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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.*
- V. Changes to Agenda Order
- VI. Consent Calendar
  - A. Approve Minutes of the Regular Meeting of February 2, 2024
  - B. Equivalency Request  
Description: *Approve one equivalency for Career Counseling.*
- VII. New Business
  - A. Legislative Liaison Updates and CPC Updates – Plan A Proposal – Bolaños, Fallstrom  
Description: *At their February 22<sup>nd</sup> meeting, CPC approved a proposal to modify Plan A (Local GE pattern) to meet new state requirements. Attached is the Plan A proposal, and this is linked to modifications in BP/AP 4025 and BP/AP 4100, as required. This is a first read.*
  - B. BP 4025 Philosophy and Criteria – Associate Degree and General Education – Bolaños, Fallstrom  
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised associate degree regulations, Title 5 section 55060. This is a first read.*
  - C. AP 4025 Philosophy and Criteria – Associate Degrees and General Education – Bolaños, Fallstrom  
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised associate degree course requirements and accreditation standards. General education areas align with CalGETC pattern. Added the general education course approval process. This is a first read.*
  - D. BP 4100 Graduation Requirements for Degrees and Certificates - Bolaños, Fallstrom  
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised conditions for awarding the associate degree, Title 5 sections 55061 and 55062. This is a first read.*
  - E. AP 4100 Graduation Requirements for Degrees and Certificates - Bolaños, Fallstrom  
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised conditions for awarding the associate degree Title 5 section 55062. This is a first read.*

F. AP 4103 Experiential Education – Davis

Description: *Mandatory revisions were made due to CCLC and Work Experience Education Regulation updates. Summary of Changes: Updated hours required to earn credit, clarification of paid and unpaid work experience, and what will be included in the operational handbook. This is a first read.*

G. BP 4225 Course Repetition – Bolaños, Fallstrom

Description: *Legislative changes to Title 5 sections 55253 and 58161(f)(4) to work experience education.*

Summary of Changes: *Deleted work experience education courses as uniquely repeatable. A work experience education course can be repeated under the same provisions as any course. This is a first read.*

H. AP 4225 Course Repetition – Bolaños, Fallstrom

Description: *Legislative changes to Title 5 sections 55253 and 58161, respectively. Summary of Changes:*

*Modified how many units students may earn in work experience education per enrollment period with no limit on total enrollments during college attendance. This is a first read.*

VII. Reports

A. Academic Senate President – Safaralian

B. College Superintendent/President – Cooke

C. Classified Senate – Banks

D. Associate Student Government – Pineda

VIII. Information / Discussion

A. [Study Abroad Programs – Summer 2024](#) – Bishop, Jacques, Ongyod **[Time certain 9:30am]**

Description: *Information will be shared about the study abroad opportunities for the upcoming summer and fall 2024 terms. This brief session will cover academic benefits, cultural immersion, and logistics. It will also highlight the importance of faculty involvement and influence in promoting these programs.*

B. RPIE Survey – Taran **[Time certain 9:40am]**

Description: *In November 2023, the Office of Research, Planning, and Institutional Effectiveness administered a survey to credit and noncredit students to assess if students feel a sense of belonging to the College. A brief presentation of the preliminary results from the Sense of Belonging Survey will be shared and discussed.*

C. Culturally Responsive Pedagogy and Practices (CRPP) – Eggleton, Stewart **[Time certain 10:00]**

Description: *MiraCosta College was selected to receive a Culturally Responsive Pedagogy and Practices Grant from the Chancellor's Office and we are in the 2<sup>nd</sup> semester of year one! Year one of the grant we have been focusing on providing faculty with professional learning opportunities and recently completed the USC Equity-Minded Teaching Institute with a cohort of 20 faculty and staff. We will also be sending faculty to the Escala "Culturally Responsive Practices for STEM faculty teaching Latinx Students" training in either Fall 2024 or Spring 2025. In March, April, and May there will be open dialogue sessions planned where completers of the USC EMTI can share out lessons learned and discuss how we want to apply these practices to building a scaled and race conscious peer-to-peer data coaching program. The timeline for the grant is to spend year one in the design phase and year two and three building and piloting while staying flexible to continue dialogue and adjust.*

IX. Senator Reports

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

X. 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 800-855-7100 for English or 800-855-7200 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](mailto:dadler@miracosta.edu)

Audio recordings of AS meetings may be available and requested for up to 30 days. 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](mailto:dadler@miracosta.edu).



## UNOFFICIAL MINUTES

### I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta College is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place at 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 9:01am.

### II. Remote Member Attendance

Description: *AS will consider remote participation of members under the provisions of AB2449, if any.*

Nate Scharf requested attendance via the Just Cause provision of AB2449. Scharf's attendance via the Just Cause provision of AB2449 was approved by unanimous consent.

### III. Roll Call

**Members present:** Robin Allyn, Angela Beltran-Aguilar, Erica Duran, Shawn Firouzian, Julie Graboi, Jim Julius, Don Love, curry mitchell, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Alexis Tucker-Sade, Krista Warren

**Members attending via Just Cause:** Nate Scharf

**Members absent:** Sunny Cooke (ex-officio), