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AGENDA

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of May 5, 2023
 - B. One Equivalency for Computer Science – *Ihara*
 - C. One Equivalency for Geography – *Ihara*
 - D. Ratify Faculty Committee Assignments for AY 2023-24
- VII. Reports
 - A. Academic Senate President – *Safaralian*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Potterf*
- VIII. New Business
 - A. AP 3750 Use of Copyrighted Material – *Hull*
Description: *Combined sections under Fair Use to include all class modalities.*
 - B. AP 4040 Library and Other Instruction Support Services – *Hull*
Description: *Updates of the library processes and the name of the STEM learning center.*
 - C. BP 4040 Library and Other Instruction Support Services – *Hull*
Description: *Minor update made to the name of the STEM learning center.*
 - D. AP 4050 Articulation – *Pescarmona*
Description: *Updates were made to the process for high school articulation and minor updates made to the articulation officer's role and responsibilities. This periodic review provided the opportunity to update the AP to reflect current practice.*
 - E. AP 4104 Contract Education – *Hull*
Description: *Clarification and incorporation of fee-based offerings in Contract Education were made.*
 - F. AP 4220 Standards of Scholarship – *Hull*
Description: *Updates made to language to align with BP 4250.*

G. BP 4220 Standards of Scholarship – Hull

Description: *Updated language to align with recent changes to AP 4250 and AP 4255.*

H. AP 4235 Credit for Prior Learning – Hull

Description: *Modifications were made to language to align with changes to AP 4250 and updating deadlines.*

I. BP 4235 Credit for Prior Learning – Hull

Description: *Minor changes were made to streamline the BP.*

J. AP 4250 Academic and Progress Notice – Hull

Description: *Updates made to the name and BP to remove negative/punitive language.*

K. BP 4250 Academic and Progress Notice, Separation, and Readmission – Hull

Description: *Updates made to the name and BP to remove negative/punitive language.*

L. AP 4255 Academic and Progress Separation and Readmission – Hull

Description: *Updated were made to the name and BP to remove negative/punitive language. Changes were made to streamline the AP.*

M. AP 4400 Fee-Based Community Services Programs – Hull

Description: *This is a periodic review. No changes were required.*

N. BP 4400 Fee-Based Community Education Programs – Hull

Description: *This is a periodic review. No changes were required.*

O. AP 5075 Course Adds and Drops – Hull

Description: *changes were made to update and streamline the processes.*

P. AY 2024-2025 Academic Calendar – Hull

Description: *AAC has forwarded the proposed 2024-2025 Academic Calendar to Academic Senate for approval. This is a first read.*

Q. AP 4020 Program and Curriculum Development – Pescarmona

Description: *Added a paragraph to address the college's commitment to equity in the design of its programs and curricula. The CCLC added a similar paragraph to address the updated Title 5 regulations that make ethnic studies coursework a requirement for the associate degree. When MiraCosta implements that requirement in fall 2024, this AP will add the specifics from the regulation. The CPC wanted the commitment added in the meantime. Academic Senate is being asked to suspend the rules in order to vote on AP 4222 with one read.*

R. AP 4222 Developmental Coursework – Pescarmona

Description: *Incorporation of new requirements related to placing students in transfer-level English and mathematics within the first year of matriculation pursuant to changes in Education Code. The new requirements are legally required for the college to be in compliance with AB 1705 – Equitable Placement, Support, and Completion. Academic Senate is being asked to suspend the rules in order to vote on AP 4222 with one read.*

S. AP 4225 Course Repetition – Pescarmona

Description: *CCLC updates pursuant to changes in Title 5. Updated definition of substandard grades (anything below a C). Also updated the circumstances under which a student can repeat courses pursuant to changes in Title 5 regulations; specifically, repetition due to Emergency or Extraordinary Circumstances has been added to section F of the AP (per Title 5 section 55045). Minor modification to section G enrollment in work experience courses is regulated by unit limits, so multiple enrollments are not technically repetitions. Academic Senate is being asked to suspend the rules in order to vote on AP 4225 with one read.*

T. AP 4025B Philosophy and Criteria for Baccalaureate Degrees and General Education – Pescarmona

Description: *The previous version of this AP just stated what accreditation requirements are. This breakdown is more consistent with how the degree requirements are laid out. Added workplace and skills focus. Specified required GE upper- division major, and lower-division units.*

U. AP 4026 Philosophy and Criteria for International Education – Pescarmona

Description: *There were minor updates to wording and phrasing. This is a periodic review of the AP to reflect current philosophy and practice.*

V. AP 4260 Prerequisites and Corequisites – Pescarmona

Description: *This periodic review gave the committee the opportunity to clarify the process. They added clarifying language to the paragraph under Standards for Approval of Prerequisites and corequisites.*

W. Online Education Plan – Julius

Description: *MiraCosta Online Educators has finalizing content for a [2023-26 Online Education Plan](#), which is one of the documents in MiraCosta's Institutional Planning Framework and recommends that AS approve this plan. Academic Senate is being asked to suspend the rules in order to vote.*

X. MiraCosta Online Class Quality Guidelines Update – Julius

Description: *MiraCosta Online Educators has updated the Requirements section (first 3 pages) of the [Online Class Quality Guidelines](#) for sustainability and to align language with current regulations, and recommends that AS approve this update. Academic Senate is being asked to suspend the rules in order to vote.*

IX. Old Business

A. AP 5505 Academic Integrity Appeal Process – Hull [Time certain 9:30am]

Description: *Minor clarifications were made throughout the document to streamline and replace putative language with more neutral/supportive language, including the title of AP 5505.*

B. BP 5505 Academic Integrity – Hull [Time certain 9:30am]

Description: *Updated and provided more detail on examples of academic dishonesty in BP 5505.*

C. Changes to AAC Charge – Hull [Time certain 9:35am]

Description: *AAC made changes to the AAC charge in Spring 2023 during their committee evaluation. AAC Chair, Stacey Hull, brings this document to AS for approval. This is a first read.*

D. DEqCC Charter – Sanchez [Time certain 9:50am]

Description: *DEqCC identified a need for changes to its charter and practice and has spent a good deal of time updating its charter. DEqCC chair, Violeta Sanchez, is bringing the new charter to Academic Senate for approval.*

X. Information / Discussion

A. Fall 2023 Full-Time Faculty Hiring Timeline – Hull

Description: *AAC is forwarding the hiring timeline for Fall 2023 to Academic Senate as an information item.*

B. Guided Pathways 2022-2026 Work Plan– Lindstrom

Description: *MiraCosta College is currently developing the [Guided Pathways 2022-2026 Work Plan](#) to submit to the State's Chancellor's Office by June 1, 2023. This plan aims to strengthen MiraCosta's dedication to fostering institutional transformation that enhances student outcomes and addresses achievement and equity gaps. The focus of this plan is to identify potential obstacles that students may encounter during their academic journey, promote collaborative efforts towards altering student outcomes, use a metric-centered planning approach that aligns with the district's 2022-25 Student Equity Plan, and integrate Guided Pathways elements across programs. Join us to learn how our GP leadership team is approaching this task and how you can provide input.*

C. ADT in Business – Ngo [Time certain 10:00am]

Description: *The Business and Communication Studies departments have developed an eight-week focused format program for the San Elijo campus to hopefully, increase enrollments while also meeting student needs. This cohort model for students can help build community as well as, track student progress, leading to completion and transfer to a four-year university. Join collaboration allowed for planning related to scheduling for both major and GE courses.*

XI. Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XII. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at **9:00am**

II. Remote Member Attendance

No one requested remote participation under the provisions of AB2449.

III. Roll Call

Members present: Angela Beltran-Aguilar, Krista Byrd, Sunny Cooke (ex-officio), Shawn Firouzian, Genevieve Griffin, Jim Julius, Delores Loedel, curry mitchell (Vice President), Tyrone Nagai, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President)

Members absent: Karla Cordero

Members via Zoom (no vote): Krista Warren

Others present: Ingrid Bairstow, Xuchi Eggleton, Maria Figueroa, Mary Gross, Stacey Hull, Marian Mata, Pedro Morgado, Denée Pescarmona, Ingrid Phillips, Michael Potterf, JahB Prescott, Freddy Ramirez, Nate Scharff, Violeta Sanchez, Carlos Velasco

IV. Persons Wishing to Address the Senate

Nate Scharff, JahB Prescott, and Ingrid Bairstow addressed Senate to voice their support of the CCC and their new partnership with the Title V HIS Grant Leads, Maria Isabel Rocha-Duarte and Carlos Velasco. At the planning sessions of professional development last week, faculty shared they felt overloaded on initiatives. Senate is reminded that the CCC is voluntary. They meet once per month on Zoom and attendees are compensated with either Flex hours or a stipend. The CCC provides a learning community to support and guide faculty on data-informed improvements on equitable teaching practices. Highlights of the ATD report showed it is about faculty, learning communities, and ongoing PD. Faculty communities like the CCC, our ally training, and other high impact PD initiatives, are referenced in the report as highly effective practices. Spaces where faculty can have open dialogue on equitable teaching are productive, sustainable, and essential to our mission as a socially just and equitable campus. Through partnership with our Title V HIS grant partners, we have a new tagline, and probably a new title for the CCC; Juntos Podemos, together we can. The CCC's focus is for developing culturally responsive, inclusive, and relevant materials that guide the implementation of effective teaching and equity practices while examining class department and college-level data to determine trends. The CCC sees instructors as experts and works around providing them with tools to address equity gaps, while examining data trends and addressing disproportionately impacted students. They have aligned themselves with the college's mission and vision, and are directly related to their goals, especially toward providing equitable access, enhancing student success, closing equity gaps by deploying strategies that meet students where they are, create community, and most importantly, dismantle systems of inequity. The CCC is cross-discipline and allows their cohorts to open their doors for dialogue that is student-centered, data-driven, and equity focused. There is now a cohort of members participating in student-centered, equity-focused data coaching prepared to engage in a consultancy around an adaptive challenge. The work of the CCC has allowed for identifying trends and patterns through data in the classroom and finding solutions or ways to break out of the obstacles for students. The CCC is for all teachers, credit, noncredit, full-time and associate faculty; one of the only spaces to collaborate with the whole college. We all have the same mission; to serve our students in the most equitable way possible. They hope Senate will continue to support their work on equitable teaching practices in the CCC and encourage constituents to sign up for the fourth cohort.

V. Changes to Agenda Order – None.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of April 21, 2023

B. One Equivalency for Computer Science

C. Academic Senate Leadership – Reassign Time

D. Ratify the AS Meeting Calendar for AY 2023-24

E. Ratify Faculty Committee Assignments for AY 2023-24

F. Ratify Faculty Office Assignments for AY 2023-24

Consent Calendar Item B. One Equivalency for Computer Science was pulled from the consent calendar and will come back at a later date.

Items A., C., D., E., and F. were approved by unanimous consent with some noted changes to the committee assignments for AY 2023-24.

When asked what the process is for associate faculty to indicate they want to be added to a committee after the committee list has been approved by Senate, it was noted that they can indicate their interest and the list can come back to AS for additional approval.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, announced that today is the last day for faculty to submit their letter of interest for the Honors Coordinator position. They will be reviewed by Pescarmona and Safaralian and a final decision will be made next week.

A BPC resource ranking allocation email was sent on April 25th from Melanie Haynie. Contact Maria Figueroa with questions.

Safaralian emailed the ASCCC resolutions packet to all faculty. Review the resolutions and submit questions to Safaralian. At one of the longest voting days ever at Plenary, nearly every resolution was debated and some forwarded to the executive committee for more research. The new Chancellor, Sonya Christian attended on Saturday for voting day. This was the first time the Chancellor attended the debate and voting session.

Attended a webinar on Increasing Enrollment and Success for College Men of color offered by Dr. Luke Wood. One strategy was offering dual enrollment classes in the local high schools. Currently, department chairs are working to schedule and staff dual enrollment classes for fall. Ensure creating and scheduling classes that opens the door for a great academic pathway to our marginalized students. Men of color are usually pushed towards career pathways vs. the Math and Sciences. Let's be intentional as we schedule the dual enrollment program. Dean, Zhenya Lindstrom will attend Academic Senate for a presentation on dual enrollment at the last meeting on May 19th.

The Summer and Fall schedules are available and students are already enrolling in classes. June 1st is the drop deadline for non-payment for summer classes and June 29th for fall classes.

Remind constituents to [RSVP](#) for the May 19th Faculty Recognition Celebration from 11am-12pm, following the regular AS meeting. All faculty are invited.

The Academic Senate Retreat will take place on August 11th in OCT200 from 9am to 2pm.

Aaron Roberts, Mitchell, and Safaralian facilitated the Professional Learning Summit on Tuesday, April 25th and Wednesday, April 26th. Many attended. Overall, after writing filling the whiteboards with all the workshops, events, conferences, etc. that are offered at MCC, it was noted how much PD opportunity is offered and how hard everyone works. One idea that everyone agreed on is that we need to pace, streamline, and enhance what we have and decide where we need to focus attention for each semester or each year to intentionally participate/facilitate/offer these events and workshops. All these ideas are captured on this [Google doc](#) and will be shared with the Steering Committee.

B. College Superintendent/President – Cooke

Superintendent/President, Sunny Cooke, added that faculty, classified professionals, administrators, and academic administrators all had conversations about their professional development. The theme that resonated across all groups was that we do a lot. Concerning the CCC, there are three things that emerged; there is a regional Faculty Institute about data desegregation and looking at racial inequities in

our classroom and looking at what we can do to rectify that. On campus, there is the Strong Workforce Group doing a similar institute for our faculty. The third is the CCC. They are all doing the same work about data desegregation, what's working in our classrooms, how can we work it to reflect and think about, and what can we do moving forward. They are all great programs individually but also why we feel burdened; three different things doing the same work. We need to look at what exists, what we want to enhance and make more impactful, and what we need to rethink.

We are out of federal and state funds to offset debts for students. We won't be able to continue writing off the debt for students. This will be the last semester. The Foundation's overarching mission is to raise funds to support college affordability with emergency grants for students.

The college is 50% through faculty hiring and two offers have been accepted: one in chemistry and one in computer science. Two more faculty will be hired; one in philosophy and one in history.

Yesterday there was an all-day external site review for MCC's athletics program. We made tremendous progress to support our athletes and it was noted by our external committee. Our school is doing a remarkable job with our athletes coming from marginalized populations. They will give a report and have recommendations.

Lastly, there is a new faculty lunch today for faculty who have been hired over the past four years.

C. Classified Senate – Phillips

Classified Senate Vice President, Ingrid Phillips, reported the results of the CS elections. Congratulations to Omar Jimenez, President for a one-year term, Ingrid Phillips, VP for a two-year term, Jennifer Streagle, Secretary for a two-year term, and to the following CS Senators for a two-year term, Susan Corley, Sarah Carpenter, Brayan Astorga, and Kate Scaife. The CS [Amended Bylaws](#) were approved by a two-thirds margin. Congratulations to the spring 2023 Classified Outstanding Employee, Kristina Londy, Program Manager, Student Equity, Inclusion, Diversity, Equity & Accessibility. Further congratulations to the spring 2023 Spotlight Team award winners, BCAT Team: Shawntae Mitchum and Wendy Stewart, STEMLC Leadership, and SAS Pamela Le Blanc and Abrey Nydegger. The individual 2023 spring Spotlight winners are Cecilia Carlsson, Jorge Ramirez, and Lilah Shoukry.

