PALOMAR COLLEGE®
Learning for Success

Tuesday, March 19, 2019
Strategic Planning Council

Chair: Joi Blake
Members: Jenny Akins, Barbara Baer, Michelle Barton, Carmelino Cruz, Olga Diaz, Patti Dixon, Kelly Falcone, Tricia Frady, Anel Gonzalez, Laura Gropen, Jack Kahn, Teresa Laughlin, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Star Rivera-Lacey, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White
Recorder: Cheryl Ashour

A. Opening

Subject	**1. Call to Order**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	A. Opening
Access	Public
Type	Integrated Planning

Subject	**2. Approval of Minutes of February 22, 2019 Integrated Planning Workshop with SPC and SSEC**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	A. Opening
Access	Public
Type	Minutes
Minutes	View Minutes for Feb 22, 2019 - Integrated Planning Workshop with SPC and SSEC

Subject	**3. Approval of March 5, 2019 SPC Minutes**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	A. Opening
Access	Public
Type	Action, Minutes
Recommended Action	Approve March 5, 2019 SPC Minutes
Minutes	View Minutes for Mar 5, 2019 - Strategic Planning Council

Motion & Voting

Approve March 5, 2019 SPC Minutes

Motion by Michelle Barton, second by Olga Diaz.
Final Resolution: Motion Carries
Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Stacy Rungaitis, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey
Abstain: Connie S Moise, Connie Sterling

B. Action-Second Reading

Subject	**1. Fallbrook Education Center Substantive Change Proposal-Second Reading**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	B. Action-Second Reading
Access	Public
Type	Action-Second Reading
Recommended Action	Approve Fallbrook Education Center Substantive Change Proposal
Goals	Accreditation Standard 1.C: Institutional Integrity

File Attachments
DRAFT Fallbrook Education Center Substantive Change Proposal_03_15_19.pdf (885 KB)

Motion & Voting

Approve Fallbrook Education Center Substantive Change Proposal

Motion by Travis Ritt, second by Fari Towfiq.
Final Resolution: Motion Carries
Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Connie S Moise, Stacy Rungaitis, Connie Sterling, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey

Subject	**2. BP/AP 4010, BP/AP 4750 Instructional Facilities**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	B. Action-Second Reading
Access	Public
Type	Action-Second Reading
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.C: Institutional Integrity

BP/AP 4010 Academic Calendar
BP/AP 4750 Instructional Facilities

File Attachments
BP-AP 4010 AND BP-AP 4750.pdf (231 KB)

Motion & Voting

Approve BP/AP 4010, BP/AP 4750

Motion by Travis Ritt, second by Michelle Barton.
Final Resolution: Motion Carries
Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Connie S Moise, Stacy Rungaitis, Connie Sterling, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey

C. Action-First Reading

Subject **1. PC3H Governance Structure**

Meeting Mar 19, 2019 - Strategic Planning Council

Category C. Action-First Reading

Access Public

Type Action-First Reading

Goals Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

File Attachments
PC3H Governance Structure.pdf (114 KB)

Subject **2. Policies and Procedures Committee Governance Structure**

Meeting Mar 19, 2019 - Strategic Planning Council

Category C. Action-First Reading

Access Public

Type Action-First Reading

File Attachments
District Policies and Procedures Committee.pdf (133 KB)

Subject **3. BP/AP 4050, AP 4236, BP/AP 4400, BP/AP 7365, AP 7500**

Meeting Mar 19, 2019 - Strategic Planning Council

Category C. Action-First Reading

Access Public

Type Action-First Reading

Goals Accreditation Standard 4.A: Decision-Making Roles and Processes
Accreditation Standard 1.C: Institutional Integrity

BP-AP 4050 Articulation
AP 4236 Advanced Placement Credit
BP/AP 4400 Community Services
BP/AP 7365 Discipline and Dismissal-Classified
AP 7500 Volunteers and Interns

File Attachments
BP-AP 4050, AP 4236, BP-AP 4400, BP-AP 7365, AP 7500.pdf (136 KB)

Subject	**4. BP 3280, BP/AP 3830, BP/AP 4021, BP/AP 4022, BP/AP 4070, BP/AP 4102, BP 4103, BP 4700**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	C. Action-First Reading
Access	Public
Type	Action-First Reading
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.C: Institutional Integrity

BP/AP 3280 Grants
BP/AP 3830 Naming of Facilities
BP/AP 4021 Discontinuance of Programs
BP/AP 4022 Curricular Matters
BP/AP 4070 Course Auditing and Auditing Fees
BP/AP 4102 Career Education Programs
BP 4103 Cooperative Work Experience Education
BP 4700 Chair-Director Responsibilties

File Attachments
BP-AP 3280, BP-AP 3830, BP-AP 4021, BP-AP 4022, BP-AP 4070, BP-AP 4102, BP 4103, BP 4700.pdf (194 KB)

D. Information/Discussion

Subject	**1. SPC Accreditation Standards**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	D. Information/Discussion
Access	Public
Type	Information/Discussion

Subject	**2. Guided Pathways Scale of Adoption Assessment**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	D. Information/Discussion
Access	Public
Type	Information/Discussion
Goals	Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

E. Integrated Planning

Subject	**1. VfS and Equity Goals Update**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	E. Integrated Planning

Access	Public
Type	Information/Discussion, Integrated Planning
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

Subject	**2. Strategic Plan 2022**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	E. Integrated Planning
Access	Public
Type	Information/Discussion
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

File Attachments
Strategic Plan Goals 1-5.pdf (214 KB)

F. Accreditation

Subject	**1. New Formative and Summative Evaluation Process**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	F. Accreditation
Access	Public
Type	Accreditation

Subject	**2. Annual Report**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	F. Accreditation
Access	Public
Type	Accreditation

G. Reports of Planning Councils/Departments

Subject	**1. Finance and Administrative Services Planning Council - Ron Perez**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	**2. Human Resource Services Planning Council - Lisa Norman**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	**3. Instructional Planning Council - Jack Kahn**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

File Attachments
IPC New Programs subcommittee.Add.2019.03.13.pdf (104 KB)

Subject	**4. Student Services Planning Council - Star Rivera-Lacey**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	**5. Foundation - Stacy Rungaitis**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	**6. Professional Development - Kelly Falcone**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	**7. Guided Pathways - Jack Kahn**

Meeting	Mar 19, 2019 - Strategic Planning Council
Category	G. Reports of Planning Councils/Departments
Access	Public
Type	Reports

H. Reports of Constituencies

Subject	**1. Faculty Senate - Travis Ritt**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies
Access	Public
Type	Reports

Subject	**2. PFF/AFT - Teresa Laughlin/Barbara Baer**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies
Access	Public
Type	Reports

Subject	**3. CCE/AFT - Anel Gonzalez**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies
Access	Public
Type	Reports

Subject	**4. Associated Student Government - Anthony White**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies
Access	Public
Type	Reports

Subject	**5. Confidential/Supervisory Team - Jenny Akins**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies

Access	Public
Type	Reports

Subject	**6. Administrative Association - Connie Sterling**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	H. Reports of Constituencies
Access	Public
Type	Reports

I. Other

J. Adjournment

Subject	**1. Adjournment**
Meeting	Mar 19, 2019 - Strategic Planning Council
Category	J. Adjournment
Access	Public
Type	

Palomar Community College District
Strategic Planning Council
(Tuesday, March 19, 2019)

Members present
Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Connie S Moise, Stacy Rungaitis, Connie Sterling, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey
Members absent
Jenny Akins, Carmelino Cruz, Patti Dixon, Kelly Falcone, Laura Gropen, Lisa Norman, Ron Perez, Sherry Titus, Anthony White

A. Opening
1. Call to Order
Meeting called to order at 2:37 PM

2. Approval of Minutes of February 22, 2019 Integrated Planning Workshop with SPC and SSEC
Motion by Michelle Barton, second by Olga Diaz
Final Resolution: Motion Carries
Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Stacy Rungaitis, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey
Abstain: Connie S Moise, Connie Sterling

3. Approval of March 5, 2019 SPC Minutes
Motion by Michelle Barton, second by Olga Diaz
Final Resolution: Motion Carries
Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Tricia Frady, Margie Fritch, Anel Gonzalez, Jack S Kahn, Stacy Rungaitis, Fari Towfiq, Teresa Laughlin, Travis Ritt, Star Rivera-Lacey
Abstain: Connie S Moise, Connie Sterling

B. Action-Second Reading
1. Fallbrook Education Center Substantive Change Proposal-Second Reading
Approve Fallbrook Education Center Substantive Change Proposal
Motion by Travis Ritt, second by Fari Towfiq.
Final Resolution: Motion Carries Unanimous

2. BP/AP 4010, BP/AP 4750
Approve BP/AP 4010 Academic Calendar and BP/AP 4750 Instructional Facilities
Motion by Travis Ritt, second by Michelle Barton.
Final Resolution: Motion Carries Unanimous

C. Action-First Reading
1. PC3H Governance Structure
President Blake asked members to share this with their constituent groups. This item will return for action-second reading at the next meeting.

2. Policies and Procedures Committee Governance Structure
President Blake asked members to share this with their constituent groups. This item will return for action-second reading at the next meeting.

3. BP/AP 4050, AP 4236, BP/AP 4400, BP/AP 7365, AP 7500
President Blake asked members to share the following Policies and Procedures with their constituent groups:
BP/AP 4050 Articulation
AP 4236 Advanced Placement Credit
BP/AP 4400 Community Services
BP/AP 7365 Discipline and Dismissal - Classified
AP 7500 Volunteers and Interns

This item will return for action-second reading at the next meeting.

4. BP 3280, BP/AP 3830, BP/AP 4021, BP/AP 4022, BP/AP 4070, BP/AP 4102, BP 4103, BP 4700
President Blake asked members to share the following Policies and Procedures with their constituent groups:
BP 3280 Grants
BP/AP 3830 Naming of Facilities
BP/AP 4021 Discontinuance of Programs
BP/AP 4022 Curricular Matters
BP/AP 4070 Course Auditing and Auditing Fees
BP/AP 4102 Career Education Programs
BP 4103 Cooperative Work Experience Education
BP 4700 Deletion-Chair/Director Responsibilities

This item will return for action-second reading at the next meeting.

D. Information/Discussion
1. SPC Accreditation Standards

Director Barton led a discussion on Standard 1 - Mission, Academic Quality and Institutional Effectiveness, and Integrity. Using the accreditation app the ACS group devised, members broke into groups and answered three questions regarding each section:

- How do we meet the Standard?
- Do we have exemplary practices we want to highlight?
- Any ways to improve?

Afterward, everyone shared their answers. Director Barton stated using the app will give us more detailed descriptions of what ACCJC is looking for.

2. Guided Pathways Scale of Adoption Assessment

VP Kahn reported the Guided Pathways group is working on the Year 2 Plan. A draft will be sent to the Chancellor's Office at the end of April. The final GP Plan is due in September.

E. Integrated Planning

1. VfS and Equity Goals Update

Director Barton provided an update on what has been done in the following:

- VfS Goals
- SEA and Equity
- Institutional Planning (IP)
- Strategic Plan 2022

Director Barton led a discussion on the following:

- The VfS Goals 1 through 4. They will come to SPC for review and adoption in April
- SEA Institutional Goals. The baseline, target, and percent increase was shown
- SEA Equity Categories. The biggest thing the District can do to assist students to completion is to help them get through the math requirements. African American, Foster Youth, American Indian, and Hispanic are our DI groups
- Master Plan 2022, with underlying SPC, SEM, GP, Equity, VfS, Technology and Staffing Plans. The comprehensive plan requirement coming from the Chancellor's Office will include VfS and SEA.

2. Strategic Plan 2022

Director Barton led a discussion on themes of the five overarching Goals for the initial framework of the Strategic Plan 2022:

- Goal 1: Student Access, Progress, and Completion (Get on the Path, Stay on the Path)
- Goal 2: Teaching and Learning (Clarify the Path, Ensure Learning)
- Goal 3: Messaging and Community Connections
- Goal 4: Diverse Workforce
- Goal 5: Fiscal Stewardship and Institutional Effectiveness

F. Accreditation

1. New Formative and Summative Evaluation Process

Director Barton reported six months prior to a Site Visit, ACCJC will do a formative review. If a Standard is met, it will not be addressed during the Site Visit. The Site Visit will now only focus on what a District needs to improve on.

2. Annual Report

Director Barton reported SLO's are no longer part of the Annual Report but instead are part of the Midterm Report. The Annual Report is due April 5.

G. Reports of Planning Councils/Departments

1. Finance and Administrative Services Planning Council - Connie Moise

Director Moise reported at the last FASPC meeting it reviewed Chapter 6 of Policies and Procedures, and looked at the accreditation form.

2. Human Resource Services Planning Council - Lisa Norman

There was no report.

3. Instructional Planning Council - Jack Kahn

VP Kahn reported at the last IPC meeting it formed a New Programs Subcommittee, launched a new program review process, watched an introductory video, discussed allocation of SPPF funds, and discussed progress of the Wait List process.

4. Student Services Planning Council - Star Rivera-Lacey

VP Rivera reported at the last SSPC meeting it reviewed the structure of the Student Services Planning Council and reviewed the format of its meetings. She reported outreach is the focus for Student Services this year and will be done at an institutional level. VP Rivera gave a report to SPC on the results of an EMF and air quality test recently conducted in the Student Services building.

5. Foundation - Stacy Rungaitis

There was no report.

6. Professional Development - Kelly Falcone

There was no report.

7. Guided Pathways - Jack Kahn

There was no report.

H. Reports of Constituencies

1. Faculty Senate - Travis Ritt

FS President Ritt reported Faculty Senate is reviewing and making changes to its bylaws. A call went out to Faculty to fill 10 open FS leadership positions.

2. PFF/AFT - Teresa Laughlin/Barbara Baer

PFF President Laughlin thanked VP Rivera-Lacey for the Student Services air quality report and the Administration's serious follow-up on faculty and staff concerns. She reminded members the PFF Meet and Greet will be Thursday; the announcement is posted on the PFF website. She reported PFF is reviewing its by-laws, and elections for PFF e-board have begun. PFF recently donated $1,000 each to the San Diego Food Bank and the Palomar College Nutritional Center. It is working on an emergency fund for its members.

