	During every lecture I provide data showing the nursing students about how diversity, racism, ageism (and many other factors) impacts specific medical conditions. We discuss in great detail nursing interventions to ensure every patient receives equitable care and treatment. I think this knowledge will provide insight into any committee. I enjoy learning and understanding processes and brainstorming possible solutions.	
Craig Chamberlin	MSE	Mathematics	Campus Police Committee	Faculty, request for a counselor (23-25)	As a current member of the campus police committee, I am and will continue to be committed to fair and equal treatment for all individuals and actively promote these values while working towards a safe and inclusive campus environment for all students, faculty, staff, and community members.	<p>As Math Department chair, I try to create a culture of respect and inclusion for faculty by giving them all an equal voice and not playing favorites. As an instructor in the classroom, I establish clear expectations and guidelines for behavior and interaction to ensure that all students understand what is expected of them and how they should treat each other. I emphasize the importance of mutual respect and create an environment where all students feel safe and valued.</p> <p>My collaborative and communication skills enable me to work effectively with other committee members, administrators, and stakeholders to develop and implement policies that promote fair treatment and equality. Ultimately, I am excited to contribute to the committee's efforts and to ensure that our college remains a safe and inclusive space for all members of our community.</p>	
Jordan Clarke	CTE	Trade & Industry	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty, CTE (23-25)	I will approach all committee assignments with an eye for increasing equity for underserved and disadvantaged groups in the communities we serve. I will remain a stalwart opponent of racism in all its forms. I will make every attempt to increase diversity, inclusion and accessibility. These principles guide every interaction I have, every decision I make, as a member of the Palomar College community and my service on this committee will be no different.	<p>I am a strong proponent of Career Technical Education. I chose to enter education as a second career after 20 years in Construction &amp; Wood products manufacturing because, as an employer, I suffered from the skills gap among our workforce. My personal mission is to renew our commitment to the trades both in public education and more broadly as a society. I believe that as a Division, this must be our mission or guiding principle as well.</p> <p>I bring the experience gained from 10 years in private business and the knowledge gained from a Master of Business Administration from Chapman University. I have completed numerous capital improvement projects, not only in my own business, but also in the Secondary Ed realm before I joined Palomar. I am experienced meeting the requirements of Perkins Grant funding.</p> <p>I know the value and importance of this committee to CTEE and I will treat this responsibility with the respect and care it deserves. I will work with the other members of the committee to impartially consider all proposals based on merit.</p> <p>Thank you for your consideration.</p>	Vote for one (1)
Sergio Hernandez	CTE	Diesel Mechanics Technology	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty, CTE (23-25)	With this position on the committee, I can help steer the process and other disciplines, with their needs for funding.	<p>15 years of instruction in CTEE (Diesel Mechanics Technology) gives me a good perspective from the instruction side, from the industry side I have 28 years of field experience. Education: A.A. Automotive &amp; Diesel. &amp; B.S.B.M.</p> <p>In industry their is nothing more "Equalizing" and beneficial to anyone than a "Great" Technical education. By helping provide better training conditions on campus this will translate into better opportunities for our students.</p>	
Wing Cheung	MSE	ESES	Career Education Committee (formerly Perkins Planning and Advisory Committee)	Faculty, Instructional (23-25)	Palomar College has a number of wonderful career technical education programs. As with any programs (CTE and non-CTE alike), there may be stereotypes and implicit biases in our society and curriculum that can cause an underrepresentation of particular groups in our CTE programs, and ultimately, the workforce. If appointed to the CE committee, I am committed to adopting an Equity and Antiracism lens to ensure that our CTE faculty are actively acknowledging and developing activities to address existing inequities in their programs, as well as conducting outreach to include traditionally underrepresented groups in their fields.	I have served on the CE committee for many years, and have learned a lot about the novel efforts developed by different CTE programs to promote DEIA in their programs. I am interested in serving on this committee because I want to continue to learn and apply the knowledge that I have learned to improve my own programs. Moreover, I believe my past experience on the committee can help me see the connections between different CTE programs, and suggest potential collaboration opportunities between CTE programs that may reduce the duplication efforts and enhance the quality of our CTE programs and outreach efforts.	

Elaine Wilson	AMBA	Art	Comets Affordable Learning Materials Committee (CALM)	Faculty, AMBA (23-25)	I just completed my dissertation on the topic of using Open Educational Resources (OER) to solve equity gaps in higher education and will share my findings with CALM to support zero and low-cost textbook initiatives at Palomar College. (Spoiler: My study found that traditionally underserved groups experienced significantly higher gains from OER). I am passionate about using OER to not only eliminate cost barriers to education but also to expand textbook authorship to a more diverse group of educators.	I am currently the liaison between Palomar College and ASCCC OER Initiative. In this position, I attend OER professional development trainings and distribute invitations to discipline-specific OER events to Palomar faculty. I believe I could better serve the college by being on the CALM committee and coordinating our OER efforts. Additionally, I have created zero-cost OER materials for each of my classes and enjoy mentoring faculty in their adoption or creation of OER for their courses.	
Heather Hosaka	L&L	ESL	Committee on Service Learning	Faculty, L & L (23-25)	I am committed to continually learning about diversity, equity, inclusion, and antiracism. I am a regular participant of the college's Access and Equity Hour, recently attended attorney Paul Grossman's presentation, "Disability Rights Are Civil Rights," helped to write our department's antiracism statement, and have been working closely with the DRC this semester to see how our department can better support students with disabilities. Our department has hosted several workshops, both at Plenary and throughout the regular semester. Examples of workshops attended include equitable grading, antiracism, ADA requirements, supporting students with disabilities, and culturally responsive teaching. I would like to continue to serve on the Committee on Service Learning to advocate for service learning for ESL students. I feel it is important that the ESL department has representation on this committee as we have had several faculty participate in the service learning cohort and faculty have hosted three ESL service learning event projects within the past year. Students have done beautification projects and hosted a cultural swap event.	I hope to be able to continue working on this committee so that I can learn more about service learning and help more faculty implement it in their classes. I also want to help ESL students learn about the certificate they can earn and to work with my department to help create more opportunities that are accessible to our ESL students who often work, have children, and may not have transportation. For these reasons, many of our service learning events have been on campus, and some have allowed families to bring their children. Also, our students, who may lack confidence or speak limited English, tend to feel most comfortable volunteering with their teachers present, so our department has found success setting up class service learning opportunities. In any committee, I do my best to advocate for ESL students, and to shed light on some issues that others may not have considered. For example, when the Student Success and Equity Committee suggested giving some funds they had available to credit students, I mentioned that this would prevent our noncredit ESL students from being able to access this funding. It was ultimately decided to use the funds to try to help our undocumented student population. Recently, when reviewing nominations for scholarships in the Committee on Service Learning, I asked my colleagues to please consider, when looking at one student's brief response, that the student was a beginning ESL student and was not able to write as much as other candidates.	
Kristen Marjanovic	SBS	EHPS	Committee on Service Learning	Faculty, SBS (23-25)	I teach U.S. history which requires the inclusion of a variety of narratives and viewpoints to tell an accurate story about our past. Inclusion and antiracism, thus, are a natural part of my work. I believe this applies in Service Learning students where should hope to gain broader experiences which force them to reconsider their viewpoints and see the world through a different lens, to challenge "what is assumed" and apply their classroom knowledge in outward forms. Please note, I will available in Fall 2023 but gone in Spring 2024 for sabbatical leave. I plan to reapply to this committee for the 2024-24 school year.	I have completed the Equity in Grading reading and discussion group from Summer 2021 as well as Canvas programs for equity and disabilities in Canvas course creation. I have attended and put in place information from "Decolonizing your Syllabus" and similar PD talks at Palomar. I also completed the faculty course on Modern African American History and read and discussed Kendi's Stamped as well as Saad's Me and White Supremacy. In addition, I have worked closely with the DRC to support student accommodations and created a flexible online course which supports both student success and privacy. As stated above, a core aspect of my job is to tell the history of America through different view points to demonstrate that not everyone's story is the same. Student are tasked with critical thinking assignments which ask them to identify narrative in history telling and to create their own. For example, currently students are applying their knowledge of the American past by proposing designs for memorials or by providing "advice" to the nation's leaders. In this, students must acknowledge their point of view and thus demonstrate that most history telling is from someone's interpretation or experience of the past.	
Lillian Payn	AMBA	Graphic Communications	Curriculum Committee	Faculty, AMBA (23-26)	This premise is fundamental for our students to know and feel we walk the "DEI talk", so that they are getting a well-rounded curriculum in their courses and programs. With recent current events that have been racially-motivated, it is imperative to include DEI issues in the curriculum. I see that my students are open to discuss the many facets of DEI, and so my own courses are safe places for exploration, discovery, appreciation, and reframing. I could not teach in a college where DEI was forbidden or stripped from the curriculum. This is important to me not only as an educator, but also represents my core values.	I have been on this committee my entire career at Palomar College! (During my second year at Palomar, my department chair recommended that I join Curriculum, "since this is where we really see what is going on in the college.") Often serving at the same time on other committees, this is the one I ALWAYS return to. Curriculum is the college's "product to engage our students and to offer them educational experiences", and how we organize knowledge and award credits for degrees, certificates and careers. Curriculum is my "jam", and as my passion, I studied curriculum development in my graduate degrees in Education. What I have learned about curriculum here at Palomar has been valuable and essential to share with my department colleagues. My own experiences and advocacy? I served on the Multicultural SubCommittee since 1998 and served as its Chair for about 10 years or more, which facilitated the inclusion of courses to meet the former "Multicultural Requirement". Our members and myself influenced the form the MC Requirement took and how it would be represented in a range of courses. We based the Requirement on Federal Civil Rights Law and which populations and demographics were protected from hate crimes (race, ethnicity, gender, sexual orientation, age, social class, and people with disabilities). I wrote a "Multicultural Course" that was approved for by the Curriculum Committee and is still taught, since it was also designated as IGETC, and also GE for Palomar and the CSU system. On a personal note, I also have two Anthropology Degrees, as well as an Asian Studies degree, and had a wonderful opportunity to teach at the University of Arizona in the Asian Studies Department for 3 years and then taught at two universities in Mexico. I have lived as an expatriate in both Mexico and Africa for many years. My children are mixed: much of my "lived" experiences are not academic at all, but are very real and felt at a personal level. PLEASE approve my appointment again! Thank you for giving me the opportunity to serve on the Curriculum Committee again.	
Tina-Marie Parker	L&L	ESL	Distance Education Committee (DE)	Faculty, L&L (23-25)	Through my time on the committee already, I have consistently pushed back against online teaching tools that have shown biases, such as online proctoring software. Going forward, I plan to advocate for extremely careful use of AI-detection software, knowing that it is not 100% accurate. I will continue to stay aware of equity issues in distance education and use this knowledge to make decisions on the committee.	I have my Master's in Education, so I bring strong knowledge of teaching and learning theory, which is essential in making decisions that affect our online students and mentoring faculty in online teaching. To support student success, I am advocating for faculty to stay up-to-date on online teaching methods and tools, and I believe strongly in doing this in a way that leads to actual, tangible change in online teaching delivery at the college.	
							Vote for two (2)
Mario Willows	SBS	Behavioral Sciences	Distinguished Faculty Award Committee (DFA)	Faculty, Full-Time (23-25)	I will ensure our essay prompts are equitable. I will also make sure we include all faculty for the nomination process. When choosing our finalists I will ensure we are equitable.	I have been fortunate enough to serve on this committee before so I will bring institutional knowledge to the nomination, review, and interview process. I have attended multiple PD workshops on DEIA as well as bring my multicultural framework from my anthropology background into my classroom and committee work. Anthropology's goal is to make the world safe for human differences. I strive to make Palomar safe for human differences as well.	

Elise Lindgren	MSE	Biology	Distinguished Faculty Award Committee (DFA)	Faculty, full-time (23-25)	I try my best to focus on equity and antiracism, by attending conferences, reading books, and speaking with others to increase my knowledge on these topics. Rather than ignoring difficult topics such as this, I try to confront my own shortcomings in order to grow and learn. I believe this is important when discussing faculty awards, by observing how instructors address antiracism and equity, and the impact they have on their students.	I have experience working with students from many different backgrounds, including introduction classes and higher level classes. I have taught at different campuses around San Diego, each with different student populations. I have experience adapting my classes to fit different student populations, and working with data to ensure that my classes are equitable and fair. My goal is to provide students with knowledge that will help them succeed in life, while also providing a safe and fun environment to learn. This experience can allow me to work well with the committee to determine a winner for the faculty award.	
Briana Stanley	AMBA	Art	Distinguished Faculty Award Committee (DFA)	Faculty, Full-Time (23-25)	I will utilize an Equity and Antiracism lens in my work with this committee to provide a perspective that values diversity, hard work, and a dedication to putting students first. As a female professor who identifies as Asian and Pacific Islander, I relate to my colleagues and students from different cultural backgrounds. I believe my own experience will help equip me to serve on the Distinguished Faculty Award Committee. If chosen, I would use the opportunity to choose distinguished faculty based on their accomplishments and the positive impact they make for their colleagues, department, and ultimately our diverse student body at Palomar College.	Before I was hired as an Assistant Profess of Art at Palomar College, I worked as an adjunct at four other schools. Working at these institutions afforded me the opportunity to witness the strengths and weaknesses of different systems in academia. By witnessing multiple approaches to college governance and instruction, I was able to discern what made the most positive impact for the institutions, faculty, and ultimately the students.  One of my pervious positions was to serve as the Interim Graduate Advisor for the School of Art at California State University, Long Beach. I served on four committees and chaired one committee in the School of Art. This experience opened my eyes to the positive impact committees provide for an institution and taught me how to effectively communicate and collaborate with colleagues.  From my experience of witnessing how several colleges run and serving on committees at CSULB, I would bring a fresh yet informed set of skills catered toward effective teamwork, clear communication, and efficient completion of committee tasks.	
Maryellen Ross	MSE	Nursing	Elections, Petitions, and Ethics Committee	Faculty (22-24)	help to ensure elections are transparent and access to vote equitable	over 37 yrs experience providing nursing care to a diverse patient populations from all over our country	
Mark Clark	MSE	Mathematics	Equitable Placement and Completion Committee (formerly AB705 Support Subcommittee)	Faculty Math (23-25)	This committee is all about trying to reach more equitable outcomes for students. Whenever discussing the issues in this committee we must keep in mind how those decisions will affect all people, and especially those who have been underserved in the past and present.	I have been a member of this committee for a few years now and am also the current coordinator for the math AB705 and AB1705 work. This makes my participation in this committee a vital part of that work as well.	
NIMOLI MADAN	L&L	ESL	Equity, Education, and Student Success Council (EESSC)	Faculty (Senate appointed)	I have been an ESL instructor for over 26 years. Apart from that, I am an immigrant and a woman of color who has an accent. I understand bias because I have experienced it. However, I am very aware that the commitment to learning about equity and antiracism is a lifelong commitment. Exposure to different experiences and perspectives on this committee will deepen my understanding of Diversity, Equity, Inclusion and Antiracism.	I have always been an advocate for all my students - immigrants, refugees, undocumented immigrants, and foreign students. I understand that equal does not always mean equitable because each student has different needs. I have experienced racism and accent bias, so I know how it feels to not be included. For the last five years I have been faculty in-charge of ESL tutoring. In this capacity, I have always advocated for our students who need intentional academic support. My class materials encourage students to discuss all kinds of discrimination and reflect on their own biases. In our classrooms we celebrate diversity. I have learned a lot about different countries, cultures and languages from my students, and I have also learned how alike we all are.	
Marquesa Cook-Vhearty	L&L	Speech	Equivalency Committee	Faculty, L&L (23-25)	I am interested in joining this committee and working with my colleagues to examine equivalency issues at the college. Viewing equivalency through a DEIAA lens is another step into weaving DEIAA into every action at the college. We must act intentionally and purposefully to create a community that embraces all individuals and meets them where they are. I would be honored to continue learning about how to use DEIAA and its application on the Equivalency Committee.	As a member of the Speech and Debate team faculty, I have used DEIAA frameworks to teach students how to advocate themselves and create a more equitable world. Using this framework, I, along with my colleagues, have supported students and their projects surrounding issues such as racism, ableism, inclusion, and equity. Additionally, I have worked on TERB and the Sabbatical Leave committee and worked to keep DEIAA at the forefront of our conversations and policy decisions. I am excited to apply that knowledge to the Equivalency Committee and continue to learn how to expand the lens of DEIAA across the college.	Vote for one (1)
Benhui Zou	L&L	Library	Equivalency Committee	Faculty, Full time L&L (23-25)	I'll be sensitive about applicants diverse background and experiences when reviewing their equivalency applications, to make sure they are treated equally during the review process.	I had served on this committee for several years and familiar with equivalency review guidelines and procedures.	
Michael Dudley	SBS	Psychology	Equivalency Committee	Faculty, SBS (23-25)	I have been on this Committee and really admire the way that we work towards being as inclusive as possible regarding equivalency requirements. Our goal is to help diversify applicant pools by considering submissions from qualified individuals who may not match the exact minimum qualifications but would still add value to our students.	I am very knowledgeable regarding how this Committee operates and the with voluminous state guidelines regarding equivalency requirements. I am a strong advocate for DEIA initiatives and strive to incorporate this in all my interactions at Palomar.	Vote for one (1)

Laurel Anderson	SBS	Child Development and Education	Equivalency Committee	Faculty SBS (23-25)	<p>My evolution in my advocacy with respect to diversity, equity, inclusion, and anti-racism began while in high school when I spoke out for Title IX in my school district. In the mid 1980s, I was introduced to the work of Gloria Steinem. She, and others, set a pathway for political activism that encompassed conversations about gender, sexuality, and race. I joined numerous organizations and completed my first bachelor's degree in sociology. The more I've learned, the more I realize I have so much more TO learn. So, I enroll in workshops and classes (Such as AS 101) that broaden my understanding of DEIAA issues and concepts. I read books (such as being a part of Palomar College's book clubs) that afford the opportunity for me to become more empathic and well-informed. As a white, well-educated, strong-willed female, I know I have privileges that many do not. So, I advocate. I have training as a sexual assault response team advocate—the training for becoming a SART includes a significant amount of discussion on DEIAA topics, of course. I teach the "Teaching in a Diverse Society" course for our Child Development department. To teach the curriculum, I must stay current (not an easy task) on the latest conversations and research on diversity, equity, inclusion, and anti-racism. I AM a life-long learner, and as a self-proclaimed advocate, I work hard to stay current in this content area. And, frankly, being an advocate has become a way of life, for me.</p> <p>In the roll with the Equivalency committee, I look at the task at hand with a fresh eye and a knowledge of the role I play in assessing the candidate's application. I am aware of my biases and privileges, and I work hard to keep these in check so that our discussions about the equivalency are fair and equitable.</p>	<p>In addition to what is stated (above), I am currently on the Equivalency Committee. There was a learning curve I hadn't anticipated when I initially joined the committee. Now, after serving for two years, and having read through and assessed at least 100 applicants, I have a clearer understanding of the ins and outs of this process. With this experience, I'm better able to offer my expertise to this committee. The Equivalency Committee is purposeful and deliberate, and although it is time-consuming, I appreciate the role this committee serves, and I would be honored to be able to serve another term.</p>
Dana O'Callaghan	Student Service Counseling		Equivalency Committee	Faculty, Full Time Counseling (23-25)	<p>As a member of the Equivalency Committee, utilizing equity and an antiracism lens is an integral part of our role, determining equivalency for faculty positions is an exceptional responsibility, our work is guided by standards in the minimum qualifications for faculty and administrators in California Community Colleges publication. This guidance ensures that equivalency is based on an individual's education and experience.</p>	<p>My knowledge, skills, and abilities that I bring to this committee include having served on this committee for the last two years. Understanding and learning the minimum qualifications for various disciplines and understanding the guidance that is given to determine equivalency takes time and research, thus my previous experience serving on this committee has provided me with a greater understanding in reviewing equivalency applications. I hope to continue serving in this role so as to continue this learning process and ensure that applicants are reviewed based on the standards provided.</p>
						Vote for two (2)
Dan Clegg	MSE	Mathematics	Evaluations Appeals Committee (EAC)	Faculty (tenured), at-large -OR- alternate	<p>I have participated in several different relevant training sessions, including Selection Committee Training at Palomar. I recently served on the EAC committee where we needed to evaluate an appeal request and it was important that we all maintained conscious awareness of diversity, equity, and inclusion.</p>	<p>I served on this committee for two years, 2020-2022, prior to my sabbatical. We did handle an appeal that was submitted, and we saw the process all the way through. I feel I gained valuable direct experience from that service, both in the requirements and expectations of how to properly address any appeals filed and also the importance of being consciously mindful of equity and inclusion throughout the process. I would like to rejoin the committee for a two-year term.</p>
Annette Squires	MSE	Math	Evaluations Appeals Committee (EAC)	Faculty 23-25	<p>I will look for barriers to growth and occupation. I will consider cultural differences when looking at appeals.</p>	<p>I have been a faculty member for over 20 years. I have been heavily involved in the evaluations process and hiring process. I am a past member of the Student Success and Equity council where I was active in removing barriers for our DEI students. I take PD training and participate in activities to support anti racism and equity.</p>
Ladylyn Dominguez	Student Services	Counseling	Evaluations Appeals Committee (EAC)	Faculty at large	<p>I will keep an open-mind and make a decision based on students perspective, goals, &amp; needs.</p>	<p>I am a counselor and work with a variety of students and know the struggles they are experiencing.</p>
Catherine Jain	MSE	EARTH	Faculty Service Area (FSA) Review Committee	Faculty, MSE (23-25)	<p>Please see previous application. I am seeking a continuation of my current seat on the committee. Thank you.</p>	<p>Please see previous application. I am seeking a continuation of my current seat on the committee. Thank you.</p>
						Vote for one (1)
Nimoli Madan	L&L	ESL	International Education Advisory Committee	Faculty, ESL (23-25)	<p>I have been an ESL instructor for over 26 years. Apart from that, I am an immigrant and a woman of color who has an accent. I understand bias because I have experienced it. However, I am very aware that the commitment to learning about equity and antiracism is a lifelong commitment. Exposure to different experiences and perspectives on this committee will deepen my understanding of Diversity, Equity, Inclusion and Antiracism.</p>	<p>I have always been an advocate for all my students - immigrants, refugees, undocumented immigrants, and foreign students. I understand that equal does not always mean equitable because each student has different needs. I have experienced racism and accent bias, so I know how it feels to not be included. For the last five years I have been faculty in-charge of ESL tutoring. In this capacity, I have always advocated for our students who need intentional academic support. My class materials encourage students to discuss all kinds of discrimination and reflect on their own biases. In our classrooms we celebrate diversity. I have learned a lot about different countries, cultures and languages from my students, and I have also learned how alike we all are.</p>
Heather Hosaka	L&L	ESL	International Education Advisory Committee	Faculty, ESL (23-25)	<p>I am committed to continually learning about diversity, equity, inclusion, and antiracism. I am a regular participator of the college's Access and Equity Hour, recently attended attorney Paul Grossman's presentation, "Disability Rights Are Civil Rights," helped to write our department's antiracism statement, and have been working closely with the DRC this semester to see how our department can better support students with disabilities. Our department has hosted several workshops, both at Plenary and throughout the semester ("ESL Equity Series"). Examples of workshops attended include equitable grading, antiracism, ADA requirements, supporting students with disabilities, and culturally responsive teaching. I would like to continue to serve on the International Education Advisory Committee so that I can continue to advocate for international student rights. I feel it is important that the ESL department has representation on this committee as we work closely with our international student population and understand the obstacles they face.</p>	<p>I have been teaching ESL for Palomar College since 2006 and work closely with our international students every semester. Before I started at Palomar, I also worked as an international student advisor and instructor at English Language Services. I understand obstacles our international students face, such as racism, living with a new family (home-stay), feeling alone and isolated, needing to meet certain educational requirements, the pressure they often face to transfer quickly, and more. In any committee, I do my best to advocate for ESL students, and to shed light on some issues that others may not have considered. For example, when the college was requiring vaccines for students, I mentioned in one committee that we needed to think about our international students and the fact that they may not have access to the same vaccines we have in the United States. Requiring specific vaccines could be problematic for these students. Recently, when reviewing nominations for scholarships in another committee, I asked my colleagues to please consider, when looking at one student's brief response, that the student was a beginning ESL student and was not able to write as much as other candidates.</p>

