



Tuesday, September 17, 2019
Strategic Planning Council

Chair: Joi Blake

Members: Jenny Akins, Barbara Baer, Michelle Barton, Carmelino Cruz, Olga Diaz, Patti Dixon, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Stephen Garcia, Anel Gonzalez, Jack Kahn, Julie Lanthier Bandy, Teresa Laughlin, Jackie Martin, Connie Moise, Jim Odom, Travis Ritt, Stacy Rungaitis, Linus Smith, Craig Thompson, Sherry Titus, Christine Winterle

Recorder: Cheryl Ashour

A. Opening

Subject	1. Approval of September 3, 2019 Minutes
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	A. Opening
Access	Public
Type	Action, Minutes
Minutes	View Minutes for Sep 3, 2019 - Strategic Planning Council

Motion & Voting

(not specified)

Motion by Margie Fritch, second by Stephen Garcia.

Final Resolution: Motion Carries

Yea: Jenny Akins, Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Kelly Falcone, Margie Fritch, Stephen Garcia, Jack S Kahn, Julie Lanthier Bandy, Teresa Laughlin, Connie S Moise, Jim Odom, Stacy Rungaitis, Linus Smith, Craig Thompson, Fari Towfiq

Abstain: Patti Dixon, Michael Shanahan

B. Action-Second Reading

Subject	1. Strategic Plan 2022
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	B. Action-Second Reading
Access	Public
Type	Action-Second Reading, Integrated Planning

File Attachments

[DRAFT SP 2022 \(002\)_with suggested edits_Accepted.pdf \(166 KB\)](#)

[DRAFT SP 2022 \(002\)_with suggested edits_Track Changes.pdf \(167 KB\)](#)

Motion & Voting

(not specified)

Motion by Margie Fritch, second by Patti Dixon.

Final Resolution: Motion Carries

Yea: Jenny Akins, Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Patti Dixon, Kelly Falcone, Margie Fritch, Stephen Garcia, Jack S Kahn, Julie Lanthier Bandy, Teresa Laughlin, Connie S Moise, Jim Odom, Stacy Rungaitis, Linus Smith, Craig Thompson, Fari Towfiq

Abstain: Michael Shanahan

Subject **2. Policies and Procedures BP 2015; BP/AP 3510; BP/AP 3540; BP/AP 4100, AP 4105; BP/AP 4230; BP/AP 4240; AP 7371****Meeting** Sep 17, 2019 - Strategic Planning Council**Category** B. Action-Second Reading**Access** Public**Type** Action-Second Reading**File Attachments**

Policies and Procedures BP 2015, BP-AP 3510, BP-AP 3540, BP-AP 4100, AP 4105, BP-AP 4230, BP-AP 4240, AP 7371.pdf (532 KB)

Motion & Voting

(not specified)

Motion by Patti Dixon, second by Stephen Garcia.

Yea: Jenny Akins, Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Patti Dixon, Kelly Falcone, Margie Fritch, Jack S Kahn, Julie Lanthier Bandy, Teresa Laughlin, Connie S Moise, Jim Odom, Stacy Rungaitis, Craig Thompson, Fari Towfiq

Abstain: Michael Shanahan

Not Present at Vote: Stephen Garcia, Linus Smith

C. Information/Discussion

Subject **1. Guided Pathways Update****Meeting** Sep 17, 2019 - Strategic Planning Council**Category** C. Information/Discussion**Access** Public**Type****D. Integrated Planning**

Subject **1. IEPI PRT Governance - D. DiThomas****Meeting** Sep 17, 2019 - Strategic Planning Council**Category** D. Integrated Planning

Access	Public
Type	Integrated Planning
Subject	2. Integrated Program Review and Planning
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	D. Integrated Planning
Access	Public
Type	Information/Discussion

E. Accreditation

Subject	1. Accreditation Report
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	E. Accreditation
Access	Public
Type	Accreditation

F. Reports of Planning Councils/Departments

Subject	1. Finance and Administrative Services Planning Council - Stephen Garcia
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	F. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	2. Human Resource Services Planning Council - Michael Shanahan
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	F. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject	3. Instructional Planning Council - Jack Kahn
Meeting	Sep 17, 2019 - Strategic Planning Council
Category	F. Reports of Planning Councils/Departments
Access	Public
Type	Reports

Subject 4. Student Services Planning Council -Olga Diaz

Meeting Sep 17, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Access Public
Type Reports

Subject 5. Foundation - Stacy Rungaitis

Meeting Sep 17, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Access Public
Type Reports

Subject 6. Professional Development - Kelly Falcone

Meeting Sep 17, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Access Public
Type Reports

G. Reports of Constituencies

Subject 1. Administrative Association - Jim Odom

Meeting Sep 17, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Access Public
Type Reports

Subject 2. Associated Student Government - Linus Smith

Meeting Sep 17, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Access Public
Type Reports

Subject 3. CCE/AFT - Anel Gonzalez

Meeting Sep 17, 2019 - Strategic Planning Council
Category G. Reports of Constituencies