3. CCE/AFT - Anel Gonzalez

CCE President Gonzalez reported CCE had its last Caring Campus meeting; four action items were identified. Planning has begun for Classified Appreciation Day scheduled for June; CCE has requested the campus close that day to allow all employees, including supervisors to attend the event.

4. Associated Student Government - Anthony White

There was no report.

5. Confidential/Supervisory Team - Jenny Akins

There was no report.

6. Administrative Association - Connie Sterling

There was no report.

I. Other

PFF President Laughlin announced Political Economy Days is scheduled for April 17 and 18.

Everyone wished Star Rivera-Lacey a happy birthday.

An announcement was made that the April 2 SPC agenda will be sent the morning of April 1 because next week the District will be closed for Spring Break.

Adjournment

There being no remaining agenda items, the meeting was adjourned at 4:05 pm.

Substantive Change Proposal - Draft
New Permanent Location

PALOMAR COLLEGE
FALLBROOK EDUCATION CENTER

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2019

Palomar Community College District
1140 W. Mission Road
San Marcos, CA 92069
www.palomar.edu
Governing Board

Mark Evilsizer, President
John Halcón, Ph.D., Vice President
Nancy Ann Hensch, Secretary
Nina Deerfield, Trustee
Norma Miyamoto, Trustee
Amber Bancroft, Student Trustee

Superintendent/President
Joi Lin Blake, Ed.D.

Date of Inquiry	TBD
Anticipated Start Date	Summer 2018
Name of Institution	Palomar College
Address	1140 W. Mission Rd. San Marcos, CA 92069
ALO Name and Contact Information	Michelle Barton Senior Director, Planning, Research, Institutional Effectiveness and Grants Phone: (760) 744-1150 x 2534 Email: mbarton@palomar.edu
Title of Application and Description of Proposal	New Permanent Location: Palomar College Fallbrook Education Center 35090 Horse Ranch Creek Road Fallbrook, CA 92028

Table of Contents

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....1

Standard II: Student Learning Programs and Support Services.....6

Standard III: Resources.....9

Standard IV: Leadership and Governance.....13

Appendix: Evidence and Supporting Documents.....15

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Briefly describe the change, including the planning process.

Overview:

Palomar College is a public, two-year community college in North San Diego County. It is the largest single-college district in San Diego. The District's 200-acre main campus is located approximately 30 miles north of San Diego at 1140 West Mission Road, San Marcos, CA 92069. The main San Marcos campus, along with the Escondido Education Center, Rancho Bernardo Education Center, and four additional sites serve a district covering 2,555 square miles. Completely renovated in 2013, the Escondido Education Center is located on eight acres owned by the District. The new Rancho Bernardo Education Center serves students from the southern portion of the district through a state-of-the art, multi-level building. The additional sites are located on Marine Corps Base Camp Pendleton and in the communities of Pauma Valley, Ramona, and Fallbrook. While the central and southern regions of the district offer access to comprehensive education and support services, a need exists for the College to better serve the community residing in its northern region.

Description of Change:

Palomar College is opening a new Fallbrook Education Center (FEC) located in the northern region of its district. The FEC was identified in the District's Master Plan 2022 and was included in its bond initiative (Ev. 1 - Master Plan 2022; Ev. 2 - Governing Board Minutes 2/20/2007). The College purchased land to build the FEC in 2007. However, the College plans for opening the Center slowed with the state budget crisis until 2016-17. Since then, the College developed the land, drafted plans for a permanent structure, and established a modular village from which to offer classes. The College began offering courses at the site in Summer 2018 (Ev. 3 – FEC 2018-19 Class Schedule).

Palomar College's mission is driving the planned programs and course offerings at the FEC (Ev. 4 – Palomar College Mission Statement). Initially, the majority of offerings focus on the College's general education program and courses needed for transfer. In addition, the College has established the following degree and certificate programs:

- AS-T Business
- AA-T Sociology
- Certificate in Bookkeeping
- Certificate in Gig Economy
- AA Alcohol and Other Drug Studies (starts Fall 2019)

Impacted courses in the sciences and those that support health and public safety careers (e.g., nursing, EME, and administration of justice) also have been offered to meet demand and community interest.
Responding to interests expressed by employers and students, Palomar College is offering courses throughout the day and evening and in flexible formats (e.g., full-term, eight-week, hybrid, online).

Programs are offered in block schedules with major courses scheduled in such a way (e.g., close together in time) that students can more easily complete needed courses and move forward in their programs.

As the Fallbrook Education Center grows, the College will offer additional select career technical programs to support the needs of the community and nearby employers. Palomar College executive leadership had discussions with various community groups including the arts council, the Fallbrook Chamber of Commerce, Fallbrook Union High School and several others. Based on these conversations, future programs and offerings will represent continued interest in small business, the arts, and agriculture, future farms and sustainability.

Planning Process:

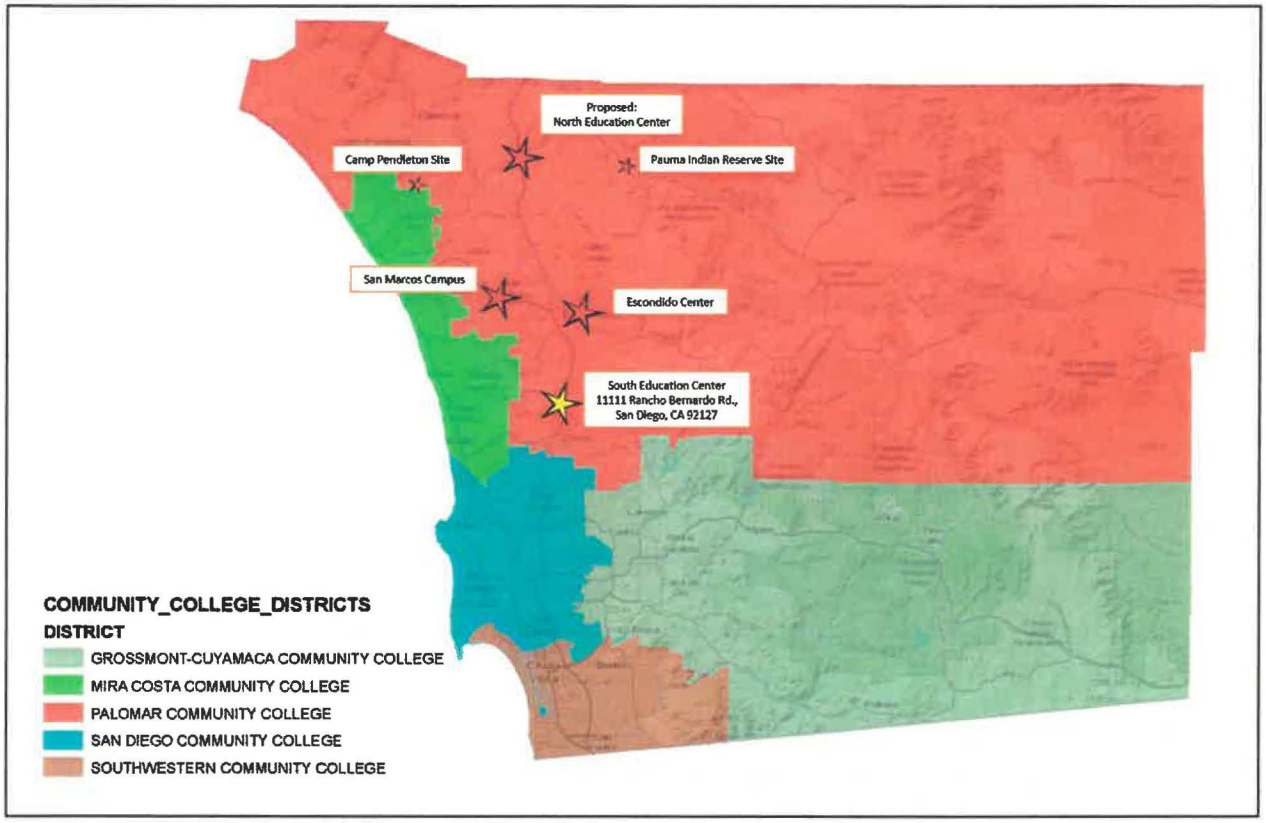
The College's Master Plan 2022 (published in 2003 with updates in 2010 and 2018) establishes a new district configuration, which includes the opening of two new educational centers: one in the North and one in the South (Ev. 5 – Educational Master Plan 2022 Update 2010; Ev. 6 – Educational Master Plan 2022 Update 2018). The FEC (identified as the North Education Center in the master plans) improves access to community members living in the northern region of the district. Through its Integrated Planning Model (IPM) and governance process, Palomar College published its long-range Master Plan 2022 in 2003 and completed a comprehensive update of this plan in 2010 and then 2018. Master Plan 2022 includes the College's Educational Master Plan and Facilities Master Plan (Ev. 7 - IPM; Ev. 1 - 2022 Educational Master Plan).

As part of the planning process, the College completed an in-depth enrollment study examining factors that influence the need for an education center in the northern region. This study included population projections, current enrollment trends, enrollment forecasts, "free-flow" (number of students who flow into and out of one community college district to attend classes in another community college district), and average drive times to the comprehensive San Marcos campus from communities served by the District (Ev. 8 – Educational and Facilities Master Plan Task Force Meetings).

The College noted that with projected increases in population over time, its communities will experienced increased traffic congestion and drive times to the San Marcos campus, making it difficult for residents in the North and South to access its comprehensive course offerings. Yet, an analysis of college course enrollments showed that students who live in the North and South regions of the district sought comprehensive course offering and programs, including but not limited to, science and laboratory courses. These types of courses are difficult to offer on high school campuses or at rented locations due to limited time slots available and lack of adequate facilities for laboratory use. Using the enrollment study results and considering the College's large geographical size, Educational Master Plan 2022 established a new district configuration (Ev. 9 - Governing Board Minutes 12/10/2002). This configuration included the San Marcos campus, Escondido Education Center, Camp Pendleton education site, and two new centers located in the southern and northern regions of the district. The planned configuration aligned with a recommendation from the California Postsecondary Education Commission (CPEC) in the early 1980s. In 2010 and 2018, as the College reviewed and updated Master Plan 2022, the data still supported this planning configuration. As part of its Educational Master Plan 2022 update in 2018, the College refreshed

its population projections. The projections show continued population growth in the east and north inland areas of San Diego County. As the FEC is located in North Inland San Diego County, it is optimally situated to serve the current and future needs of adults residing in San Diego's North Inland counties.

Figure #1 – Palomar College District Configuration with New Fallbrook Education Center (North Education Center)



In 2006, the College passed Proposition M, a $694 million bond initiative, to support implementation of Master Plan 2022 (Ev. 10 - Governing Board minutes August 8, 2006; Ev. 2 -Governing Board minutes February 20, 2007). The College has used funds from the bond to renovate the San Marcos campus and Escondido Education Center and to purchase land for a North Education Center and South Education Center. The College entered an "Option Agreement & Joint Escrow Instructions" for the purchase of real property for FEC (the North Education Center) in June, 2005 and exercised that option to purchase in June, 2007 (Ev. 11 – Governing Board Minutes 6/14/2005; Ev. 12 – Governing Board Minutes 6/12/2007).

When California experienced the budget crisis in 2011, the State reduced funding for community colleges. At that time, planning for the new centers slowed as Palomar College focused its limited resources on maintaining its current sites. However, the College did continue to prepare the land and make road improvements in anticipation of the FEC opening in the future. In 2016-17, Strategic Plan 2019 (the College's mid-range planning document in its Integrated Planning Model) included an objective to move forward with placing modular buildings on site so the College could start offering classes by Summer 2018 (Ev. 13 - Strategic Plan 2019). The FEC currently operates out of 18

modular buildings that have met the standards for DSA certification. Planning is underway to build a permanent structure which will eventually replace the modular village (Ev. 14.1 – FEC Mass Grading – Phase 1; Ev. 14.2 - FEC Interim Village DSA Approved Drawings Phase 2; Ev. 14.3 - FEC Interim Village DSA Approved Drawings Phase 3; Ev. 14.4 - FEC Interim Village DSA Approved Drawings Phase 4).

As described, operational planning for opening the Center began in earnest in 2016-17. Per the Strategic Plan Action Plan, an initial Year One target of 500 FTES was set for the new center. A planning group consisting of representatives from Instruction, Student Services, Institutional Research and Planning, Facilities, and Information Services assembled to identify and plan for the Center's programs and offerings (Ev. 15 - Advisory Group for Center Planning summary and Group Composition; Ev. 16 - Advisory Group for Center Planning meeting minutes). At the same time, the executive administrative team and key administrators developed a staffing plan and budget to ensure the success and viability of the Center (Ev. 17 - FEC Staffing Plan).

Describe how the change is consistent with the mission and goals of the institution.

Palomar's mission statement follows:

"Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world."

The College's mission statement and strategic and master planning efforts identify Palomar College as a comprehensive college that meets the transfer, workforce, and basic education needs of all members of the community. Over time, the FEC will allow the College to achieve its mission more effectively by serving the residents in the northern region of our district by way of a comprehensive education site offering a full spectrum of general education, basic skills, and career and technical education courses throughout the day and evening.

What is the expected impact of this change? What benefits will result from this change?

Located just off Interstate 15 at Hwy 76, the Palomar College Fallbrook Education Center (FEC) delivers essential courses and student support services to the Fallbrook and northern communities in the Palomar Community College District. The North/Northeast area of the District, where the Fallbrook Center is situated, is the fastest growing area in the Palomar Community College District, and this growth is expected to continue. The FEC will serve both Fallbrook Union High School and Bonsall Unified School districts. Nine Native American tribes are located within the Center's service area. Facility construction is incorporating elements of the rich agricultural and Native American heritage of the region. In addition, the FEC is also located in a rural small business and arts community the Fallbrook School of the Arts, Fallbrook Brandon Gallery, Fallbrook Art Center, and Fallbrook Art in Public Places.

While the College has utilized spaces at high school campuses to provide students with increased access to courses, the times when courses can be scheduled and the types of courses that can be offered are limited. The FEC provides students with a convenient location and comprehensive course offerings during the day and into the evening. In Spring 2019, the San Diego Office of Education Juvenile Court and Community Schools will operate at the FEC, supporting their students at the Fallbrook Education Center during the day and encouraging concurrent education as part of their mission (Ev. 18 – San Diego County Office of Education Juvenile Court and Community Schools MOU). In addition, the College's high school partners are interested in pursuing concurrent, dual enrollment and possible middle-college formats for their students in Fallbrook, Rainbow, and Bonsall (Ev. 19 – President's Update – February 26, 2019). With the FEC, Palomar will better serve the needs of the employers, high schools, Native American tribes, and business and arts communities in this area.