							Vote for two (2)
Susan Miller	SBS	Behavioral Sciences	Pride Center Committee to Combat Hate (PC3H)	Faculty at-large (23-25)	<p>I am committed to utilizing an equity and antiracism lens in all aspects of my work. This means actively seeking out ways to identify and dismantle systems of oppression and ensuring that all voices are heard and valued. I will prioritize learning about diversity, equity, inclusion, and antiracism by attending relevant trainings, workshops, and conferences.</p> <p>Additionally, I recognize the importance of taking a proactive approach in addressing issues related to diversity, equity, inclusion, and antiracism. This includes examining policies and practices that may perpetuate inequities, and implementing changes that promote fairness and inclusivity. As a member of PC3H I will also advocate for and support initiatives that prioritize marginalized communities, and work collaboratively with others to create an environment that is welcoming and inclusive for all.</p>	<p>DEI focused knowledge, skills, and abilities include an understanding of systemic inequalities and their impact on marginalized communities, cultural competence, effective communication across diverse groups, conflict resolution skills, an ability to facilitate difficult conversations, and an openness to learning and growth. Additionally, as a sociologist, I bring knowledge of best practices for promoting diversity, equity, and inclusion, as well as experience in implementing and evaluating DEI initiatives. These skills and abilities can help facilitate meaningful and effective change within the committee's work.</p>	
Melissa Martinez	L&L	English, Humanities and Reading	Pride Center Committee to Combat Hate (PC3H)	Faculty, at-large (23-25)	<p>At prior institutions I have demonstrated a commitment through antiracist practices by engaging in dialogues and workshops aimed at dismantling racist and unjust practices in education, and society. For example, I have taken part in "Circle of Change" dialogues which aim to investigate and share experiences and practices with antiracist practices. I also attended in equity workshops offered by the University of Southern California, and Cuyamaca College; and I also facilitated equity-minded presentations at Miramar College. If chosen for this committee, I look forward in joining existing antiracist efforts, and I would also gladly be able to share what I have learned across various equity summits, for example, in March 2021 I facilitated a breakout session at the Bridging the Gap: Pathways to Student Success summit at Miramar College, which focused on student success through equity-minded and antiracist pedagogy.</p>	<p>I participate in continued professional development in teaching English with an equity-minded and anti-racist approach, for example, I have attended workshops at the USC Race and Equity Center, anti-racist teaching workshops at the Part-time Faculty Institute, Equity Summit at Miramar, Black Minds Matter workshops at SDSU, Courageous Conversations with Dr. Tanis King Starck. I have done Safe Space training at various (prior) institutions, and I include a Safe Space statement, and preferred pronouns in all of my syllabi, and Canvas courses so students know that their preferred names and identities will be honored.</p>	
Lisette Ordorica Lasater	L&L	English	Pride Center Committee to Combat Hate (PC3H)	Faculty, at-large 23-25	<p>Diversity, Equity, Inclusion, Antiracism and Accessibility inform all of the work I do at Palomar College, from classroom to service. In terms of the PC3H Committee, I am invested in helping create a climate on campus that supports the intersectionality of our queer and BIPOC students. As a member of this committee, I will continue to educate myself on DEIAA issues—particularly ones that impact the LGBTQIA+ community—in order to ensure that Palomar is serving their needs.</p>	<p>I have served on this committee for the last three years, and I would like to continue my service. As much of my time with the committee has been online, I am excited to continue to translate the events we had virtually to an in person format. I bring to the committee organizational skills and experience assisting coordination of events like Palomar Pride, and with long-term projects-in-progress like our Queer Oral History project.</p>	
Shannon Andrews	MSE	Chemistry	Professional Development Committee (PD)	Faculty, MSE (22-24)	<p>I am appreciative of the fact that I was able to hear from distinguished experts on DEIA topics as well participate in many interesting book clubs as part of PD at the college. At this point, I am motivated to learn more about the specific DEIA issues that impact our students and the local community. By identifying specific issues, I am hopeful that my colleagues and I can initiate targeted interventions. Once action is taken, I will be motivated to learn more about the outcomes and impact of our actions.</p>	<p>I would like to focus more on action and doing as a college when it comes to DEIA issues. My colleagues have come up with some brilliant ideas that need to be put into action. I have a lot of experience and knowledge regarding work with the community. I have run dozens of outreach events over the years and I am very skilled at planning large events. As a result, I am hopeful that I can utilize my skill set to organize events that focus on actionable DEIA solutions.</p>	
Michael Finton	CTE	Emergency Medical Education	Safety and Security Committee	Faculty, different divisions (23-25)	<p>As a healthcare provider with over 50 years of experience I feel I have an excellent exposure to diverse population. I also have maintained a high standard of inclusion, antiracism and equity in my classes since joining Palomar College 24 years ago. I look forward to discussing, learning and implementing policies and skills that reflect the core values of understanding diversity, equity and antiracism in my role as a member of the Safety and Security Committee.</p>	<p>I grew up in a very cultural and diverse community in Orange county. I learned at an early age that ALL people deserve respect, understanding and value as not only fellow human beings but also that their differences can and should be celebrated not discounted. I also have been a paramedic and registered nurse working in some very cultural diverse environments. In my 24 years of teaching full time here at Palomar College, I have tried to bring these principals to the classroom and my duties as a member of the Safety and security Committee.</p>	
Ladylyn Dominguez	Student Services	Counseling	Scholarship Committee	Faculty (23-25)	<p>I work with a diverse group of students and understand students' backgrounds and will apply it towards my decision-making.</p>	<p>As a counselor I have experience working with students and know their needs and goals.</p>	
Paul Park	SBS	EHPS	Scholarship Committee	Faculty (23-25)	<p>In my work with this committee, I will utilize an Equity and Antiracism lens by actively promoting diversity, equity, inclusion, and antiracism in all aspects of our decision-making processes. I will advocate for equitable representation, amplify underrepresented voices, and challenge any biases or systemic inequities that may arise. Additionally, I will strive to create a safe and inclusive environment where all committee members feel valued and empowered to contribute. By incorporating an Equity and Antiracism lens, I will work towards fostering fairness, addressing disparities, and promoting initiatives that advance equity within the committee's scope.</p>	<p>Drawing from a diverse professional background, I bring a wealth of experience to this committee, spanning research, corporate accounting, finance, and project management. My decade-long career has taught me the importance of meticulous research and data analysis, as I regularly scrutinized large data sets, resolved discrepancies, and reported findings. This analytical aptitude will be invaluable in evaluating and making informed decisions within the committee. Furthermore, my understanding of diversity and inclusivity, developed from my teaching experiences, complements my corporate background. I encourage students to integrate their personal experiences into their learning, fostering an environment that respects and celebrates diversity. This sensitivity to varied perspectives will be invaluable in ensuring equitable representation within the committee.</p>	
Kristin Peviani	SBS	Psychology	Scholarship Committee	Faculty (23-25)	<p>As a member of the scholarship committee, I would utilize an equity and antiracism lens and commit to learning about inclusion, diversity, equity, accessibility, and antiracism (IDEAA). I would identify barriers that prevent underrepresented individuals from accessing scholarship opportunities. As a first generation, female faculty member, and former Ronald E. McNair scholar, I would contribute to the diverse perspectives of the selection committee. I have witnessed firsthand the transformational potential of scholarships in eliminating barriers and improving accessibility in higher education. Further, I have served on the Social and Behavioral Sciences Milstein-Davis scholarship committee at Palomar College. These experiences would inform my approach to service on the scholarship committee.</p> <p>Additionally, I would strive to eliminate bias from the selection process by masking the applicants' names from applications during the review process to ensure that the committee's selection process is unbiased.</p> <p>I would also collect applicant program and discipline data and track how scholarship opportunities are being shared with students to ensure opportunities are shared widely across disciplines. If disparities across disciplines are identified, I would facilitate bridging these gaps in subsequent scholarship cycles.</p> <p>These practices would ensure that the scholarship selection process is inclusive, equitable, and accessible.</p>	<p>As a first generation, female faculty member, and former Ronald E. McNair scholar, I would contribute to the diverse perspectives of the selection committee. I have witnessed firsthand the transformational potential of scholarships in eliminating barriers and improving accessibility in higher education. This spring semester, I served on the Social and Behavioral Sciences Milstein-Davis scholarship committee at Palomar College. I advocated for applicants from diverse backgrounds to win these scholarships. These experiences would inform my approach to service on the scholarship committee.</p>	

							Vote for one (1)
Kristin Peviani	SBS	Psychology	Team Life Committee	Faculty, at-large (23-25)	As a member of the team life committee, I would utilize an equity and antiracism lens and commit to learning about inclusion, diversity, equity, accessibility, and antiracism (IDEAA). I would use psychology research on health and well-being to "nudge" healthy behavior and support wellness among the Palomar campus community. As a female, first generation college graduate, and mother of a young child, I would contribute to the diverse perspectives of the committee. I would use evidence-based research to inform my approach to service on the team life committee. I would ensure that the screenings, events, workshops, lectures, and programs are inclusive and accessible to our diverse campus community and foster a holistic approach to health and well-being.	I would use psychology research on health and well-being to "nudge" healthy behavior and support wellness among the Palomar campus community. As a female, first generation college graduate, and mother of a young child, I would contribute to the diverse perspectives of the committee. I would use evidence-based research on mindfulness, behavioral modification, goal setting, nutrition, physical health, and spirituality to inform my approach to service on the team life committee. I would be interested in organizing events and activities that promote campus and community engagement, such as group meditation under the clocktower, yoga, exercise challenges, farmers markets.	
Kimberly Christensen	MSE	Mathematics	Team Life Committee	Faculty, at-large (23-25)	I will encourage the committee to make all their events accessible and inclusive.	I have been doing a lot of studying about accessibility so I will bring my knowledge about accessibility to the committee.	
Adam Meehan	L&L	English	Transfer Advisory Committee	Faculty at-large (23-25)	As a publicly funded open enrollment college, Palomar must maintain a commitment to Diversity, Equity, Inclusion, and Antiracism to ensure equal opportunity and representation for all members of its community. My responsibility as a faculty member is to serve the College Mission and work actively to ensure that equitable practices are fundamental to my role both inside and outside the classroom. As such, my teaching and service work are always informed by the values of Diversity, Equity, Inclusion, and Antiracism. I make an active effort to serve all students and combat racist and inequitable practices, and I continually reflect on my own practices to identify and address my shortcomings in this respect. I actively listen to and learn from my students and colleagues so that I can embody these values more consistently and grow as a collaborator in the continual effort to combat hate and inequality in our community. Navigating the transfer process can be exasperatingly complex, which tends to disproportionately affect first-generation college students and others who face inordinate challenges relative to their peers. It is especially important, then, that we utilize an Equity and Antiracism lens when approaching the transfer process, and this would be my focus as a member of the Transfer Advisory Committee.	After graduating from Hilltop High School in 2002, I attended San Diego City and Mesa Colleges for two years before transferring to UC-Berkeley (as part of the TAG program in which UCB no longer participates). Although this experience occurred two decades ago, it spawned my continuing interest in the community college transfer process. As a beneficiary of this process, I have a special interest in helping this generation's students take advantage of the life-changing opportunities that many have within their reach. At the same time, I recognize that for many students the complexity of the process makes the opportunity of transfer seem out of reach, which is why using a Diversity, Equity, Inclusion, and Antiracism lens when addressing issues surrounding transfer is so important. Spending several years working on the Curriculum Committee, Faculty Senate, and Accreditation Steering Committee have giving me much insight into the successes and shortcomings of the transfer process. As a member of the Transfer Advisory Committee, I hope to learn more not only in order to better serve the community, but so that I can bring that knowledge into my direct interactions with students.	
Linda Phelps	MSE	Nursing Education	Tutoring Committee	Faculty, MSE (23-25)	I believe that anyone who wants to learn should have the opportunity to learn. While my goal is to foster student learning, I also want to facilitate discovery of new ideas, attitudes, and beliefs. As an instructor, it is my responsibility to maintain a learning environment that is welcoming and safe for everyone. To prepare culturally sensitive nurses, I believe courses must recognize and include race, ethnicity, gender identity, sexuality, and religion of students as well as patients. I am committed to meeting the needs of all my students and I strive to learn from them; I encourage students to offer suggestions of ways I can improve content delivery to reflect their diverse backgrounds.	In my courses, I strive to: •Promote an environment free of harassment and discrimination •Provide support and resources for ESL students •Provide ground rules for hot topic discussions (e.g. politics, discrimination, violence) •Encourage students to report adverse incidents As a nurse and an educator, I am committed to working toward removing barriers which prevent individuals from obtaining their personal and professional goals. I endeavor to lead by example by respecting and embracing the differences of all individuals.	
Erin Feld	L&L	English, Humanities, and Reading	Tutoring Committee	Faculty, Reading (23-25)	All decisions the committee makes impact all students at Palomar since they all have access to tutoring. It is my responsibility as a committee member to be sure we consider the needs of all students so we don't create barriers to their access for this instructional support service.	I have been a member of the Tutoring Committee in the past and then again in the last year. In that time and the time I was not on the committee I have attended conferences and workshops on tutoring, and I have worked with the reading ISA III on developing tutor training for our tutors given the current best practices and needs of students.	