Access Public
Type Reports

Subject 4. Confidential/Supervisory Team - Jenny Akins

Meeting Sep 17, 2019 - Strategic Planning Council

Category G. Reports of Constituencies

Access Public

Type Reports

Subject 5. Faculty Senate - Craig Thompson

Meeting Sep 17, 2019 - Strategic Planning Council

Category G. Reports of Constituencies

Access Public

Type Reports

Subject 6. PFF/AFT - Teresa Laughlin/Barbara Baer

Meeting Sep 17, 2019 - Strategic Planning Council

Category G. Reports of Constituencies

Access Public

Type Reports

H. Other

I. Adjournment

Subject 1. Adjournment

Meeting Sep 17, 2019 - Strategic Planning Council

Category I. Adjournment

Access Public

Type

**Palomar Community College District
Strategic Planning Council
(Tuesday, September 17, 2019)**

Members present

Jenny Akins, Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Patti Dixon, Kelly Falcone, Margie Fritch, Stephen Garcia, Jack S Kahn, Julie Lanthier Bandy, Teresa Laughlin, Connie S Moise, Jim Odom, Stacy Rungaitis, Michael Shanahan, Linus Smith, Craig Thompson, Fari Towfiq

Members absent

Carmelino Cruz, Tricia Frady, Anel Gonzalez, Jack Kahn, Sherry Titus

Meeting called to order at 2:35 PM

A. Opening

Director Barton introduced her guest, Debbi DiThomas who will be assisting in IEPI PRT Governance. Everyone introduced themselves and stated who they represented at SPC.

1. Approval of September 3, 2019 Minutes

Motion by Margie Fritch, second by Stephen Garcia.

Final Resolution: Motion Carries Unanimous

Abstain: Patti Dixon, Michael Shanahan

B. Action-Second Reading

1. Strategic Plan 2022

Director Barton reviewed the changes made to the Strategic Plan 2022 since first reading. The structure will be aligned with our plans, but the Vision for Success goals will be forefront and documented in our Strategic Plan.

Motion by Margie Fritch, second by Patti Dixon

Final Resolution: Motion Carries Unanimous

Abstain: Michael Shanahan

2. Policies and Procedures BP 2015; BP/AP 3510; BP/AP 3540; BP/AP 4100, AP 4105; BP/AP 4230; BP/AP 4240; AP 7371

Linus Smith requested BP 2015 be removed from second reading.

Motion by Patti Dixon, second by Stephen Garcia to approve BP/AP 3510, BP/AP 3540, BP/AP 4100, AP 4105, BP/AP 4230, BP/AP 4240, AP 7371 as presented

Final Resolution: Motion Carries Unanimous

Abstain: Michael Shanahan

Motion to Table BP 2015

Motion by Teresa Laughlin second by Fari Towfiq

Final Resolution: Motion Carries Unanimous

C. Information/Discussion

1. Guided Pathways Update

Kelly Falcone provided an update on Guided Pathways. She discussed the Guided Pathways Model, Pathway Mapper Tools, MetaMajors feedback from a cluster analysis recently done, and upcoming workshops. She stated videos are being done for programs to show on their websites; now is the time to get a video done for their department.

D. Integrated Planning

1. IEPI PRT Governance - D. DiThomas

President Blake reminded everyone they talked about streamlining the governance process and members agreed to bring in a consultant as part of that work plan. President Blake introduced Debbi DiThomas, who will assist in creating a model and process to support our culture and governance. Dr. DiThomas spoke about her experience working with colleges on governance. She stated over the years she discovered governance works when people at the college design it for that college. If governance is done well, it transcends leadership.

Dr. DiThomas stated she has already read reports, the IEPI report, and team recommendations; she has an idea of the work that has already been completed. Working with several colleges over the last few years, she has seen different governance models. She will assist faculty and staff to design a model that works for Palomar College. It is important the work be done by people committed to participatory governance. Input is especially important from students and classified staff.

Dr. DiThomas discussed the time commitment required, both in a group and on their own. Part of the process is that there will be homework. Other models will be reviewed, conversations on shared understanding of participatory governance will take place, and reviewing and understanding what Title V and AB 1725 means to the college. Each constituent group has a role. We will look at our structure and how it might start to change, spending intensive time together. Once we decide on the structure, then we have to look at each of the components of that structure and re-look at the definitions of each committee, their roles, and most importantly, what are the roles of each of the constituency group, because each constituency group has a very different role to play in participatory governance. Some of that is defined in Title V and Board Policy.

A decision needs to be made: does SPC want this group as a whole to be involved in the process, or would they rather appoint representatives who will report back and get approval from SPC and then the college president.

She stated at Grossmont, the council first met as a whole, then a small taskforce was formed and it worked intensely for six months. Membership was comprised of four classified, four faculty, four management, and four students. Expertise people were brought in as needed. The taskforce met frequently and also did work on their own. A third option would be to keep quite a bit of the membership of this body (ask who wants to participate) and then add some constituency group membership that is not represented.