Further benefits include the alleviation of impacted courses on the San Marcos campus. Many of the College's science offerings, including those with laboratory sections, experience significant wait lists. The number of students from California State University San Marcos (CSUSM) who enroll simultaneously in Palomar classes, especially in the STEAM field, is significant. For example, in 2015-16, over half of these students (984 of the 1,951 instances in which a CSUSM student was enrolled in a Palomar class), were enrolled in a STEAM pathway course. The College has attempted to offer STEAM courses using flexible scheduling options (e.g., offering courses at less-popular times, Friday/Saturday offerings) and continues to experience significant impact in this high demand area. The STEAM (overall) area FTES increased by 7% in Fall of 2019 and Biology as a discipline increased 25% with the addition of the Fallbrook Education Center, Rancho Bernardo Education Center, and additional courses added to meet demand for STEAM and related majors.

The new FEC offers students in the North closer access to an up-to-date, comprehensive, full-service Palomar College education center without the long commute. In addition, students across the district can more easily access the high demand courses they need to reach their educational goals. The location of the Center allows the College to strengthen relationships with the local high schools, Native American tribes, businesses, and the community. Improved access and deliberate evidence-based planning for programs and courses offerings, in partnership with the community, will benefit the College by increasing enrollments and ensuring continued financial stability. The classes offered at the site have been well received by the community and student interest in attending the Center is growing. By the end of its first year of operation, the Center will generate over 500 FTES. Year Two is expected to generate 750 FTES with continued growth expected into Year Three with the goal of reaching 1,000 FTES.

Standard II: Student Learning Programs and Support Services

Describe the impact of this change on the programs, services, and activities, which will support students.

Student Services:

Palomar College provides comprehensive services and programs that support students from college entry to exit. With the opening of the FEC, the College has maintained its commitment to provide all services and programs to students attending Palomar at the site. These programs and services are accessible at the FEC through in-person contacts, on-line services, and telephone delivery. The core services of admissions, assessment, registration, financial aid, and general and specialized counseling have adequate staffing to provide in-person service delivery throughout the day, each day that the Center is open (Ev. 17 – FEC Staffing Plan).

Other key service areas, such as orientation, transfer preparation, career development, student government, and Veterans Services provide in-person assistance on a part-time basis throughout the week, with additional support provided via the telephone and internet. All DSPS services are available at the Center as well and mental/health services are provided by referral. Students attending the FEC now and into the future have access to support services that are commensurate with those available at the San Marcos campus and Escondido Education Center (Ev. 20 - Student Services by Location).

Library and Tutoring /Instructional Support Services:

The FEC houses a full-service library. Library services and resources at the FEC support the information needs of students taking courses at these locations. During Fall and Spring semesters, library services are available for 50 operating hours per week in keeping with the times that most courses are offered. This schedule meets student need for study space, technology access, and research assistance outside of class. Faculty Librarians (one full-time, one part-time) are available to provide in-person instruction and research assistance as well as to coordinate library services, policies, and procedures. Classified Staff (one Full-time) are available to provide library technical support required to assist students and faculty (See FEC Organizational Chart on page 10).

The current FEC library includes a physical collection of 1,200 current academic book volumes and several titles that support the curriculum taught at the Center; networked computers, printers, and copiers for students to conduct research and course work; and space and seating (available for individuals and groups) sufficient to accommodate students attending classes at the FEC.

Two enclosed study rooms equipped with state-of-the-art equipment and wiring are available for collaborative group work in proximity to Library Services. Wiring and systems in the building and specialized furniture allow students to access library services and the internet with their own devices. Additionally, students at the FEC have full access to the College's 24/7 online library services, including online research databases, eBooks, e-Journals, streaming videos, and professional chat Reference assistance (Ev. 21 - Palomar College Library web page).

On-site tutoring support is available at the FEC through the Teaching and Learning Center that is located in the library. During Fall and Spring semesters, tutoring services are available 42 hours per week. The staffing plan includes one full-time tutoring center coordinator and part-time tutors in the subjects of Math and English. The TLC also offers exam-proctoring services by faculty request and for DSPS students.

Other:

Description of any legal or compliance requirements regarding this change.

Environmental Impact Report (EIR) Process:

Palomar College followed the California Environmental Quality Act ("CEQA") process for the legal environmental entitlement to build the North Education Center (Fallbrook Education Center) by following specific steps prescribed by expert legal counsel:

1. Notice of Preparation (NOP) and Draft Environmental Impact Report ("EIR") were released to the public on January 30, 2007 and recirculated on July 2, 2007.
2. The 45-day comment period for the public ended on October 12, 2007.

Following these steps, the District's Governing Board approved the North Education Center Project and certified the Final EIR on July 8, 2008. The Notice of Determination for the Certification of the North Education Center Final EIR was then filed with the San Diego County within 5 days of certification as required by law (Ev. 22 – Environmental Impact Report; Ev. 23 – Environmental Impact Report Addendum).

DSA Process:

Upon the District's decision to construct classroom facilities utilizing modular trailers at the North Education Center location (now named the Fallbrook Education Center), plans were prepared and submitted to DSA using a phased approach in order to meet the schedule of having classes start in June of 2018. Table #1 provides a DSA timeline summary from design start to certification.

Table #1 – DSA Timeline

	Design Start	DSA Submittal	DSA Approval	DSA Certification
Phase 1 - Site Grading and Earthwork (04-116312)	2/2017	5/23/2017	7/20/2017	9/17/2018
Phase 2 - Site Improvements (04-116580)	5/2017	9/14/2017	12/08/2017	1/10/2019
Phase 3 - 12 Classroom and 3 Toilet buildings (04-116581)	4/2017	9/14/2017	12/08/2017	1/10/2019
Phase 4 – 3 Science Buildings and Canopy (04-116582)	4/2017	9/14/2017	12/08/2017	1/10/2019

Currently, plans are being developed for the first permanent building of the FEC. These plans are expected to be submitted to DSA for permitting in September 2019 with occupancy expected in late 2021.

The Governing Board exempted this property within the County of San Diego for construction of community college classroom facilities and related purposes from local zoning ordinances on March 10, 2009. It was felt that this step was necessary to clarify and publicly document the fact that Palomar College received the building permit for the project from the DSA and not the County of San Diego. It is standard protocol for Community Colleges to obtain building permits from DSA, which has jurisdiction for such permits over the local County building department.

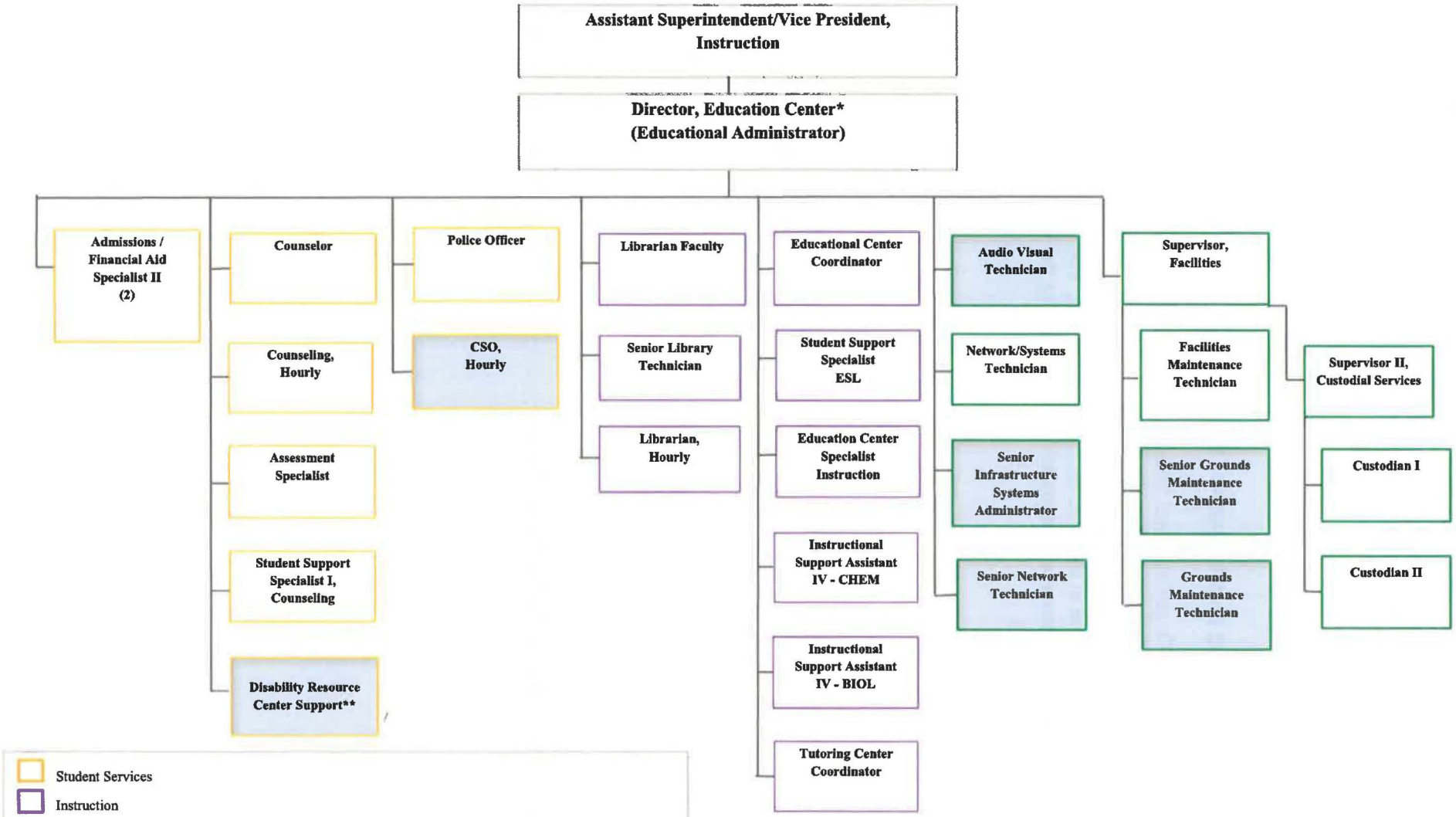
Standard III: Resources

Human Resources:

Please describe the staffing plan to support this change.

The Palomar College FEC Organizational Structure provides the overall organizational structure for the Fallbrook Education Center (FEC) (See FEC Organizational Chart on page 10). The FEC Staffing Plan is modeled after the existing Escondido Education Center staffing and modified to meet the needs of the programs at the FEC (Ev. 17 – FEC Staffing Plan). The Escondido Education Center was noted as having comprehensive support and services during the College's last accreditation visit (Ev. 24 - External Evaluation Report).

Figure #2 – Palomar College FEC Organizational Structure



An Educational Administrator with the title of Director, Education Center currently oversees the FEC and the College's small site located on the Camp Pendleton Marine Corps Base. The Director reports to the Assistant Superintendent/Vice President for Instruction. This reporting relationship ensures that the FEC receives appropriate institutional support and is integrated within the executive administrative structure of the College. Note, while the Director provides direct oversight of the staff working at the Center, some staff report to division, department, or functional supervisors for the District. For example, Information Services staff receive local supervision by the Director, but also report to a District Information Services Manager to ensure consistency across locations.

Currently, the College has assigned 18.4 FTE classified staff positions to the Center to ensure all students receive adequate support. Future hiring recommendations for the Center will be based on the College's Staffing Plan, opening of the new building, and drawn from the College's Program Review Plans.

An initial class schedule for the 2018-19 academic year has been established. Per the faculty contract, all instructional faculty are available to teach at all locations within the district. While only counselors and librarians are reflected in the organizational structure chart, full-time and part-time instructional faculty are assigned to teach course offerings at the Center. During the 2018-19 year, the Center has scheduled about 42 FTEF (counselor, librarians, and instructional faculty). An appropriate number of faculty and counseling offices have been established at the site (Ev. 17 – FEC Staffing Plan).

Financial Resources:

Impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.

As described earlier, the College purchased the FEC building and property with its Proposition M Funds. In addition, the College utilized Proposition M funds for all related construction and the purchase of equipment, furniture, and technology.

Fiscal oversight, including budgeting, tracking and monitoring revenue and expenditures, accountability and auditing, is integrated into the College's current fiscal operations. The Director works with the Assistant Superintendent/Vice President of Finance and Administrative Services and the Assistant Superintendent/Vice President for Instruction to ensure that the Center operates efficiently and within budget. A projection of revenues and expenditures for the first year of operation appears in Table #2 below. Beginning 2015-16, the College set aside $500,000 per year until 2018-19 for a total of $2 million to support the opening/start-up of the FEC. Revenue for the Center will be based on apportionment that the College receives from the State of California. While the State has transitioned to a new Student Centered Funding Formula for 2018-19, the College will receive (at a minimum) the Total Computational Revenue it received in 2017-18. Therefore, for purposes of estimating revenue generated by the Center in 2018-19, the College used the 2017-18 funding per FTES rate of $5,005.

The startup funding has ensured the Center is fully staffed and has the capacity to support its new students. Projected revenue in Year One (included in Table #2 - Opening Year Projected Revenue and Expenditures) is based on the Center's Year One target of 500 FTES. (Over the first three years, the College plans to grow FTES from 500 FTES in Year One to 750 FTES by Year Two, and to 1,000 FTES by Year Three). With start-up funds helping in the first year and then increased revenue from FTES over the next two years, the College is planning for the FEC to be self-sustaining.