Palomar College Curriculum Committee Goals for 2022-2023					
Goals		In Progress	On Hold	Accomplished	Timeline
1.	Create an official Curriculum Handbook.	X			Check progress Spring 2023
2.	Audit progress of course reviews for courses not reviewed in the last four years after fall deadline and develop a plan for those still outstanding.	X			Check progress Spring 2023
3.	Departments review remaining cross-listed courses to determine if they are still necessary.	X			Fall 2022-Create meetings with cross-listed disciplines for discussion and action.
4.	Institutionalize piloted cultural audit process for all curriculum by developing a tab in META which incorporates the DEIAA framework.		√		Need framework from other DEIAA groups
5.	Create a workgroup to make recommendations to the curriculum committee to streamline the curriculum development process for CTE	X			Will be part of new program process
6.	Assign new tasks to the General Education Subcommittee.			√	
7.	Define and proceduralize the new program process.	X			Workgroup formed and meeting
8.	Develop a post-Covid program revitalization plan.		X		
9.	Proceduralize program deactivation process teach out plan (AP 4021).		X		
10.	Continue efforts to convert Certificates of Proficiency to Certificates of Achievement.		X		
11.	Split Associates degrees and Certificates in META.	X			Workgroup formed and meeting
12.	Develop a taskforce for AB 1111 (Common Course Numbering)			√	
13.	Develop a taskforce for AB 928 (Student Transfer Achievement Reform Act)			√	
<b>Ongoing Responsibilities</b>					
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				
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				



Proposal Type	Subj.	Number	Title	CSU/UC	DE	Grd	Open to All	Justification	Requirements	Originator	CC Meeting	Fac.	Govern Board
Cr-New	AAS	100	<a href="#">Introduction to Asian American Studies</a>	CSU	Yes	G/P/NP	No	This course is being created to meet the demand of the Ethnic Studies requirement at the state level (AB 1460) and for the college (Ethnic Studies requirement). No and to fulfill a need for more courses in Ethnic Studies that specifically relate to experiences of Asian Americans.  Please note that the appropriate profiles need to be created in META such as ES for Ethnic Studies instead of MCS) and AA for Asian American. Curriculum specialist have already been contacted on 9/8/22, and we are awaiting their help with this.	No	Angelica Yanez	12/7/2022	Yes	1/10/2023
Course proposed for local area D (social sciences), ethnic studies, CSU area D social sciences/ethnic studies, IGTEC area 4 social sciences/ethnic studies.													
Cr-Change	AIS	101	<a href="#">History of American Indian Nations from Creation through the Present</a>	UC/CSU	TRUE	G/P/NP	No	Short title change. The course covers American Indian history in the U.S. from a largely indigenous perspective. Turner's Frontier theory is based on the notion of "free land" and this largely dismisses American Indian Nations' land usage, territory, and sovereignty.	No	Diana Ortiz	10/19/2022	Yes	11/1/2022
Cr-React.	AIS	121	<a href="#">Pacific Islander</a>	CSU	TRUE	G/P/NP	No	Course revision not needed as our department was asked to consider reactivating this class by APAAH. After department discussion, we decided that this course would offer students another opportunity to learn about the indigenous peoples of the Pacific Islands. Course being proposed for local Area D and District Ethnic Studies requirement, CSU area 4 social sciences.	No	Seth Sanjain	11/16/2022	Yes	12/6/2022
Cr-Deact	AIS	151	<a href="#">Elementary Cuzco IA</a>	UC/CSU	TRUE	G/P/NP	No	The course has not been taught in ten years.	Prerequisite: Student is a Registered State Identified Apprentice	Patricia A. Dhan	9/7/2022	Yes	10/4/2022
Cr-Change	AP IW	716	<a href="#">Powerlines, Electric Vehicle Charging Stations, Battery Storage, and Microgrid Systems</a>	CSU	No	G/P/NP	No	Requesting this course change to update the title to include electric vehicle charging stations, battery storage, and microgrid systems; update Content/Body of knowledge; and update Textbooks.	Prerequisite: Student is a Registered State Identified Apprentice	Joan Janewin	12/7/2022	Yes	1/10/2023
Cr-Deact	AP IW	797	<a href="#">Inside Windows Topic</a>	No	No	G/P/NP	No	Requesting deactivation because this course will no longer be offered as part of the inside windows apprenticeship class.	Prerequisite: Student is a Registered State Identified Apprentice	Joan Janewin	11/16/2022	Yes	12/6/2022
Cr-Change	AP SC	708	<a href="#">Safety Systems and Supervision Techniques</a>	No	No	G/P/NP	No	Updating course name, course objectives, methods of instruction, textbooks, assignments, and methods of assessment.	Prerequisite: Student is a Registered State Identified Apprentice	Joan Janewin	12/7/2022	Yes	1/10/2023
Cr-Change	ARCH	200	<a href="#">Advanced Visualization in Design</a>	CSU	TRUE	G/P/NP	No	Arch 200 is in need of updating as industry changes and demands current and relevant technology. The digital environment has evolved with the "Virtual Reality" index, and VR "Virtual Reality" includes new research that an artificial neural network is a new digital.	Yes	Joseph Lucido	10/19/2022	Yes	11/1/2022
Cr-Deact	BHOL	108	<a href="#">Microbiology and Foods</a>	CSU	TRUE	G/P/NP	No	We no longer offer this course.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Richard Abbatigutti-Rubio	9/21/2022	Yes	10/4/2022
Cr-Deact	BUS	180	<a href="#">Account Basic</a>	No	Yes	G/P/NP	Maybe	Updated Min Quals, Office technologies, CFI, NO, and Distance Ed, also Work Based Learning, NO, since course has not been offered since its inception.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	L. Jackie Martin	4/20/2022	Yes	5/1/2022
Cr-Deact	BUS	185	<a href="#">Powerpoint for Business</a>	No	Yes	G/P/NP	Maybe	Updated Min Quals, Office technologies, CFI, NO, and Distance Ed, also Work Based Learning, NO.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	L. Jackie Martin	5/1/2022	Yes	5/1/2022
Cr-Change	CHDV	101	<a href="#">Principles and Practices of Teaching Young Children</a>	CSU	TRUE	No	No	Update with TEP and Cap 8.	No	Laurel Anderson	11/1/2022	Yes	12/6/2022
Cr-Change	CHDV	105	<a href="#">Observation and Assessment</a>	CSU	TRUE	G/P/NP	No	The course is being updated to ensure it is utilizing inclusive language, removing any means of repetitive objectives, and streamlining the content and topics.	Prerequisite: CHDV 100 Corequisite (Course required to be taken concurrently): CHDV 105	Tanesa Sanchez	11/16/2022	Yes	12/6/2022
Cr-Change	CHDV	105A	<a href="#">Observation, Assessment, and Participation Lab</a>	CSU	TRUE	G/P/NP	No	Repair a typographical error in the student learning outcomes.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Tanesa Sanchez	11/16/2022	Yes	12/6/2022
Cr-Change	CHDV	105B	<a href="#">Observation, Assessment, and Participation Lab</a>	CSU	TRUE	No	No	Repair a typographical error in the student learning outcomes and adjust for SLO repetition.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Tanesa Sanchez	11/16/2022	Yes	12/6/2022
Cr-Change	CHDV	105C	<a href="#">Observation, Assessment, and Participation Lab</a>	CSU	TRUE	G/P/NP	No	Repair a typographical error in the student learning outcomes and update the course description to include an appropriate term for children with disabilities.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Tanesa Sanchez	11/16/2022	Yes	12/6/2022
Cr-Change	CHDV	110	<a href="#">Introduction to Children with Disabilities</a>	UC/CSU	TRUE	No	No	Title and course description were adjusted to reflect more appropriate language. Special needs is no longer considered an appropriate term.	No	Jenny Ferrero	11/16/2022	Yes	12/6/2022
Cr-Change	CHDV	185	<a href="#">Introduction to Curriculum</a>	CSU	TRUE	G/P/NP	No	Alignment with the CAP (Curriculum Alignment Project) and California TPE (Teaching Performance Expectations) used in the early childhood field in California.	No	Jenny Ferrero	11/16/2022	Yes	12/6/2022
Cr-Deact	CHDV	197A	<a href="#">Child Development Workshop: Cultural and Social Arts</a>	No	No	P/NP	No	We have not taught this course for years.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Laurel Anderson	4/20/2022	Yes	5/1/2022
Cr-Deact	CHDV	197B	<a href="#">Child Development Workshop: Health, Safety, and Nutrition</a>	No	No	P/NP	No	We have not taught this course for years.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Laurel Anderson	4/20/2022	Yes	5/1/2022
Cr-Change	CHDV	201	<a href="#">Practicum in Early Childhood Education</a>	CSU	Yes	G/P/NP	No	The changes include a decrease in lecture hours, and an increase in the lab requirement, allowing students additional practicum experience as a way to	Prerequisite: CHDV 105 and CHDV 115 and CHDV 185	Tanesa Sanchez	11/1/2022	Yes	1/10/2023
Cr-Change	CHDV	201A	<a href="#">Supermarket Field Experience in Early Childhood</a>	CSU	TRUE	No	No	The changes include a decrease in lecture hours, and an increase in the lab requirement, allowing students additional practicum experience as a way to	Prerequisite: Bachelor's degree (in any field) and CHDV 100 and CHDV 115 and any 6	Tanesa Sanchez	11/16/2022	Yes	12/6/2022
Cr-Deact	CHDV	295	<a href="#">Directed Study in Child Development</a>	No	No	G/P/NP	No	This course has not been taught for numerous years.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Laurel Anderson	4/20/2022	Yes	5/1/2022
Cr-Change	CHDM	100	<a href="#">Introduction to Chemistry</a>	UC/CSU	TRUE	G/P/NP	No	The SLOs have been updated to better reflect the course content.	Prerequisite: One year of high school algebra	Shannon Anderson	11/16/2022	Yes	12/6/2022
Cr-Deact	C	100	<a href="#">Building Codes I</a>	No	Yes	G/P/NP	No	The textbook and lab manual have been updated.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	101	<a href="#">Building Codes II</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	105	<a href="#">Electrical Codes I</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	106	<a href="#">Electrical Codes II</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	115	<a href="#">Nonstructural Plan Review</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	125	<a href="#">Plan Reading Technologies</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	130	<a href="#">Cablemen Codes</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	137	<a href="#">Construction Inspection Topics</a>	No	No	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	89	<a href="#">Plumbing Codes</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-Deact	C	90	<a href="#">Mechanical Codes</a>	No	Yes	G/P/NP	No	All Construction Inspection Programs have been deactivated, however, the courses in those Programs were never deactivated. All Construction Inspection	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Antia Talone	4/20/2022	Yes	5/1/2022
Cr-New	CNE	106	<a href="#">Horror Film</a>	CSU	Yes	G/P/NP	No	Horror film, which has been one of our most popular classes. Because genre is a central concept in cinema studies, and because we do not have a course focused on a genre in our curriculum, we offered Horror Film as a new course.	No	John McMurria	12/14/2022	Yes	1/10/2023
Cr-Change	CNE	115	<a href="#">Creative Writing for Television and Cinema</a>	CSU	TRUE	G/P/NP	No	CID descriptor updates to align with new state requirements: updated the course description, objectives, content, assignments and included diversity language and representation.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Candace Rose	10/19/2022	Yes	11/1/2022
Cr-Change	CNE	225	<a href="#">Intermediate Single Camera Film and Video Production</a>	UC/CSU	TRUE	No	No	CID descriptor updates to align with new state requirements: course description, objectives, content, assignments and included diversity language and representation.	Prerequisite: CNE 125	Lisa Cicare	11/2/2022	Yes	12/6/2022
Cr-New	CMPT	110	<a href="#">Introduction to Composites, Mold Prep, and Resin</a>	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for career education in that field is not being met by any other schools.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Michael Wright	12/7/2022	Yes	1/10/2023
Cr-New	CMPT	111	<a href="#">Composites Baggging and Materials</a>	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for career education in that field is not being met by any other schools.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Michael Wright	12/7/2022	Yes	1/10/2023
Cr-New	CMPT	130	<a href="#">Composites Bagging and Materials</a>	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for career education in that field is not being met by any other schools.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Michael Wright	11/16/2022	Yes	12/6/2022
Cr-New	CMPT	210	<a href="#">Composites Machining and Part Finishing</a>	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for career education in that field is not being met by any other schools.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Michael Wright	12/7/2022	Yes	1/10/2023
Cr-New	CMPT	211	<a href="#">Composites Engineering, Pattern and Mold</a>	CSU	No	G/P/NP	No	A new composites program at Palomar College is being developed. This course is needed for that program. Composites are a growing industry in North County, and the need for career education in that field is not being met by any other schools.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Michael Wright	12/7/2022	Yes	1/10/2023
Cr-Deact	COMM	144	<a href="#">Exploring the Effects of Media on Young Children</a>	CSU	G	G/P/NP	No	This was a cross-listed course and we are removing it and deactivating the class.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Wendy Nelson	11/2/2022	Yes	12/6/2022
Cr-Deact	COUN	100	<a href="#">Introduction to Basic Counseling Skills</a>	No	Yes	G/P/NP	No	Other than General Studies: Emphasis in Social and Behavioral Sciences, COUN 100 is no longer a part of a program.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Glyn Bongolan	4/20/2022	Yes	5/1/2022
Cr-Deact	COUN	187	<a href="#">Counseling Topics</a>	CSU	No	P/NP	No	Topic course not needed at this time. Will reactivate if new curriculum is being introduced.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Glyn Bongolan	9/19/2022	Yes	10/4/2022
Cr-New	CS	160	<a href="#">US American International Border</a>	CSU	TRUE	G/P/NP	No	Align with AB 1460, meets the Ethnic Studies requirement, to be placed in the Chicano/Latino Studies Degree.	No	Angelica Yanez	10/19/2022	Yes	11/1/2022
Cr-Change	CSIT	226	<a href="#">Data Visualization</a>	CSU	TRUE	G/P/NP	No	Business Intelligence/Data Analytics is a very dynamic field of study. Data Visualization is one component of this topic. The course is being updated to include new technology of data visualization along with data visualization to create dashboards using data analytics and data visualization.	No	Terrie Lynn Canon	11/2/2022	Yes	12/6/2022
Cr-Deact	CNT	140	<a href="#">Linux Administration</a>	CSU	Yes	G/P/NP	No	This course description is being proposed as the original degree program, Computer Network Administration: Emphasis in Linux Administration has been deactivated. This course has not been offered in more than 10 years.	Prerequisite: CSIT 130	David Mesle	12/14/2022	Yes	1/10/2023
Cr-Deact	CNT	141	<a href="#">Linux Networking and Security</a>	CSU	Yes	G/P/NP	No	This course description is being proposed as the original degree program, Computer Network Administration: Emphasis in Linux Administration has been deactivated. This course has not been offered in more than 10 years.	Prerequisite: CSIT 140	David Mesle	12/14/2022	Yes	1/10/2023
Cr-Deact	DBA	100	<a href="#">Introduction to Radio and Television Laboratory</a>	CSU	G	G	No	This course has not been offered in over three years and there is no plan to offer it in the future.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Scott Richison	10/19/2022	Yes	11/1/2022
Cr-Change	DBA	110	<a href="#">Broadcast and Media Writing</a>	CSU	TRUE	G	No	CID descriptor updates to align with new state requirements: course description, objectives, content, textbooks, assignments and included diversity language and representation.	No	Candace Rose	11/2/2022	Yes	12/6/2022
Cr-Change	DBA	130	<a href="#">Radio Production</a>	CSU	TRUE	G	No	CID descriptor updates to align with new state requirements: updated the course description, objectives, content, textbook, and included diversity language and representation.	No	Candace Rose	11/2/2022	Yes	12/6/2022
Cr-Deact	DBA	150	<a href="#">Performance and Acting for Broadcast and Film</a>	CSU	G	G	No	Course is no longer taught. All department faculty are in agreement that it should be removed.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Scott Richison	10/19/2022	Yes	11/1/2022
Cr-Deact	DBA	180	<a href="#">Sports Broadcasting</a>	No	Yes	G	No	Course is no longer taught. All department faculty are in agreement that it should be removed.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Scott Richison	4/20/2022	Yes	5/1/2022
Cr-Deact	DBA	197	<a href="#">Radio and Television Topics</a>	CSU	G	G	No	It hasn't been offered in years and is not part of any degree requirement.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Scott Richison	10/19/2022	Yes	11/1/2022
Cr-Change	DWCE	101	<a href="#">Screen of Screen Theory</a>	UC/	Yes	G/P/NP	No	Needed to update the course description since it moved from face to face to online. Also, SLOs and textbooks.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Margaret M. Faulstich	5/18/2022	Yes	6/7/2022
Cr-Deact	DR	15	<a href="#">English Essentials for Students with Disabilities</a>	No	No	P/NP	No	We have not taught this class since Spring 2020. This class cannot be taught online; it is difficult for our DR students to do this course online. At the time, we deactivated it because we have not taught this course since May 2020. This course cannot be taught online, and we do not plan to teach it in the upcoming semester (s).	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Leigh Ann Van Dyke	4/20/2022	Yes	5/1/2022
Cr-Deact	DR	40	<a href="#">Adapted Computer Skills for Students with Disabilities</a>	No	No	G/P/NP	No	This course has not been taught since May 2020. This course cannot really be taught online, and we do not have plans to teach it in the next semester (s).	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Leigh Ann Van Dyke	4/20/2022	Yes	5/1/2022
Cr-Deact	DR	41.1	<a href="#">Software for Students with Vision Loss I</a>	No	No	G/P/NP	No	We have not taught this course since May 2020. This course cannot really be taught online, and we do not plan to teach this course in the next semester (s).	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Leigh Ann Van Dyke	4/20/2022	Yes	5/1/2022
Cr-Deact	DR	41.2	<a href="#">Software for Students with Vision Loss II</a>	No	No	G/P/NP	No	We have not taught this course since May 2020. This course cannot really be taught online, and we do not plan to teach this course in the next semester (s).	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Leigh Ann Van Dyke	4/20/2022	Yes	5/1/2022
Cr-Deact	DR	451	<a href="#">Adapted Computer Laboratory</a>	No	No	P/NP	No	We are no longer teaching this course due to an instructor retirement and the use of our new Assistive Technology Center to help students with visual impairments and other disabilities.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Leigh Ann Van Dyke	11/2/2022	Yes	12/6/2022
Cr-New	ENG	100E	<a href="#">English Composition Enhanced</a>	CSU	Yes	G	No	ENG 100E is being created in response to feedback we have received about our currently separate ENG 49 and ENG 100 class model. We created ENG 49 in response to AB 705, and the two classes together are our on-require college-level composition class. This new class will combine both classes into one course, making it easier for students to register and making the class content more focused/derived on best practices and just-in-time teaching methods.	No	Leanne M. Maun	12/7/2022	Yes	1/10/2023
Tech-Change	ENG	100E	<a href="#">English Composition Enhanced</a>	CSU	Yes	G	No	ENG 100E is being created in response to feedback we have received about our currently separate ENG 49 and ENG 100 class model. We created ENG 49 in response to AB 705, and the two classes together are our on-require college-level composition class. This new class will combine both classes into one course, making it easier for students to register and making the class content more focused/derived on best practices and just-in-time teaching methods.	No	Leanne M. Maun	2/1/2023	Yes	
Course proposed for competency in reading and writing, local GE area A is English Composition, CSUGE A is Written Communication, and IGTEC A is English Composition.													
Cr-Deact	ESL	102	<a href="#">Written Communication II</a>	UC/CSU	TRUE	G/P/NP	No	1/18/2023 - Met with dept. chair to include the non-course prerequisite of eligibility for ENG 100E as determined through the English Placement Process. The prerequisite was validated with the dept. chair and added to META - Benjamin Mulgrett	Prerequisite: or eligibility determined through the English as a Second Language placement process Prerequisite: Completion of, or concurrent enrollment in: ESL 100E	Tracy Fung	10/19/2022	Yes	11/1/2022
Cr-Change	ESL	103	<a href="#">Advanced ESL Humanities</a>	UC/CSU	TRUE	No	No	Updating this course to reflect its humanities emphasis more fully and to update prerequisites based on new accelerated ESL course offerings.	Prerequisite: Completion of, or concurrent enrollment in: ESL 100E	Tracy Fung	11/16/2022	Yes	12/6/2022
Cr-Change	ESL	110	<a href="#">College Composition for Non-Native Speakers</a>	UC/CSU	TRUE	G/P/NP	No	Need to update word count requirements and C-ID descriptors.	Prerequisite: ESL 103 or ESL 106 or eligibility determined through the English as a Second Language placement process	Lawrence Larson	11/16/2022	Yes	12/6/2022
Cr-New	ESL	93	<a href="#">Career Exploration and Job Skills</a>	No	TRUE	G/P/NP	No	Students taking ESL courses are typically immigrants and international students who are new to the U.S. education system, U.S. job requirements, and workplace norms. This course is intended to meet the needs of people who are both learning the English language and navigating these new systems, with the purpose of moving students out of ESL classes and into content courses and/or careers. In the past, many elements of this course were integrated into ESL Career Track, ESL 1. This new course will be fewer units and have a more specific focus than the previous course. This should increase both accessibility and relevance.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Tina-Marie Parker	11/2/2022	Yes	12/6/2022
Cr-New	ESL	94	<a href="#">Writing in the U.S.</a>	No	TRUE	G/P/NP	No	This course is designed to meet the needs of English language learners who are looking for a job in the U.S. or have a job in the U.S. and need language and cultural support. This class helps students navigate the job application process and develop the writing skills needed for creating resumes and cover letters. This course also focuses specifically on cross-cultural communication, collaboration, and problem-solving, which are necessary skills for the 21st century workplace. Although many ESL classes have some similar components, the focus is much more general and often not applicable to working in the U.S.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Tina-Marie Parker	11/2/2022	Yes	12/6/2022
Cr-Deact	FASH	109	<a href="#">Elementary Stage Make-Up</a>	CSU	No	G/P/NP	No	This course has never been offered in the Fashion Program. It is not in any of the Fashion Degrees or Certificates. Therefore, it needs to be removed from the fashion courses. It was cross-listed with TA 109 which will remain in TA.	Prerequisite: Completion of, or concurrent enrollment in: CHDV 105	Rita Campos Griggs	5/18/2022	Yes	6/7/2022
Cr-New	FIRE	1710	<a href="#">1-280 Introduction Wildland Fire Behavior</a>	No	No	G/P/NP	No	Palomar College is an Accredited Regional Training Program (ARTP) as established California State Fire Marshal - our accrediting authority. To become and maintain status as an ARTP, the entity (Palomar) needs to be a community college, provide a firefighter academy, provide a degree program in fire technology, and provide professional development classes for current fire personnel.	Prerequisite: Proof of successful completion of 5-190 Introduction to Wildland Fire Behavior	Ed Sprague	12/7/2022	Yes	1/10/2023
Cr-New	FIRE	1720	<a href="#">Ethical Leadership for Instructors</a>	CSU	No	G/P/NP	No	Palomar College introduced a series of professional development classes that allow the participant to become a certified Fire Officer and Fire Instructor. 5-290 Intermediate Wildland Fire Behavior is a prerequisite for one of the classes in the Company Officer series - CO-2E (Job 171 E). There are no competing classes in the Palomar curriculum and the class can only be taught by instructors certified by the California State Fire Marshal. All language in this META proposal comes from the California State Fire Marshal Course Plan (Objectives, prerequisites, etc.) and is attached to this proposal. The author of this class is the National Wildfire Coordination Group (NWCWG) and it is used by the California State Fire Marshal, and approved instructors by permission.	Prerequisite: Completion of, or concurrent enrollment in				