At the end of the process SPC or the taskforce will make a recommendation on keeping the structure or changing it, changing the governance book, and separating governance structure from participatory governance. The following comments and suggestions were made:

- Fix the frequency of meetings
- Fix the membership of meetings (same people)
- Limit the number of councils or committees you need for approval (have one mega meeting)
- Look at the number of meetings and committees
- Bring in a different set of voices to the table, so it will be the voice of all the College
- Institutional memory important; don't leave those people out

Dr. DiThomas asked members to consider:

- The difference between operational versus participatory governance work. If not separated, work is cumbersome. It is not good to merge decision-making with operational work
- Emphasize it will be cumbersome and communication is an issue. People need to go to their constituent groups and report out.

Discussion ensued on the four-by-four model or expanding the membership to include expertise and history. She briefly discussed the timeline and expectations. Dr. DiThomas asked members to look at examples identified in IEPI and find models they like. The goal is for the work to be completed by April/May, 2020. Many members requested more information on the time and work expectations before making a decision to volunteer. The scope of work and timeline will be developed and brought to the next meeting.

2. Integrated Program Review and Planning

Director Barton provided an Integrated Program Review and Planning update. She reviewed the history, the plans and cycles, timeline, and budget development process. These were aligned and connected and both will end on the same cycle. She stated the next steps would be to finalize non-instruction forms, complete reviews in the Fall, integrate SAO's into TracDat and program review, make training available, and do the Annual Report template.

E. Accreditation

1. Accreditation Report

Director Barton stated people are needed to participate on the Writing Teams. Money will be provided to part-time faculty. Next week President Blake and Director Barton will be going to Cabrillo CC for an accreditation site visit.

F. Reports of Planning Councils/Departments

Reports were not given because of time constraints.

G. Reports of Constituencies

Reports were not given because of time constraints

H. Other

Teresa Laughlin announced there will be a Meet and Greet tonight at the San Marcos Brewery; everyone is invited.

I. Adjournment

There being no remaining items, the meeting was adjourned at 4:10 pm

STRATEGIC PLAN 2022 YEAR 1

Vision

Learning for Success

Mission

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.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect and trust** through transparency, civility, and open communications
- **Creativity and innovation** in engaging students, faculty, staff, and administrators
- **Physical presence and participation** in the community

Palomar College's Strategic Plan 2022 and the California Community College's Vision for Success Goals

In 2018-19, Palomar College adopted local goals aligned with the California Community Colleges Chancellor's Office Vision for Success. Reflecting targets for increasing student outcomes, these goals represent Strategic Plan's 2022 targeted outcomes. Per the Chancellor's office requirement, all goals were set using the Student Success Metrics (SSM) published by the Chancellor's office. The goals are listed on the following page.

Palomar College Locally Aligned Vision for Success Goals/Outcomes

VfS Goal 1: Completion

1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22.

1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016-17 to 1,536 in 2021-22.

1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22.

VfS Goal 2: Transfer

2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22.

2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22.

VfS Goal 3: Unit Accumulation

3A. Palomar College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 88 in 2016-17 to 82 in 2021-22.

VfS Goal 4: Workforce

Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22.

VfS Goal 5: Equity

For those designated student groups showing disproportionate impact across each Goal 1 through 4 above, Palomar will seek to decrease the equity gap by 40% by 2021-22.

(Refer to Appendix A for a list of impacted groups by goal.)

To achieve Palomar's locally aligned Vision for Success targeted outcomes, the College has established five broad Strategic Goals. Each goal has a set of corresponding objectives. The Strategic Planning Council (SPC) will monitor and evaluate progress on the College's Strategic Plan through an annual planning process which includes drawing from other college plans to create an action plan with designated activities and assigned responsibilities. Included in the evaluation will be an annual assessment of progress on the College VfS outcomes.

Strategic Plan 2022 YEAR ONE Goals and Objectives

STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps.

Objective 1: Implement an integrated and comprehensive outreach strategy which includes targeting student enrollment groups from the College's SEM and Master Plans 2022.

Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.

Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%. These strategies may include but not be limited to:

- Redesigning the student support experience to align with the College's guided pathways work.
- Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan.
- Increasing the number of students receiving financial aid.
- Implementing strategies to address our students' basic needs (housing and food insecurities).
- Increasing the number of students employed on campus.

Objective 5: Implement placement recommendations based on high school metrics and appropriate student support to maximize entry and completion of transfer-level English and math coursework in one year (i.e., AB705 implementation).

Objective 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.

Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways pillars: Clarify the Path, Ensure Learning)

Objective 1: Implement clear program pathways organized by fields of study (metamajors) for students per the College's Guided Pathways plan.

Objective 2: Integrate career connections within the College's guided pathways work.

Objective 3: . Establish communities of practice or similar opportunities for faculty and staff to engage in deeper conversation and activities addressing such topics as equity, student learning, appropriate student placement recommendations and support for students to complete transfer-level English and math in one year (i.e., AB705 implementation).

Objective 4: Align course and program outcomes to promote students' success in subsequent educational, employment, and career goals and use assessment data with an equity lens to make improvements.

Goal 3: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

Objective 1: Assess and implement an internal communication plan with strategies for ongoing communication with current students.

Objective 2: Establish a communication campaign for students as part of the College's guided pathways work.

Objective 3: Implement an integrated and comprehensive approach to marketing that is simple, direct, ensures consistency of brand, and allows the College to target specific markets (targeted student groups) and programs.

Objective 4: Strengthen and grow the College's community connections and partnerships.

Objective 5: Implement improved communication strategies for faculty and staff.

Goal 4: HUMAN RESOURCES: Attract, support, and engage a workforce to meet the needs of the College's diverse student body.

Objective 1: Per the College's EEO plan, identify and improve recruitment and hiring strategies to support the College's diverse student body.

Objective 2: Provide professional development and training opportunities focused on facilitating practices to improve equity and the student experience.

Objective 3: Provide professional development and training opportunities to strengthen employee skills in utilizing technology and enterprise system functionality and reports.

Goal 5: INSTITUTIONAL EFFECTIVENESS: Improve the institutional effectiveness of the college.

Objective 1: Complete the IEPI PRT process and implement the College's Innovation and Effectiveness Plan which includes the following:

- Assess and refine the College's governance process to align with state's Vision for Success goals.
- Assess and improve the College's integrated planning and resource allocation process to ensure it aligns with the state's Vision for Success goals.
- Complete a business process analysis of areas within the Finance and Administrative Services division, including a review by FCMAT.
- Streamline the college's onboarding process. (See Goal 1 Objective 2 above).

Objective 2: Develop and implement a fiscal stewardship plan which reflects the elements outlined in the Student Centered Funding Formula and addresses the following:

- Revenue and expenditure alignment,
- Compliance requirements,
- Five-year enrollment and fiscal projections,
- Strategic trigger points, and
- Development and implementation of alternative revenue streams.

DRAFT

GOVERNING BOARD

REV 5/10/19

BP 2015 STUDENT TRUSTEE

References:

Education Code Sections 72023.5 and 72103

The Governing Board shall include one non-voting Student Trustee. The term of office shall be one year commencing June 1.

The Student Trustee shall be elected by the students enrolled in the Palomar Community College District in accordance with procedures prescribed within BP/AP 2105 titled Election of Student Trustee, and the Associated Student Government (ASG) Constitution, and its Bylaws, to serve a one-year term commencing no later than June 1.

The duly elected Associated Student Government (ASG) President will serve as the student member of the Board. If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled in accordance with the ASG line of succession per ASG Bylaws.

The Student Trustee shall be enrolled in and maintain a minimum of five semester units in the District at the time of nomination and throughout the term of service. The student shall maintain minimum standards of scholarship of at least a 2.0 grade point average during his/her term.

The student member is not required to give up employment with the District.

The Student Trustee shall be seated with the Governing Board and shall be recognized as a full member of the Board at meetings. The Student Trustee is entitled to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The Student Trustee shall recuse themselves himself/herself from both discussion and action on matters of potential conflict of interest.

On or before May 15 of each year, the Board shall consider whether to afford the Student Trustee any of the following privileges:

- The privilege to make and second motions;

Proposed changes by ASG changes made at 5/10/19 P&P mtg.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014; Revised: 1/9/2018

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters;
- The privilege to receive compensation for meeting attendance at a level equivalent to elected Trustees. (See BP 2725 titled Governing Board Member Compensation);
- The privilege to serve a term commencing on May 15.
- The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Governing Board.

Also see BP/AP 2105 titled Election of Student Trustee

Proposed changes by ASG changes made at 5/10/19 P&P mtg.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014; Revised: 1/9/2018

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

GENERAL INSTITUTION

REV 10/31/18

BP 3510 WORKPLACE VIOLENCE

References:

Cal/OSHA – Labor Code Sections 6300 et seq.;
Title 8 Section 3203;
Code of Civil Procedure Section 527.8;
Penal Code Sections 273.6, 422, 626.9, 626.10, and 12021

The Governing Board is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace (actual or virtual) violence incidents, including those dealing with real or potential violence.

The Superintendent/President shall establish administrative procedures that:

- ensure employees are informed regarding what actions will be considered violent acts
- require any employee who is the victim or witness to violent conduct to report the incident
- ensure employees are informed there will be no retaliation for such reporting

This policy is also subject to the applicable collective bargaining agreement or employee handbook.

GENERAL INSTITUTION

REV 10/31/18

AP 3510 WORKPLACE VIOLENCE**References:**

Cal/OSHA – Labor Code Sections 6300 et seq.;
Title 8 Section 3203;
Code of Civil Procedure Section 527.8;
Penal Code Sections 273.6, 422, 626.9, and 626.10, and 12024

Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace (actual or virtual) incidents, especially those dealing with real or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee demonstrate or threaten violent behavior which is disruptive to the workplace or District operations or services, he/she may be subject to disciplinary action and/or criminal prosecution.

Violent acts or behaviors include, but are not limited to:

- Striking, punching, slapping, or assaulting another person
- Fighting or challenging another person to fight
- Grabbing, pinching, or touching another person in an unwanted way whether sexually or otherwise
- Engaging in dangerous, threatening, or unwanted horseplay
- Possession, use, or threat of use of a firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm

Yellow – CCLC recommended changes.

Date Approved: 09/15/09; Revised:
(Replaces all previous versions of AP 3510.)

- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties

Any employee who is the victim of any violent or threatening conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or administrative personnel. Immediate notification shall also be made to the Palomar College Police Department.

No one, acting in good faith, who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

Any employee reported to be a perpetrator will be provided both due process and union representation, if appropriate, before disciplinary action is taken.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, the District Police and/or appropriate law enforcement personnel shall be called.

Office of Primary Responsibility: Palomar College Police Department

Yellow – CCLC recommended changes.

Date Approved: 09/15/09; Revised:
(Replaces all previous versions of AP 3510.)

GENERAL INSTITUTION

Rev. 4/1/19

BP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS**References:**

Education Code Sections 67385, and 67385.7, and 67386;
20 US. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including but not limited to rape as defined by California law, whether committed by an employee, student, or member of the public, that occurs on District property, is a violation of District policies and procedures and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

~~"Sexual assault" includes but is not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.~~

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information, emergency and treatment, and referral, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, and 67385.7, and 67386; as well as 34 Code of Federal Regulations Section 668.46.

Also see BP/AP 3430 titled Prohibition of Harassment and AP 3435 titled Discrimination and & Harassment: Complaints, Investigations, and Awareness Training.

Yellow recommended changed by CCLC

Date Adopted: 02/16/10; Revised:

(Replaces former Palomar College Policy 103 and all previous versions of BP 3540.)

GENERAL INSTITUTION

Rev. 4/1/19

AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

Education Code Sections 67385 and 67386;

20 U.S. Code Section 1092(f);

34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization is a violation of District policies and regulations procedures and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500 titled Standards of Student Conduct)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- by a person with whom the victim shares a child in common;
- by a person who is cohabitating with or has cohabitated with the victim as a spouse;
- by a person similarly situated to a spouse of the victim under California law; or
- by any other person against an adult or youth victim who is protected from that person's acts California law.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/ or her safety or the safety of others, or to suffer substantial emotional distress.

The proposed changes in yellow are from CCLC

Date Approved: 12/15/09; Revised: 5/7/13; Revised: 10/21/14; Revised:

(Replaces all previous versions of AP 3540.)

It is the responsibility of each person involved in sexual activity to ensure that he/she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

"Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 titled-Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Palomar College Police Department, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Palomar College Police Department is authorized to release such information.

The Palomar College Police Department shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following: ~~upon request:~~

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents. The Chief of Police or designee shall notify the following individuals, as applicable:
 - Superintendent/President
 - Assistant Superintendent/Vice President of Student Services
 - Assistant Superintendent/Vice President, of Human Resources Services
 - Director of Student Affairs
 - Director, Communications, Marketing & Public Affairs
- Information about the importance of preserving evidence and the identification and location of witnesses

The proposed changes in yellow are from CCLC

Date Approved: 12/15/09; Revised: 5/7/13; Revised: 10/21/14; Revised:
(Replaces all previous versions of AP 3540.)

Services include:

- Facilitate transportation to a hospital, if necessary
 - Referral to a counseling center
 - Notification to appropriate police authorities, if desired
 - A list of other available campus resources or appropriate off-campus resources
- A description of available services and the persons on campus available to provide those services if requested. The departments responsible for providing or arranging them include:
 - Palomar College Police Department
 - Health Services
 - Office of Student Affairs
 - Counseling Department
 - Human Resource Services
 - The victim's option to:
 - notify proper law enforcement authorities, including on-campus and local police;
 - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
 - decline to notify such authorities;
 - The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
 - Information about how the district will protect the confidentiality of victims; and
 - Written notification of to victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
 - A description of each of the following procedures:
 - Criminal prosecution
 - Civil prosecution (i.e., lawsuit)
 - District disciplinary procedures, both student and employee
 - Modification of class schedules
 - Tutoring, if necessary

The Vice President for Human Resource Services or designee should be available to provide assistance to District Police law-enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435 **Discrimination &**

The proposed changes in yellow are from CCLC

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Harassment: Complaints, Investigations, and Awareness Training, regardless of whether a complaint is filed with local law enforcement. All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the Palomar College Police Department of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal. Alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

A complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim, or witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim, or witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual

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(Replaces all previous versions of AP 3540.)

assaults, or stalking on District property shall be referred to the District's Communications, Marketing, & Public Affairs Office, which shall work with the Palomar College Police Department to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after a sex offense occurs an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any in any district proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities
- Information about how the District will protect the confidentiality of victims
- Information for students about existing on and off-campus counseling, mental health, victim advocacy, legal assistance, or other student services for victims of sex offenses
- Written notification to victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sexual assault sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault sex offense, or stalking, including a clear statement that:
 - Such proceedings shall provide a prompt, fair, and impartial resolution
 - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual

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assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability

- The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and
- Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense, domestic violence, dating violence, sexual assault, or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any chances to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused

- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking

Education and Prevention Information

Regarding Education and Prevention Information, the Palomar College Police Department shall:

- Provide, as part of the District's established on-campus orientation program, education, and prevention information about domestic violence, dating violence, sexual assault, and or stalking. The information shall be developed in collaboration with District-based and community-based victim advocacy organizations, and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

For additional information and resources on sexual assault, domestic violence, dating violence, and stalking in the educational/campus environment, the Department of Justice has established a clearinghouse of resources geared towards colleges and universities, which can be accessed at the California Attorney General's website.

Also see BP/AP 3430 titled Prohibition of Harassment and AP 3435 titled Discrimination and & Harassment: Complaints, Investigations, and Awareness Training.

Office of Primary Responsibility: Student Services

The proposed changes in yellow are from CCLC

Date Approved: 12/15/09; Revised: 5/7/13; Revised: 10/21/14; Revised:
(Replaces all previous versions of AP 3540.)

INSTRUCTIONAL SERVICES

REV 2/27/19

BP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES**References:**

Education Code Section 70902(b)(3);
Title 5 Sections 55060 et seq. and 55070

The District grants the degrees of Associate in Arts and Associate in Science ~~as well as the Associate in Arts for transfer and Associate in Science for transfer Degree for Transfer~~ (AA-T/AS-T) ~~degree~~ to those students who have completed the subject requirements for graduation and who have maintained or exceeded a 2.0 grade point average in subjects attempted. Students ~~working towards the Associate in Arts or Associate in Science~~ must also complete the general education residency and competency requirements set forth in Title 5 regulations. ~~Students working towards the Associate Degree for Transfer (AA-T/AS-T) must also complete specified general education and major requirements set forth in Senate Bill 1440.~~

Students may be awarded ~~Certificates~~ ~~a Certificate of Achievement~~ upon successful completion of ~~a minimum of 18 or more semester units or 27-12 or more quarter units of degree~~ applicable coursework designed as a pattern of learning experiences that develops certain capabilities that may be oriented to career or general education.

The Superintendent/President shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the Curriculum Committee. The procedures shall assure that graduation requirements are published in the District's catalog and included in other resources that are convenient for students.

INSTRUCTIONAL SERVICES

REV 2/27/19

AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES**References:**

Title 5 Sections 55060 et seq. and 55070 et seq.

The District offers a variety of degrees and certificates. To earn a degree or certificate, students must meet the requirements listed below. The District must also meet the requirements listed below.

For an associate's degree (AA/AS) or associate degree for transfer (AS-T) the requirements for students include:

- Demonstrated competence in reading, in written expression, and in mathematics for the Associate in Arts or Associate in Science degree
- Satisfactory completion of at least 60 semester units of college work. "College work" refers to courses acceptable toward the associate degree. Such courses have been properly approved pursuant to Title 5 Section 55002(a) or, if completed at other than a California community college, would reasonably be expected to meet the standards of that Title 5 section
- ~~For an associate's degree (AA/AS) or associate degree for transfer (AS-T)~~
- Completion of at least 18 semester units in general education and at least 18 semester units in a major listed in the State Chancellor's Office's Taxonomy of Programs
- Completion of at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Governing Board when an injustice or undue hardship would result
- Completion of a minimum of general education course work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality
- ~~Completion of local requirements (not applicable to AS-T's)~~

Date Approved: 12/15/09; Revised:*(Replaces all previous versions of AP 4100.)*

For an Associate in Arts degree for transfer degree or an Associate in Science for transfer degree (AA-T/AS-T) the requirements for students include:

- Completion of a maximum of 60 CSU-transferable units with a minimum grade point average (GPA) of 2.0, and a grade of "C" or better in all courses required for the major
- A minimum of 18 semester units in the major as determined by the community college district, and one of the following general education patterns:
 - ❖ The California State University General Education-Breadth (CSU GE-Breadth) pattern of 39 units; OR
 - ❖ The Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37 units
- Successful completion of a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework for a certificate of achievement. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to a career or a general education pathway

Certificates of competency or certificates of completion must follow applicable coursework and guidelines as set by the Program and Course Approval Handbook.

The requirements for the District include:

- Availability of multi-cultural studies
- Inclusion of Compliance with Board Policies and Administrative Procedures regarding general education all degree requirements
- Publication of and degree requirements published in the District catalog and filed and recorded with the State California Community Colleges Chancellor's Office
- Availability of shorter credit programs that lead to a certificate which may be established by the District
- Assurance that content and assessment standards for certificate programs are consistent with the mission of the Palomar Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement. Certificates for which the State California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency

Office of Primary Responsibility: Instructional Services

Date Approved: 12/15/09; Revised:

(Replaces all previous versions of AP 4100.)