Table #2 – Opening Year Projection of Revenue and Expenditures – Fallbrook Education Center

Projected Revenue and Expenses	**2018-19**
FTES Projection	**500**
Revenue	
Start Up	2,000,000
Apportionment	2,502,500
Total Revenue + Start Up	***$4,502,550***
Expenses	
Academic Salaries	1,160,356
Classified Salaries	932,845
Benefits	970,027
Supplies and Materials*	35,000
Other Operating Expenses	321,005
Total Current Year Expenditures	***$3,419,233***
Total Revenue - Current Year Expenditures	***$1,083,317***

**Supplies and Materials category includes funds to support supplies and materials needed to operate the center and the additional instructional related costs for course offerings. The additional instructional costs will be allocated to instructional disciplines through the regular institutional program planning allocation mechanisms.*

Staffing represents the most significant expenditure for the FEC. Academic salaries include the costs of the Director (who is an educational administrator), instructional faculty teaching courses, counselors, and librarians. Classified salaries include all salaries for support staff and additional supervisors. The staffing expenses were determined using the staffing plan prepared for the FEC and class schedule (to determine academic salaries) included in this proposal (Ev. 17 - FEC Staffing Plan; Ev. 3 - FEC 2018-19 Class Schedule). Remaining expenses include benefits, supplies and materials, and other operating expenses such as utilities. Utilities (e.g., gas, water, electricity) were estimated using the Escondido Center as a model. As courses are added to the overall offerings of the College, department/discipline budget allocations will be adjusted to cover additional costs per course.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?

The Director reports directly to the Assistant Superintendent/Vice President for Instruction and is involved in all aspects of planning and opening the permanent Center providing for a smooth transition. Under the direction of the Assistant Superintendent/Vice President for Instruction, the Education Center Director will direct all operations, budgeting, personnel, and planning for the assigned center.

The Director works closely with District's facilities staff to plan facilities projects, including maintenance, safety and security, and construction. The Director also works with the District's fiscal staff to ensure that the FEC remains viable and has its operational needs met.

A five-member Governing Board, each elected to four-year terms by voters in the District, governs the Palomar Community College District. A student Executive Officer of the Associated Student Government also serves as student trustee for a one-year term. The FEC will operate as an education center within the Palomar Community College District's single college organizational structure. Oversight for FEC planning and monitoring of academic quality and institutional effectiveness will be incorporated into the District's current governance and planning structures.

The FEC has been designed to be financially self-sustaining and is expected to meet the same standards for course success and retention rates as the rest of the College. As part of the College's normal business practices, student enrollment and progress information, as well as demographic data, are collected, tracked, and monitored. Revenue and expenditures by site are also tracked per generally accepted accounting principles and guidelines. The College's Institutional Research and Planning (IR&P) Office provides summary data on student enrollment and Full-time Equivalent Students (FTES). The Finance and Administrative Services Division tracks and monitors all revenue and expenditures. All data required for monitoring, evaluating, and improving the overall effectiveness and quality of services across the institution are disaggregated by location (Ev. 25 - IRP Data by Location).

The administrative structure of the FEC ensures that the process for monitoring, evaluating, and improving the overall effectiveness and quality of the Center is integrated into the College's current practices. The FEC, like Palomar College's other educational sites, will participate in the three-year Program Review and Planning Processes (PRP) through the College's planning councils (Ev. 26 - PRP comprehensive and annual PRP forms). The PRP process involves a comprehensive evaluation of programs and services followed by a three-year plan, which includes an annual review and update.

Substantive Change Proposal

PALOMAR COLLEGE FALLBROOK EDUCATION CENTER

Appendix: Evidence and Supporting Documents

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

1. Master Plan 2022
   Palomar Community College District Master Plan 2022

2. Governing Board Minutes 2/20/2007 (Approval of Prop M)
   Governing Board Minutes 2/20/2007

3. FEC 2018-19 Class Schedule
   FEC 2018-19 Class Schedule

4. Palomar College Mission Statement
   Palomar College Mission Statement

5. Education Master Plan 2022 Update 2010
   2022 Educational Master Plan 2010 Update

6. Education Master Plan 2022 Update 2018
   Education Master Plan 2022 Update 2018

7. Integrated Planning Model (IPM)
   Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model

8. Educational and Facilities Master Plan Task Force Meetings
   Educational and Facilities Master Plan Task Force Meetings

9. Governing Board Minutes 12/10/2002 (Approval of District Configuration)
   Governing Board Minutes 12/10/2002

10. Governing Board Minutes August 8, 2006 (Approval of Proposal: Bond Initiative – Prop M)
    Governing Board Minutes August 8, 2006

11. Governing Board Minutes 6/14/2005
    Governing Board Minutes 6/14/2005

12. Governing Board Minutes 6/12/2007
    Governing Board Minutes 6/12/2007

13. Strategic Plan 2016 and Years 1-3 Action Plans
    Strategic Plan 2016 and Strategic Plan 2019

14. FEC Interim Village DSA Approved Drawings
    14.1 - FEC Mass Grading – Phase 1

FEC Mass Grading – Phase 1

14.2 – Phase 2
FEC Interim Village DSA Approved Drawings Phase 2;

14.3 – Phase 3
FEC Interim Village DSA Approved Drawings Phase 3;

14.4 – Phase 4
FEC Interim Village DSA Approved Drawings Phase 4)

15. South Education Center Advisory Group Summary and Composition
Advisory Group for Center Planning membership

16. South Education Center Advisory Group Meeting Minutes
Advisory Group for Center Planning meeting minutes

17. Fallbrook Education Center Staffing Plan
Fallbrook Education Center Staffing Plan

Standard II: Student Learning Programs and Support Services

18. San Diego County Office of Education Juvenile Court and Community Schools MOU
San Diego County Office of Education Juvenile Court and Community Schools MOU

19. President's Update – February 26, 2019
President's Update – February 26, 2019

20. Student Services Offered by Location (Main Campus and Fallbrook Education Center)
Student Services by Location

21. Palomar College Library Services
Palomar College Library web page

Other:

22. Environmental Impact Report
Environmental Impact Report

23. Environmental Impact Report Addendum
Environmental Impact Report Addendum

Standard III: Resources

24. External Evaluation Report 2015
External Evaluation Report 2015

Standard IV: Leadership and Governance

25. IR&P Data by Location
    IR&P Data by Location

26. PRP Comprehensive and Annual PRP Forms
    PRP Comprehensive and Annual PRP Froms

27. Education Center Director – Position Description (Current position title is under evaluation. Director of Extended Education is position that aligns most closely with Education Center Director at this time.
    Director, Extended Education Job Description

28. Evaluation by Campus/Site Location – Filterable Data Spreadsheet
    IRP Data by Location

29. Program Review and Planning Comprehensive Evaluation Form (Completed every 3 years)
    PRP Comprehensive Form

30. Program Review and Planning Annual Evaluation Form
    PRP Annual Form

Additional Supporting Documents:

Strategic Planning Council

SPC Palomar College Midterm Report – March 2006
https://www2.palomar.edu/pages/spc/files/2016/01/2008-05-06.pdf#page=51

INSTRUCTIONAL SERVICES
REV. 10/9/18

BP 4010 ACADEMIC CALENDAR

References:

Education Code Sections 70902(b)(12), 79020, and 84890;
Title 5 Sections 55700 et seq. and 58142;
District/PFF Agreement, ~~Article 4.1.34~~

The Superintendent/President shall, upon recommendation ~~of the Calendar Committee~~ and in consultation with the appropriate groups, submit the academic calendar annually to the Governing Board for adoption.

Date Adopted: 11/10/09; Revised:
(Replaces all previous versions of BP 4010.)

INSTRUCTIONAL SERVICES
REV. 11/2/18

AP 4010 ACADEMIC CALENDAR

References:

Education Code Sections 79020 and 84890;
Title 5 Sections 55700 et seq. and 58142;
District/PFF Agreement, Article 4.1.~~3~~4

Per the agreement between the District and the Palomar Faculty Federation (PFF), a two year planning cycle of the academic calendar is negotiated on an annual basis in accordance with the Education Code and Title 5.

~~A Calendar Committee composed of three members appointed by PFF and three members appointed by the District shall develop a draft academic calendar for negotiation by the District and PFF. Calendar negotiations shall commence no later than January 31, seventeen months prior to the academic year of implementation.~~ For each fiscal year commencing July 1st, the District and PFF will create a two-year out calendar twenty-nine (29) months prior to July 1st of the second fiscal year calendar, and reaffirm or modify the next fiscal year's calendar seventeen (17) months prior to July 1st of the first fiscal year calendar. The District will bring a proposed academic calendar to the PFF no later than September 1st of each year. The Calendar Committee shall set the start of the spring semester ~~the Tuesday~~ following the Martin Luther King Holiday. ~~as the start date for the spring semester. The~~ Sspring break will be the ninth week of ~~shall be scheduled at the approximate mid-point in~~ the spring semester.

The academic year consists of 175 days of instruction and professional development activities. Holidays include:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (Third Monday in January)
- Lincoln Day (February 12 or as prescribed in Education Code Section 79020)
- Washington Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Native American Day (Fourth Friday of September)
- Veterans Day (November 11 or as prescribed in Education Code Section 79020)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)
- Other local holidays as collectively bargained and adopted by the Governing Board.

The product of District/PFF negotiations will be a proposed academic calendar that, after review and recommendations of appropriate groups, shall be submitted to the Strategic Planning Council for review and then to the Governing Board for adoption not later ~~than the final meeting of the spring semester than~~ February.

Office of Primary Responsibility: Student Services

INSTRUCTIONAL SERVICES
REV. 11-2-18

BP 4750 INSTRUCTIONAL FACILITIES

Reference:
No references

Instructional facility assignments and faculty office assignments are made by Instructional Services, the office of the ~~Assistant Superintendent/~~Vice President for Instruction. Any changes in instructional facility assignment must be authorized by the ~~Assistant Superintendent/~~Vice President for Instruction.

Use of facilities for purposes other than classes must be arranged through the office of the ~~Assistant Superintendent/~~Vice President for Finance and Administrative Services.

Members of the community may be authorized to use instructional facilities when their use does not conflict with scheduled District activities.

Also see BP/AP 6700 titled Other Facilities Use (Civic Center Act)

This BP is unique to Palomar.

Date Adopted: 05/11/10; Revised:
(Replaces former Palomar College Policy 308 and all previous versions of BP 4750.)

~~INSTRUCTIONAL SERVICES~~
~~REV. 4/21/18~~

~~AP 4750 INSTRUCTIONAL FACILITIES~~

~~References:~~

~~No references~~

~~Instructional Facilities~~

~~Classrooms are assigned by Instructional Services, the Office of the Assistant Superintendent/Vice President for Instruction. Community use of District facilities is arranged through the Office of the Assistant Superintendent/Vice President for Finance and Administrative Services, which will check with the Office of the Director of Student Affairs to avoid conflicts with the Student Union.~~

~~Classroom Changes~~

~~In the event that a faculty member needs to change an officially assigned classroom, the request for room change must be submitted to Instructional Services, on a Schedule Information Sheet (available in Instructional Services).~~

~~Faculty Office Assignments~~

~~Faculty office assignments are made by the Assistant Superintendent/Vice President for Instruction.~~

~~Also see BP/AP 6700 titled Other Facilities Use (Civic Center Act)~~

~~Office of Primary Responsibility: Instructional Services~~

RECOMMEND DELETION

This AP is unique to Palomar.

Date Approved: SPC 3/23/2010; Revised:

(Replaces ~~current~~ former Palomar Procedure 308)

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Abbie Cory						**Date:** 2019	
Proposed Name of Requested Group: Palomar College Committee to Combat Hate (PC3H)							
	Council	X	**Committee**		**Subcommittee**		**Task Force**
Action Requested:			**Add**		**Delete**	X	**Change**

Role:

- To celebrate differences and advocate the civil rights and safety of all people, with specific focus on the LGBTQ community.
- To combat hate on campus.
- To condemn in the strongest possible terms the abuse of those who are lesbian, gay, bisexual, or transgender.
- To demonstrate commitment, in compliance with all ~~the guidelines of AB 537, the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act and all other~~ applicable state and federal laws.

Product:

- Raise awareness of hate and LGBTQ issues at Palomar College through workshops, forums, and other types of communication.
- Make recommendations regarding concerns of the LBGTQ community at Palomar College.
- Provide information and educational resources for the LBGTQ community.
- Annual report to the college on the state of the LGBTQ community at Palomar College.

Reporting Relationship: Strategic Planning Council

Meeting Schedule: TBA

Chair: Elected by the committee from its members

Members:

- *Two Faculty representatives appointed by Faculty Senate
- *Two Palomar Faculty Federation representatives appointed by PFF
- *Two Student representatives appointed by ASG
- *Two Administrative Association representatives appointed by AA
- *Two Confidential and Supervisory Team representatives appointed by CAST
- *Two Classified Unit Employee representatives appointed by CCE/AFT
- *Two Senior Administrator representatives appointed by the Superintendent/President
- *Pride Center Director
- *Pride Center Assistant

*Defined members of the committee for voting purposes.
Additional members from the college community and the community as a whole are welcome

Reviewed by Strategic Planning Council:
03/17/09 Approved
09/28/10 Revised

Approved by PAC: 10/2/01

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: ~~Robert Deegan~~ Joi Blake						**Date:** ~~12/6/13~~ 12/7/18	
Proposed Name of Requested Group: ~~District~~ Policies and Procedures Committee							
	Council	X	**Committee**		**Subcommittee**		**Task Force**
Action Requested:			**Add**		**Delete**	X	**Change**

Role:
The Committee reviews and recommends approval of proposed changes and updates to Governing Board Policies and Administrative Procedures. These proposed changes and updates are submitted to the Committee through periodic legal updates received from the Community College League of California ("CCLC") and proposed changes recommended by appropriate planning councils and/or committees. After review, the proposed policy updates and related administrative procedures are submitted to Strategic Planning Council ("SPC"). The Committee oversees a ~~3~~ 4-year review cycle of all Board Policies and Administrative Procedures and assigns chapter review to the appropriate Office of Primary Responsibility.

Products

- Updated District Board Policies and Administrative Procedures

Reporting Relationship: Strategic Planning Council

Meeting Schedule: First Fridays (No meetings in January, June, July, or August.) ~~(time to be determined)~~ 9:00 – 11:00 A.M.