D. Associated Student Government – Potterf

ASG Public Relations representative, Michael Potterf, reported that ASG had their last executive meeting with feedback on improving ASG which led to a lot of conversation. They welcomed their new executive team for '23-'24. ASG's final meeting is next Friday with a banquet to celebrate the work they did this year.

VIII. New Business

A. AP 5505 Academic Dishonesty–Discipline Appeal Process – Stacey Hull

Description: *Minor clarifications were made throughout the document to streamline and replace putative language with more neutral/supportive language, including the title of AP 5505.*

It was noted that changes to AP 5505 were made for clarification after student feedback. As well, they removed negative wording, replaced with something more positive.

B. BP 5505 Academic Integrity – Stacy Hull [Time certain 9:30am]

Description: *Updated and provided more detail on examples of academic dishonesty in BP 5505.*

Changes to BP 5505 were also made for clarification from student feedback. It was noted that the statement, 'including, but not limited to the use of unauthorized electronic aids,' is a very general statement. It was explained that the syllabus checklist is being reviewed and faculty are adding their specific expectations for their courses and will be different among disciplines. There was robust conversation about how an unauthorized electronic aid is defined. Faculty may specify AI for their class. When it was further pointed out that in the AP academic dishonesty is removed but still remains in the BP, it was noted that this was intentional.

C. Changes to AAC Charge – Stacy Hull

Description: *AAC made changes to the AAC charge in Spring 2023 during their committee evaluation. AAC Chair, Stacey Hull, brings this document to AS for approval. This is a first read.*

AAC submitted some changes to their charge. This happened during their committee evaluation, and it was noted that it has been a long time since this has been looked at and modified. There are several tasks AAC is no longer responsible for and so they were removed. They simplified the document by using bullet points.

D. DEqCC Charter – Violeta Sanchez

Description: *DEqCC identified a need for changes to its charter and practice and has spend a good deal of time updating its charter. DEqCC chair, Violeta Sanchez, is bringing the new charter to Academic Senate for approval. They presented at NCORE in Portland in 2022 and chronicled the history of DEqCC and how the mission continues to evolve. There was a need to contextualize this. The former and current chairs thought back to the original mission and looked at what are we doing now and what needs to change and evolve. They need to offer spaces and opportunities to support the centering of personal and professional growth for faculty of color and those from marginalized communities so they may thrive at MCC. It was suggested that DEqCC look into providing equity for our associate faculty too. As the incoming DEqCC chair, Eggleton understands and is already thinking about how to serve AF.*

IX. Old Business

A. Full-time Faculty Retiree List for Emeritus Status Consideration – Safaralian

Description: *Each year, the college President presents to the Academic Senate the names of retiring full-time faculty who meet the qualifications for emeritus status ([AP 7280.4](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees. This is a second read.*

MSU Ravanbakhsh(/Owens) to approve the full-time faculty retiree list for emeritus status consideration as presented.

B. Associate Faculty Retiree List for Emeritus Status consideration – Safaralian

Description: *Each year, the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualifications for emeritus status ([AP 7280.5](#)). the Senate reviews the information and makes a recommendation to the Board of Trustees. This is a second read.*

MSU (Allyn / Griffin) to approve the associate faculty retiree list for emeritus status consideration as presented.

XI. Information / Discussion

A. Title V – Maria Figueroa, Pedro Morgado, Carlos Velasco

Description: *Faculty members of the MCC Title V advisory committee will present on the goals of the grant and share promising practices learned from the AHSI (Associate of Hispanic Serving Institution Educators) Conference.*

Members of the Title V advisory committee shared their presentations.

For the first time, MCC received a five-year federal Title V Grant for \$3,000,000 meant to support the institutional efforts of becoming a true serving institution for our Latinx students and family. They outlined 7 areas of objectives including 1. Access, 2. Course Completion, 3. Persistence, 4. Excess Units, 5. Completion, 6. Basic Needs, and 7. Diversity Training/Hiring.

Velasco and Marian Mata shared their stories. Velasco as a first gen graduate and hired on as pedagogy lead. He has come full circle to help students and work with faculty and staff. Mata as an MCC alumnus. Figueroa shared a presentation on HSI Identity Faculty Enacting Servingness, a multidimensional and conceptual way to understand what it means to move from simply enrolling Latinx students to actually serving them. She further discussed embedding the spirit of servingness into curriculum to be both culturally responsive and relevant and culturally sustaining.

A further comparison was shown and presented by Pedro Morgado, Biology instructor, showing how to integrate culture and knowledge between English 100 and Biology 105.

This framework serves other marginalized students, as well. Using this framework gives students a sense of belonging and working peer-to-peer with cultural signifiers.

How do we embed the spirit of servingness into curriculum and how can this be sustained. Think about the culturally responsive and relevant ways, student culture and identify and tapping into students' funds of knowledge. This encourages students to bring in their shared knowledge and contribute to the conversation. Faculty shared their agreement in sharing students' connectivity.

B. Online Education Plan – Jim Julius

Description: *MiraCosta Online Educators is finalizing a 2023-26 [Online Education Plan](#), which is one of the documents in MiraCosta's Institutional Planning Framework. Jim Julius will share the current draft of this plan and solicit input from Academic Senate.*

It was noted that at the last meeting of MOE, they did not have quorum and so they could not vote to approve this document. Julius highlighted some objectives and strategies on the attached Online Education Plan document. He asked that Senators request feedback from their constituents. This document will be presented under new business at the next AS meeting with a request to suspend the rules in order to vote.

C. MiraCosta Online Class Quality Guidelines Update – Jim Julius

Description: *MiraCosta Online Educators is updating the Requirements section of the [Online Class Quality Guidelines](#) for usability and to align language with current regulations. Jim Julius will share the current draft update and solicit input from Academic Senate.*

As noted in item B. above, without quorum at the last meeting of MOE, they could not vote to approve the attached MiraCosta Online Class Quality Guidelines. Julius outlined and shared the required elements for classes that include distance education and a list of ten things instructors of online and hybrid classes must ensure. He asked that this document be shared with constituents for feedback, and it will come back as new business at the next AS meeting in May with a request to suspend the rules in order to vote.

D. Academic Senate Annual Report – Leila Safaralian

Description: *On April 21, 2023, the Academic Senate approved submitting an end-of-the-year report at the end of each spring instead of a program review. This is the first Academic Senate Annual Report submitted.*

Shared the AS Annual Report that was approved as a replacement for program review. It was further noted that IPRC and CS also discussed this and since there is a lack of data for program review, they will also write and submit a year-end report.

E. AS Goal #1) Teaching and Learning – Report – Robin Allyn

Description: *The teaching and learning taskforce has created an infographic guide for faculty on Culturally Responsive Teaching Practices, based on the [DEI in Curriculum: Model Principles and Practices](#). The taskforce recommends the guide be further refined with input from other committees and groups and incorporated into faculty professional learning opportunities to address equity gaps and support the diverse student population in innovative and representative ways. The current draft of the infographic is available at this [LINK](#).*

Tabled for next meeting.

XII. Senator Reports

Owens noted the EOPS grad fest is taking place at the pavilion today. Invited all to stop by and say hi to students.

Nagai – The Transitions Scholars Program end-of-year will take place tomorrow from 11am-1pm.

Ravanbaksh – Commencement at the CLC will take place on 5/25 at 6pm.

Love – The first black graduation will occur on 5/17 from 5-7pm.

Genevieve – The Omni Showcase will occur on 5/18 and 5/19 via Zoom and in person.

XIII. Adjournment – The meeting adjourned at 11:26am.

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Budget and Planning Committee (BPC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Maria Figueroa (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	curry mitchell (AS President Elect)
Budget and Planning Committee (BPC)	SP25 (2yrs)	Markus Berrien
Budget and Planning Committee (BPC)	SP25(2yrs)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	Leila Safaralian (AS President)
College Council	Assigned by virtue of role	curry mitchell (AS President Elect)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total</i>
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(2yrs)	Jeffrey Ihara
Institutional Program Review Committee (IPRC)	Sp25(2yrs)	Megan Allison
Institutional Program Review Committee (IPRC)	Sp25 (2yrs)	Eduardo Mariscal
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp24(2yrs)	Robin Allyn (Associate Faculty) *

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)	<i>No term length</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Christopher Sleeper
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Ariana Solis+
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Jorge Guerrero+
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)		Ghada Osman ⁺
Tenure Review and Evaluation Committee (TREC)		Sean Davis
Tenure Review and Evaluation Committee (TREC)		Richard Dicker
Tenure Review and Evaluation Committee (TREC)		Jeff Murico (on sabbatical in spring 2024)
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp26(6yrs+)	Janelle West (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs+)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)		Sean Fanning
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp24(1yr)	Laura Gomez-Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Kristi Reyes
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Erica Duran
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Coordinator)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

**Academic Senate and Academic Senate Subcommittees
Brown Act Committees**

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Leila Safaralian, <i>President</i>	Sp24
Academic Senate	Curry mitchell, <i>President Elect</i>	Sp24
Academic Senate	Jim Julius, <i>Coordinating Officer</i>	Sp25
Academic Senate	Angela Beltran Aguilar	Sp24
Academic Senate	Erica Duran	Sp25
Academic Senate	Shawn Firouzian	SP24
Academic Senate	Rachel Hastings	SP 25
Academic Senate	Don Love	Sp24
Academic Senate	Candy Owens	Sp24
Academic Senate	Nate Scharf	Sp25
Academic Senate	Alexis Tucker-Sade	Sp25
Academic Senate	Robin Allyn	Sp25
Academic Senate	Julie Graboi	Sp25
Academic Senate	Brian Page	Sp24
Academic Senate	Hossein Ravanbaksh	Sp24
Academic Senate	Krista Warren	Sp25

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Academic Affairs Committee (AAC)	<i>Ends</i>	<i>Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp25	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp25	Claudia Flores
Academic Affairs Committee (AAC)	Sp24	Beth Powell
Academic Affairs Committee (AAC)	SP25	Ticey Hosley
Academic Affairs Committee (AAC)	Sp24	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp25	Giana Carey
Academic Affairs Committee (AAC)	Sp25	Kris Peck
Academic Affairs Committee (AAC)	Sp25	Lauren Greenwald
Academic Affairs Committee (AAC)	Sp24	Tracy Williams
Academic Affairs Committee (AAC)	Sp25	Darlene Burke (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp25	Shafin Ali

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Academic Affairs Committee (AAC)	Sp 25	Tyrone Nagai
	SP25	Robert Kelley (un-banking in Spring 2024)
Academic Affairs Committee (AAC)	SP25	Joseph King
Academic Affairs Committee (AAC)	Sp25	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp24	Julie Cord
Courses and Programs Committee (CPC)	<i>Ends</i>	<i>CPC chair 3 years limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC)	Sp26	Theresa Bolanos (Co-Chair)(GE Area B)
Courses and Programs Committee (CPC)	Sp26	Scott Fallstrom (Co-Chair) (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp26	Olivia Quintanilla (Area F)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp25	Dave Massey (GE Area C)
Courses and Programs Committee (CPC)	Sp25	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp25	John Kirwan (GE Area A1, transfer)
Courses and Programs Committee (CPC)	Sp25	Ticey Hosley (Counseling)
Courses and Programs Committee (CPC)	Sp25	Zulema Diaz (GE Area A1)(on sabbatical in fall 2023)
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp25	Joseph King (Associate Faculty, NC)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Coordin. Online Ed
Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Courses and Programs Committee (CPC)	SP26	Karl Cleveland (CE)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members only
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Xuchi Eggleton (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Open
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Eliza Rabinovich
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Alicia Lopez (on Sabbatical in Spring 2024)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee Meetings day/time: Tuesdays after 4:30 or Thursdays after 1:30	No term length	No number set
Equivalency Subcommittee	SP 25	Jeff Ihara (Chair)
Equivalency Subcommittee		Elizabeth Clarke
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Equivalency Subcommittee		Richard Ma (ad hoc member)
Equivalency Subcommittee		Ashley Davis
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp25	Jim Julius (Chair)
Faculty Awards Subcommittee		Janeen Apalatea (un-banking in Spring 2024)
Faculty Awards Subcommittee		Scott Fallstrom (only in Spring 2024)
Faculty Awards Subcommittee		Eduardo Mariscal
Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Jessica Thompson (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp24	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp24	Lauren McFall
MiraCosta Online Educators (MOE)	Sp25	Sean Davis
MiraCosta Online Educators (MOE)	Sp25	Roland Estrella
MiraCosta Online Educators (MOE)	Sp25	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP24	JahB Prescott
MiraCosta Online Educators (MOE)	Sp24	curry mitchell
MiraCosta Online Educators (MOE)	Sp24	Cristina Toharia
MiraCosta Online Educators (MOE)	SP 25	Mariana Silva
MiraCosta Online Educators (MOE)	Sp25	Leola Powers (on Sabbatical in fall and un-banking in Spring 2024)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
MiraCosta Online Educators (MOE)	Sp24	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Ghada Osman
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Ansina Green
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Jim Sullivan
Professional Development Program/Flex (PDP)		Andrea Petri
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Jade Hidle
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Carlos Velasco (Associate Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Associate Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)	SP 25	Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)	SP 25	Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Jose Jara (on sabbatical in fall 2023)
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

<u>Committee Name</u>	<u>Term</u>	<u>2023-2024 Assignment</u>
Sabbatical Leave Subcommittee (SLC)		Isabel Luengo
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Dean Ramos
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Janeen Apalatea (un-banking in Spring 2024)
Salary Advancement Subcommittee (SAC)		Sam Arenivar
Salary Advancement Subcommittee (SAC)		Angela Senigaglia

Operational Subcommittee of the Senate:

Elections Subcommittee	
Elections Subcommittee	John Phillips (chair)
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

<u>Committee Name</u>	<u>2023-2024 Assignment</u>
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Laney Collins

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Awards and Scholarships Advisory Committee	Maria Figueroa
Awards and Scholarships Advisory Committee	Jeff Murico (on Sabbatical in Spring 2024)
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Heidi Parrott (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Raymond Clark
Basic Needs Workgroup	Julie Graboi (Associate Faculty)*
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam (on Sabbatical in Fall 2023)
Campus/Facilities Advisory Committee	Raymond Clark (on Sabbatical in Fall 2023)
Campus/Facilities Advisory Committee	Steve Vail
Classified Senate Events Committee	
Classified Senate Events Committee	Markus Berrien
Classified Senate Events Committee	Aaron Roberts
Commencement Advisory Committee	
Commencement Advisory Committee	Lynne Miller
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok (on Sabbatical in Spring 2024)
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Magdalena Zepeda