INSTRUCTIONAL SERVICES

REV 3/1/19

AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.

34 Code of Federal Regulations Part 602.17 (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.1

Definition

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of communication technology. An "online" distance education course uses the District-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a "partially online" course.

Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Vice President for Instruction District shall utilize one or more of these methods to authenticate or verify the students' identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The Vice President for Instruction District shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Yellow – CCLC recommended changes. Blue – Faculty Senate recommended changes

Date SPC Approved: 5/15/2012; Revised:

(Replaces all previous versions of AP 4105.)

Course Approval

Each **proposed new** or existing course ~~offered by~~ to be provided through distance education shall be reviewed and approved separately. ~~Separate approval is mandatory.~~ If any portion of the instruction in a course or a course section is designed to be provided through distance education, **an addendum to the official course outline of record shall be required.**

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

Certification

When approving courses to be offered through distance education, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to **the any portion of a class courses offered conducted** through distance education as are applied to **in-person classes traditional classroom courses**. Areas that are part of the Distance Education Review process include **but are not limited to:**
 - Student Access to Resources
 - Student Services
 - Intervention and Remediation Recommendations
 - Test Security
 - Academic Integrity
- **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.
- **Instructor to Student Interaction Contact:** ~~Each section of the~~ **Any portion of a** course ~~conducted that is delivered~~ through distance education ~~will include~~ **instructor-initiated** regular effective **substantive interaction** ~~contact~~ between instructor and students **either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.**
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact. Best practices include, but are not limited to, **include implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction.**

Yellow – CCLC recommended changes. **Blue** – Faculty Senate recommended changes

Date SPC Approved: 5/15/2012; Revised:

(Replaces all previous versions of AP 4105.)

and monitoring student engagement to ensure that students participate with depth.

- **Accessibility Standards:** Electronic course materials, e-textbooks, websites, and course packs must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d, and Web Content Accessibility Guidelines (WCAG), accessible to individuals with disabilities.

- Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG). Distance education courses, materials, and resources must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Distance education resources must generally be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

- **Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Faculty Online Certification: Validation of preparedness or certification of faculty to teach online may shall be determined in at least one or more of the following ways:

1. Evidence of successful completion of the Faculty Senate-approved "Online Preparedness Training at Palomar" series of distance education pedagogy workshops.
2. Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
3. Evidence of a successful evaluation of having taught the proposed course adhering to course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate with the "Online Best Practices Checklist"

List of Certified Online Faculty: Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college's comprehensive list of certified online instructors.

Yellow – CCLC recommended changes. **Blue** – Faculty Senate recommended changes

Date SPC Approved: 5/15/2012; Revised:

(Replaces all previous versions of AP 4105.)

Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements: 1) approved DE pedagogy workshop, 2) DE-related coursework/degree, or 3) a one-time self-assessment/demonstration of alignment with the online course design criteria approved by the Faculty Senate with a course.

An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.

Maintaining DE Currency: To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Office of Primary Responsibility: Faculty Senate and Instruction Office

INSTRUCTIONAL SERVICES

REV. 3/13/19

BP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

Reference:

Title 5 Section 55023

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the District's Catalog and Class Schedule, and made available to students.

~~The grading system shall include the "FW" grade for unofficial withdrawal.~~

Blue = internal.

Date Adopted: 6/10/09; Revised:

(Replaces former Palomar College Policies 411, 411.1, 411.2, 411.3 and all previous versions of BP 4230.)

INSTRUCTIONAL SERVICES

REV. 3/13/19

AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

References:

Title 5 Sections 55023 and 55024

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols: The grading symbols permitted include the following:

Evaluative symbols:

A Excellent (Grade Point = 4)**B** Good (Grade Point = 3)**C** Satisfactory (Grade Point = 2)**D** Less than satisfactory (Grade Point = 1)**F** Failing (Grade Point = 0)**FW** Failing for unofficial withdrawal (Grade Point = 0) – The FW symbol may not be used if a student has qualified for and been granted a military withdrawal.**P** Pass (At least satisfactory) – These units awarded are not counted in the GPA. The P has the same meaning as the historically used CR. May be used for credit and noncredit, not-for-credit, and contract classes.**SP** Satisfactory progress toward completion of the course – used only for noncredit, not-for-credit, and contract classes.**NP** No pass (Less than satisfactory or failing) – These units are not counted in the GPA. The NP has the same meaning as the historically used NC. May be used for credit and noncredit, not-for-credit, and contract classes.

Non-Evaluative symbols:

I Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the I shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the I and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the I is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The I may be made up no later than one year following the end of the term in which it was assigned. The I symbol shall not be used in calculating units attempted nor for grade points.