Chair: Superintendent/President

Members: ~~(14)~~ ~~(15)~~ (17)

- One (1) Governing Board member
- Two (2) Faculty (appointed by the Faculty Senate)
- One (1) Faculty (appointed by PFF)
- ~~One (1)~~ Two (2) Classified Unit Employee representatives (appointed by CCE/AFT)
- One (1) Administrative Association representative (appointed by AA)
- One (1) Confidential and Supervisory Team representative (appointed by CAST)
- One (1) Student representative (appointed by ASG)
- One (1) Dean (appointed by VP of Instruction)
- One (1) Representative from Student Services (appointed by the VP SS)
- Vice President for Instruction
- Vice President for Student Services
- Vice President ~~of~~ for Finance and Administrative Services
- Vice President ~~of~~ for Human Resource Services
- Sr. Director of Institutional Research and Planning
- Sr. Executive Assistant to the President/Governing Board

Reviewed by Strategic Planning Council: Revised: _____
First Reading and Approval as Task Force 4/18/06,
Revised 5/2/06

Formed into a Committee: 9/18/12
Revised 2/4/14

Approved by PAC: 10/2/01

INSTRUCTIONAL SERVICES
REV. 4/21/18

BP 4050 ARTICULATION

References:

Education Code Sections 66720-66744;
Title 5 Section 51022(b);
ACCJC Accreditation Standard II.A.10

The Superintendent/President shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and regionally accredited baccalaureate institutions.

The procedures also may support articulation with other accredited institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

~~The articulation process is designed to help students advance from one course, program, or educational level to the next and avoid unnecessary repetition of the same or essentially similar course content. Articulation consists of equivalency credit granted between institutions. Articulation links the programs of the District with secondary and other post-secondary programs.~~

Yellow = CCLC; blue = internal

Date Adopted: 02/16/2010; Revised:
(Replaces former Palomar College Policy 320 and all previous versions of BP 4050.)

INSTRUCTIONAL SERVICES
REV. ~~10/24~~/12/5/18

AP 4050 ARTICULATION

References:

Education Code Sections 66720-66744;
Title 5 Sections 51022(b) and 55051;
ACCJC Accreditation Standard II.A.10 ~~II.A.6.a~~

Development of Articulated Agreements with Secondary Schools

Career Technical Education articulation is designed to allow secondary school students to complete Career Technical Education training and receive potential college credit through appropriate Title 5 guidelines. Palomar Community College District and each school ~~district~~ involved shall establish a memorandum of agreement to establish and maintain the responsibilities of both parties regarding the development of course and program articulation agreements.

Palomar College and each school shall negotiate articulation agreements for each course or program for which equivalent ~~C~~college credit will be granted.

- ~~Responsibility for articulation rests with the District Articulation Officer and the school which requests or responds to the articulation proposal.~~

High school articulation is initiated by either the high school or college district and is coordinated by the Career Technical Education Transitions Coordinator to include Palomar Community College District's discipline faculty and the Articulation Officer.
Equivalency standards shall be jointly agreed upon in writing by the faculty from the appropriate department/program of each institution.

There shall be a separate Articulation Agreement for each course or program that qualifies for equivalent ~~C~~college credit.

Articulation Agreements shall be reviewed annually by the CTE Transitions office and resubmitted every third year for faculty approval of both institutions to assure appropriateness and continuing equivalency. In the event of modification to a course, all parties shall be given written notification.

The Request for Articulation form, which initiates the articulation process, is available from the Career Technical Education Transitions Coordinator or CTE Transitions website: ~~https://www2.palomar.edu/pages/ctetransitions/forms/~~ and shall be completed by high school faculty ~~team~~ and supported with high school district CTE director/coordinator ~~signature~~ approval when requesting articulation. The Request for Articulation form and supporting documentations shall be sent to the Career Technical Education Transitions Coordinator for review and consultation with the District Articulation Officer and sent to appropriate District discipline faculty member(s) for consideration. ~~They~~ Career Technical Education Transitions Coordinator will

arrange meetings ~~between~~ among appropriate high school and Palomar Community College District faculty to clarify issues and develop the agreements.

~~Secondary school and College courses shall be compared.~~

Curriculum and equivalency standards shall be determined based on the Ccollege course objectives and student learning outcomes. Equivalency standards may include, but are not limited to, course content, sequence of presentation, instructional methodology, equipment, teaching materials, examination or proficiency tests, grade assignment, and student evaluation.

- The Articulation Agreement shall be ~~signed~~ approved by appropriate secondary personnel and forwarded to the Department Chair/Director, Instructional Dean, Articulation Officer and Vice President for Instruction at Palomar Community College District for ~~appropriate signature~~ approval. Articulation Agreements with secondary schools shall be kept on file in the ~~Articulation Office~~ Career Technical Education Transitions office.

- The Palomar Community College District and the participating high schools will summarize the articulation activities and ~~periodically~~ review the articulation process annually. The CTE Transitions office will conduct a resubmission procedure every third year for faculty approval from both institutions.

Process for Receiving High School Articulated Credit:

- For a Palomar Community College District grade of "~~credit" (cr),~~ "pass" (p), the student must ~~have~~ achieved ~~at least~~ a "B" grade or better in all semesters of the articulated course and meet all competencies and requirements outlined in the specific articulation agreement

- The Palomar Community College District agrees to grant College credit in accordance with the program in effect at the time of the agreement

- ~~College credit will be granted to students upon completion of a course with a grade of "C" or better at Palomar College~~

- ~~When the student has completed one course at Palomar College and upon receipt of the student's high school transcript and the Certificate for 2+2/Tech Prep Articulated Credit, the District Evaluator will post the grade of "credit" (cr) on the College transcript~~

- ~~Articulated College credits will not be differentiated on the student's Palomar Community College District transcript other than by a special notation indication indicating "articulated credit" "credit-by-exam."~~

- ~~Unless otherwise specified in the Articulation Agreement, college credit is granted the fall semester after completion of the class. In order to receive college credit, the following must occur:~~

  a. Student must obtain a Palomar Community College District student identification number
  b. Student registers in state database (CATEMA)

c. Student earns a "B" or better in both semesters
d. Secondary school instructor submits grades in the CATEMA database or to the Career Technical Education Transitions office

- ~~If any of the above criteria have not been met, the student has up to three two years after completion of the articulated course to apply for college credit. or of high school, whichever is greater, to apply for College credit~~

- District fees will not be charged for college units earned through articulated course work.

- Articulated College credits will not be differentiated on the student's Palomar Community College District transcript other than by a special notation indicating "credit-by-exam."

- Unless otherwise specified in the Articulation Agreement, college credit is granted the fall semester after completion of the class. In order to receive college credit, the following must occur:
  - Student must obtain a Palomar Community College District student identification number
  - Student must register in the state database (CATEMA)
  - Student must earn a "B" or better in the class, demonstrating course competency
  - Secondary school instructor must submit grades in the CATEMA database or to the Career Technical Education Transitions office

- ~~If any of the above criteria have not been met, the student has~~ up to three years after successful completion of the articulated course to apply for college credit.

- District fees will not be charged for college units earned through articulated course work.

Development of Articulated Agreements with Other Colleges and Universities:

Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student has taken the appropriate course and received the necessary instruction and preparation. The articulation process enables the student to progress to the next level of instruction at the receiving institution.

~~The Articulation Officer establishes partnerships in collaboration with four-year university faculty and staff to assist students with the transition from a community college to a university.~~ The articulation process further ensures ~~that completed~~ courses ~~completed~~ satisfy ~~California State University (CSU) and/or University of California (UC)~~ college or university transferability standards, general education breadth, and/or major preparation ~~as well as appropriate private and out-of-state college and university programs that~~ and are advantageous to the District. Articulation agreements shall be designed to reduce the loss of credit or repetition of coursework from one institution to another, be aligned with major preparation and general education, and include the appropriate academic preparation for upper-division university level coursework.

- Palomar Community College District and each institution shall negotiate course-to course, preparation for major, and general education articulation agreements as appropriate and advantageous to Palomar Community College District

- Equivalency standards shall be jointly agreed upon in writing by the articulation officers and faculty from the appropriate department/program of each institution
- Palomar Community College District, represented by the Articulation Officer, shall submit courses for approval for the Intersegmental General Education Transfer Course (IGETC), the California State University General Education Breadth (CSUGE), and the University of California Transfer Course Agreement (TCA) on a yearly basis. Responsibility for these proposals rests with the Articulation Officer who shall seek input and approval from the Curriculum Committee
- Under direction of the Articulation Officer, Palomar Community College District articulation data is maintained within the articulation repository database for the CSU and UC known as the Articulation System Stimulating Interinstitutional Student Transfer system (ASSIST) and the Course Identification Numbering system (C-ID)
- Articulation agreements between Palomar Community College District and other college and universities shall be ~~signed~~ approved by the Articulation Officer and Vice President ~~of~~ for Instruction at Palomar Community College District and kept on record in the Articulation Office.

Office of Primary Responsibility: Instructional Services and Student Services

INSTRUCTIONAL SERVICES
Rev. 10/5/18

AP 4236 ADVANCED PLACEMENT CREDIT

References:

Education Code Section 79500

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on its ~~Internet~~ website.

Office of Primary Responsibility: Instructional Services

This is a ***new procedure*** that is legally required under Education Code Section 79500 to address awarding of advanced placement credit.

Date Adopted:

INSTRUCTIONAL SERVICES
REV. 9/13/18

BP 4400 COMMUNITY SERVICES

References:
Education Code Section 78300;
Title 5 Section 55160

The District shall maintain a community services program that meets the diverse origins, experiences, needs, abilities, and goals of the community.

Community services courses shall be open for admission to adults and to minors who can benefit from the programs.

No General Fund monies may be expended to develop or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of offering and maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

INSTRUCTIONAL SERVICES
REV. 11/2/18

AP 4400 COMMUNITY SERVICES

References:
Education Code Sections 78300;
Title 5 Sections 55002 and 55160(b)

Through its Community Education Office, the District shall offer classes and seminars which meet the diverse origins, experiences, needs, abilities, and goals of the community.

~~Categories for community services courses and seminars include, but are not limited to, visual and performing arts, handicraft, science, literature, nature study, aquatic sports, and athletics.~~

Community services courses shall not be referred to as noncredit. These courses are "not for credit" courses and are expected to be financially self-supporting with regard to direct costs. The Community Education Office shall establish structures and collect fees from students enrolled in community services classes and seminars. These fees will be used to maintain all aspects of the office and its operation. Classes may also be provided for remuneration by contract, or with contributions or donations of individuals or groups.

General fund moneys are not expended to establish and maintain community service offerings.

Students enrolled in community service offerings may be charged a fee not to exceed the cost of maintaining community service classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

The Community Education Office staff will adhere to all current District operational hiring procedures and policies.

~~Workforce and Community Development staff will adhere to the following process when developing the Community Services Program:~~

- ~~Review proposals received from potential instructors~~
- ~~Send an email with details (including the proposer's name) of classes being considered to: Department Chairs, PFF, Faculty Senate, Workforce Advisory Group~~
  - ~~The email will invite questions or concerns regarding proposed classes~~
  - ~~Issues will be addressed or the proposals will be declined~~

- ~~Inform Department Chairs, PFF, Faculty Senate, and members of the Workforce Advisory Group prior to submission of board agenda items (by the 2nd Monday of the month preceding the Governing Board Meeting)~~

The Faculty Senate will maintain a committee for the review of community services courses and programs.

New Community services courses will obtain approval of the Governing Board prior to the publication of the schedule

Office of Primary Responsibility: Instructional Services

HUMAN RESOURCES
REV 12/7/18

BP 7365 DISCIPLINE AND DISMISSAL – CLASSIFIED ADMINISTRATORS ~~EMPLOYEES~~

References:
Education Code Section 88013;
Government Code Sections 3300-3313 (Peace Officers' Bill of Rights)

The Superintendent/President shall enact procedures for the disciplinary proceedings applicable to permanent classified employees of the District. Such procedures shall conform to the requirements of the applicable law and employee handbooks. Disciplinary procedures for employees represented by an exclusive bargaining representative, such as CCE/AFT, are contained in the appropriate collective bargaining agreement, and nothing herein applies to such employees.

The District utilizes progressive discipline, which involves both informal and formal discipline. Informal discipline is primarily corrective in nature, and does not involve potential loss of property interests. Informal discipline includes adverse or negative evaluations, warnings, reprimands, directives and the denial of any leave. These actions may be used in attempts to resolve problems informally prior to imposing formal disciplinary action.

Formal discipline refers to disciplinary actions, penalties, and/or settlements including dismissal, suspension, or demotion without the classified employee's voluntary consent, and which are subject to due process because of the potential deprivation of an employee's property interest. A permanent classified employee may be subject to formal discipline by the District for cause. The Governing Board's determination of the sufficiency of the cause for formal disciplinary action of a classified employee shall be conclusive.

No disciplinary action shall be taken for any cause that arose prior to the employee becoming permanent or for any cause that arose more than two years preceding the date of the filing of any charge against the employee, unless the cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee should have disclosed the facts to the District.

HUMAN RESOURCES
REV 12/7//18

AP 7365 DISCIPLINE AND DISMISSAL – CLASSIFIED ADMINISTRATORS ~~EMPLOYEES~~

References:

Education Code Section 88013;
Government Code Sections 3300-3313 (Peace Officers' Bill of Rights)

Disciplinary procedures for employees represented by an exclusive bargaining representative, such as CCE/AFT, are contained in the appropriate collective bargaining agreement, and nothing herein applies to such employees.

Grounds for Formal Discipline

A permanent member of the classified service shall be subject to disciplinary action, including but not limited to, reduction in pay, demotion, suspension, or discharge, for any of the following grounds:

- Fraud in securing employment or making a false statement on an application for employment
- Incompetence, i.e., inability to comply with the minimum standard of an employee's position for a significant period of time
- Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of an employee within his position
- Willful disobedience and insubordination, a willful failure to submit to duly appointed and acting supervision or to conform to duly established orders or directions of persons in a supervisory position or insulting or demeaning the authority of a supervisor or manager
- Dishonesty involving employment
- Being under the influence of alcohol or illegal drugs or narcotics while on duty, being impaired by alcohol or illegal drugs in your biological system while on duty which could impact the ability to do the job
- Excessive absenteeism
- Inexcusable absence without leave
- Abuse of sick leave, i.e., taking sick leave without a doctor's certificate when one is required, or misuse of sick leave
- The conviction of either a misdemeanor or a felony involving moral turpitude shall constitute grounds for dismissal of any employee. The record of conviction shall be conclusive evidence only of the fact that the conviction occurred. The Office of Human Resources may inquire into the circumstances surrounding the commission of the crime in order to fix the degree of discipline or the determination if such conviction is an offense involving moral turpitude. A plea or verdict of guilty or a conviction showing a plea of nolo contendere made to

charge a felony or any offense involving moral turpitude is deemed to be a conviction within the meaning of this section.