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Leila Safaralian
Dual Enrollment Advisory Committee	Theresa Bolanos
Dual Enrollment Advisory Committee	Oswaldo Ramirez
Dual Enrollment Advisory Committee	Isabel Luengo
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Krista Warren
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
Emergency Preparedness Advisory Group (EPAG)	Himgauri Kulkarni
Emergency Preparedness Advisory Group (EPAG)	Eliza Rabinovich
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Yesenia Balcazar
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Stacey Mathis
EOPS/CARE Advisory Committee	Ashley Davis
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Associate Faculty)*
Equal Employment Opportunity Advisory Committee (EEOAC)	<i>2 members only</i>
Equal Employment Opportunity Advisory Committee (EEOAC)	Luke Lara
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Yesenia Balcazar
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Laura Hayak

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Open for an Associate Faculty*
Honors Scholar Program Advisory Committee	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	(Chair)
Honors Scholar Program Advisory Committee	Delores Loedel (on Sabbatical in Spring 2024)
Honors Scholar Program Advisory Committee	Khang Nguyen
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynn Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Donny Munshower
Honors Scholar Program Advisory Committee	Lynne Miller
Honors Scholar Program Advisory Committee	John Turbeville
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
International Education Advisory Committee	
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico (on Sabbatical in Spring 2024)
International Education Advisory Committee	Delores Loedel (on Sabbatical in Spring 2024)
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Emiko Kiyochi
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Andrea Petri

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok (on sabbatical in Spring 2024)
Math, Engineering, Science Achievement (MESA) NEW	Members: 4 STEM faculty who serve for fall 2023 and spring 2024
Math, Engineering, Science Achievement (MESA)	Angela Beltran-Aguilar (MESA Faculty Sponsor) (Math)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)
Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)
Math, Engineering, Science Achievement (MESA)	Shawn Firouzian (Math)
Math, Engineering, Science Achievement (MESA)	Lynnie Trzoss (Chem)
Math, Engineering, Science Achievement (MESA)	Violeta Sanchez (Advisory role)
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Phillip Boland
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Abby Burd
San Elijo Advisory Group	Annie Ngo

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Delores Loedel (on Sabbatical in Spring 2024)
San Elijo Advisory Group	Lise Flocken
San Elijo Advisory Group	David Detwiler (fall 2023 and fall 2024 only)
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Donny Munshower
San Elijo Advisory Group	Open for an Associate Faculty*
Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Robert Kelley
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Student Accessibility Services (SAS)	yoshimi hayashi
Student Success, Equity, and Guided Pathways NEW	
Student Success, Equity, and Guided Pathways	Arti Dua
Student Success, Equity, and Guided Pathways	Stacey Mathis
Student Success, Equity, and Guided Pathways	Ticey Hosley
Student Success, Equity, and Guided Pathways	Shawn Firouzian
Student Success, Equity, and Guided Pathways	Jim Julius
Student Success, Equity, and Guided Pathways	Eliza Rabinovich
Service Learning Advisory Committee	

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen (on Sabbatical in Fall 2023)
Service Learning Advisory Committee	Arlie Langager
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa (un-banking in fall 2023)
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir (on Sabbatical in Fall 2023)
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Strong Workforce Advisory Committee (SWAG)	Min Choi
Strong Workforce Advisory Committee (SWAG)	Rick White
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Student Services Council	Lise Flocken
Student Services Council	Adrean Askerneese
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Rick White
Technology Advisory Committee	Adrean Askerneese
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Jorge Guerrero
Transfer Center Advisory Committee	David Bonds

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Adrean Askerneese

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

Committee on Exceptions	Wendy Horton
Committee on Exceptions	Rhonda Welch Scalco
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
NCHEA Board	
NCHEA Board	Daniela McIntosh
NCHEA Board	Phillip Boland
NCHEA Board	Violeta Sanchez
NCHEA Board	Kathleen Soto-Gomez (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Donny Munshower
NCHEA Board	Jed Schlueter
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Korey Goulette
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	Markus Berrien
SDICCCA Faculty Intern Program	Sean Davis
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2023-24

If no term ending dates are noted, the terms are flexible.

MCCAAF 2023-2024

Executive Committee (Elected members)	
Krista Warren	President
Al Nyman	Vice President
Joe Chirra	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2023-2024

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract Lead	Business
Billy Gunn	Exec Treasurer	Film Studies
Faculty Assembly Council (appointed by FA President)		
Brad Byrom	Councilperson	History
Abby Burd	Councilperson	Mental Health Counseling
Min Choi	Councilperson	MAT
Paul Clarke	Councilperson	Drafting Design
Leigh Cotnoir	Councilperson	Media Arts Technology
Rich Dicker	Councilperson	Nursing and Allied Health
Michelle Farnam	Councilperson	SAS Counseling (on Sabbatical in Fall 2023)
Ruth Gay	Councilperson	Noncredit ESL (un-banking in fall 2023)
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Mark Laurel	Councilperson	Math
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry (on Sabbatical in Spring 2024)
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Michelle Odom	Councilperson	Nursing & Allied Health
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

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The “fair use” doctrine permits limited use of copyrighted materials without obtaining permission from the copyright owner in certain situations, including teaching and scholarship. Fair use is determined using a broad criteria identified in Section 107 of the Copyright Act of 1976. [The Technology, Education, and Copyright Harmonization Act \(“TEACH Act”\) allows an online instructor to use material in the same ways material can be used in live classrooms and gives additional guidance for online teaching.](#) Consideration of all four of the factors below is required before proceeding with use [in any teaching situation](#), though all factors do not have to be [1]in favor of use to make it a fair use:

- A. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. The [nature](#)[2] of the copyrighted work;
- C. The amount and significance of the portion used in relation to the entire work; and
- D. The effect of the use upon the potential market for or value of the copyrighted work.

Online Course Materials

~~The Technology, Education, and Copyright Harmonization Act (“TEACH Act”) allows an online instructor to use material in the same ways material can be used in live classrooms and provides specific language that applies to online classes. An individual assessment is required to determine whether a given use is protected under the TEACH Act. Individuals should rely on fair use guidelines and the TEACH Act to determine whether they can use copyrighted materials for online instruction.~~

MiraCosta Community College District

Page 1 of 2

Effective Date: 11/3/16, 9/10/20

Steering: AAC/AS

CCLC Update: #6, 2/04

References: Education Code Sections 32360 and 67302;

U. S. Code Title 17, Copyright Act of 1976

Basic Books, Inc. v. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and *Princeton University Press v. Michigan Document Services, Inc.* (6th Cir. 1996) F.3d 1381

The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, §§ 110(2), 112

CCLC Update: #6, 2/04

Steering: AAC / AS

The following^[3]^[4] additional criteria are generally required to use copyrighted material ~~in online instruction~~:

- The ~~online~~ instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course; only students enrolled in the class may have access to the material.
- Technical safeguards are used to prevent retention of the transmission for longer than the class session or to limit student ability to further distribute the materials.
- The performance is either of a non-dramatic work or a “reasonable and limited portion” of dramatic literary, musical, or audiovisual work ~~comparable to that displayed in a live classroom session~~.
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital ~~distance~~ education.
- The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
- The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

Obtaining Permission to Use Copyrighted Material

District employees will follow the guidelines provided by the United States Copyright Office in Circular 21, “Reproduction of Copyrighted Works by Educators and Librarians.” ~~A copy of this document~~ A copy of this document is available from the U.S. Copyright Office, ~~and can be found online at~~ <http://www.copyright.gov/circs/circ21.pdf>. A copy is also available at the office of the vice president, Instructional Services.

Responsibility for obtaining permission to print, duplicate, or display copyrighted works shall rest with the individual using the copyrighted material.

The following organizations and resources provide additional information and guidance regarding use of copyrighted material.

1. ~~Copyright Clearance Center~~ Copyright Clearance Center, www.copyright.com.
2. ~~American Libraries Association~~ American Libraries Association, www.ala.org, click on "Washington Office" or "issues and advocacy."
3. ~~University of Michigan Library Copyright Office~~ University of Michigan Library Copyright Office, www.lib.umich.edu/copyright;
4. ~~Copyright & Fair Use Stanford University Libraries~~ Copyright & Fair Use Stanford University Libraries, <http://fairuse.stanford.edu/>
5. ~~The Association of American Publishers~~ The Association of American Publishers, www.publishers.org.
6. ~~National Association of College Stores~~ National Association of College Stores, www.nacs.org.

Library

The primary aim of the library is to provide information literacy instruction (both in person ~~on-ground~~ and online) and a balanced collection of materials to support the curriculum.

Library Collections

Library materials are acquired to serve these purposes:

- To be used by students in connection with courses
- To support instructors in preparing for teaching their courses
- To support college staff in professional duties
- To promote and support library users in general intellectual and cultural development, as well as to provide leisure reading, viewing, and listening

Librarians and discipline faculty share responsibility for selecting materials, in an appropriate format, for the library collection. As subject experts, discipline faculty should have significant input in the selection and examination of library materials within their subject areas. The librarians are responsible for maintaining a balance between various subject areas and between standard and current works.

The selection and evaluation of materials in a wide variety of formats will be based on curricular demands, recommendations of current professional review sources, and suggestions from members of the college community. Student requests are strongly encouraged, as they help to enrich and diversify the collection.

Gifts of library materials are welcome but are accepted with the understanding that only those meeting the needs of the library and the guidelines for selection will be added to the collection. Typically, gifts not retained are given away. The library assumes no responsibility for appraisal or valuation of gift items.

MiraCosta Community College District

Page 1 of 2

Effective Date:	1/19/10, 6/10/16, 10/13/16, 9/10/20
Reference Update:	11/14, 1/15, 5/20
Steering:	Committee-AAC; Council-AS
References:	Education Code §78100 Accrediting Commission for Community and Junior Colleges Accreditation Standard II.B
CCLC Update:	#25, 11/14
Steering:	AAC / AS

Library Exhibits and Displays

Library exhibits serve these purposes:

- To increase interest in library materials and their use
- To provide supplemental library opportunities for intellectual and aesthetic discovery
- To reflect the diversity of our curriculum and our community

The library is mainly responsible for curating its exhibits and displays, but will also consider requests to provide temporary/rotating space for academic departments, student groups recognized by the college, individual staff, faculty, administrators, and students, and community members or organizations that wish to sponsor an exhibit or display.

Challenges to Library Materials or Exhibits

Materials and exhibits representing various viewpoints and supporting academic freedom are included in the library as a matter of routine. If the suitability of a particular material or exhibit is questioned, the specific objections should be submitted in writing to the dean, [Academic Information/Instructional Services](#). The dean and Library department chair [GS1] will review the submission and if the issue remains unresolved, the matter will be referred to the Academic Affairs Committee for review. The Academic Affairs Committee will forward their recommendation for action to the Academic Senate, who will in turn advise the superintendent/president on the disposition of the complaint. The Academic Senate will notify the complainant in writing of their decision.

Equitable Access and Borrowing

The library will provide equitable access to library resources and services to all students, regardless of location, including online learners.

Faculty, staff, enrolled students, and those with emeritus/Gold Circle status may access and borrow materials with approved identification. Reciprocal borrowing privileges [of physical library materials](#) are available for the students of locally affiliated institutions with current identification from their home institutions. Area residents, including high school students, may borrow [physical library materials](#) with [approved identification and the creation of a library account](#). ~~the purchase of a community patron card.~~

The MiraCosta College Library affirms the [American Library Association Bill of Rights](#).

Academic Support and Tutoring Services

The college offers multiple instructional support services to students enrolled in academic courses. These include computer labs, a Language Resource Center, [a Math Learning Center](#), a Science, Technology, Engineering, and Math (STEM) Learning Center, a Tutoring and Academic Support Center, and a Writing Center.

The MiraCosta College website contains information on their locations, services, and

hours of operation.

The district shall have library and instructional support services that are an integral part of the education program and will comply with the requirements of the Reader Privacy Act. Instructional support services include, but are not limited to, technology enhanced learning, a [math-science, technology, engineering, and math \(STEM\)](#) learning center, tutoring and academic support center, and a writing center.

Adoption History: 1/19/10, 3/12/14, 8/17/16
Periodic Review: 10/15/20
Reference Update: 11/14, 1/15
References: Education Code §78100
Civil Code §1798.90
ACCJC Accreditation Standard II
CCLC Update: #20, 3/12; #25, 11/14
Steering: AAC / AS

Articulation is an ongoing process overseen by the articulation officer, a faculty position appointed by reporting to the Office of Instructional Services. This individual develops and maintains articulation agreements with regional and statewide transfer institutions, with a primary focus on the University of California (UC) and California State University (CSU) systems. as well as with other community colleges.

The articulation officer advises faculty, and departments, the Courses and Programs Committee (CPC), and administrators about changes in CSU/UC system and campus requirements, California Community Colleges Chancellor's Office (CCCCO) requirements, and any legislative requirements that will impact curriculum at the college. university majors, Associate Degrees for Transfer (ADTs), and admissions requirements that will impact curriculum at the college. They will advise the Courses and Programs Committee (CPC) about curriculum development and degree requirements related to Title 5 compliance, C-ID, and ADTs.

The articulation officer oversees compliance of curriculum-based transfer programs, such as CSU-GE and IGETC, and programs required by the CCCCCO, such as the course identification numbering system (C-ID) and Associate Degrees for Transfer (ADTs). The articulation officer works with faculty to initiate, create, revise, and submit courses appropriate to these programs.

The articulation officer communicates on a regular basis with counselors and evaluators to ensure that college academic policies, legislation, and Title 5 requirements are interpreted and implemented correctly.

University Articulation

To facilitate the transfer of students to four-year colleges/universities, the articulation officer will initiate, develop, maintain, and disseminate written, faculty-approved documents called articulation agreements. Articulation agreements include transfer-course lists, general education requirements, major preparation agreements, and course-by-course agreements. The intent of articulation is to provide transfer pathways that prepare students for upper-division study in a major in a unit-efficient manner.

Types of Articulation Agreements

- A. Transferable Course List Agreements: These agreements indicate which courses at MiraCosta College are accepted as baccalaureate level at the UC and CSU. University of California (UC) and the California State University (CSU). At minimum, these courses are acceptable for transfer electives. All subsequent articulation agreements are based on the transferable-course lists.
- B. Major Preparation Agreements: These agreements specify which courses at MiraCosta College fulfill lower-division major requirements at a four-year institution (California public, private, and out-of-state). Supplemental admission requirements for selected majors may be included as part of the articulation agreement.

- C. General Education/Breadth Agreements: These agreements indicate those courses that a student can complete at MiraCosta College to satisfy the general education/breadth requirements, CSU-GE (Plan B), and IGETC (Plan C) at the ~~CSU California State University~~, the ~~UC University of California~~, and some private and out-of-state institutions.
- D. Course-by-Course Agreements: These agreements specify which courses at MiraCosta College have been accepted as comparable or equivalent to courses offered at a four-year college or university.

~~The articulation officer also oversees compliance of curriculum-based transfer programs required by the California Community Colleges Chancellor's Office (CCCCO) and/or the CSU and UC systems, such as the course identification numbering system (C-ID) and the associate degrees for transfer (AD-T). The articulation officer will work with faculty to initiate, create, revise, and submit courses appropriate to these programs.~~

High School Articulation Credit by Exam

Articulation credit by exam definition

Articulation credit by exam is a course alignment process between K12, adult school, or noncredit career and technical education (CTE) classes and college career education (CE) courses designed to provide students with a nonduplicative sequence of progressive achievement and the potential to earn college credit through credit by exam. Articulation credit by exam requires an agreement between the institutions and assures students who demonstrate sufficient mastery of the student learning outcomes and course content, exhibited through the credit by exam process, can progress to the next level of postsecondary instruction.

Articulation credit by exam is designed to allow students in pre-collegiate programs (high school, adult school, or noncredit) to complete CTE training and receive college credit through appropriate Title 5 guidelines. CE courses eligible for articulation credit by exam are limited to courses designated as vocational by the California Community Colleges Taxonomy of Programs. MiraCosta College and each high school district or adult school district/consortium shall negotiate articulation agreements for each course for which equivalent college credit will be granted. Terms and conditions of such agreements shall be the purview of the appropriate MiraCosta College discipline faculty. District fees are not charged for college units earned through articulation credit by exam.

Initiating articulation credit by exam

The articulation request submission period is from December 1 through March 15; if approved, it goes into effect the following school year. The process is coordinated by the Career Education Pathways coordinator or their designee. Requests are submitted by high school district or adult school district/consortium instructors, counselors, administrators, and/or other authorized individuals. A request may be submitted on behalf of multiple instructors at a high school district or adult school district/consortium.

Articulation requests must include the requester's course outline, final exam/project/portfolio, and the course student learning outcomes. Meetings between high school district or adult school district/consortium representatives and MiraCosta

College discipline faculty may occur prior to or during the articulation request process to discuss course alignment. After reviewing the request, discipline faculty will approve the request, deny the request, or conditionally approve the request with recommended changes. If approved, the Career Education Pathways coordinator or their designee will draft an articulation agreement to be signed. Signers for MiraCosta College will include the department chair and the appropriate school dean or their respective designee. Signatures required from high school district or adult school district/consortium partners include the instructor(s) and appropriate administrator(s).

Equivalency standards

Equivalency standards shall be jointly agreed upon in writing by the discipline faculty and the high school district or adult school district/consortium instructor(s). Curriculum and equivalency standards shall be determined based on the college 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. MiraCosta College discipline faculty will determine who will proctor and assess the students' final exam/project/portfolio.

Districtwide agreements

There shall be a common articulation agreement for each course, taught at high schools in the same district or adult schools in the same district, that qualify for equivalent college credit as long as the course outlines submitted with the request are the same.

Agreement development

The Request for Articulation Credit by Exam Form and supporting documents, which initiate the articulation credit by exam process, shall be available on the MiraCosta College website. The Career Education Pathways coordinator or their designee will review each request and send to the appropriate discipline faculty member(s) and the articulation officer, as appropriate, for consideration. The Career Education Pathways coordinator or their designee will arrange meetings among appropriate high school and college district faculty to clarify issues and develop the agreements.

Approval and review of existing agreements

Articulation agreements shall expire after two consecutive academic years, and the high school district or adult school district/consortium shall submit a new articulation request during the submission window to renew an agreement. MiraCosta College will review to assure appropriateness and continuing equivalency. In the event of modification to a course, all parties shall be given written notification within 30 days.

Responsibility to report changes to courses

The Career Education Pathways coordinator shall publish a list of articulated courses and inform the articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses.

Student responsibilities

To receive college credit, the student must have submitted a MiraCosta College admissions application and completed the petition for credit. The student must earn a “B” or better both in the course and on the final assessment approved by MiraCosta College discipline faculty, demonstrating course competency.

High school district or adult school district/consortium responsibilities

High school district or adult school district/consortium instructors shall inform students and their families of the articulation agreement and the requirements for credit eligibility. High school district or adult school district/consortium instructors must adhere to all deadlines established by MiraCosta College.

When eligible college credit is granted

The Admissions & Records Office acknowledges the importance of timely transcription of articulation credit by exam grades and agrees to transcript grades by September 1 following the end of the academic year in which the student was enrolled in the articulated class. Grades under a “B” will not be transcribed; thus, the student will not have an enrollment record for the articulated MiraCosta College course.

Transcript notation

Articulated college credits will be coded on the student’s MiraCosta Community College District transcript with a “Credit by Exam (CBE)” notation next to the earned letter grade. Credit will be awarded for the academic year in which the course was taken.

~~The Board of Trustees authorizes and expects the staff to develop and implement articulation agreements with high schools served by MiraCosta College. Such agreements will provide for students to be granted college credit and/or accelerated placement in recognition of outcomes obtained in high school classes that are determined to be comparable to the competency objectives of MiraCosta College classes in the same subject area. The career and technical education transitions coordinator will facilitate the process of developing these types of articulation agreements. Courses to be included in the agreements will be determined by faculty members in academic or vocational departments. The vice president of instructional services is authorized to approve such agreements on behalf of the college, upon department recommendation. It is the responsibility of the career and technical education transitions coordinator to facilitate the review of high school curriculum so that career technical education faculty can make decisions regarding comparability of courses. High school students may earn college credit by passing their high school course and a college faculty approved final exam with a grade of “B” or better.~~

~~An approved agreement will remain in effect until either party makes curriculum changes that would substantially change the existing agreement.~~

Accrediting Commission for Community and Junior Colleges

Accreditation Standard II.A.10

Education Code §§66720-66744

Reference Update:

1/15, 4/20/17

CCLC Update:

#30, 4/17

Steering:

CPC / AS

The district may contract for instructional classes or fee-based offerings to be ~~offered~~ provided at the request of public or private agencies or groups according to the following procedures:

- A. Contract education needs of the community are assessed by the Office of Community Education and Workforce Development. Once those needs are determined, the same office ~~develops-identifies~~ courses and/or develops offerings and workshops that will meet those needs or will contract with experts who will assist with course content development.
- B. ~~Courses and workshops~~ Fee-based offerings are reviewed and approved by the director of Community Education and Workforce Development in conjunction with the entity requesting the ~~course~~ offering(s) to ensure identified community needs are met and, where applicable, standards defined by state, national, or contracting entities are met. In these instances, the ~~course~~ content is measured against learning objectives provided by these entities.
- C. Contract education is evaluated through a formal student evaluation process using instruments designed by the Office of Community Education and Workforce Development, in conjunction with the entity requesting course(s) and approved by the director of Community Education and Workforce Development. The evaluation results are used to ensure continuous quality improvement of contract education.
- D. State support may not be sought for contract education courses unless specifically designated for those purposes (i.e... ETP funding).
- E. ~~Credit~~ courses offered through contract education require the contracting entity to pay for all student fees and costs on behalf of the students.
- F. Ratification of contracts for instructional classes and/or fee-based offerings will be made by the district board of trustees.

Matters identified by title 5 as standards of scholarship are grading practices, credit/-noncredit options, credit for prior learning, standards for [academic and progress notice](#) ~~probation~~ and [separation -dismissal](#), remedial ~~coursework~~[course-work](#), academic record symbols, grade changes, course repetition, academic renewal, probation and dismissal, and alternative methods of awarding credit. Authority and responsibility is delegated to the vice president, Instructional Services, and the Academic Senate as described in the policies and procedures on [Collegial Governance and Participation in Local Decision Making](#) ~~participation in local decision making~~ (see Board Policy and Administrative Procedure 2510, ~~Local Decision Making~~[\[1\]\[2\]](#)).

CCLC Update:
Steering:

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AAC/CPC / AS

The superintendent/president shall establish procedures that establish standards of scholarship consistent with the provisions of title 5 sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050, et seq, and board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit for prior learning, academic and progress ~~notice [1] probation,~~ academic and progress ~~separation [2] dismissal,~~ academic renewal, course repetition, limits on remedial coursework, and grade changes.

The procedures shall be described in the MiraCosta College catalog.

Adoption History:	5/5/09, 8/17/16, 11/19/20
Periodic Review:	5/19/22, 05/xx/32
Reference Update:	4/16, 4/18
References:	Education Code §70902(b)(3) Title 5, §§51002, 55020 et seq., 55031 et seq., 55040 and 55050 et seq
CCLC Update:	#28, 4/16; #32, 4/18
Steering:	AAC/CPC / AS

Credit for prior learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. An authorized assessment is a process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes ~~as~~ set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

Students who are veterans or active duty members of the armed forces, who hold industry-recognized credentials, or who request credit for a course based on their prior learning will be referred to the college's appropriate authority for assessment upon completion of their educational plan.

Units earned for CPL cannot be counted for federal financial aid payment purposes but may be counted for pace of progression and maximum unit calculations.

Determination of Eligibility for Credit for Prior Learning

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to ~~that of~~ the student's prior learning and only for ~~a~~ courses listed in the MiraCosta College Catalog.

Award of credit will be made to general education or program requirements when possible and to electives for students who do not require additional general education or program credits to meet their goals. Units for which credit is given shall not be counted in determining the 12 ~~semester hours of credit~~ units in residence required for an associate degree.

Approved Methods for Awarding Credit for Prior Learning

Students may demonstrate proficiency in a course eligible for CPL and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on any of the following standardized examinations: Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP).
- Evaluation of Joint Services Transcripts (JST).
- Satisfactory completion of an institutional examination, known as credit by ~~examination~~, administered by discipline faculty.

Steering: AAC / AS

- Evaluation of industry-recognized credential documentation.
- Evaluation of a student portfolio or other assessment approved or conducted by ~~proper authorities~~designees of the college.

AP, IB, CLEP, JST, and credit by exam can be used by MiraCosta College to certify specific CSU and/or UC general education requirements.

A. Credit for Standardized Examinations

1. Advanced Placement (AP) Examination Program: MiraCosta College grants credit to high school students who attain scores of 3, 4, or 5 on AP exams administered by the College Entrance Examination Board. The Advanced Placement Guide published in the MiraCosta College Catalog identifies how specific AP exams can be used as ~~credit for prior learning~~CPL. (See Administrative Procedure 4236: Advanced Placement Credit.)
2. International Baccalaureate (IB) Examination Program: MiraCosta College grants credit toward the associate degree for most high level IB exams passed with a minimum score of 5. However, individual departments may also determine course equivalency. The International Baccalaureate Guide published in the MiraCosta College Catalog identifies how specific exams can be used as ~~credit for prior learning~~CPL. To receive credit, official IB transcripts must be on file in the Admissions and Records Office.
3. College Level Examination Program (CLEP): MiraCosta College grants credit for successful completion of certain CLEP general examinations and subject examinations with a minimum score of 50. The CLEP Guide published in the MiraCosta College Catalog identifies how specific exams can be used as ~~credit for prior learning~~CPL. To receive credit, official CLEP transcripts must be on file in the Admissions and Records Office.

B. Credit for U.S. Military Service/Training

MiraCosta College grants experience credit of three elective units for submission of any DD214, 295, or other military transcript. Additionally, active duty military personnel and U.S. military veterans may satisfy the Self-Development general education (GE) requirement from MiraCosta College's GE pattern (Plan A) or the California State University GE-Breadth pattern (Plan B) through submission of a military transcript.

Military service school training will be evaluated and awarded associate degree credit in accordance with the recommendations contained in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Forces. In most circumstances, the units awarded will be elective credit. Students may also receive credit for USAFI/Dantes subject standardized tests and USAFI courses by submitting an official transcript to the Admissions and Records Office. Students should submit a verified copy of their DD214/military transcript to the Admissions and Records Office for evaluation.

C. Credit by Examination

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that course. The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit ~~is to~~ will be granted.

Credit by exam will be offered only under the following conditions:

1. A departmental or program credit by ~~institutional~~ examination policy is on file with Student Services.
2. An instructor ~~who has been~~ designated by ~~the~~ departmental ~~statement as~~ eligible to give credit by ~~institutional~~ examination in the course ~~and~~ agrees that ~~such credit by institutional examination is~~ the credit examination is appropriate. The instructor is responsible for selecting an appropriate exam.
3. The student must be currently enrolled at the college and in good standing (see Administrative Procedure 4250: ~~Probation, Disqualification, and Readmission~~ Academic and Progress Notice).
4. An examination may be taken only one time for a specific subject and will not be given in a subject previously completed unsatisfactorily (D, F, or NP).
5. The deadline for returning a completed Credit for Prior Learning CPL Assessment petition to the Admissions and Records Office is ~~the thirty (30) percent deadline of a Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.~~ the thirty (30) percent deadline of a Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.
6. Students have until the ~~seventy-five (75) percent 75%~~ deadline to withdraw their intent to take the exam in writing to the Admissions and Records office; after that, they must take the exam or they will automatically be issued a grade of "F."
7. Credit by ~~institutional~~ examination ~~will generally~~ not be offered for a course the student is currently enrolled in or for a course that is a prerequisite to a more advanced course in the same subject for which the student has already received college credit.
8. A maximum of 15 units will be granted as credit by ~~exam~~ institutional examination at MiraCosta College. Note: This ~~number~~ does not include ~~CLEP or other credit for standardized examinations~~ similar standardized tests.
9. Credit by ~~institutional~~ examination will ~~be recorded~~ reflect on the student's permanent record ~~only if department and institutional policy has been followed.~~

~~10. Charges will be assessed for credit by institutional examination. The fee will not exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Credit by institutional exam is covered by the Board of Governors Fee Waiver Program, if eligible.~~

~~11.10.~~ Credits acquired by examination are not applicable to meeting ~~of such~~ unit-load requirements ~~as for purposes of financial aid.~~ Selective Service deferment, Veterans, Veterans benefits, or Social Security benefits.

D. Credit Using Industry-Recognized Credentials

The determination to offer CPL using industry-recognized credential documentation rests solely on the discretion of the discipline faculty. Students shall receive credit if the discipline faculty who normally teach the course for which credit is to be granted determine the industry certification adequately measures mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL using industry certification and receive college credit must file a Credit for Prior LearningCPL Assessment petition to the Admissions and Records Office by thirty (30) percent deadline of a the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

E. Credit Using Other Assessments

The determination to offer CPL using other types of assessment rests solely on the discretion of the discipline faculty. The nature and content of other types of assessment, such as student portfolios or skills demonstrations, shall be determined by faculty in the discipline who normally teach the course for which credit is to be granted. Students shall receive credit if the faculty determine that the assessment adequately measures sufficient mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL and receive college credit using a faculty-approved assessment method must file a Credit for Prior LearningCPL Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

Prior Learning Assessment Grading Policy

- A. Grading shall be according to the regular grading system in accordance with AP 4230: Grading and Academic Record Symbols.
- B. Students shall be offered a "Pass/No Pass" option, in accordance with AP 4232: Pass/No Pass, if that option is ordinarily available for the course.

C. Students shall be given the opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to AP 4230: Grading and Academic Record Symbols and AP 4231: Grade Changes.

Transcription of Credit for Prior Learning

The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning. Credit earned through an advanced placement exam will be specifically notated as such.

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment or examination. The superintendent/ president shall establish administrative procedures to implement this policy.

The district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. The policy shall be posted on the college website and published in the college-catalog.

See Administrative Procedure 4235.

Steering:

AAC / AS

This administrative procedure applies to college-credit students only.

- A. Academic Probation Notice – A student shall be placed on academic probation notice if they have attempted a minimum of twelve (12) semester units resulting in an evaluative grade and ~~has~~ a grade-point average of less than a "C" (2.0).
- B. Progress Probation Notice – A student shall be placed on progress probation notice if they have attempted a total of at least twelve (12) semester units and fifty (50) percent (50%) or more of the units attempted resulted in grades of "~~W~~"-withdrawal (W), "~~I~~"-incomplete (I), "~~NC~~"-no credit (NC), or "~~NP~~"-no pass (NP).
- C. Academic and Progress Probation Notice ~~are~~ is calculated for the spring and fall semesters ~~on the basis of~~ based on the student's enrollment after the deadline to drop without a "W". Summer grades are included in overall calculations for the spring and fall semesters. Academic and Progress Probation Notice ~~is~~ is posted on the student's permanent record.
- D. The Admissions and Records Office shall make every reasonable effort to notify a student of academic and/or progress probation notice in a timely manner. Upon notification of academic and/or progress probation notice, the student shall be directed to see a counselor ~~prior to~~ before the next registration period to discuss ways in which the student can improve their academic standing, overcome his/her/their academic deficiencies. Information on support services and appeal procedures will be included in the notification.
- E. A student who is placed on academic or progress probation notice may submit an appeal to the Committee on Exceptions.

Effective Date: 6/2/09, 8/13/13
References: Title 5, §§55030, 55031, 55032, 55033, 55034
CCLC Update: #13, 8/07; #20, 3/12
Steering: AAC / AS

Academic and Progress Probation Notice

Academic Notice - A student shall be placed on academic probation notice if they have attempted a minimum of 12-semester units resulting in an evaluative grade and ~~has~~ a grade-point average of less than a "C" (2.0).

A student on academic notice shall be removed from academic notice when the student's accumulated grade-point average is 2.0 or higher.

Progress Notice - A student shall be placed on progress probation notice if a) they have attempted a total of at least 12 semester units, and b) if fifty (50) percent or more of these attempted units resulted in grades of "W"-withdrawal (W), "I"-incomplete (I), "NC"-no credit, or "NP"-no pass (NP). A student ~~who is~~ placed on progress probation notice may submit an appeal to the Committee on Exceptions ~~in accordance with following~~ procedures ~~to be~~ established by the superintendent/president.

~~A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.~~ A student on progress probation notice shall be removed from progress probation notice when the percentage of units in the categories of "W"-withdrawal (W), "I"-incomplete (I), "NC"-no credit (NC), or "NP"-no pass (NP) drops below fifty (50) percent.

Academic and Progress Dismissal Separation

Academic Separation - A student ~~who is~~ on academic probation notice shall be placed on academic subject to dismissal separation if the student's cumulative grade-point average in all units attempted remains below a 2.0 for a second consecutive semester.

Progress Separation - A student ~~who is~~ on progress probation notice shall be subject to placed on progress dismissal separation if the percentage of units attempted in which grades of "W"-withdrawal (W), "I"-incomplete (I), "NC"-no credit (NC), or "NP"-no pass (NP) remains at or above fifty (50) percent for a second consecutive semester.

A student ~~who is~~ subject to academic and/or dismissal separation may submit a written appeal petition to the Committee on Exceptions in compliance with administrative procedures. ~~Dismissal~~ Academic and/or progress eparation separation may be ~~postponed~~ postponed, and the student continued on academic and/or progress probation notice if the student shows evidence of extenuating circumstances or shows significant improvement in academic achievement.

Adopted: 6/2/09, 6/25/14, 11/15/18
References: Education Code §70902(b)(3)
Title 5, §§55030 to §55034
V.A. Chapter 34 Regulations 3474 and 3524
CCLC Update: #26, 4/18
Steering: AAC/AS

Readmission or Reinstatement

A student who has been placed on academic or progress separation ~~dismissed~~ may be reinstated when the student:

- A. Does not attend for one semester.
- B. Consults with a counselor to determine whether the reasons that led to the academic and/or progress dismissal/separation have been corrected sufficiently to enable improved performance.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The superintendent/president shall develop procedures for the implementation of implementing this this policy that complies with the Title 5 requirements.

Disqualification from Loss of Veterans Administration Educational Benefits

Veterans Administration regulations require that a student or other eligible persons lose their educational assistance benefits ~~to veterans and other eligible persons be discontinued~~ when the student ceases to make satisfactory progress toward ~~completion of completing his or her~~ their training objective.

See Administrative Procedures 4250 and 4255, Disqualification and Dismissal.

Academic and Progress Dismissal/Separation

- A. Academic Separation - At the end of each semester, a student who is on "~~academic notice/probation~~" after two consecutively enrolled semesters shall be subject to academic dismissal/separation if the student earned a cumulative grade-point average of less than 2.0 in all units attempted at MiraCosta College. A student ~~who is~~ subject to academic dismissal/separation shall ~~not be dismissed/remain active~~ as long as ~~the student/they~~ earns at least a 2.0 grade-point average in their most recent semester. ~~(s~~Summer intersession is not considered a consecutive term or semester).
- B. Progress Separation - A student ~~who has been~~ placed on "~~progress probation/notice~~" shall be subject to progress dismissal/separation if the percentage of units in which the student has been enrolled for which entries of "~~W~~"-withdrawal (W), "~~I~~"-incomplete (I), "~~NC~~"-no credit, or "~~NP~~"-no pass (NP) are recorded in at least two consecutive semesters reaches or exceeds fifty (50) percent. ~~(s~~Summer intersession is not considered a consecutive term or semester).
- C. For academic and progress the purpose of dismissal/separation, semesters shall be considered consecutive ~~on the basis of~~ based on the student's enrollment after the deadline to drop without a "W", so long as the break in the student's enrollment does not exceed one, full primary term. Academic and progress Dismissal/separation is ~~posted~~ reflected on the student's permanent record.

Notification of Academic and Progress Dismissal/Separation

- A. The Admissions and Records Office shall make every reasonable effort to notify a student of academic and/or progress dismissal/separation in a timely manner.
- B. Upon notification of academic and/or progress dismissal/separation, the student shall be directed to sit out for one regular semester and consult with a counselor to determine whether the reasons that led to the academic and/or progress dismissal/separation have been sufficiently corrected to enable improved performance. Information on support services and appeal procedures will be included in the notification.

Fall Academic and Progress Dismissals/Separation: ~~Special circumstances exist for dismissals after the fall semester due to the fact that students enroll prior to fall grades becoming available.~~

- A. A student enrolled in the subsequent spring semester will be permitted to continue on academic and/or progress notice without submitting an appeal. Academic and progress separation status will be reevaluated at the end of the spring semester.
- B. A student not enrolled in the subsequent spring semester has the right to appeal by

submitting a petition to the Committee on Exceptions. Students not enrolled in the spring will be placed on academic and/or progress separation unless their petition is approved.

MiraCosta Community College District

Page 1 of 3

Effective Date: 6/2/09, 8/13/13, 6/17/14, 8/12/14, 10/4/18

References: Title 5, §§55033, 55034

CCLC Update: #14, 2/08; #23, 10/13

Steering: AAC / AS

- ~~A. A student who is enrolled in the subsequent spring semester will be permitted to continue on probation without submitting an appeal. Dismissal status will be reevaluated at the end of the spring semester.~~
- ~~B. A student who is not enrolled in the subsequent spring semester has the right to appeal by submitting a petition to the Committee on Exceptions. Students who have not enrolled in the spring will be dismissed unless their petition is approved.~~

MiraCosta Community College District

Page 1 of 3

Effective Date: 6/2/09, 8/13/13, 6/17/14, 8/12/14, 10/4/18

References: Title 5, §§55033, 55034

CCLC Update: #14, 2/08; #23, 10/13

Steering: AAC / AS

Spring Academic and Progress Dismissals Separation

- A. A student ~~who is~~ enrolled in the subsequent summer intersession ~~will be~~ permitted to continue on academic and/or progress probation notice without submitting an appeal for the summer only.
- B. A student ~~who is~~ enrolled in the subsequent fall semester has the right to appeal by ~~submitting a petition~~ petitioning onto the Committee on Exceptions. Provided the petition is approved, the student will be permitted to continue on academic and/or progress probation notice for the fall semester; ~~otherwise the student will be removed from classes for the fall.~~

Reinstatement Following Academic and Progress Dismissal Separation

A student who has been ~~dismissed~~ separated for academic and/or progress reasons may be reinstated when the student (1) does not attend for one primary semester (fall/spring); and (2) consults with a counselor to determine whether the reasons that led to the academic and/or progress dismissal separation ~~have been corrected sufficiently~~ to be addressed to enable improved performance.

Students who believe they should be reinstated after being notified of academic and/or progress dismissal separation must immediately petition the Committee on Exceptions. The student must indicate on the petition a clear statement of the grounds on which continued enrollment should be granted. ~~It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.~~

The decision of the Committee on Exceptions will be communicated to the student in writing by the Dean of Counseling and Student Development. The student may appeal the decision of the Committee on Exceptions in writing to the Vice President of Student Services or designee within thirty (30) calendar days of the date of notification of the decision of the Committee on Exceptions. The decision of the vice president is final.

If the academic and/or progress dismissal/separation appeal is granted, the student will be continued on academic and/or progress probation/notice for an additional semester. At the end of the ~~additional~~-semester, the student's academic record will again be evaluated to determine whether the student may be removed from academic and/or progress probation/notice, should be placed on academic and/or progress dismissed/separation, or should ~~be continued/continue~~ on academic and/or progress probation/notice.

Disqualification/Loss of Veterans Affairs Educational Benefits

- A. When a veteran student or benefit-receiving dependent is placed on academic or progress probation/notice for a second consecutive semester (not including summer session), the student becomes ineligible to receive veterans benefits for any subsequent semesters until the student has earned academic "good standing" by earning a 2.0 grade-point average/GPA or above and falls below the fifty (50) percent threshold for total withdrawals (W), incompletes (I), ~~no-credit (NC)~~, and no pass (NP), regardless of the number of units completed. After two consecutive semesters on academic or progress probation/notice, MiraCosta College's academic and progress probation/notice and academic and progress dismissal/separation policies may allow a veteran to enroll for another term. ~~Still, the~~ but the Department of Veterans Affairs will not allow certification for benefits. Students who are academically dismissed/separated have possible options for reinstatement for enrollment purposes, but again, will not be eligible for benefits until the overall grade-point average for MiraCosta College courses meets or exceeds 2.0 grade-point average/GPA and the percentage of withdrawals (W), incompletes (I), ~~no-credits~~, or no-pass (NP) grades is less than fifty (50) percent for all MiraCosta College courses combined.
- B. Students who ~~are disqualified from receiving/lose~~ Veterans Affairs educational benefits may appeal the ~~disqualification~~ to the Veterans Education Benefits Disqualification Committee and seek restoration of eligibility for benefits for any of the following reasons:
1. The immediately preceding semester, ~~the students' MiraCosta College~~ the students' MiraCosta College grade-point average has improved significantly.
 2. Documented extenuating circumstances beyond the control of the student.
 3. The combined grade-point average from MiraCosta College and other regionally accredited institutions of higher education, for coursework completed after ~~disqualification, the loss of benefits~~ the loss of benefits meets or exceeds district academic standards.

Offerings are established and maintained to meet the changing needs of the community and complement the credit and noncredit offerings of the college. Classes, workshops, excursions, et cetera are designed for both minors and adults.

Community Education instructors are not placed on the faculty salary schedule but are paid based on labor-market research, following a formula that allows for some negotiation. Their Community Education assignments do not count toward credit or noncredit loads. Contract Education instructors are paid in the same manner, unless the offerings are delivered as either credit or noncredit; in that case, the instructors are paid based on the appropriate salary schedule and the assignment is calculated as part of their load.

General-purpose revenues received from the state are not used to subsidize Community Education or Contract Education programs. Enrollment fees for individuals and contract-training fees are based on labor-market research and actual costs for providing each activity or training. Every effort is made to recover the actual costs of providing the programs, including administrative costs, through public or private contracts, contributions, donations, or user fees. The college recognizes the value-added contributions of Community Education and Contract Education to the overall marketing and public relations of the college.

The district shall maintain a Community Education program designed to contribute to the physical, mental, moral, economic, workforce, or civic development of the individuals or groups enrolled in it.

Community Education offerings shall be open for admission of adults and minors who can benefit from the programs.

Community Education and contract training shall be self-supporting. Students involved in Community Education offerings shall be charged a fee not to exceed the cost of maintaining the classes, workshops, excursions, or other activities. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups, or through grant funded awards.

See Administrative Procedure 4400.

Adding Courses

Students may add classes through the registration period (10 percent deadline of class). ~~Full-semester length and 15-week classes may be added through the second week of the semester (or session);~~ however, students may **register** ~~enroll~~ in open, unrestricted classes through SURF only until midnight prior to the start date of the class.

Once the start date of any class occurs, students may **register for** ~~enroll in~~ a class only with instructor permission using a permission code ~~or signed add card~~ obtained from the instructor. Permission codes ~~or signed add cards~~ may be used through the ~~second week of class for full term and 15-week courses and within 5 working days from the start date of any short-term~~ 10 percent deadline of a class.

For classes that begin with fewer enrollments than the class capacity as published in SURF, instructors shall grant permission to enroll the number of students equal to the published class capacity by the end of the ~~first class~~ first-class meeting. Any additional enrollments above the class capacity are at the discretion of the instructor.

Late Adds

After the second week ~~or 10 percent deadline of instruction for full term and 15-week classes or after the first 5 days of a short-term class~~, only students with **unavoidable** extenuating circumstances may petition to add a class. ~~Unavoidable e~~Extenuating circumstances include administrative errors, institutional circumstances, and verified cases of accidents, illnesses, or other circumstances beyond the student's control.

The student must first seek recommendation from the instructor of the class. If they are willing to recommend **a late add enrollment**, the instructor must explain on the late-add petition how the student will make up instructor contact hours and outside-of-class work. The petition is then submitted to the appropriate instructional dean for review and approval. The approved petition must be submitted to the Admissions and Records Office within five business days of the instructor's signature date or the permission to **enroll-add** will be withdrawn.

If the instructor or instructional dean refuses to sign the petition, the student may neither **enroll-in-add** the course nor appeal the decision.

Withdrawals

Withdrawals or drops are authorized through the ~~last day of the fourteenth week of instruction or 75 percent~~ deadline of the session term, whichever is less. Students who withdraw or

Steering: ~~_____ AAC / AS~~

drop classes ~~during the prior to the first two weeks~~ 10 percent deadline of the session term for primary length courses or ten percent of the course for short-term courses will receive no notation on their academic record.

Instructors shall clear class rosters ~~their rolls~~ of inactive students no later than the end of the last business day before the census day for all students. "Inactive students" include the following:

MiraCosta Community College District

Page 1 of 3

Effective Date: 4/6/10, 2/14/14, 5/6/16, 7/19/18

References: Title 5, §§55024, 58004, 58161, 58509

CCLC Update: #20, 3/12; #32, 4/18

Steering: AAC / AS

- Students identified as no-shows
- Students who officially withdraw
- Students who have been dropped from the course. A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances.
 - "No longer participating" includes, but is not limited to, excessive unexcused absences but must relate to nonattendance. In an online environment, nonparticipation in course activities will be interpreted as nonattendance (see Administrative Procedure 4105).
 - "Extenuating circumstances" are -cases of accidents, illnesses, or other circumstances beyond the control of the student ~~verified cases of accidents, illness, or other circumstances beyond the student's control.~~

Instructors must define course attendance policies and what constitutes excessive absences in their syllabus. ~~For example, instructors may define excessive absences to be more than 12 percent of a course's instructional time.~~

Instructors may continue to drop students through the 75 percent point of the course. To drop students, instructors shall use the instructor-drop roster via SURF. Instructors must indicate a last day of attendance for students designated as financial-aid or veterans-benefit recipients. In order to document the last day of attendance, instructors should maintain records of student attendance.

Military Withdrawals

~~Military withdrawal occurs when a student who is a m~~Members of an active or reserve ~~United States~~ military service in the Unites States who receives orders compelling a withdrawal from a course or courses will be permitted to withdrawal at any time during the session. Upon verification of such orders by the Director of Admissions and Records, a withdrawal symbol ("MW") may be assigned ~~at any time~~ after the 10 percent deadline of a session period established by the board of trustees during which no notation is made for withdrawals.

Military withdrawals shall not be counted in progress ~~probation notice and/or, in~~ dismissal ~~progress~~ separation calculations.

~~Excused withdrawal shall not be counted toward, or in calculating~~ the permitted number of withdrawals or counted as an enrollment attempt.

In no case will a military withdrawal result in a student being assigned a failing grade. Upon approval, the student will also receive a refund of the entire enrollment.

Excused Withdrawal (EW)

Excused withdrawal occurs when a student is permitted to withdraw from a course(s) due to ~~specific events~~ extenuating circumstances beyond the control of the student affecting ~~their his or her~~ ability to complete a course(s). “Extenuating circumstances” means cases of accidents, illnesses, or other circumstances beyond the control of the student. Colleges shall proactively engage with the student or their representative to identify available college support services that may mitigate the extenuating circumstances and prevent withdrawal. If mitigation efforts are unsuccessful, the student shall receive the excused withdrawal symbol (“EW”) on their transcript. Students shall not be denied an excused withdrawal due to a college's inability to respond to the petition or to provide sufficient assistance to mitigate the student's circumstances.

~~and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. A student who is requesting a grade of EW shall submit a petition to the Committee on Exceptions with a written explanation of their extenuating circumstance. Once an evaluative grade has been assigned, along with supporting documentation is required. Upon verification of conditions consistent with the issuance of an EW grade the symbol may be assigned after the 10 percent deadline of a session at any time after the period established during which no notation is made for withdrawals.~~

An excused withdrawal shall be assigned if a determination is made that the student withdrew from a course due to unlawful discrimination or retaliation.

An excused withdrawal shall be assigned if a student withdraws from a course due an extraordinary condition under section 58509.

Excused withdrawal shall not be counted in progress ~~probation notice~~ and progress separation ~~dismissal~~ calculations.

Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

Permitted Number of Enrollments

“Course enrollment” occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) or nonevaluative (I, IP, RD, W, ~~MW~~) symbol for a course. Enrollments include any combination of withdrawals and repetition. A grade of EW and MW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

A student may enroll in a non-repeatable course up to three times under certain circumstances (see Administrative Procedure 4225). ~~For example, a student who enrolls and withdraws from the same course three times will not be permitted to enroll a fourth time. Likewise, a student who withdraws from a course once and receives a substandard grade (D, F, NP/NC) upon the second enrollment will be allowed to repeat the course for a third enrollment to alleviate the substandard grade; however, if the student withdraws from the course or receives a substandard grade upon the third enrollment, he/she will not be allowed to enroll in the course a fourth time.~~

Certain activity, performance, and skill courses are designated as repeatable and may be repeated up to three times for a total of four enrollments as provided for in Administrative Procedure 4225. This limitation applies even if a student receives a “W” during one or more enrollments in such a course.

Students may petition to the Committee on Exceptions for one additional enrollment beyond the authorized number of enrollments for non-repeatable or repeatable courses under the provisions specified in Administrative Procedure 4225.

Intervention in Cases of Multiple Withdrawals

Students who have withdrawn from a course twice will be contacted notified by the Student Services Admissions and Records office, advised about limits on enrollment, and encouraged to see a counselor to discuss options.

MiraCosta College 2024-2025 Academic Calendar

Summer Session 2024 June 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Fall Semester 2024 August 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spring Semester 2025 January 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

IMPORTANT DATES

SUMMER

June 10 Start of Summer 8-week Intersession
 June 10 Start of Summer 6-week Intersession
 August 3 End of Summer Intersession

FALL

Aug 16 All-College Day
 Aug 19 Classes Begin
 Sept 3 Last Day to Add Classes
 Sept 3 No "W" Deadline*
 Sept 5 First Census
 Nov 18 75% Withdrawal Deadline**
 Dec 10-14 Final Exams
 Dec 14 Pass/No Pass Deadline***
 Dec 14 End of Semester
 Dec 25-Jan 1 Campus Closed

SPRING

Jan 21 Classes Begin
 Feb 3 Last Day to Add Classes
 Feb 3 No "W" Deadline*
 Feb 5 First Census
 Mar 17-22 Spring Break
 Apr 24 75% Withdrawal Deadline**
 May 20-23 Final Exams
 May 23 Pass/No Pass Deadline***
 May 23 Commencement

*Last day to withdraw from classes without a "W"

**Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

***Last day for exercising pass/no pass option

June 19 Juneteenth (Legal Holiday)
 July 4 Independence Day (Legal Holiday)
 Sept 2 Labor Day (Legal Holiday)
 Nov 11 Veterans Day (Observance)
 Nov 28 Thanksgiving Day (Legal Holiday)
 Nov 29 Fall Break (Local Holiday)
 Dec 25 Christmas (Observance)
 Dec 25-31 Winter Closure
 Jan 1 New Year's Day (Observance)
 Jan 20 Martin Luther King, Jr. Day (Legal Holiday)
 Feb 14 Lincoln Day (Observance)
 Feb 17 Washington Day (Legal Holiday)
 Mar 20-21 Thursday/Friday of Spring Break (Local Holiday)
 May 26 Memorial Day (Legal Holiday)

15 16+1 16+1 15+1 15+1 15+1
 82 Days of Instruction • 5 Days of Flex
 1 All-College Day

15 16+1 16+1 16+1 15+1 16
 83 Days of Instruction • 5 Days of Flex

 Legal/Local Holidays	 Spring Semester
 Commencement	 Flex
 Final Exams	 Spring Break
 Summer Intersession	 Non-class days
 Fall Semester	 All-College Day



MiraCosta College faculty, as empowered by Assembly Bill 1725, have primacy in the area of curriculum development and as such are responsible for managing and updating their curriculum in accordance with standards set forth by the California Code of Regulations (title 5), the California Community Colleges Chancellor's Office, and the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Courses and Programs Committee (CPC), a subcommittee of the Academic Senate, makes recommendations pertaining to the programs and courses offered by the college primarily to the Academic Senate. The CPC acts by means of careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

The district shall develop and offer programs and curricula designed to promote cultural awareness and innovative approaches to ensure that historically marginalized students see themselves reflected in curriculum. Programs and curricula shall meet the needs of disproportionately impacted students by increasing their sense of belonging and their ability to complete a degree, credential, or certificate.

The Courses and Programs Committee Handbook describes the roles and responsibilities of the CPC as well as the procedures for program and curriculum development at MiraCosta College. The handbook is reviewed annually and updated as needed by the CPC.

The MiraCosta Community College District provides annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under title 5 sections 55100 and 55130.

Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include inside **and/or** outside-of-class hours.

A course requiring 96 hours or more total student work shall provide at least two units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in title 5 section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

(See Administrative Procedure 4103: Experiential Education for Cooperative Work Experience credit hour calculations.)

MiraCosta Community College District

Page 1 of 3

Effective Date:	1/19/10, 5/14/12, 9/9/14, 4/8/16, 11/21/19
Periodic Review:	4/14/15, 5/19/22
Reference Update:	11/14
References:	Title 5 §§51021, 55000 et seq., 55100 et seq. 34 Code of Federal Regulations Part 600.2 ACCJC Accreditation Standard II.A U.S. Department of Education regulation on the Integrity of Federal

Student Financial Aid Programs under Title IV of the Higher
Education Act of 1965, as amended

CCLC Update:

#25, 11/14; #31, 10/17

Steering:

CPC/AS

A. Credit Hour Calculations

Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. The college shall use the following formula to determine the units of credit for a course:

$$\text{(total contact hours + outside-of-class hours)/hours-per-unit divisor} = \text{units of credit}$$

- Total contact hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in title 5 sections 58050, 58051, and 58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, laboratory, discussion, etc. Contact hours for courses may include hours assigned to more than one instructional category (e.g., lecture and lab, lecture and clinical).
- Outside-of-class hours: Hours students are expected to engage in coursework outside of the classroom.
- Hours-per-unit divisor: The term-length multiplier for MiraCosta College, as assigned by the Chancellor's Office, is 17. Full-length fall and spring semester classes, short- and extended-term classes, and positive attendance classes use an hours-per-unit divisor ranging from 48 to 54.

To ensure compliance with state and federal regulations related to credit hour calculations, the course outline of record for each course shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

B. Expected Ratios of In-Class to Outside-of-Class Hours

As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside-of-class for every hour in-class. All other academic work must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated for the instructional category. However, in the natural sciences and other disciplines, it is standard practice in higher education to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside-of-class. These ratios are expressed as follows:

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, related work)	1	2
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

C. Standards for Incremental Award of Credit

The minimum unit increment is 0.5 units. As a result, the minimum number of units for a course is a multiple of 0.5 units.

The total student learning hours required to reach a unit value are treated as a threshold. When increments are utilized, the college cannot award credits unless the total student learning hours have reached the minimum threshold for that number of units. MiraCosta College uses the following minimum and maximum hour thresholds for award of credit:

Units	Min–Max Hour Threshold
0.5	24–27
1	48–54
1.5	72–81
2	96–108
2.5	120–135
3	144–162
3.5	168–189
4	192–216
5	240–270

D. Federal Financial Aid Eligibility

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than the following:

- A. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or

- B. At least an equivalent amount of work as required in the paragraph above for other academic activities as established by the college, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Developmental coursework consists of non-degree-applicable basic skills courses.

A student's need for developmental coursework shall be determined using appropriate assessment methods or procedures.

No student shall receive more than 30 semester units for developmental coursework, subject to the following exceptions:

- A. A student who is enrolled in one or more courses of English as a Second Language is exempt from this unit limitation.
- B. A student who has been officially identified by the college as having a learning disability is exempt from this unit limitation.

Students who need more than 30 units to develop college-level basic skills will be restricted to taking only noncredit courses, non-degree-applicable courses that do not involve remediation, and those degree-applicable credit courses that do not have basic skills prerequisites or advisories on recommended preparation. [CD1]

The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame of their initial attempt in the discipline.

~~No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer level coursework in English and mathematics.~~

The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year time frame or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year time frame.

The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of

all students in such a manner that all of the following occur:

- A. Low performance on one measure shall be offset by a higher performance on another measure.
- B. Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.
- C. Any one measure may demonstrate a student's preparedness for transfer-level coursework.
- D. The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- E. The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the college shall determine the following:

- A. The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.
- B. The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame.

~~The District may require A a student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester term that they take a transfer-level English or mathematics course, but only if the college determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.~~

A student who demonstrates significant, measurable progress toward the development of skills appropriate to enrollment in college-level courses may request a waiver of ~~this unit limitation~~ **the limitations of this procedure**. Such a waiver, if granted, will be given for specified periods of time or for specified units pursuant to standards approved by the MiraCosta College Board of Trustees.

If a student who has been dismissed due to lack of progress or substandard grades (see Board Policy/Administrative Procedure 4250 and Administrative Procedure 4255) successfully completes developmental coursework or demonstrates skill levels that

assure success in college-level courses, they may petition the Committee on Exceptions for reinstatement to proceed with college-level coursework.[CD2]

The MiraCosta College catalog shall include a clear statement of the limited applicability of developmental coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

MiraCosta Community College District

Page 3 of 3

Effective Date:	6/15/10, 5/16/19
Periodic Review:	4/14/15, 3/18/16, 4/21/22
Reference Update:	4/15
References:	Ed Code §78213 Title 5, §§55035 Accrediting Commission for Community and Junior Colleges Accreditation Standard II.A.4
CCLC Update:	#14, 2/08; #26, 4/15; #33, 10/18
Steering:	CPC/AS

Definitions

- A. Enrollment:** Course enrollment occurs when a student receives an evaluative (A, B, C, D, F, P/~~CR~~, NP/~~NG~~) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a “W” symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075–Withdrawals). A grade of EW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.
- B. Repetition:** Course repetition occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.
- C. Courses Related in Content (CRC):** Active participatory courses that share a similar primary educational objective in kinesiology, visual arts, and performing arts are grouped together. Students are allowed four enrollments within each group of courses related in content (CRC), but each course in the group may be taken only once unless its catalog description indicates it is repeatable. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances.

In specific cases in which the CSU/UC major preparation unit requirement can be attained only by enrolling more than four times in courses related in content, students are permitted the number of enrollments necessary to reach the unit requirement. When this exemption is invoked, the excess enrollments are not recorded for apportionment.

Allowable Repetition

MiraCosta College, in accordance with Title 5, allows repetition to occur only under the following circumstances.