Yellow = CCLC recommended. Blue = internal. Gray = Legal Update 32 (April 2018)

Date Approved: 9/22/09; Revised:*(Replaces former Palomar Procedures 411, 411.1, 411.2, and all previous versions of AP 4230.)*

- IP In progress:** The IP symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The IP symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The IP symbol shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an IP and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student's permanent record for the course.
- RD Report delayed:** The RD symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. RD shall not be used in calculating grade point averages.
- W Withdrawal:** The W symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.
- MW Military withdrawal:** The MW symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.
- EW Excused withdrawal:** The EW symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

For information on grade symbols and grade point average, see the catalog.

Office of Primary Responsibility: Student Services

Yellow = CCLC recommended. Blue = internal. Gray = Legal Update 32 (April 2018)

Date Approved: 9/22/09; Revised:

(Replaces former Palomar Procedures 411, 411.1, 411.2, and all previous versions of AP 4230.)

INSTRUCTIONAL SERVICES

REV. 8/31/2018

BP 4240 ACADEMIC RENEWAL

Reference:

Title 5 Section **55044** **55046**

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Superintendent/President shall consult with the Faculty Senate and rely primarily on the recommendations of the Faculty Senate to establish procedures that provide for academic renewal.

Date Adopted: 4/12/11; Revised:

(Replaces former Palomar College Policy 419 and all previous versions of BP 4240.)

INSTRUCTIONAL SERVICES

REV. 5/10/19

AP 4240 ACADEMIC RENEWAL

References:

Title 5 Sections ~~55044 and 55046~~

For credit coursework completed at Palomar College, students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have achieved a grade point average of 2.0 since the time attempting the coursework to be disregarded in and
- At least two one years must have elapsed passed since attempting the coursework to be excluded from GPA calculation. ~~from the time the course work to be removed was completed.~~
- At least 50% of the units attempted in the term(s) under consideration must be substandard, the total GPA of which is less than 2.0; and must no longer reflect the student's current level of performance and capabilities
- The student must have successfully completed 24 semester units since the terms to be disregarded, either at Palomar or another regionally accredited college or University

Up to 30 units of course work may be eliminated from consideration in the cumulative grade point average.

~~Specific courses and/or categories of courses that are exempt from academic renewal must be described.~~

A student may petition for up to thirty (30) units of previous substandard (D, F, FW, NC/NP) credit course work attempted at Palomar College ~~or any other institution~~ to be disregarded when computing the grade point average (GPA). Academic Renewal is not allowed if course work to be disregarded has previously been used to fulfill degree, certificate, or transfer certification requirements.

Note: ~~For financial aid purposes, Current and potential financial aid students are advised that all units attempted will count in the "total units attempted" limit for financial aid eligibility. all attempted coursework will be used in determining financial aid eligibility. Academic Renewal does not eliminate units for financial aid purposes.~~

Yellow = CCLC recommended.

Date Approved: 3/16/10; Revised: 4/15/2014,

(Replaces former Palomar Procedure 419 and all previous versions of AP 4240.)

Procedures:

- The student completes a Petition for Academic Renewal with a counselor's assistance. ~~Completed Forms are available from the Counseling or Records Offices. P~~ petitions are submitted to the Records Office
- ~~At least 50% of the units attempted in the terms under consideration must be substandard, the total GPA of which is less than 2.0; and must no longer reflect the student's current level of performance and capabilities~~
- ~~Two years must have passed since attempting the course work to be excluded from GPA calculation~~
- ~~The student must have successfully completed 24 semester units since the term(s) to be disregarded, either at Palomar or another regionally accredited college or university~~
- ~~The student must have a minimum 2.0 GPA since the time of attempting the course work to be disregarded~~
- The petition will be reviewed by Records Office personnel for compliance with policy and procedures. The student will be notified by mail and/or email of the approval or denial of the request

Academic Renewal does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institution.

Students who have attempted more than thirty (30) units in the terms to be disregarded may submit a Student Petition to the Academic Review Committee for consideration.

Annotation of Permanent Record:

~~It is important to understand that the~~ The student's permanent record (transcript) will be annotated in such a manner that all course work will remain legible, insuring a true and complete academic history. Academic renewal actions are irreversible and these courses may not be taken again within the Palomar College District for academic credit.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Office of Primary Responsibility: Student Services

Yellow = CCLC recommended.

Date Approved: 3/16/10; Revised: 4/15/2014.

(Replaces former Palomar Procedure 419 and all previous versions of AP 4240.)

HUMAN RESOURCES

REV 3/2/18

AP 7371 PERSONAL USE OF PUBLIC RESOURCES

References:

Government Code Section 8314;
Penal Code Section 424

No employee or consultant shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

“Personal purpose” means those activities the purpose of which is for personal enjoyment, private gain or advantage, or an outside endeavor not related to state business. “Personal purpose” does not include the incidental and minimal use of public resources, such as equipment or office space, for personal purposes, including an occasional telephone call.

Also see BP 2717 titled Personal Use of Public Resources and AP 3720 Computer and Network Use

Office of Primary Responsibility: Human Resource Services

Date Approved: 10/21/08; Reviewed:

(Replaces all previous versions of AP 7371.)