- Discourteous treatment of the public or other employees
- Improper or unauthorized use of District property
- Refusal to subscribe to any oath or affirmation that is required by law in connection with District employment
- Any willful act of conduct undertaken in bad faith, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department, or division
- Inattention to duty, tardiness, indolence, carelessness, or negligence in the care and handling of District property
- Violation of the rules and regulations published in any department
- Inability to perform the essential functions of the job with or without reasonable accommodation or without presenting a direct threat to the health and safety of self or others due to mental or physical impairment
- Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his/her official duties
- The refusal of any officer or employee of the District to testify under oath before any court, grand jury, or administrative officer having jurisdiction over any then pending cause of inquiry in which the District is involved. Violation of this provision may constitute of itself sufficient ground for the immediate discharge of such officer or employee.
- Willful violation of any of the provisions of the ordinances, resolutions or any rules, regulations, or policies which may be prescribed by the District
- Improper political activity. Example: Those campaigning for or espousing the election or non-election of any candidate in national, state, county, or municipal elections while on duty and/or during working hours or the dissemination of political material of any kind while on duty and/or during working hours.
- Working overtime without authorization

Disciplinary Actions

Where informal discipline fails to adequately address the problem or where otherwise provided in this procedure, formal disciplinary action taken by the District against a permanent member of the classified service may include, but not be limited to the following:

- Reduction in pay or demotion – The District may reduce the pay or demote an employee whose performance of the required duties falls below standard or for misconduct.
- Suspension – An employee may be suspended for disciplinary purposes without pay.
- Discharge – A permanent member of the classified service may be discharged for just cause at any time. Formal written notice of discharge may be made after considered action during a period of suspension.

Procedure for Disciplinary Action and Appeal

The District may, for disciplinary purposes, suspend, demote, or terminate any employee holding a position in the classified service. Demotion shall include reduction in pay from a step within the class to one or more lower steps.

For classified employees suspended, demoted or discharged the District shall follow a pre-disciplinary procedure as follows:

Notice of Intent: Whenever the District intends to suspend an employee, demote the employee, or dismiss the employee, the employee shall be given a written notice of discipline which sets forth the following:

- The disciplinary action intended
- The specific charges upon which the action is based
- A factual summary of the grounds upon which the charges are based
- A copy of all written materials, reports, or documents upon which the discipline is based
- Notice of the employee's right to respond to the charges either orally or in writing to the appropriate manager
- The date, time, and person before whom the employee may respond in no less than five working days and
- Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed

Response by Employee: The employee shall have the right to respond to the appropriate manager orally or in writing. The employee shall have a right to be represented at any meeting set to hear the employee's response. In cases of suspensions, demotions, or dismissal, the employee's response will be considered before final action is taken.

Final Notice: After the response or the expiration of the employee's time to respond to the notice of intent, the appropriate authority shall: 1) dismiss the notice of intent and take no disciplinary action against the employee; or 2) modify the intended disciplinary action; or 3) prepare and serve upon the employee a final notice of disciplinary action. The final notice of disciplinary action shall include the following:

- The disciplinary action taken
- The effective date of the disciplinary action taken
- Specific charges upon which the action is based
- A factual summary of the facts upon which the charges are based
- The written materials reports and documents upon which the disciplinary action is based and
- The employee's right to appeal

Appeal and Request for Hearing: f a classified employee, having been issued the final notice of disciplinary action, wants to appeal the action, he/she shall within ten calendar days from the date of receipt of the notice, appeal to the Governing Board by filing a

written answer to the charges and a request for hearing with the ~~Chief~~ Vice President for Human Resources ~~Officer~~.

Time for Hearing: The Governing Board shall, within a reasonable time from the filing of the appeal, commence the hearing. The Governing Board may conduct the hearing itself or it may secure the services of an experienced hearing officer or Administrative Law Judge, mutually selected by the District and the employee, to conduct a hearing and render a proposed decision for consideration by the Governing Board. However, in every case, the decision of the Governing Board itself shall be final. The Governing Board may affirm, modify, or revoke the discipline. Any employee, having filed an appeal with the Governing Board and having been notified of the time and place of the hearing, who fails to make an appearance before the Governing Board, may be deemed to have abandoned his/her appeal. In this event, the Governing Board may dismiss the appeal.

Record of Proceedings and Costs: All disciplinary appeal hearings may, at the discretion of either party or the Governing Board, be recorded by a court reporter. Any hearing which does not utilize a court reporter shall be recorded by audio tapes. If a court reporter is requested by either party, that party shall pay the cost of the court reporter.

Conduct of the Hearing:

- The hearing need not be conducted in accordance with technical rules relating to evidence and witnesses but hearings shall be conducted in a manner most conducive to determination of the truth
- Any relevant evidence may be admitted if it is the type of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rules which might make improper the admission of such evidence over objection in civil actions
- Hearsay evidence may be used for the purpose of supplementing or explaining any direct evidence that shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions
- The rules dealing with privileges shall be effective to the same extent that they are now or hereafter may be recognized in civil actions
- Irrelevant and unduly repetitious evidence may be excluded
- The Governing Board shall determine relevancy, weight, and credibility of testimony and evidence. Decisions made by the Governing Board shall not be invalidated by any informality in the proceedings
- During examination of a witness, all other witnesses, except the parties, shall be excluded from the hearing upon motion of either party

Burden of Proof: In a disciplinary appeal the District has the burden of proof by preponderance of the evidence.

Proceed with Hearing or Request for Continuance: Each side should be asked if it is ready to proceed. If either side is not ready and wishes a continuance, good cause must be stated.

Testimony under Oath: All witnesses shall be sworn in for the record prior to offering testimony at the hearing. The chairperson will request the witnesses to raise their right hand and respond to the following:

"Do you swear that the testimony you are about to give at this hearing is the truth, the whole truth and nothing but the truth?"

Presentation of the Case: The hearing shall proceed in the following order unless the Governing Board, for special reason, directs otherwise:

- The party imposing discipline (District) shall be permitted to make an opening statement.
- The appealing party (employee) shall be permitted to make an opening statement.
- The District shall produce its evidence.
- The party appealing from such disciplinary action (employee) may then offer their evidence.
- The District followed by the appealing party (employee) may offer rebutting evidence.
- Closing arguments shall be permitted at the discretion of the Governing Board. The party with the burden of proof shall have the right to go first and to close the hearing by making the last argument. The Governing Board may place a time limit on closing arguments. The Governing Board or the parties may request the submission of written briefs. After the request for submittal of written briefs, the Governing Board will determine whether to allow the parties to submit written briefs and determine the number of pages of briefs.

Procedure for the Parties: The District representative and the employee representative will address their remarks, including objections, to the President of the Governing Board. Objections may be ruled upon summarily or argument may be permitted. The Governing Board reserves the right to terminate argument at any time and issue a ruling regarding an objection or any other matter, and thereafter the representative shall continue with the presentation of their case.

Right to Control Proceedings: While the parties are generally free to present their case in the order that they prefer, the Governing Board reserves the right to control the proceedings, including, but not limited to, altering the order of witnesses, limiting redundant or irrelevant testimony, or by the direct questioning of witnesses.

Hearing Demeanor and Behavior: All parties and their attorneys or representatives shall not, by written submission or oral presentation, disparage the intelligence, ethics, morals, integrity, or personal behavior of their adversaries or members of the Governing Board.

Deliberation upon the Case: The Governing Board should consider all oral and documentary evidence, the credibility of witnesses, and other appropriate factors in reaching their decision. The Governing Board may deliberate at the close of the hearing or at a later fixed date and time. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the proposed decision, the record of the hearing and all documentary evidence shall be available for review by the Governing Board when it deliberates.

Written Findings, Conclusion, and Decision: The Governing Board shall render its findings, conclusions, and decision as soon after the conclusion of the hearing as possible. A finding must be made by the Governing Board on each material issue. The Governing Board may sustain or reject any or all of the charges filed against the employee. The Governing Board may sustain, reject, or modify the disciplinary action invoked against the employee. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the Governing Board may adopt the proposed decision, modify the proposed decision, or render a new decision. If the Governing Board recommends reinstatement of the terminated employee, the employee is only entitled to back pay minus the sum the employee has earned during the period of absence.

Decision of the Governing Board to be Final: The decision of the Governing Board in all cases shall be final.

Emergency Suspension: If an employee's conduct presents an immediate threat to the health and safety of the employee or others, the employee may be suspended without compliance with the provisions of this procedure. However, as soon as possible after suspension, the employee shall be given notice as set forth herein.

Record Filed: When final action is taken, the documents shall be placed in the employee's personnel file.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES
REV 10/30/18

AP 7500 VOLUNTEERS AND INTERNS

References:

Education Code Sections 72401, 87009-87011, 87405, 88023 and 88249;
Government Code Section 3119.5;
Labor Code Section 3364.5

Purpose and Scope

The purpose of this procedure is to outline the District practice involving volunteers and interns. Each volunteer/intern is subject to the screening process set forth below, with the following exceptions:

- Volunteers/interns serving in single day District events and
- Individuals serving as volunteers/interns in the Associated Student Government (ASG) officer positions at the District. ASG officers are not entitled to defense and indemnity by the District.

The Vice President for Human Resources ~~Chief Human Resources Officer~~ or designee may authorize suspension of the screening process when he/she believes that this process is not necessary for the volunteers/interns serving in the particular event.

General

The District may enter into agreements with outside organizations to provide volunteers/interns to the District to work at college locations. Such agreements will contain appropriate defense and indemnification language to protect the District from liability in connection with the volunteer's/intern's services.

Volunteers/interns serve the District in an "at will" capacity. The District may terminate a volunteer's/intern's services for any reason or no reason at all.

Pursuant to Government Code Section 3119.5, no person aged 60 years or older may be excluded from volunteer/intern service if the person is physically, mentally, and professionally capable of performing the services involved. A person shall be deemed "professionally capable" if he/she can demonstrate reasonable proficiency or relevant certification and performs his/her professional duties in accordance with laws, regulations, or the technical standards that govern his/her area of volunteer/intern responsibility.

Volunteers/interns may not be used in lieu of classified employees. The District may not refuse to employ a person in a vacant classified position and use volunteers/interns instead, nor may it abolish any classified positions and use volunteers/interns instead.

Screening
The District shall use a written application form that requires, at a minimum, the volunteer's/intern's name, address, phone number, and history of convictions.

A volunteer's/intern's service record shall be maintained by the District.

Subject to the limitations of this procedure, employees assigned to other positions within the District may serve as volunteers/interns during off-hours.

Fingerprints of each volunteer/intern may be required (see AP 7337 titled Fingerprinting) for the purpose of running a criminal background check.

No person may serve as a volunteer/intern in the District if:

- He/she has been convicted of or if he/she has charges pending which pertains to any sex offense (as defined in Education Code Section 87010), or controlled substance offense (as defined in Education Code Section 87011)
- He/she has been convicted of a crime and the Vice President for Human Resources ~~Chief Human Resources Officer~~ or designee determines that: the nature of the crime is too serious to serve as a volunteer/intern; the crime was too recent; and/or the crime is inconsistent with obligations in performing assigned duties as a volunteer/intern
- He/she has a health condition that would preclude him/her from satisfactorily performing essential duties of the position and/or
- He/she makes a false statement or omits a statement as to any material fact on the application form

Expenses
Persons serving without pay as volunteers/interns may receive reimbursement for incidental expenses.

Benefits
Volunteers/interns are employees of the District only for the purpose of worker's compensation benefits for injuries sustained while engaged in the performance of any service under the direction and control of the District. With the exception of worker's compensation (Education Code Section 72401), volunteers/interns shall serve without any type of compensation or any other benefits granted to District employees. Volunteers/interns shall not be entitled to defense and indemnity from the District.

Office of Primary Responsibility: Human Resource Services

GENERAL INSTITUTION
REV 12/7/18

BP 3280 GRANTS

Reference:
Education Code Section 70902

Grants provide additional funds for academic programs, student support services, and administrative operations. The Superintendent/President shall ~~ensure~~ make certain a review process is in place to ~~determine that~~:

1) Confirm grant opportunities support the mission, goals, and objectives of the District's Strategic Plan. ~~This process shall occur prior to applying for any grant funds. In addition, the Superintendent/President shall establish procedures to~~

2) ~~Assure~~ Ensure timely application and processing of grant applications ~~and funds~~.

The review process shall occur prior to applying for grant funds.

In addition, the Superintendent/President shall ensure a grants management process is implemented to make certain all grant activities and expenditures conform to the requirements set forth by the sponsor.

The Governing Board shall be informed about all external grant applications. The Governing Board shall approve all grants awarded to the District.

GENERAL INSTITUTION
REV 12/7/18

AP 3280 GRANTS

Reference:
Education Code Section 70902(b)(10)

Applications for grants will be made with state, federal, and private agencies when the content of these applications extends the resources available to the District in support of the purposes and ~~long-range~~ strategic plans of the District, its divisions, or departments. Funds sought may be utilized for staffing needs, equipment, materials, in-service education, travel, research and development, facilities, instructional innovations, financial aid, or other provisions as authorized in the grant.

The Superintendent/President or designee, shall create, maintain, and communicate procedures for ~~the preparation, submission, and implementation of all applications for grant funding. Grant applications which require matching funds will be submitted insofar as matching funds are identified and available within the budgeted resources of the District for the duration of the grant award.~~ a grants proposal and management process. The process shall include procedures addressing proposal development and submission and grant start-up, management, and closeout activities.

New, continuing, or renewing grant applications shall be scrutinized by the appropriate Vice President(s) and require approval of the Superintendent/President. Those interested in applying for a grant must complete the "Intent to Apply for a Grant" form before proceeding with their application. The application can be found on the District's Grants webpage. Grant applications which require matching funds will be submitted insofar as matching funds are identified and available within the budgeted resources of the District for the duration of the grant award.

All grant awards shall be sent to the Governing Board for review and acceptance. When notification of a grant award is received, the appropriate Vice President(s) shall prepare an agenda item for the Governing Board requesting acceptance of funding. Upon award notification, the responsible Vice President(s) and Primary Investigator/Project Director shall work with the Grants Office, Human Resource Services, and Fiscal Services to ~~shall~~ ensure ~~that the~~ appropriate staff are assigned to manage and monitor the grant. All grant-related activities and expenditures must conform to the requirements and allowable costs authorized in the grant. Appropriate fiscal controls shall be implemented and enforced. All required reports will be completed, reviewed, and submitted according to the timelines established by the sponsor.