- A. Course Has Been Designated as Repeatable (per Title 5 sections 55000, 55040, 55041).** Credit courses are not allowed multiple enrollments unless they meet one of the following exceptions:

MiraCosta Community College District

Page 1 of 4

Effective Date: 5/5/09, 4/20/10, 4/24/12, 8/13/13, 8/12/14, 9/1/15, 6/21/18
 Periodic Review: 4/21/22
 References: Title 5, §§55023, 55024, 55040 – 55043, 55045, 55253, 56029, 58161
 CCLC Update: #30, 4/17; #29, 10/16; #27, 10/15; #23, 10/13; #32, 4/18
 Steering: CPC / AS

1. If a UC or CSU campus requires a specific unit amount for a major preparation course, the course can be repeated by any student to meet that unit requirement.
2. Intercollegiate athletics courses may be repeated up to three times. An intercollegiate athletics course is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course that supports the organized competitive sport.
3. Intercollegiate academic or vocational competition courses may be repeated up to three times. Such courses must be necessary for participation in nonathletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Participation in the event must be directly related to course content and objectives.

When a course is repeated under the repeatable course provision, the grade received each time shall be included for purposes of calculating the student's grade-point average.

- B. Repetition to Meet a Legally Mandated Training Requirement (per Title 5 sections 55000, 55040(b)(8)).** A legally mandated training course is a course that is required by statute or regulation as a condition of paid or volunteer employment. A student may repeat a course to meet a legally mandated training requirement for credit any number of times; however, the student must provide the Admissions and Records Office with certification or documentation of the mandated training each time.

When a course is repeated to meet a legally mandated training requirement, the grade received each time shall be included for purposes of calculating the student's grade-point average.

- C. Repetition Due to a Significant Change in Industry or Licensure Standards (per Title 5 section 55040(b)(9)).** A student may petition the Committee on Exceptions to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

When a course is repeated due to a significant change in industry or licensure standards, the grade received each time shall be included for purposes of calculating the student's grade-point average.

- D. Repetition to Alleviate Substandard Coursework (per Title 5 section 55042).** A student may repeat a nonrepeatable course in which they earned a substandard grade (**less than C and including NP** ~~D, F, NP/NC~~) at MiraCosta College or at any other accredited college or university.

1. If the student receives a satisfactory grade after repeating the course once, they may not repeat the course a second time under the repetition to alleviate substandard coursework provision.

2. If the student repeats the course and receives another substandard grade, they may repeat the course one additional time.
3. If upon the second repetition the student receives another substandard grade, they may not repeat the course a third time under the repetition to alleviate substandard coursework provision except by petition to the Committee on Exceptions.

Upon each repetition of a course to alleviate substandard coursework, the most recent evaluative grade earned will be computed in the student's cumulative grade-point average and annotated on the student's permanent academic record.

A student may alleviate up to two substandard grades for repetition of a repeatable course provided that no additional enrollments are permitted beyond the four enrollment maximum established for repeatable courses.

In determining transfer of a student's credits, MiraCosta College will honor similar, prior course repetition actions by other accredited colleges and universities.

E. Repetition Due to Significant Lapse of Time (per Title 5 section 55043). A student may petition to the Committee on Exceptions to repeat a course in which they earned a satisfactory grade if it has been at least 36 months since the student took the course and one of the following:

1. The district has established a recency prerequisite for a course or program.
2. An institution of higher education to which the student seeks to transfer has established a recency requirement that the student will not be able to satisfy without repeating the course. Pursuant to petition, the student may be allowed to repeat a course where less than 36 months have elapsed if the student documents the repetition is necessary for his or her transfer to the institution of higher education.

When a student has exhausted the number of permitted repetitions in a repeatable course or enrollments within a family of courses, they may repeat each course only once due to significant lapse of time.

The student must submit a petition to the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to significant lapse of time. Grades awarded for courses repeated under the repetition due to significant lapse of time provision will not be counted in calculating a student's grade-point average.

F. Repetition Due to Extenuating, Emergency, or Extraordinary Circumstances (per Title 5 section 55045). A student may petition to the Committee on Exceptions to repeat a course based on a finding that the student's previous grade (whether substandard or passing) is, at least in part, the result of extenuating, emergency, or extraordinary circumstances. An emergency or extraordinary condition is an event that prevents the district from maintaining instruction for at least 175 days during a fiscal year (per Title 5 section 58146, subdivision (b)). Extenuating circumstances are verified cases of accidents,

illness, or other circumstances beyond the student's control. The student must provide the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to extenuating, **emergency, or extraordinary** circumstances.

When course repetition is approved under ~~the repetition due to the extenuating circumstances~~ **this** provision, the student's previous grade will be disregarded in computing the student's grade-point average.

G. Repetition of Enrollment in Cooperative Work Experience Education/Internship Studies (per Title 5 sections 55253 and section 55040(c)(6)). Students may ~~repeat~~ **enroll in** a cooperative work experience education or internship studies course in a given field any number of times so long as the student does not exceed 16 units in any combination of cooperative work experience (general or occupational) and/or internship studies subject to the following limitations:

1. General Work Experience/Internships: A maximum of six units may be earned during one enrollment period (semester or summer session).
2. Internship studies: A maximum of three units may be earned during one enrollment period (semester or summer session).
3. Occupational Work Experience: A maximum of eight units may be earned during one enrollment period (semester or summer session). A student may repeat an experiential education course any number of times so long as the student does not exceed 16 units. When a student repeats a cooperative work experience education or internship studies course, the grade received each time shall be included for purposes of calculating the student's grade-point average.

H. Repetition of Special Classes for Students with Disabilities (per Title 5, sections 55040(c)(7), 56029, 58161(c)(2)). A student may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the following reasons:

1. The student's continuing success in other general and/or special classes is dependent on additional repetitions of a specific special class.
2. The student needs additional repetitions of a specific special class as preparation for enrollment into other regular or special classes.
3. The student has an educational contract that involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

The district policy may allow the previous grade and credit to be disregarded in computing the student's grade-point average each time the course is repeated. In such a case, the student will be referred to Admissions and Records to file a petition with the Committee on Exceptions.

MiraCosta Community College District programs are consistent with the college mission, vision, and core values.

Baccalaureate Degree

The baccalaureate degree at MiraCosta College is awarded to students who have successfully demonstrated they have developed intellectual skills, ~~information technology facility,~~ **information technology skills, workplace-based soft skills,** affective and creative capabilities, ~~social attitudes,~~ and an appreciation for cultural diversity. In addition to these accomplishments, students graduating with a baccalaureate degree shall possess sufficient depth in the major to contribute to preparation for career positions within the region and beyond. The depth will be provided with a minimum of ~~twenty-four (24)~~ **thirty-seven (37)** semester lower-division-major units and a minimum of ~~thirty-four (34)~~ **thirty-six (36)** semester upper-division-major units. The college catalog will clearly differentiate upper-division and lower-division coursework. Upper division courses will be open only to those students enrolled in the baccalaureate degree program.

- A. Upper-division courses require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.
- B. Upper-division courses will typically have prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations.
- C. Upper-division courses may encompass research elements, workforce training, apprenticeships, internships, practicum, or capstone projects.

General Education

General education at MiraCosta College introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. The MiraCosta College general education program for the baccalaureate degree is comprised of thirty-seven (37) to forty-one (41) units of lower-division general education courses and nine (9) units of upper-division general education courses. Students completing this program are able to demonstrate the following:

- A. A broad understanding of mathematics, science, social science, humanities, and the arts.

- B. Effective communication in oral and written form.
- C. A multicultural global perspective.
- D. Critical-thinking skills that apply analytical and creative approaches to problem solving.
- E. The ability to adapt to new environments and technologies.
- F. Social awareness and responsibility as a participating member of society.

Lower-Division General Education

Students may satisfy the lower-division general education requirement for the baccalaureate degree at MiraCosta College by completing **one of the following**:

- A.** The California State University (CSU) breadth (CSU-GE) pattern.
- B.** The University of California (UC) intersegmental general education transfer curriculum (IGETC) pattern.
- C.** A bachelor's or an associate degree from a U.S. regionally accredited institution.

MiraCosta College courses approved for the CSU-GE and IGETC patterns meet the standards set forth in Board Policy 4025-B and meet the following universal criteria: rigor, scope, autonomy, breadth, critical thinking, communication, and rationality.

Consistent with Board Policy 4025, the CSU-GE and IGETC lower-division general education requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.

Lower-division general education courses for the baccalaureate degree will fulfill the following criteria related specifically to the designated CSU-GE or IGETC Area:

- A. CSU-GE Area A and IGETC Area 1: Communication in the English Language and Critical Thinking

Courses emphasize development of students' communication and reasoning skills. These areas require coursework in communication in the English language, to include both oral and written communication. Critical-thinking courses will develop the students' abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

- B. CSU-GE Area B1-3, Scientific Inquiry and IGETC Area 5, Physical and Biological Sciences

Courses will develop the student's knowledge of scientific theories, concepts, and data about both living and nonliving systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method,

as well as the potential limits of scientific endeavors and the value systems associated with human inquiry.

C. CSU-GE Area B4 and IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

Courses will be designed so that students' will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

D. CSU-GE Area C and IGETC Area 3: Arts and Humanities

Courses will cultivate and refine student's affective, cognitive, and physical faculties through studying great works of the human imagination. Courses will encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance from Western and non-Western perspectives. Activities may include participation in aesthetic, creative experiences. Courses that primarily focus on skill development will be excluded.

E. CSU-GE Area D and IGETC Area 4: Social and Behavioral Sciences

Courses provide students with the understanding that human social, political, and economic institutions and behavior are inextricably interwoven. Courses will ensure that students have the opportunity to develop understanding of the perspectives and methods of the social and behavioral sciences. Courses will help students gain an understanding and appreciation of the contributions and perspectives of men, women, and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies.

F. CSU-GE Area E: Lifelong Learning and Self-Development (CSU Only)

Courses in this area are designed to equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Courses will draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives.

G. CSU-GE Area F **and IGETC Area F**: Ethnic Studies (CSU Only)

Courses shall have the following course prefixes: African American, Asian American, Latina/o American, or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses that are approved to meet this requirement shall meet at least three of the five Ethnic Studies competencies. ~~These competencies can be found on the CSU General Education Breadth Requirements website.~~

Placement of courses on CSU-GE and IGETC is governed by the California State University (CSU) and University of California (UC) and will be in accordance with CSU and UC transfer submission and acceptance policies.

Successful completion of the CSU-GE or IGETC general education patterns will be in accordance with CSU-GE or IGETC certification guidelines that include the following:

1. Each course completed in CSU-GE Area A and B4 must be completed with a “C–” or a “P” or better.
2. Each course completed on IGETC must be completed with a “C” or a “P” or better.
3. Courses listed in two different areas may be used to satisfy a requirement in one area but not both areas.
4. All areas of the CSU-GE or IGETC pattern must be fully completed.
5. Students may request CSU-GE or IGETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

Coursework from other U.S. regionally accredited institutions will be approved to meet CSU-GE (Plan B) or IGETC (Plan C) requirements according to the following CSU-GE and IGETC certification guidelines:

- A. A CSU-GE or IGETC-approved course in the same area at another California community college.
- B. A course comparable to an approved MiraCosta College course on CSU-GE (Plan B) or IGETC (Plan C) or a course on another California community college CSU-GE or IGETC pattern.
- C. A lower-division course that meets the CSU-GE or IGETC area criteria.
- D. An upper-division course that is determined comparable by faculty to a lower-division CSU-GE or IGETC-approved course.
- E. Completion of the CSU-GE or IGETC general education pattern will satisfy the MiraCosta College associate degree competency requirements.
- F. Prior completion of the CSU-GE or IGETC general education pattern for a bachelor’s degree at any CSU or UC.
- G. A single course may be used to complete both a general education requirement and a lower-division major requirement.

Upper-Division General Education

Upper-division general education courses will enhance the foundational knowledge gained by students through the completion of the lower-division general education program. The further development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

- A. Students will be provided with an upper-division general education curriculum designed to be:
 - 1. An integrative learning experience that makes connections among the disciplines.
 - 2. Intentional, engaging, and meaningful.
 - 3. Contextualized to the major and global workplace.
- B. Courses will be offered in at least two disciplines outside of the biomanufacturing major.
- C. At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.
- D. Courses will be open only to those students enrolled in the baccalaureate degree program.
- E. Comparable upper-division courses from other U.S. regionally accredited institutions may be used to satisfy upper-division general education requirements.

MiraCosta College supports international education to provide a comprehensive educational experience that empowers students to make reasoned decisions in both the international and domestic contexts through the use of critical analysis informed by a globalized perspective. ~~so students may become productive citizens in a diverse and dynamic world.~~ The college offers a variety of international education programs that are designed to develop and enrich multicultural awareness, intercultural competence, and understanding of global issues and trends through curricula that encompass world cultures and perspectives and programs that encourage participation in international experiences.

MiraCosta College will strive to accomplish the following:

- A. Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.
- B. Offer courses in languages other than English to train students to communicate effectively in ~~other cultures~~ international contexts and to enhance their understanding of other ~~nations'~~ values cultures.
- C. Provide opportunities for students to participate in study abroad programs and/or virtual international exchanges to enrich their academic training, perspectives, and personal development.
- D. Develop and provide opportunities for all MiraCosta College students and faculty to engage and interact with students abroad to share their views, perceptions, and experiences in life.
- E. Develop innovative public educational forums and venues to explore global issues and showcase world cultures.
- F. ~~Encourage the presence of~~ Recruit and retain qualified students and scholars from other countries to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.
- G. Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.
- H. Initiate collaborative research undertakings to address issues of global significance.

- I. Recruit and retain the world's best and brightest faculty to educate MiraCostaCollege students as globally competent citizens.
- J. Accomplish all the above stated goals adopting equity-minded practices that work toward the MiraCosta College commitment of closing the equity gap.

Study Abroad Program Requirements

The vice president of instructional services and vice president of student services must approve international education programs, experiences, and initiatives such as the following:

- A. Any agreements with groups of community colleges to offer international education courses and/or programs through study abroad consortia.
- B. Any full-time faculty member's assignment to teach a semester abroad.
- C. Any travel across international borders for educational programs.
- D. International excursions must comply with Board Policy/Administrative Procedure 4300, Field Trips and Excursions.

Additionally, the Board of Trustees must approve all international employee travel, per Board Policy 7400, Employee Travel.

Students participating in semester-length study abroad programs must have at least 12 credit hours of college coursework completed and must have earned a minimum cumulative GPA of 2.5 or higher (except in cases where a lower-GPA is part of an approved consortia agreement or partnership).

Travel and host country accommodations for study abroad programs will be provided through contracts with commercial vendors that meet standards of excellence and reputable service as determined by the college.

International Education

Courses developed or adapted specifically for international education must be approved by the Courses and Programs Committee and must be as rigorous as any offered on campus. In particular, the curriculum should foster and enhance international perspectives, increase fluency in foreign languages (when relevant), and promote understanding of the host culture. These courses must be approved in accordance with Education Code and Title 5 regulations and be taught by faculty members meeting the minimum qualifications for providing instruction.

Department colleagues may work together to investigate international education opportunities they may wish to pursue. Faculty members should discuss their plans with their department chair and secure support from their dean prior to presenting their proposal to the vice president of instructional services for consideration.