[illegible]

Proposal Type	Program Title	Disc.	Awr.	Units	Justification	Orig.	CC Meeting	Fac Senate	Govrn Board
Cr-Change	<a href="#">Administration of Justice- Homeland Security</a>	AJ	AS/CA	33	The program change is only to remove CE 100 as a degree requirement. CE 100 has been difficult to obtain (direct work experience in the public safety workplace) due to COVID 19 restrictions and caused faculty to rethink the requirement. This lowered the total required units from 36 to 33.	Ed Sprague	5/18/2022		
Cr-Change	<a href="#">Administration of Justice- Investigations</a>	AJ	AS		One of the degree requirements, AJ 211 - Fingerprinting, has been deactivated due to the technological changes in the industry that rendered the class obsolete. Another degree requirement, CE -100, has been impossible to obtain recently and triggered a rethinking of the requirement as one that is difficult to obtain under the best of circumstances and should be removed.	David Miller	11/2/2022	Yes	6/7/2022 12/6/2022
Cr-Change	<a href="#">Administration of Justice-General</a>	AJ	AS		One of the degree requirements, CE100, has been nearly impossible to obtain due to COVID restrictions. This caused us to rethink the value and accessibility to our students and we decided to remove it as a degree requirement.	David Miller	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Administration of Justice-Law Enforcement</a>	AJ	AS		One of the required courses for the degree, AJ 115 Patrol Procedures, has been deactivated due to the content being offered as part of the Police Academy. Another course, CE 100, needs to be removed due to COVID 19. It was impossible to obtain work experience during the pandemic and it caused us to rethink the necessity of this class in a post-pandemic world.	David Miller	11/2/2022	Yes	12/6/2022
Ncr-Change	<a href="#">Adult Basic Education</a>	N ABED	Compl.	N/A	Added grade requirement of "P" to course description for final course (N ABED 902).	Lawrence Lawson	12/7/2022	Yes	1/10/2023
Cr-Change	<a href="#">Art History</a>	ART	AA-T	18	This degree meets the Transfer Model Curriculum for Art History and provides students with a seamless transition to the CSU and UC	Mark J. Hudelson	5/18/2022	Yes	6/7/2022
Cr-Change	<a href="#">Bookkeeping/Accounting Clerk</a>	ACCT	CA	9-10	Change from Certificate of Proficiency to Certificate of Achievement	Leah Hoover	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development Associate Teacher</a>	CHDV	CA (8-15)		As the college, students, and community needs change, our department is ready to meet these changes through a streamlined process	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development Master Teacher: Early Inclusion</a>	CHDV	AS/CA		This degree/certificate incorporates two other degrees/certificates: Child Development Associate Teacher and Child Development	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development Master Teacher: Infant/Toddler</a>	CHDV	AS/CA		The department is realigning the programs to meet college, student and community needs and streamline degree completions.	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development Master Teacher: Preschool</a>	CHDV	AS/CA		The department is realigning the programs to meet college, student and community needs and streamline degree completions.	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development Teacher</a>	CHDV	AS/CA		This program incorporates the Child Development Associate Teacher Certificate.	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Child Development: Child and Family Services</a>	CHDV	AS/CA		Our department degrees are stack-able and therefore students can obtain the Child Development Associate Teacher Degree before	Laurel Anderson	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">Cinema Studies</a>	CINE	AA		We are adding the new course, Cine 106, Horror Film, as an elective to our AA degree in Cinema Studies.	John McMurria	11/2/2022	Yes	12/6/2022
Cr-New	<a href="#">Coaching</a>	KINE	CA	12-17	In service to the community, we seek to prepare future coaches and create more opportunities to serve our College and diverse	Leigh Marshall	12/7/2022	Yes	1/10/2023
Cr-Deact	<a href="#">Communication Studies</a>	SPCH	AAT	18	Per CCCCC, deactivating program to be inactive/teach out status to allow the 2.0 to be active. The TMC Communication Studies	Marquesa Cook-	2/1/2023	Yes	
Cr-New	<a href="#">Communication Studies 2.0</a>	SPCH	AAT	18	A new Communication Studies 2.0 AA-T is required by the CCCCC. The college will be phasing out the old version with the approval of	Marquesa Cook-	2/1/2023	Yes	
Cr-Change	<a href="#">Digital Video</a>	GCMW	AS/CA		Requirement Changes:	Scott Richison	12/7/2022	Yes	1/10/2023
Cr-Change	<a href="#">Drafting and Design CADD/CAM Technology</a>	DT	AS/CA		We are updating this Program due to an error found in the required courses found in the current catalog listing.	Anita Talone	12/7/2022	Yes	1/10/2023
Cr-Change	<a href="#">Drone Operations</a>	GEOG	CA	12-17	This is an interdisciplinary certificate that leverages existing courses in multiple disciplines to prepare students to become licensed	Wing H. Cheung	12/14/2022	Yes	1/10/2023
Cr-Change	<a href="#">Film, Television, and Electronic Media</a>	CINE	AS-T		This program is updated to reflect the new AS-T state requirements.	Candace Rose	11/2/2022	Yes	12/6/2022
Cr-Deact	<a href="#">Foundations in Technical Careers</a>	IT	CP		No one has ever earned this degree. It is not needed. This was put together with STEM grant money. It is not a certificate that anyone	Michael Wright	11/16/2022	Yes	12/6/2022
Cr-New	<a href="#">Foundations of Elementary Education</a>	EDUC	CA	12-17	This program will introduce students into the educational path of K-12 teaching (with an emphasis in grades K-8). The program is the	Laurel Anderson	12/14/2022	Yes	1/10/2023
Cr-Change	<a href="#">Interior Design</a>	ID	AS	30	We currently run a class in the Interior Design department that is required for an AS degree: ID151 Beginning Revit. I would like to	Jessica Newman	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">Interior Design</a>	ID	CA	30	We currently run a class in the Interior Design department that is required for an AS degree: ID151 Beginning Revit. I would like to	Jessica Newman	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">Management Information Systems</a>	CSIT	AS/CA		Updated the Group 1 Electives (select 1)	Terrie Lynn Canon	12/7/2022	Yes	1/10/2023
Cr-New	<a href="#">Medium/Heavy Duty Zero Emissions Vehicle Technologies</a>	ZEVTEC	AS/	18+	This is a new certificate program. The Medium/ Heavy Duty Zero Emissions Technologies program offers students the opportunity to	Sergio Hernandez	12/14/2022	Yes	1/10/2023
Cr-Change	<a href="#">Paramedic Training</a>	EME	AS/CA	44-45	Needed to update the Program SLOs and prerequisite requirements	Sarah DeSimone	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">Radio and Television</a>	DBA	AA/CA		There are two primary catalysts for the changes.	Scott Richison	12/7/2022		
Cr-Change	<a href="#">Social Media</a>	BUS	CA	12-17	1 - The degree hasn't been updated since 2012 and the media production landscape has changed significantly in that time. There are	Mary Cassoni	12/14/2022	Yes	1/10/2023
Cr-Change	<a href="#">University Studies: Elementary Education Preparation</a>	EDUC	AA		Updating to remove GCMW 120 and add DBA 105. DBA 105 incorporates storytelling through video, an important and relevant skill.	Benjamin Mudgett	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">University Studies: Emphasis in Arts and Humanities</a>	COUN	AA		Removing notation to complete the district ethnic studies requirement with IGETC. The ethnic studies requirement will be included in	Benjamin Mudgett	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">University Studies: Emphasis in Health and Fitness</a>	KINE	AS	18	Removing notation to complete district ethnic studies with the IGETC pattern. IGETC will now require this starting fall 2023.	Benjamin Mudgett	11/16/2022	Yes	12/6/2022
Cr-Change	<a href="#">University Studies: Emphasis in Scientific Studies</a>	COUN	AS		Adding GEOG and ANTH courses. Removing notation to complete IGETC and district ethnic studies requirement since IGETC will now	Benjamin Mudgett	11/2/2022	Yes	12/6/2022
Cr-Change	<a href="#">University Studies: Emphasis in Social Sciences</a>	COUN	AA		Statistics should be included in the program. Many social science transfer programs require a statistics course. Adding newly approved	Benjamin Mudgett	11/2/2022		12/6/2022
Cr-New	<a href="#">Coaching</a>	KINE	CA	14-15	In service to the community, we seek to prepare future coaches and create more opportunities to serve our College and diverse	Leigh Marshall	3/1/2023	Yes	
Cr-New	<a href="#">Composites Technology</a>	Comp.	AS/CA	30	community. CSJSM does not currently offer this program which is why they have endorsed this certificate. Our sister college,	Michael Wright	3/15/2023	Yes	3/14/2023
Cr-Change	<a href="#">Mathematics</a>	MATH	AS-T		The job market for Composite technicians and repair personnel requires this knowledge and experience. Palomar would be the only	Craig S. Chamberlin	3/15/2023	Yes	4/11/2023
Cr-Deact	<a href="#">Business Administration</a>	BUS	AS-T		Adding MATH 245 to list 8 of electives	Mary Cassoni	3/15/2023	Yes	4/11/2023
Cr-Change	<a href="#">General Studies: Emphasis in Science and Mathematics</a>	COUN	AS	18	The AS-T in Business underwent substantive changes and required a new program, "AS-T in Business 2.0". As a result, this program	Benjamin Mudgett	4/19/2023	Yes	4/11/2023
Cr-Change	<a href="#">Intersegmental General Education Transfer Curriculum</a>	COUN	CA	37-42	Removed MATH 56/60, per AB 1705. Removed deactivated courses (BIOL 105 and 106).	Benjamin Mudgett	4/19/2023		
					Adding Area 7 and editing Area 4 requirements.	Benjamin Mudgett	4/19/2023		

Subj	Nmbr	Title	Dist.	Originator	Curriculum Approval	Eff. Sem.
ACCT	101	Bookkeeping	TRUE	Leah Hoover	2/1/2023	SP23
AJ	180	Criminology	TRUE	Jack Hook		FA22
AJ	210	Basic Crime Scene Forensic Science	TRUE	Jack Hook	2/1/2023	SP23
AMS	200	Race, Class, and Ethnic Groups in America	TRUE	Seth San Juan	2/1/2023	SP23
ANTH	135	Magic, Witchcraft, and Religion	TRUE	Anne-Marie Mobilia	2/1/2023	SP23
AP AC	705	Acoustical Ceilings		Jason Jarvinen	2/15/2023	SP23
AP AC	706	Standard Acoustical Grids		Jason Jarvinen	2/15/2023	SP23
AP AC	707	Suspended Ceilings		Jason Jarvinen	2/15/2023	SP23
AP AC	709	Prefab/Sound Panels		Jason Jarvinen	2/15/2023	SP23
AP AC	710	Concealed/Glue-Up/Staple-Up System		Jason Jarvinen	2/15/2023	SP23
AP AC	712	Metal Pan and Security Systems		Jason Jarvinen	2/15/2023	SP23
AP AC	713	Advanced Acoustical Installation		Jason Jarvinen	2/15/2023	SP23
AP AC	714	Advanced Acoustical Layout		Jason Jarvinen	2/15/2023	SP23
AP AC	715	Drywall Acoustical Ceilings		Jason Jarvinen	2/15/2023	SP23
AP C	702	Safety and Health Certification		Jason Jarvinen	2/15/2023	SP23
AP C	708	Wall Forming		Jason Jarvinen	2/15/2023	SP23
AP C	709	Gang Forms/Columns		Jason Jarvinen	2/15/2023	SP23
AP C	714	Basic Commercial Framing		Jason Jarvinen	2/15/2023	SP23
AP C	717	Basic Stairs		Jason Jarvinen	2/15/2023	SP23
AP C	721	Basic Roof Framing		Jason Jarvinen	2/15/2023	SP23
AP C	728	Stair Trim		Jason Jarvinen	2/15/2023	SP23
AP C	730	Cabinet Installation		Jason Jarvinen	2/1/2023	SP23
AP C	735	Molding and Trim		Jason Jarvinen	2/15/2023	SP23
AP C	736	Plastic Laminates		Jason Jarvinen	2/15/2023	SP23
AP C	749	Basic Systems Scaffold		Jason Jarvinen	2/15/2023	SP23
AP C	750	Intermediate Systems Scaffold		Jason Jarvinen	2/15/2023	SP23
AP C	751	Advanced Systems Scaffold		Jason Jarvinen	2/15/2023	SP23
AP C	758	Scaffold Reshoring		Jason Jarvinen	2/1/2023	SP23
AP C	770	Green Building and Weatherization		Jason Jarvinen	2/1/2023	SP23
AP C	773	Water Treatment Facilities		Jason Jarvinen	2/15/2023	SP23
AP C	774	Tool & Equipment Applications		Jason Jarvinen	2/15/2023	SP23
AP C	775	Store Front Installations		Jason Jarvinen	2/15/2023	SP23
AP C	777	Welding Fabrication		Jason Jarvinen	2/15/2023	SP23
AP C	778	Solid & Stone Surfaces		Jason Jarvinen	2/15/2023	SP23
AP C	779	Exit & Electrical Security Devices		Jason Jarvinen	2/15/2023	SP23
AP C	783	Crew Lead Training		Jason Jarvinen	2/15/2023	SP23
AP DL	702	Safety and Health Certifications		Jason Jarvinen	2/15/2023	SP23
AP DL	706	Framing Ceilings and Soffits		Jason Jarvinen	2/15/2023	SP23
AP DL	709	Framing Curves and Arches		Jason Jarvinen	2/15/2023	SP23
AP DL	714	Door/Door Frames		Jason Jarvinen	2/15/2023	SP23
AP DL	721	Advanced Hand Finishing		Jason Jarvinen	2/15/2023	SP23
AP DL	722	Advanced Automatic Finishing Tools		Jason Jarvinen	2/15/2023	SP23
AP DL	723	Advanced Lathing		Jason Jarvinen	2/15/2023	SP23
AP DL	732	Light Gage Welding AWS (B)		Jason Jarvinen	2/15/2023	SP23
AP IT	708	Electrical Certification and Project Supervision		Jason Jarvinen	2/15/2023	SP23
AP IW	704	Transformer, Motors, and Motor Controls	FALSE	Jason Jarvinen	2/15/2023	SP23
AP IW	705	Special Electrical Systems	FALSE	Jason Jarvinen	2/15/2023	SP23
AP IW	713	Electrical Project Supervision	FALSE	Jason Jarvinen	2/15/2023	SP23
AP IW	714	Electrical Certification Preparation	FALSE	Jason Jarvinen	2/15/2023	SP23
AP PL	707	Exterior Plastering		Jason Jarvinen	2/15/2023	SP23
AP PL	710	Finish Applications		Jason Jarvinen	2/15/2023	SP23
AP PL	711	Ornamental Plastering		Jason Jarvinen	2/15/2023	SP23
AP PL	713	Theme Plastering		Jason Jarvinen	2/1/2023	SP23
AP PL	718	Plastering Equipment		Jason Jarvinen	2/15/2023	SP23
AP SC	701	Introduction to the Sound and Communication Trade Industry		Jason Jarvinen	2/15/2023	SP23
AP SM	709	Foreman and Project Management Training	FALSE	Jason Jarvinen	2/15/2023	SP23
AP SM	712	HVAC II	FALSE	Jason Jarvinen	2/15/2023	SP23
AP WE	710	Sheet Metal Work Experience		Jason Jarvinen	2/15/2023	SP23
AP WE	711	Carpentry Work Experience		Jason Jarvinen	2/15/2023	SP23
AP WE	713	Electrician Work Experience		Jason Jarvinen	2/15/2023	SP23
BIOL	118L	Introductory Biology: Ecology (Laboratory)		Sara Krause		FA22
BIOL	145	Introduction to Anatomy and Physiology	TRUE	Gene Gushansky	2/15/2023	SP23
BIOL	47	Biology Topics		Richard Albistegui-DuBoi	2/1/2023	SP23