Office of Primary Responsibility: Office of the Superintendent/President

GENERAL INSTITUTION
REV 10/25/18 NPC

BP 3830 NAMING OF FACILITIES

References:
No references

All recommendations for naming of facilities shall be submitted to the Governing Board by the Superintendent/President for action.

All recommendations shall comply with the following criteria:

- The Governing Board shall name facilities within the Palomar Community College District when deemed appropriate in accordance with this policy. Facilities shall include, but not be limited to, buildings, roads, rooms, outdoor areas, and athletic fields.

- Facilities may be named in recognition of individuals or organizations providing extraordinary service and/or significant financial contributions to the community or the District. Names with historic or cultural significance in the region may also be considered.

The Superintendent/President shall establish and maintain the procedures for presenting proposed names for facilities to the Governing Board for consideration.

Also see AP 3830 titled Naming of Facilities

Date Adopted: 6/11/13; Reviewed:
(Replaces all previous versions of BP 3830.)

GENERAL INSTITUTION
REV 10/25/18

AP 3830 NAMING OF FACILITIES

References:
No references

Requests for Naming of District Facilities

Requests for the naming of District buildings, facilities and areas, and requests for erecting memorials or publically-displayed donations on District property shall be submitted to the Superintendent/President. Under the direction of t~~T~~he Superintendent/President, the Director of Development/Executive Director for the Foundation shall submit these requests through the District's governance process to make a recommendation on the request. Specifically, recommendations shall be made by the Facilities Review Committee, ~~shall make a recommendation to~~ the Finance and Administrative Services Planning Council and ~~which shall make a recommendation to~~ the Strategic Planning Council regarding the proposed naming of buildings, facilities or areas.

The Superintendent/President shall forward the requests and recommendations to the Governing Board for final review and decision.

Requests for naming facilities buildings and areas shall be in writing and shall typically include:

- A brief description of the facility being named and the proposed name
- A complete biographical summary of the individual whose name has been forwarded, or in cases in which a name is proposed for an entity other than an individual, a complete profile of the organization, business or entity
- A statement of rationale articulating the distinctive contributions the individual, corporation, foundation or other entity has made to the District that merits the naming opportunity

The following criteria shall be used in evaluating the request:

1. When no gift is involved, recognition by the naming of a building, facility or area may be recommended to honor any person who has:
    - Served the District in an academic capacity and earned a national or international reputation in the individual's field(s) of specialization and also has rendered a minimum of five years' service to the District

- Served in an administrative capacity, and rendered a minimum of five years' distinguished services to the District warranting recognition of the individual's exceptional contributions to the welfare of the District
- Contributed in truly exceptional ways to the welfare of the institution or achieving such unique distinction as to warrant recognition

2. When a gift is involved, the District will consider the significance and amount of the gift as it relates to the building, facility or area. While each gift may be judged on its own merits and negotiated upon the size and visibility of space, the general expectation is that the gift amount for naming a building, facility or area will adhere to the following guidelines:

Gift Amount	Naming Opportunity
$1,000,000 or more	Existing large or new buildings may be named for the donor.
$100,000 - $999,999	Part of a building (e.g., ~~laboratory, classroom,~~ lecture hall, courtyard, hallway, community room etc.) or a small existing building may be named for the donor ~~(negotiated upon the size and visibility of space)~~.
$10,001 - $99,999	Recognition ~~plaques~~ may be placed in appropriate locations (e.g., in a classroom, ~~division office~~, laboratory etc.) in honor of the donor.
$1,001 - $10,000 ~~- $1001~~	~~Given~~ Recognition for a named endowment account, small space or area, ~~donor name may be listed on a plaque (or included in a group plaque) in a prominent location on campus.~~ May be placed in appropriate locations in honor of the donor.
$1,000 or less	*Recognition may be placed (e.g., bricks, seats or benches) in honor of the donor.

When an area or building is proposed to be named for individuals associated with the District, a period of not less than five years shall lapse between the end of the individual's service to the District and consideration by the Governing Board.

Generally, gifts donated for the naming of District buildings, facilities and areas shall be placed in an endowment account with the Palomar College Foundation. A five

percent administration fee will be assessed with the establishment of the account. The endowment account shall be used to fund District activities based upon the wishes of the donor and/or the needs of the District, consistent with the mission of the California Community Colleges and the District's mission, vision, and values. District needs include, but are not limited to, programmatic and facilities maintenance and replacement needs. Use of designated endowment funds shall be recommended by the Superintendent/President and approved by the Governing Board.

In some instances, gifts donated for the naming of District buildings, facilities and areas shall be used for remodeling, renovation and/or construction. Special consideration shall be given to increase the general expectations of gift amounts based on the cost of such construction in order to place a portion of the donation in an endowment account with the Palomar College Foundation.

*Naming opportunities for items $1,000 or less shall have advanced approval to be offered to donors without a biographical summary. Specific type of recognition and location for such items will be predetermined. Gifts donated in this category shall be placed in the unrestricted account with the Palomar College Foundation.

District buildings, facilities and areas shall be named after individuals and organizations that exemplify integrity, civic leadership and maintain a good standing in the community. Generally, the value of a naming will be extended to a donor into perpetuity. In some cases, a naming will be extended for the life of the current facility or item. Should an individual or organization for whom a District building, facility or area has been named violate these standards, the Governing Board may elect to remove the donor's name from the building, facility or area.

Signage

All buildings named should bear the name of the individual or organization and the building name in a typeface and style consistent with District signage and with standards developed by the Facilities Review Committee. ~~For example: Paul Hayden Memorial Library, Vaniman Physical Science Building, Cynthia Jones Building.~~

Buildings may also bear a ~~bronze~~ plaque permanently affixed to the outside of the wall nearest to the main entrance of the building. The plaque should list the name of the individual or organization for whom the building is named and, if the building is newly constructed, the builder, the architect, the Governing Board, the Superintendent/ President, and the date the building was dedicated. Relevant information about the donor shall be prominently displayed.

Lecture halls, classrooms, and labs to be named should also be identified with a ~~bronze~~ plaque mounted on the wall directly outside the main entrance to and/or

inside the facility.

All areas where students, staff, and the public gather, including walkways, benches, and gardens should be identified with a ~~bronze~~ plaque or appropriate acknowledgment. The plaque or acknowledgment shall be consistent with District signage and with the standards developed by the Facilities Review Committee.

Office of Primary Responsibility: Finance and Administrative Services and Advancement/Foundation

3.

INSTRUCTIONAL SERVICES
No proposed changes
REV 12-7-18

BP 4021 DISCONTINUANCE OF PROGRAMS

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130;
Accreditation Standard II.A.6.b.

The Governing Board will rely primarily on the Faculty Senate through the Curriculum Committee and other appropriate committees to review and make recommendations for the discontinuance of programs. The procedures for review and recommendations for discontinuance shall adhere to Education Code Section 78016.

Date Adopted: 6/10/09; Revised: 1/12/16; Reviewed:
(Replaces all previous versions of BP 4021.)

INSTRUCTIONAL SERVICES
REV 2/1/19

AP 4021 DISCONTINUANCE OF PROGRAMS

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130
~~Accreditation Standard II.A.6.b.~~
ACCJC Accreditation Standard II.A.15

The procedure for discontinuance of programs shall adhere to Education Code Section 78016 and Title 5 Sections 51022 and 55130.

Career and technical programs shall be reviewed every two years to ensure they meet legal standards including:

- Meeting a documented labor market demand; and
- Not being an unnecessary duplication of other manpower training programs in the area; and
- Demonstrated effectiveness as measured by the employment and completion success of its students.

The procedure for discontinuing/deactivating a ~~n instructional~~ program is as follows:

- Faculty or appropriate administrator writes the justification/reasons for discontinuance and a phase out plan. The phase-out plan must include:
  - Title of program and short description
  - Courses included in the program
  - Justification for discontinuance (e.g. obsolete technology, low enrollment)
  - Faculty or staff impact
  - Supplies, equipment disposal plan
- Department members analyze/modify the plan and a majority must concur
- The division ~~d~~Dean analyzes, modifies, and concurs with the plan
- The Curriculum Committee approves the deactivation plan
- Faculty Senate approves the actions of the Curriculum Committee and submits to the Governing Board

Yellow = CCLC recommended. Blue = internal – lines 16-20 directly from Ed Code 78016.
On 2/1/19 @ P&P it was decided to leave the "career and technical" language as a response had not been received from the Chancellor's Office on whether to "career education" was the current terminology.

When programs are eliminated or program requirements are significantly changed, the District shall make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Office of Primary Responsibility: Instructional Services

Yellow = CCLC recommended. Blue = internal – lines 16-20 directly from Ed Code 78016.
On 2/1/19 @ P&P it was decided to leave the "career and technical" language as a response had not been received from the Chancellor's Office on whether to "career education" was the current terminology.

INSTRUCTIONAL SERVICES

BP 4022 CURRICULAR MATTERS

References:

Title 5 Sections 51021, 55100, 55130, and 55150;
Accreditation Standard IIA

The Governing Board will rely primarily on the Faculty Senate, through the Curriculum Committee, for developing procedures for and overseeing curricular matters. These matters include establishing a curricular philosophy, setting strategic goals and long-range plans, overseeing the development and review of new courses and programs, overseeing the review of existing courses and programs, and overseeing the process for course and program deactivation.

Also see BP/AP 2510 Participation in Local Decision-Making.

INSTRUCTIONAL SERVICES

AP 4022 CURRICULAR MATTERS

Reference:
Title 5 Section 55100

The Governing Board relies primarily on the Faculty Senate, through the Curriculum Committee, for developing procedures for and overseeing curricular matters. The Curriculum Committee reports directly and regularly to the Faculty Senate.

- All members of the Curriculum Committee receive training as described in Title 5 Section 55100.

- The Curriculum Committee will coordinate, evaluate, review, and approve individual degree-applicable credit courses offered as part of an educational program approved by the ~~State~~ California Community Colleges Chancellor's Office.

- At a minimum, non-degree-applicable credit courses, degree-applicable credit courses, and non-credit courses that are not part of a permitted educational program:

    - Must be approved by the Curriculum Committee

    - May not be offered if previously denied separate approval by the ~~State~~ California Community Colleges Chancellor's Office unless modified to properly address the reasons for denial

    - May count for only a limited number of semester units toward satisfying the requirements for a certificate or completion of an associate degree

    - Must adhere to regulatory limits and/or restrictions on the number of courses that may be linked to one another by prerequisites or co-requisites

    - Must be reported to the ~~State~~ California Community Colleges Chancellor's Office

- The Faculty Senate will maintain a committee for the review of not-for-credit courses and programs.

Office of Primary Responsibility: Instructional Services

INSTRUCTIONAL SERVICES
Rev.10/1/18

BP 4070 COURSE AUDITING AND AUDITING FEES

Reference:
Education Code Section 76370

Individuals may audit courses by petition only and with the stipulations described in AP 4070 titled Course Auditing and Auditing Fees. The fees for auditing a course are defined on a per unit basis by the Governing Board and shall comply with the restrictions pursuant to Education Code Section 76370.

No student auditing a course shall be permitted to change his/her enrollment to receive credit for the course.

Priority in class enrollment shall be given to students enrolled in the course for credit toward a degree or certificate.

The auditing policy shall be published in the College Catalog and Class Schedule.

Date Adopted: 11/10/09; Revised:
(Replaces former Palomar College Policy 414 and all previous versions of BP 0470.)

INSTRUCTIONAL SERVICES
REV.2/1/18

AP 4070 COURSE AUDITING AND AUDITING FEES

Reference:
Education Code Section 76370

An audit is used when a student has taken a course previously and because of changes in the industry, technology, knowledge base etc. requests to review course content.

The District shall provide students ~~individuals~~ the opportunity to audit college courses on a no-credit basis and only by petition when the following are met:

- Permission to audit a class is done at the discretion of the instructor and with the instructor's, department chair's, and Dean's ~~signed permission~~. documented authorization.
- The student has taken the course previously.
- ~~An audit student shall not be permitted to change his/her enrollment in that course to receive credit.~~
- ~~With the instructor's, department chair's, and Dean's signed permission, a credit student may switch his/her enrollment to audit status provided the change is completed prior to the end of the fourth week of class for semester-length courses or prior to 30% of a class for short-term courses.~~
- ~~With the instructor's, department chair's, and Dean's signed permission, a student may enroll in a class for audit at any time during a semester if he/she has not enrolled in that class for credit during the same semester.~~
- No student will be allowed to register in audit status prior to the first day of class. The first day of class refers to the actual first class meeting.
- Credit students have enrollment priority over auditing students.
- A student is charged a fee according to applicable law for auditing a class. Students enrolled for credit in ten or more semester units may audit three or fewer units at no cost. ~~A student enrolled in ten credit units or more may audit one class up to three units for free.~~ If a student taking ten or more units for credit is auditing a class and drops below the ten-unit level, the auditing fee will be assessed.

Date Approved: 9/22/09, SPC 12/6/11; Revised:
(Replaces former Palomar Procedure 414 and all previous versions of AP 4070.)

- No fee will be assessed to Palomar College full- and part-time faculty, permanent staff, and retirees for auditing one class per semester or other session.

- Auditing fees are non-refundable.

- Classroom attendance of students ~~individuals~~ auditing a class shall not be included in computing apportionment or determining class size.

Office of Primary Responsibility: Student Services

INSTRUCTIONAL SERVICES
REV. 2/1/19

BP 4102 CAREER EDUCATION ~~AND TECHNICAL~~ PROGRAMS ~~ADVISORY COMMITTEES~~

References:

Title 5 Sections 55600 et seq.;
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.14

The District shall offer Career Education programs that implement its occupational education and economic development missions. Career Education programs enable individuals to reach their occupational goals and supports the local economy by providing a skilled and educated workforce. Career Education programs will serve first-time workers, incumbent workers, and those re-entering the workforce. The District will provide programs and support services appropriate to those groups. It is the District's goal to provide up-to-date, well-equipped, industry connected programs.