Students participating in international education experiences must be enrolled at MiraCosta College or at a consortium-member or partner institution. Students enrolling in study abroad experiences must be over the age of 18 (unless they are emancipated minors). The college considers all international activities to be part of a learning experience, and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

International Education Guidelines

The Institute for International Perspectives (IIP) provides support for faculty and students interested in study abroad programs. The IIP and International Education Advisory Committee also maintains a list of procedures and guidelines that outlines how to design, promote, and operate a study abroad program approved by the district. Faculty members are encouraged to talk to the IIP coordinator and/or the International Education Advisory Committee about any questions concerning study abroad opportunities and requirements.

The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department are responsible for approving courses and establishing their associated prerequisites/corequisites as separate actions. The approval of a prerequisite or corequisite must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a course or program.

Determinations about prerequisites and corequisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (per Title 5 section 55003(a) and (j), respectively).

By August 1 of each year, MiraCosta College will report to the California Community Colleges Chancellor's Office the prerequisites and corequisites that were established during the prior academic year. The report will specify the level of scrutiny used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established (per Title 5 section 55003(i)).

Courses for which prerequisites or corequisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite (per Title 5 section 55003(b)(2) and (3)).

The college shall identify prerequisites, corequisites, and advisories on recommended preparation in the college catalog, each semester's schedule of courses, and the course outline of any course for which they are established (per Title 5 section 55003(h)).

Courses completed with a C- from U.S. regionally accredited colleges may be used to satisfy a grade of C prerequisite requirement.

Establishing Prerequisites and Corequisites

In order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established (per Title 5 section 55003(b)(1)). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve; absolute necessity is not required (per Title 5 section 55000(h)).

Prerequisites and corequisites may be established only for any of the following purposes (per Title 5 section 55003(d)):

- A. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation.
- B. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established.
- C. The corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established.
- D. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health and safety of others.

Levels of Scrutiny

The levels of scrutiny required for establishing prerequisites, corequisites, and advisories on recommended preparation are content review or content review with statistical validation (per Title 5 section 55003(a)).

- A. Content review is a rigorous, systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need either to possess prior to enrolling in a course or to acquire through simultaneous enrollment in a corequisite course (per Title 5 section 55000(c)). At a minimum, content review shall include the following (per ASCCC):
 - 1. Careful review of the course outline of record (COR) for the target course
 - 2. Review of syllabi, sample exams, assignments, instructional materials, and grading criteria for the relevant courses, when available.
 - 3. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite course
 - 4. Documentation that verifies the above steps were taken
- B. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite (per Title 5 section 55003(f)). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5 section 55003(g).

Exemptions from Scrutiny

A prerequisite or corequisite shall be exempt from scrutiny if it satisfies any of the following criteria (per Title 5 section 55003(e)):

- A. It is required by statute or regulation.
- B. It is part of a closely related lecture-laboratory course pairing within a discipline.
- C. It is required by four-year institutions.
- D. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

Curriculum Review Process

The Courses and Programs Committee (CPC) is responsible for the curriculum review process, and its membership is determined in a manner that is mutually agreeable to the college administration and the academic senate [per Title 5 section 55002(a)(1)].

CPC reviews and approves the establishment of prerequisites, corequisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to CPC without forfeiting its rights or responsibilities under Title 5 sections 5320–53204.

When content review is used to establish prerequisites or corequisites in reading, written expression, or mathematics for degree-applicable courses not in a sequence, CPC will do all of the following:

- A. Provide training to CPC members on the establishment of corequisites/prerequisites.
- B. Inform faculty about the regulations regarding the establishment of corequisites/prerequisites using content review.
- C. Direct faculty to the Office of Research, Planning, and Institutional Effectiveness to do the following: (a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or corequisite; (b) prioritize which courses should be considered for the establishment of new corequisites or prerequisites; (c) monitor if any disproportionate impact may occur based on the establishment of a prerequisite or corequisite.
- D. Assure through communication with the Office of Instruction that prerequisite courses, corequisite courses, and courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses, are reasonably available.

Standards for Approval of Prerequisites and Corequisites

~~CPC~~ **Faculty discipline experts** will review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course. **The CPC** will **also then** review the course outline to

determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (per Title 5 section 55002(a)(2)(D) and (E)). If a course requires precollegiate skills in reading, written expression, or mathematics, MiraCosta College will do the following (per Title 5 section 55003(l)):

- A. Ensure these courses and sections are offered with reasonable frequency
- B. Monitor progress on student equity in accordance with Title 5 section 54220 as follows:
 - 1. The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
 - 2. Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

Periodic Review of Prerequisites and Corequisites.

Using an appropriate level of scrutiny, MiraCosta College will review all established career education course and program prerequisites, corequisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, corequisites, and advisories will be reviewed every six years (per Title 5 section 55003(b)(4)).

Challenging Corequisites and Prerequisites

Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived when space in the corequisite course is not available (per Title 5 section 55003(m)).

A student may challenge any prerequisite or corequisite by submitting a challenge form at the time of registration to the Admissions and Records Office. The student will be enrolled in the requested class if space is available. The department whose course prerequisite is being challenged will review the challenge, and the student will be notified of the department's decision within five working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees (per Title 5 section 55003(o)).

Grounds for challenge are as follows (per Title 5 section 55003(p)):

- A. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites.
- B. The prerequisite or corequisite is in violation of Title 5 section 55003.
- C. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.*

- D. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
- E. The student will be subject to undue delay in attaining the goal of their educational plan because the prerequisite or corequisite course has not been made reasonably available.

*In the case of a challenge that the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (see C above), the district shall promptly advise the student that they may file a formal complaint of unlawful discrimination pursuant to Title 5, subchapter 5 (commencing with section 59300) of chapter 10 of the division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to Title 5 section 59327.

MiraCosta College highly values academic integrity. As outlined in Board Policy 5505: Academic Integrity, students have the right to appeal a faculty-initiated academic ~~dishonesty-integrity~~ decision and/or remedy. This means that any student who is determined by a faculty member to have engaged in behavior that is deemed a violation of their academic integrity policy such as cheating, plagiarizing, falsification of information, or helping other students to cheat, etc., has the right to appeal a faculty member's decision and/or remedy (e.g., lowering of a grade as result of behavior deemed a violation of the faculty member's academic ~~honesty-integrity~~ policy). Please note that this ~~policy-procedure~~ is specific to faculty-initiated decisions and/or remedies in response to claims of academic ~~dishonesty-integrity concerns~~. All appeal requests that involve decisions and/or resolutions determined by the Office of Student Affairs must follow the processes and conditions as outlined in Administrative Procedure 5520: Student Conduct Procedures.

The process to appeal a faculty decision (and/or remedy) is as follows:

- A. Within ten (10) calendar days, the student may appeal the faculty member's action by submitting a written appeal request to the department chairperson via email. The written request should include a description of the alleged behavior in question, the faculty member's decision and/or remedy, detail what the student is specifically appealing (decision and/or remedy), and any information the student deems relevant ~~that they would like to include~~. The department chairperson must respond to the student in writing via email within ten (10) calendar days of when the appeal was submitted with their decision. The chairperson's decision may be to uphold the faculty member's decision and/or remedy, to overturn the faculty member's decision and/or to modify the faculty member's decision and/or remedy.
- B. If the student wishes to appeal the department chairperson's decision, ~~they the student~~ may make a final written appeal via email to the Vice President, Instructional Services, within ten (10) calendar days of receiving the chairperson's decision. The vice president's decision is final and will be delivered to the student within ten (10) calendar days via email.
- C. A successful appeal of a faculty member's determination that a student has been academically dishonest does not automatically change the final grade in the course. To appeal the final grade in a course, the student must follow the procedures outlined in Administrative Procedure 4231 on grade changes.

MiraCosta College highly values academic integrity. At the core, this means producing an honest representation of one's own work. MiraCosta College also promotes the approach that education is best accomplished as a cooperative, collaborative enterprise in which students are encouraged to work with and learn from each other. The line between academic integrity and collaborative education is not always easy to define and may vary from one discipline to the next and from one instructor to the next. Many aspects of cheating and plagiarism are universally recognized, while others are subject to debate.

This policy provides general guidelines that outline common definitions of academic dishonesty and affirms the right of instructors to employ more detailed academic integrity policies according to their preferences and practices when teaching their respective courses. Faculty are [strongly](#) encouraged to outline their policies on their course syllabus. Students are encouraged to review each course syllabus to understand the academic integrity policies of the faculty and course.

Examples of academic dishonesty include, but are not limited to, the following:

- A. Cheating: Copying [another person's](#) work or using unauthorized aids, including [but not limited to](#) technology such as cell phones or watches, during an examination, quiz, or assignment.
- B. Plagiarizing: Copying [someone else's](#) work or ideas, [including but not limited to the use of unauthorized electronic aids](#), and misrepresenting them as one's own.
- C. Falsification: Making up fictitious information and presenting it as factual or altering records for the purpose of misrepresentation.
- D. Facilitation: Helping another student to cheat, plagiarize, or falsify information. [This can](#) [Some examples](#) include writing a paper for another student, [referring a student to a website that offers services that fall under the aforementioned examples of academic dishonesty, sharing work where it may be searched and submitted by others, referring a student to those sources](#), or knowingly allowing a student to copy [your one's](#) own work.

There are two areas that address concerns about behavior that may be deemed a violation of academic integrity. These areas are: (1) faculty-initiated remedies and (2) referrals to the Office of Student Affairs to address alleged violations of [Administrative Procedure 5500: Standards of Student Conduct](#).

- (1) Faculty-initiated remedies for violations of academic integrity may include a verbal warning, a lowered assignment grade, and/or submission of an academic integrity report to the Office of Student Affairs. Instructors may consult with the dean of Student Affairs or their designee to review appropriate remedies per state statutes and codes. Students have the right to appeal faculty-initiated remedies as outlined in [Administrative Procedure 5505: Academic Dishonesty Integrity - Appeal Process](#).
- (2) Faculty are encouraged to submit reports of alleged violations of [Administrative Procedure 5500: Standards of Student Conduct](#) to the Office of Student Affairs. The Office of Student Affairs provides an educational experience for students when there are alleged violations of the Standards of Student Conduct to decrease the likelihood of recurrence. In particular, if the student has allegedly violated the Standards of Student Conduct before, the Office of Student Affairs may address alleged violations as outlined in [Administrative Procedure 5520: Student Conduct Procedures](#).

See [Administrative Procedure 5500: Standards of Student Conduct](#) and [Administrative Procedure 5520: Student Conduct Procedures](#) for additional information.

Academic Affairs Committee – AAC Charge Report to Academic Senate Spring 2023

Changes were made to the AAC charge in Spring 2023 during the committee evaluation. The committee removed tasks it is no longer responsible for and streamlined the charge by using bullet points to highlight responsibilities.

Old:

Academic Affairs Committee is responsible for formulating and recommending to the appropriate councils policies on academic and professional matters related to standards of scholarship, academic freedom and intellectual property, standards and process for student learning outcomes assessment, faculty hiring, and coordinates with IPRC on academic program review standards and processes, incorporating student learning outcomes assessment results into program review, as well as implementing procedures for faculty hiring prioritization based on program review, and annual academic calendar formation.

New:

Academic Affairs Committee, a subcommittee of the Academic Senate, is responsible for

- **formulation and recommendation of policies and procedures on academic and professional matters**
- **implementation of procedures for faculty hiring prioritization**
- **annual academic calendar formation**
- **coordination with IPRC on academic program review standards and processes**

DEqCC Mission Revision

Origins of DEqCC:

The Diversity, Equity, and Cultural Competency Committee (DEqCC) was initially a task force developed in 2006 to address and support faculty of color who experienced racial prejudice on our campus. While its mission has evolved multiple times in the nearly two decades of its existence, DEqCC has remained consistently committed to promoting diversity in faculty, equity, equal employment opportunity, professional development, and faculty retention.

Our Mission:

As a subcommittee of the Academic Senate, DEqCC consults and collaborates with various entities on campus to promote an equitable and culturally responsive work environment for all MiraCosta faculty. In addition, DEqCC offers focused support, resources, and professional development for faculty of color while also recognizing how their intersectional identities account for the differences in their campus and classroom experiences. Our mission aligns with campus and state-wide efforts such as MiraCosta's [Community College District Equal Opportunity Plan](#) and the [principles from the Chancellor's Office Vision for Success](#).

Our Work:

- Offer spaces and opportunities to support the centering of personal and professional growth of faculty of color and faculty from marginalized communities so they may thrive at MiraCosta.
- Build community and practice community care by hosting speakers, events, and social gatherings to build a network of faculty support and to provide a space for open authentic dialogue between colleagues.
- Consult with and support campus committees, programs, and departments (such as Tenure Review and Evaluation Committee [TREC], Human Resources) looking to incorporate equity and culturally responsive practices in their work.

Membership:

The committee will comprise 8-10 faculty members (not including the committee chair) who serve two-year renewable terms, which should be staggered to minimize turnover from year to year. Members elect a chair to serve a two-year term, which can be renewed one time with committee approval.

Academic Affairs Subcommittee Hiring Taskforce Fall 2023 Timeline for Full Time Faculty Hire Plan Prioritization

Ranking of all full-time faculty requests for both growth and replacement faculty includes an analysis of quantitative and qualitative data as outlined in the AAC Hiring Prioritization Guide. Supporting evidence can be provided corresponding to five areas of consideration used in the scoring/ranking process:

- Area 1: Departmental and Institutional Planning
- Area 2: Student Success and Equity
- Area 3: Leadership
- Area 4: Campus Impact and External Factors
- Area 5: Program Quantitative Data

Timeline:

End of Week 3 of the Fall Semester (Sept 8, 2023): Departments who are requesting a full-time position submit their full-time faculty hire request, providing supporting evidence of need under the five areas of consideration. During these first three weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department chairs/plan authors notify the Academic Affairs Committee (AAC) chair via email that their program is submitting a plan to request a faculty position. **Retiring or resigning faculty must submit their notification to HR by this deadline** for the hire plan author to describe the requested hire as a replacement. Please note: all full-time faculty hire requests (growth and replacement) are reviewed and ranked using the same criteria as outlined in the AAC Hiring Prioritization Guide. Replacement requests are not guaranteed to rank higher than a growth position.

Weeks 4-5 (September 11-22): The AAC hiring taskforce members will individually review all hire plans and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the hire plans in priority order and will keep notes on rationales for each ranking. At the end of week 5, the AAC hiring taskforce will meet to discuss each plan, collect any questions that the taskforce has for plans reviewed, and determine an initial priority ranking.

Week 6 (September 25-29): The AAC chair will forward questions from the hiring taskforce to hire plan authors and relay answers to the taskforce. At the end of week 6, the AAC hiring taskforce will meet to continue hire plan discussions, determine a recommended priority ranking, and write a rationale for each position's ranking.

Week 8 (October 13): The Academic Affairs Committee votes on the prioritization of the hire plans.

Week 9 (October 16): The Academic Affairs Committee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 11 (November 3): The Academic Senate votes on the prioritization of the hire plans and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.