CHDV	100	Child Growth and Development	TRUE	Gina Wilson	2/1/2023	SP23
CHDV	115	Child, Family, and Community	TRUE	Laurel Anderson	2/1/2023	SP23
CHDV	120	Health, Safety, and Nutrition	TRUE	Gina Wilson	2/15/2023	SP23
COMM	100	Introduction to Mass Communication	TRUE	Wendy Nelson	2/1/2023	SP23
DBA	100	Introduction to Radio and TV	TRUE	Scott Richison	2/15/2023	SP23
DBA	220	TV Production and Directing		Scott Richison	2/1/2023	SP23
DBA	275	Avid Editing for Television and Film	TRUE	Scott Richison	2/1/2023	SP23
DBA	275	Avid Editing for Television and Film	TRUE	Scott Richison	2/1/2023	SP23
DNCE	116	Ballet II	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	117	Pointe I	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	118	Pointe II	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	210	Ballet III	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	211	Ballet IV	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	217	Pointe III	TRUE	Margaret M. Faulkner	2/1/2023	SP23
DNCE	218	Pointe IV	TRUE	Margaret M. Faulkner	2/1/2023	SP23
EME	105	EMT Prep	TRUE	Sarah DeSimone	2/15/2023	SP23
ENG	100	English Composition	TRUE	Leanne M. Maunu	2/1/2023	SP23
ENG	205	Introduction to Literature	TRUE	Leanne M. Maunu	FA22	
ENG	210	Survey of British Literature I	TRUE	Leanne M. Maunu	2/15/2023	SP23
ENG	255	Literature and Ideas	TRUE	Leanne M. Maunu	FA22	
ENG	280	Women and Literature	TRUE	Leanne M. Maunu	FA22	
ESL	106	Accelerated Written Communication II	TRUE	Tracy Fung	2/15/2023	SP23
FIRE	100	Fire Protection Organization	TRUE	Ed Sprague	2/15/2023	SP23
FIRE	151	Fire Fighter I Academy	TRUE	David Miller	2/1/2023	SP23
HUM	100	Introduction to Humanities I	TRUE	Leanne M. Maunu	2/1/2023	SP23
ITAL	197	Italian Topics	TRUE	Scott Nelson	2/1/2023	SP23
JAPN	102	Japanese II	TRUE	Masako Ikenushi	2/15/2023	SP23
JAPN	130	Introduction of Japanese Culture and Literature	TRUE	Masako Ikenushi	2/15/2023	SP23
KINE	184	Adaptive Body Conditioning	TRUE	Leanne Farmer	2/15/2023	SP23
LS	290	Contemporary Legal Issues				
LT	100	Introduction to Libraries and Information Services	TRUE	Marlene Forney	2/15/2023	SP23
LT	110	Library Operational Skills/Technical Services	TRUE	Benhui Zou	2/15/2023	SP23
PHOT	125	History and Criticism of Photography	TRUE	Amy Caterina	2/1/2023	SP23
PHOT	215	Creative Photography		Amy Caterina	2/15/2023	SP23
PHYS	197	Physics Topics	FALSE	Aundrea Tavakkoly	2/1/2023	SP23
PSYC	197	Special Topics in Contemporary Psychology		Betsi Little	2/15/2023	SP23
PSYC	235	Principles of Learning and Behavior Modification	TRUE	Matthew O'Brien	2/1/2023	SP23
READ	105	Academic Reading	TRUE	Erin Feld	2/1/2023	SP23
READ	110	Power Reading	TRUE	Erin Feld	2/1/2023	SP23
READ	50	Reading Improvement	TRUE	Erin Feld	2/1/2023	SP23
RS	101	World Religions	TRUE	Craig A. Forney	2/15/2023	SP23
RS	102	Religion in American History	TRUE	Craig A. Forney	2/1/2023	SP23
RS	103	Religion and American Political Institutions	TRUE	Craig A. Forney	2/15/2023	SP23
RS	105	Ritual/Symbol/Myth: Introduction to Religion	TRUE	Craig A. Forney	2/15/2023	SP23
SOC	115	Introduction to Women's Studies	TRUE	Devon Smith	2/1/2023	SP23
SOC	130	Introduction to Sociology of Health	TRUE	Jose Briceno	2/1/2023	SP23
SOC	135	Gender and Society	TRUE	Devon Smith	2/1/2023	SP23
SOC	197	Special Topics in Sociology	TRUE	Jose Briceno	2/1/2023	SP23
SPAN	101	Spanish I	TRUE	Kathleen M. Sheahan	2/15/2023	SP23
SPAN	102	Spanish II	TRUE	Kathleen M. Sheahan	2/15/2023	SP23
SPAN	201	Spanish III	TRUE	Kathleen M. Sheahan	2/15/2023	SP23
TA	100	Introduction to the Theatre	TRUE	Michael A. Mufson	2/1/2023	SP23
AP AC	708	Soffits	No	Jason Jarvinen	3/1/2023	SP23
AP C	701	Orientation	No	Jason Jarvinen	3/1/2023	SP23
AP C	703	Printreading	No	Jason Jarvinen	3/1/2023	SP23
AP C	712	Column Forms	No	Jason Jarvinen	3/1/2023	SP23
AP C	713	Beam and Deck Forming	No	Jason Jarvinen	3/1/2023	SP23
AP C	719	Exterior Finish Details	No	Jason Jarvinen	3/1/2023	SP23
AP C	725	Transit Level/Laser	No	Jason Jarvinen	3/1/2023	SP23
AP C	729	Cabinet Millwork and Assembly	No	Jason Jarvinen	3/1/2023	SP23
AP C	737	Door and Door Frames	No	Jason Jarvinen	3/1/2023	SP23
AP C	745	Commercial Fixtures	No	Jason Jarvinen	3/1/2023	SP23
AP C	757	Specialty Scaffold Applications	No	Jason Jarvinen	3/1/2023	SP23
AP C	761	Basic Wall Framing	No	Jason Jarvinen	3/1/2023	SP23
AP C	765	Rigging	No	Jason Jarvinen	3/1/2023	SP23

AP C	772	Solar Installer Level 1	No	Jason Jarvinen	3/1/2023	SP23
AP C	776	Total Station I	No	Jason Jarvinen	3/1/2023	SP23
AP C	780	Fitting Rooms/Partitions	No	Jason Jarvinen	3/1/2023	SP23
AP C	781	Industrial Scaffolding	No	Jason Jarvinen	3/1/2023	SP23
AP DL	711	Light Gage - L.A. City Certification	No	Jason Jarvinen	3/1/2023	SP23
AP DL	712	Basic Hand Finishing	No	Jason Jarvinen	3/1/2023	SP23
AP DL	717	Free-Form Lathing	No	Jason Jarvinen	3/1/2023	SP23
AP DL	718	Automatic Finishing Tools	No	Jason Jarvinen	3/1/2023	SP23
AP DL	720	Drywall Installation/Finish Trims	No	Jason Jarvinen	3/1/2023	SP23
AP DL	726	Reinforced Substrate Installations	No	Jason Jarvinen	3/1/2023	SP23
AP DL	729	Advanced Metal Framing	No	Jason Jarvinen	3/1/2023	SP23
AP IT	707	Motor Control, Safety Training and Certifications	No	Jason Jarvinen	3/1/2023	SP23
AP PL	709	Interior Plastering	No	Jason Jarvinen	3/1/2023	SP23
HUM	101	Introduction to Humanities II	Yes	Leanne Maunu	3/1/2023	SP23
AIS	101	History of American Indian Nations from Creation through the	Yes	Diana Ortiz	3/15/2023	SP23
AIS	125	American Indians Today	Yes	Diana Ortiz	3/15/2023	SP23
DBA	240B	Beginning Television News/Sports	No	Scott Richison	3/15/2023	SP23
ENG	203	Critical Thinking and Composition Through Literature	Yes	Leanne M. Maunu	3/15/2023	SP23
ENG	260	Literature through Film	Yes	Leanne M. Maunu	3/15/2023	SP23
FIRE	118	Fire Prevention Technology	Yes	Ed Sprague	3/15/2023	SP23
FIRE	130	Fire Protection Equipment and Systems	Yes	Ed Sprague	3/15/2023	SP23
FIRE	165	Fundamentals of Fire Protection Chemistry	Yes	Ed Sprague	3/15/2023	SP23
MATH	11	Support for College Algebra	Yes	Tracy Johnston	3/15/2023	SP23
MATH	13	Support for Calculus for Business and the Social Sciences	Yes	Tracy Johnston	3/15/2023	SP23
READ	120	Critical Reading	Yes	Erin Feld	3/15/2023	SP23
ENG	250	Introduction to Shakespeare	Yes	Leanne M. Maunu	4/19/2023	FA23

EXHIBIT 6

# Equitable Placement and Completion Committee

Spring 2023 Update

## Last Time I Visited

- ▶ AB 1705 implementation memo had recently come out.



# Implementation Memo

- ▶ Can only require transfer English or Math that “satisfies a course requirement for the student’s intended certificate or associate degree or a requirement for transfer within the intended major” (3).
  - ▶ This will affect students changing majors or who are undecided.
  - ▶ These changes could mess with the prereqs in other courses (Psych/Soc and Business especially).
  - ▶ From Math: “AB1705 has created the need for enhanced Calculus 1 and Applied Calculus classes to be created. We already started the Math 130 Applied Calculus but would need to start Math 140 Calc 1 and possibly Math 141 Calc 2 from scratch.”

# Implementation Memo

- ▶ July 1, 2023
  - ▶ Can't require students to retake a class they successfully completed in college or high school or credit for prior learning.
  - ▶ Can't put students in noncredit versions of these classes.
  - ▶ Must be placed and enrolled in transfer-level Eng and Math.
- ▶ Fall 2023: course schedules will be checked by the CO for compliance.

# Implementation Memo

► July 1, 2023

- Validate transfer-level prereqs to gateway Eng and Math for non-STEM.
- Changes needed by July 1, 2024.
- Validation tool has not yet been released.

# Implementation Memo

- ▶ July 1, 2024
  - ▶ Same as earlier slide but now for STEM programs (placed and enrolled in transfer-level Eng and Math. Cannot enroll students who met qualifications in into noncredit).
  - ▶ Validate effectiveness of transfer-level prereqs to gateway STEM calc and change by July 1, 2025

# Implementation Memo

- ▶ August 1, 2024
  - ▶ AB 928 requires CA community colleges to place students on an associate degree for transfer path if student declares goal of transfer.
  - ▶ This may also affect what classes are offered and where students are placed.

# Funding

- ▶ Palomar is getting \$1,005,129.42.
- ▶ Webinar on May 18<sup>th</sup> will have more details.
  - ▶ Unclear how/when the funding will be distributed.
- ▶ Purpose – to create courses and support needed for students and then to get those things institutionalized.
- ▶ Funding Implementation Plan due on July 1, 2023.
  - ▶ Updates will be required in 2024 and 2025.

# Funding Hopes

- ▶ Gave a list my last visit at the start of the semester.
  - ▶ SI, embedded tutoring, tutoring, pay for adjunct training, pay for conference attendance, pay for programs and confirming they are accessible, supplemental advising for placement and Guided Pathways support, Google Read and Write for all students, faculty creating accessible materials and support/training to create them, IRP training in the program Business Intelligence, etc.
- ▶ Still waiting to find out about the English, ESL, and Math coordinator positions continuing.
- ▶ Of major importance - programming support to make changes to application placement process for students – especially with these changes to math.

# Save the Date

- ▶ Friday, September 22, 2023 (time to be determined) at the Rancho Bernardo Campus and hyflex.



**Accreditation Report to Senate**  
**May 15, 2023**  
**Submitted by Rocco Versaci**

Since last fall, the Accreditation Writing Leadership Team (AWLT) has been meeting to compile the follow-up report to the ACCJC. Updates have been provided to the Accreditation Steering Committee (ASC) at its regular monthly meetings.

To recap, Palomar received the following Compliance Requirement from the ACCJC in their letter of June 14, 2022:

*In order to meet the Standards, the Commission requires the College to fully institutionalize processes and practices for integrated fiscal reporting, internal controls, and financial planning to ensure long-term financial stability and effective oversight for sound financial decision-making and budget management. (III.D.1, III.D.5)*

Palomar has been working to complete this requirement, which has largely involved installing and activating software that will coordinate areas in Finance with areas in Human Resources.