The Superintendent/President shall establish procedures, consistent with federal regulations pertaining to federal financial aid eligibility, to ensure the District meets the United States Department of Education disclosure requirements whenever the District intends to add a new gainful employment program.

The Superintendent/President ~~or designee~~ shall ensure that all career education programs have active industry advisory committees. These committees shall be composed primarily of community members who are experts in the education, skills, techniques, innovations, and attitudes needed in specific occupational fields. Students should also be invited to participate in advisory committees.

Yellow = CCLC recommended changes, Blue = internal.

Date Adopted: 11/10/09; Revised:
(Replaces all previous versions of BP 4102.)

INSTRUCTIONAL SERVICES
REV. 2/1/19

AP 4102 CAREER EDUCATION ~~AND TECHNICAL PROGRAMS ADVISORY COMMITTEES~~

References:

Title 5 Sections 55600 et seq.;
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.14

Each career education ~~and technical~~ program shall establish an advisory committee of industry experts. The committee shall meet at least once each academic year to ~~and shall~~ review and validate the following:

- ~~That there is~~ Regional need for the program
- ~~That j~~ Job opportunities with livable wages exist for graduates of the program
- ~~That p~~ Program does not unnecessarily duplicate, reduce or supplant offerings available in the District or the Region

Recruitment of advisory committee members, scheduling meetings, taking minutes, and performing other duties necessary to ensure proper functioning of the committee rests with the appropriate discipline faculty. Ensuring CTE programs are compliant with the requirement to hold advisories rests with the Vice President for Instruction or his/her designee. ~~The responsible faculty member or Department Chair/Director of the program shall be responsible for ongoing recruitment of advisory committee members, scheduling meetings, taking minutes, and performing other duties necessary to ensure proper functioning of the committee~~

Minutes of each meeting shall be held in an office designated by the ~~Assistant Superintendent/~~Vice President ~~of~~ for Instruction.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President for Instruction will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

Yellow = CCLC recommended changes, Blue = internal

Date Approved: 09/15/09; Revised:
(Replaces all previous versions of AP 4102.)

The Vice President for Instruction shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Office of Primary Responsibility: Instructional Services

INSTRUCTIONAL SERVICES
REV 12/7/18

BP 4103 COOPERATIVE WORK EXPERIENCE EDUCATION

References:

Labor Code Section 3070;
Title 5 Sections 55250 et seq.

The District shall establish and maintain a program of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. A plan shall be submitted to and approved by the Governing Board ~~State Chancellor's Office~~.

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work experience education courses.

Cooperative Work Experience Education involving apprenticeable occupations shall be consistent with the purposes of Chapter 4 (commencing with Section 3070) of Division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

Yellow = CCLC recommended.

Date Adopted: 6/10/09; Revised:
(Replaces all previous versions of BP 4103.)

~~INSTRUCTION~~

REV 2/15/18 propose deletion

~~BP 4700 CHAIR/DIRECTOR RESPONSIBILITIES~~

~~**Reference:**~~

~~No references~~

- ~~**From current Palomar College BP 315.1 titled Chair/Director Responsibilities (83-16405)**~~

~~Department chairs/directors are responsible to the Assistant Superintendent/Vice President for Instruction through the appropriate dean and are assigned duties and responsibilities as described in the job description.~~
~~Rev. GB 5-24-94~~

- ~~**From current Palomar College BP 315.2 titled Criteria for Assigned Time for Instructional Department Chairs/Directors (93-16406)**~~

~~Department chairs/directors are provided assigned time based upon the needs of the department/program in order to carry out the responsibilities as chairperson/director. Any change in the assigned time for the chair/director must receive approval from the Faculty Working Conditions Committee and ratification by the Faculty Senate. An individual may receive up to 80 percent assigned time for chair/director duties. A 20 percent assigned time is equivalent to eight (8) hours per week. A chair/director may appeal the assigned time recommendation to the committee.~~
~~Rev. GB 5-24-94~~

- ~~**From current Palomar College BP 315.31 titled Selection**~~

~~The Department Chairperson/Director shall be a full time contract member of the department and shall be selected without regard to such matters as ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability.~~

*The language in **black ink** is current Palomar College Policies 315.1 titled Chair/Director Responsibilities, 315.2 titled Criteria for Assigned Time for Instructional Department Chairs/Directors adopted 5-24-94, 315.31 titled Selection, 315.32 titled Vacancy, 315.33 titled Term of Office with no date, 315.34 titled Records with no date, 315.4 titled Academic Year Compensation for Instructional Department Chairs/Directors, 315.5 titled Summer Compensation for Instructional Department Chairs/Directors adopted 5-24-94 and revised on 5-9-95.*

Date Approved:

(Replaces Palomar College Policies 315.1, 315.2, 315.31, 315.32, 315.33, 315.34, 315.4, and 315.5)

~~Each department shall prepare for itself a procedure for the recommendation for candidates to fill vacancies in the office and shall provide for an orderly review of the chairperson at regular intervals.~~

~~All procedures for departmental review and recommendation of candidates for the department chairpersonship shall be on a nondiscriminatory basis and shall make provisions for 1) a term of office of no less than two years, 2) the manner in which candidates are elected, 3) renomination of the chairperson, 4) sabbatical leave or leave of absence, 5) extended illness, 6) resignation, and 7) recall of the chairperson. These provisions shall be on file in the office of the Assistant Superintendent/Vice President for Instruction.~~
~~GB 3-23-71~~

❖ **~~From current Palomar College BP titled 315.32 Vacancy~~**

~~The department chairpersonship shall be declared automatically vacated as of July 1 at the end of the agreed upon term of office. The department shall have followed its established procedure for selecting a candidate for the position of its chairperson or for recommending the renomination of its chairperson and shall have submitted the name of the candidate to the Assistant Superintendent/Vice President for Instruction through the division dean, in accordance with the department's procedure on file in the office of the Assistant Superintendent/Vice President for Instruction.~~

❖ **~~From current Palomar College BP 315.33 titled Term of Office~~**

~~In addition, each department shall initiate and cause to take place a meeting of all its members no later than February 15 at least every two years after the beginning of the chairperson's term for the purpose of determining for itself whether the chairperson is functioning satisfactorily and in the interest of the total department.~~

~~If, in the opinion of the majority of its members, the chairperson is functioning satisfactorily and in the interest of the total department, this decision shall be reflected in the minutes of that meeting and the chairperson may continue in office in accordance with the department's established procedure.~~

*The language in **black ink** is current Palomar College Policies 315.1 titled Chair/Director Responsibilities, 315.2 titled Criteria for Assigned Time for Instructional Department Chairs/Directors adopted 5-24-94, 315.31 titled Selection, 315.32 titled Vacancy, 315.33 titled Term of Office with no date, 315.34 titled Records with no date, 315.4 titled Academic Year Compensation for Instructional Department Chairs/Directors, 315.5 titled Summer Compensation for Instructional Department Chairs/Directors adopted 5-24-94 and revised on 5-9-95.*

Date Approved:
(Replaces Palomar College Policies 315.1, 315.2, 315.31, 315.32, 315.33, 315.34, 315.4, and 315.5)

~~If, in the opinion of the majority of its members, the chairperson is not functioning satisfactorily and in the interest of the total department, this decision shall be reflected in the minutes of that meeting. The department may, if it is deemed necessary, implement its established procedure for recommending, through the division dean, a new chairperson to the Assistant Superintendent/Vice President for Instruction in accordance with the department's procedure on file in the office of the Assistant Superintendent/Vice President for Instruction.~~

- ~~**From current Palomar College BP 315.34 titled Records**~~

~~All minutes of meetings conducted for the purpose of reviewing department chairpersonships, developing or revising procedures for selecting candidates for the chairpersonship, and electing candidates for the chairpersonship shall be submitted to the Assistant Superintendent/Vice President for Instruction and the appropriate division dean.~~

- ~~**From current Palomar College BP 315.4 (93-16407) titled Academic Year Compensation for Instructional Department Chairs/Directors**~~

~~Positions designed as Chair/Director receive a stipend for the academic year as approved by the Governing Board.~~
~~GB 5-24-94~~

- ~~**From current Palomar College BP 315.5 (93-16408, 94-17000) titled Summer Compensation for Instructional Department Chairs/Directors**~~

~~Positions designated as instructional Department Chair/Director will be paid a stipend based upon the amount of assigned time of the Department Chair/Director.~~
~~GB 5-24-94 replacing BP 155.3, Rev. 5-9-95~~

*The language in **black ink** is current Palomar College Policies 315.1 titled Chair/Director Responsibilities, 315.2 titled Criteria for Assigned Time for Instructional Department Chairs/Directors adopted 5-24-94, 315.31 titled Selection, 315.32 titled Vacancy, 315.33 titled Term of Office with no date, 315.34 titled Records with no date, 315.4 titled Academic Year Compensation for Instructional Department Chairs/Directors, 315.5 titled Summer Compensation for Instructional Department Chairs/Directors adopted 5-24-94 and revised on 5-9-95.*

Date Approved:
(Replaces Palomar College Policies 315.1, 315.2, 315.31, 315.32, 315.33, 315.34, 315.4, and 315.5)

Goal 1. Student Access, Progress, and Completion (Get on the Path, Stay on the Path)

Review of the plans shows a focus on access, retention, and student success/completion.

Themes from Strategic Plan 2019

- Create integrated outreach plan (per SEM Plan)
- Establish clear pathways with integrated of student support
- Achieve full implementation/Compliance of AB705 (Ensure students complete their math and English within the first year).
- Simplify onboarding process
- Equity
    - Decrease equity gaps by expanding and integrating programs focused on retention and success (Promise, FYE, Summer Bridge, Learning Communities)
    - Establish an equity and inclusion center

Themes from SEM Plan

- Increase enrollment of the following targeted student enrollment groups (specific percentages)
    - Concurrent/Dual Enrollment
    - Recent high school graduates
    - Online enrollment
    - Continuing Students (reverse trend)
    - Noncredit, career technology, and contract education programs where appropriate
- Increase access through new locations, partnerships, and programs
- Integrated outreach plan for each of the targeted student groups and communications aligned with programs, offerings, and calendars.
- Simplify onboarding process
- Implement Guided Pathways (Student Support and Interventions)
- Implement strategies to facilitate student completion and decrease time to completion (e.g., AB705)

Themes from Ed Master Plan

- Grow college centers in an intentional, responsive, and efficient manner; maintain comprehensive focus at San Marcos site
- Increase participation rates / through existing and new student populations
- Improve internal processes for progress and completion
    - Onboarding
    - Enrollment Management (ensure schedule meets needs of students)
    - Efficiency/better balance of offerings based on student need
    - Guided Pathways
- Distance Education program (develop and strengthen program where feasible)

Possible Priorities/Goals for GP over the next year DISCUSSED AT END OF GP MEETING)

- Become fully compliant with AB705
- Finalize program maps and make them ready for student use
- Establish MetaMajors/Fields of Interest
- Identify career alignment with programs; implement/integrate student career interest, identification, and selection into student experience/Connect careers and career discovery and selection into Guided Pathways
- Ensure schedule development is aligned with Guided Pathways
- Simplify student onboarding process
- Ensure Student Learning (Pillar Priority TBD)
- NOT LISTED BUT related – Re-envision student support services to support student completion and college's fields of interest (metamajors)

Goal 2: Teaching and Learning (Clarify the Path, Ensure Learning)

Themes from SP 2019

- Implement campus theme (Better Together)
- Implement innovative instructional and student support practices focused on strengthening teaching and learning

Themes from SEM

- Implement guided pathways. (Curriculum/Mapping/Careers)
- Implement strategies that facilitate student completion and decrease time to completion. (2.3)

Possible Priorities/Goals for GP over the next year DISCUSSED AT END OF GP MEETING)

- Become fully compliant with AB705
- Finalize program maps and make them ready for student use
- Establish MetaMajors/Fields of Interest
- Identify career alignment with programs; implement/integrate student career interest, identification, and selection into student experience/Connect careers and career discovery and selection into Guided Pathways
- Ensure schedule development is aligned with Guided Pathways
- Simplify student onboarding process
- Ensure Student Learning (Pillar Priority TBD)
- NOT LISTED BUT related – Re-envision student support services to support student completion and college's fields of interest (metamajors)

Goal 3: Messaging and Community Connections

Themes from SP 2019

- Implement integrated communication plan (easy to navigate website, social media presence, printed marketing materials – aligned with GP)

Themes from SEM PLAN

- Community Connection: Develop short-term and long-term community engagement activities to reintroduce the community to Palomar's updated campus and centers.

Themes from Master Ed Plan

- Increase participation rates / through existing and new student populations (marketing and outreach/communication)
- Improve internal processes for progress and completion (program expansion; concurrent and dual enrollment, relationship and connections to do this)

Goal 4: Diverse Workforce

Themes from SP 2019

- Monitor the college's staffing plan as it relates to hires
- Improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body.
- Implement comprehensive PD Plan
- Improve internal communication strategies and processes

Themes from ED Master Plan

- Improve campus climate and engagement

Goal 5: Fiscal Stewardship and Institutional Effectiveness

Themes from SP 2019

- Plan and open Rancho Bernardo and Fallbrook education centers
- Strengthen relationships with high schools and universities
- Develop action plan to balance budget
- Monitor SEM Plan
- Explore alternative revenue streams
- Revise and strengthen integrated program review and planning across the institution (moved from another goal – seemed to fit better here)

Themes from SEM Plan

- Increase access through new locations, partnerships, and programs. (5.1, 5.2)
- Improve operations and budgeting to ensure continued fiscal stability. (5.4)
- Implement models that integrate enrollment forecasting, scheduling, and budget
- Implement approaches that facilitate the use of data to make informed decisions
- Develop and align facilities to meet the needs of students and our community (universal design principles)

Themes from Ed Master Plan

- Grow college centers in an intentional, responsive, and efficient manner; maintain comprehensive focus at San Marcos site
- Increase participation rates / through existing and new student populations (similar target population as in SEM plan
- Distance Education program (develop and strengthen program where feasible)
- Improve internal processes for progress and completion (with respect to enrollment management/efficient and effective scheduling)
- Distance Education program (develop and strengthen program where feasible)
- Streamline and enhance integrated planning

Missing but College is Addressing:

- Evaluate and improve governance structure and processes
- Implement fiscal planning and reporting process to support the support the Student Centered Funding Formula
- Improve /streamline processes in Finance and Administrative Services