The AWLT is currently updating the draft by linking the evidence of compliance to the narrative of that compliance. We are also awaiting confirmation that all work related to the compliance requirement has been finished. This work and the next steps of moving it through shared governance will take place over the summer and early fall. The timeline for these activities are as follows, and we have met/are on schedule to meet these dates:

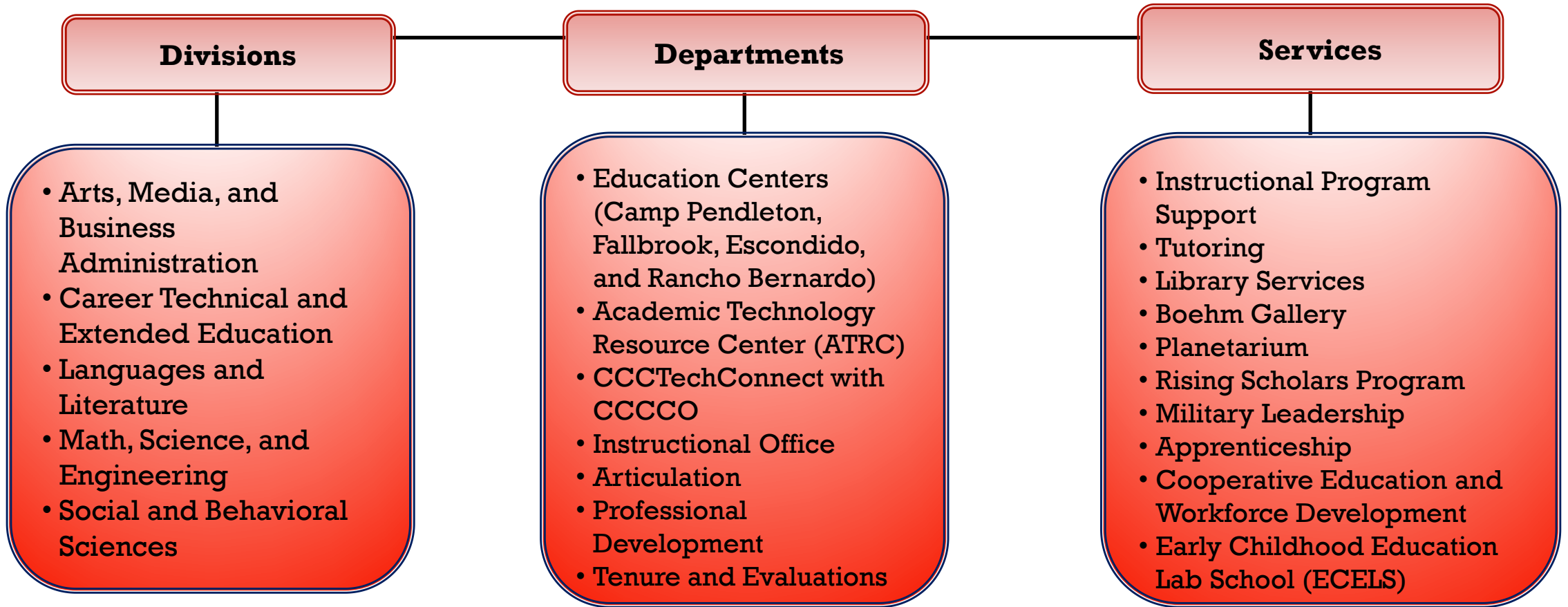
<b>Task</b>	<b>Timeline</b>
Monitor/Track Progress on Major Activities	07/01/22-03/01/23
Draft the Follow-up Report	4/1/23
Review Draft with the Accreditation Steering Committee and Institutional Effectiveness Council	4/28/23
Updated draft with additional data and evidence as needed	7/1/23
Send final edits to creative services	8/25/23
Accreditation Steering Committee/Institutional Effectiveness Council recommendation to approve.	9/1/23
College Council recommendation to approve	9/8/23
Board Workshop	9/19/23
Final Report to the Board	10/2/23 or 10/17/23
Final Minor Edits and Clean-up	11/9/23
Report to ACCJC	11/10/23

EXHIBIT 8



# Palomar College Instructional Services

# INSTRUCTIONAL SERVICES



## Administrative Support



# Palomar College

**Arts, Media,  
and Business  
Administration**

**Career,  
Technical and  
Extended  
Education**

**Languages  
and  
Literature**

**Math,  
Science, and  
Engineering**

**Social and  
Behavioral  
Sciences**

**Workforce, Community  
and Continuing  
Education**

**Deans – 5  
Associate Dean – 1  
Directors - 2**

# Organizational Charts



Comparable  
Colleges

# Long Beach City College

**Academic Affairs**

**Associate Dean –  
Online Learning,  
Educational  
Technology and  
Learning Resources**

**Career Education**

**Applied Technology  
and Culinary Arts**

**Social and  
Behavioral Sciences**

**Visual, Performing  
Arts, and Cultural  
Programs**

**Business, Education,  
and Health Sciences**

**Language Arts and  
Communication**

**Kinesiology, Public  
Health, and Athletics**

**Science,  
Engineering and  
Mathematics**

**Deans – 9  
Associate Dean – 1**

# El Camino College

**Associate Dean -  
Academic Affairs**

**Behavioral and  
Social Sciences**

**Business**

**Fine Arts  
+ Associate Dean**

**Health Sciences  
and Athletics**

**Humanities  
+ Associate Dean**

**Industry and  
Technology  
+ Associate Dean**

**Library and  
Learning  
Resources**

**Mathematical  
Sciences  
+ Associate Dean**

**Natural Sciences**

**Deans – 9  
Associate Deans – 5**

# Cerritos College

Deans – 10  
Directors – 3  
Senior Navigator – 1

**Academic Affairs  
and Strategic  
Initiatives**

**Academic Success**

**Fine Arts and  
Communications**

**Health Occupations  
+ Child  
Development  
Director**

**Liberal Arts**

**Business,  
Education,  
Humanities and  
Social Sciences**

**Kinesiology  
+ Athletic Director**

**Science,  
Engineering, and  
Mathematics**

**Technology**

**Continuing  
Education**

**Directors of  
Educational  
Partnerships and  
Programs**

**Senior Navigator  
for Advanced  
Transportation and  
Logistics**





# Palomar College

- Given the size and workload, how many administrators are recommended?
- What composition of administrators makes the most sense?

# Design Exploration



# Pathways Model



Arts, Media, and Design – too big?



Business – too small



Health and Public Service – too big



Humanities and Languages



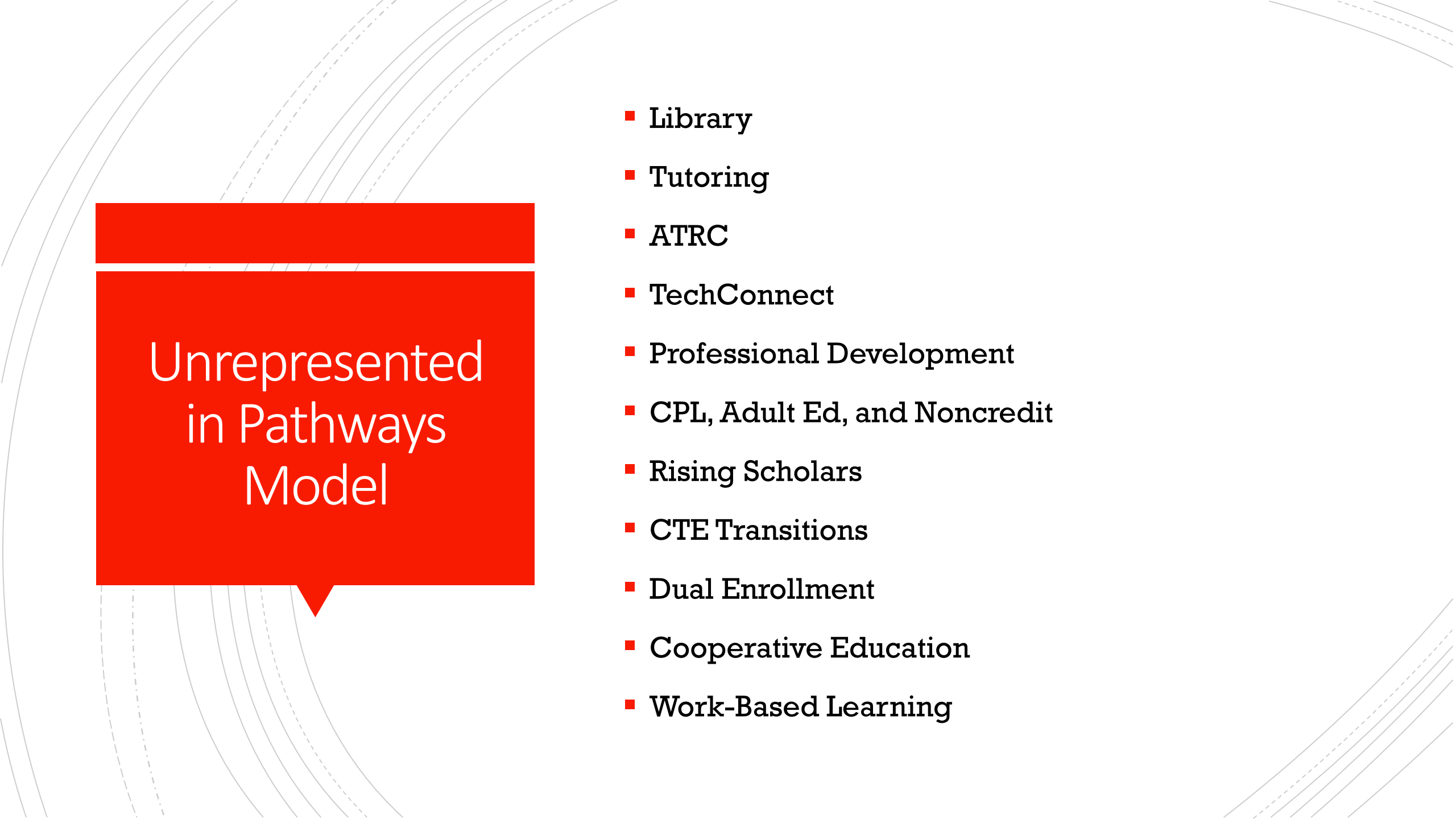
Social and Behavioral Sciences



Science, Technology, Engineering, and Mathematics



Trade and Industry

The background of the slide features a series of light gray, concentric curved lines that sweep across the frame, creating a sense of motion and depth. On the left side, there is a large red graphic element consisting of a horizontal bar at the top and a larger rectangular box below it, which has a small triangular point at its bottom center, resembling a speech bubble or a callout box. The text 'Unrepresented in Pathways Model' is written in white within the larger red box.

## Unrepresented in Pathways Model

- Library
- Tutoring
- ATRC
- TechConnect
- Professional Development
- CPL, Adult Ed, and Noncredit
- Rising Scholars
- CTE Transitions
- Dual Enrollment
- Cooperative Education
- Work-Based Learning

# Unrepresented in Pathways Model

- Library
- Tutoring
- ATRC
- TechConnect
- Professional Development

- CPL, Adult Ed, and Noncredit
- Rising Scholars
- CTE Transitions
- Dual Enrollment
- Cooperative Education
- Work-Based Learning

Deans – 9



# Palomar Ideal Organization Chart 2020

# Deans

Deans – 8  
Directors – 2



Instruction



Career Education



Health Sciences and  
Public Safety



Languages and  
Literature



Math, Sciences, and  
Engineering



Online Education and  
Learning Support  
Services



Social and Behavioral  
Sciences



Visual,  
Communications, and  
Arts Media Studies



Center Directors –  
North and South

# Current Thoughts

Deans – 8  
Associate Dean – 1  
Directors – 2



Workforce,  
Community, and  
Continuing Education



Career Education  
+ Associate Dean (SWP)



Health Sciences and  
Public Safety



Languages and  
Literature



Math, Sciences, and  
Engineering



Online Education and  
Learning Support  
Services



Social and Behavioral  
Sciences



Fine Arts and Media  
Studies



Center Directors –  
North and South





Thoughts...  
Suggestions...  
Ideas...

## EXHIBIT 9

Culturally Responsive Classroom Practices <b>All faculty</b> have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Oversee		
Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives.	Curriculum/PD/Dept. Chairs		
Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible.	CALM		
Ensure textbooks and materials are accessible.	DE/ARTC/Access and Inclusion Committee		
Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.	Dept. Chairs / CALM		
Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves).	(Curriculum Committee, EEDCC, CDO)		
Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.	SST operational committee		
Complete training and professional development on cultural curriculum audits.	Curriculum/PD		
Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback.	PD/Dept. Chair/CDO/EESSC		
Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students.	Faculty Senate		
Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies.	Curriculum		
Rethink mapping and milestones within a student centered focus.	Mapper Coordinator / Curriculum		

Community of practice facilitated by PD for practitioners to share DEIAA work	PD		
Integrate DEIAA into Tenure and Evaluation Process	TERB		
Movement on AP3000 mandatory DEIAA hours	Senate/PD/Unions		
<p>Communicate in the syllabus:</p> <ul style="list-style-type: none"> <li>• intention to create a classroom where students are cared for and valued as learners,</li> <li>• desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success,</li> <li>• belief that all students are expected to succeed,</li> <li>• actively promote awareness and critical examination dominant norms and broader social inequalities ,</li> <li>• the value of students' racial/ethnic backgrounds as sources of learning and knowledge, and,</li> <li>• actively promote awareness and critical examination of students' assumptions, beliefs, and privilege.</li> </ul> <p>(Source: Equity-Minded Inquiry Series Syllabus Review.)</p>	Senate/TERB		
<p>Culturally Responsive Practices for</p> <p><b>Curriculum Committees and Local Senates</b></p> <p>Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:</p>	<u>Oversee</u>		
Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance.	Curriculum Committee		
Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).	CALM		
Ensure textbooks and materials are accessible.	CALM		
Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decisionmaking are prioritized and addressed.	CALM		
Interactive digital DEIAA COR reference guide	Curriculum Committee		
Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees.	Curriculum Committee		
Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs).	Curriculum Committee		

Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers.	Faculty Senate		
Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR.	Curriculum Committee		
Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities.	PD		
Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.	TERB/PFF		
Provide professional development to support culturally responsive practices.	PD		
Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.	DE/ Curriculum Committee, EEDCC		
Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices.	Curriculum Committee, TERB, EEDCC		
Maintain the fidelity of ethnic studies as a well established discipline.	Curriculum Committee, Faculty Senate		
Involve students in the Guided Pathways decision making process.	EESSC		
Robust instructional and noninstructional DEIAA narrative in PRP & Reconstruct PRP in more meaningful way similar to governance structure overhaul	Faculty Senate - Subcommittee		
Update Student Learning Outcomes Committee responsibility to include equity learning outcomes	SLOAC/Curriculum Committee		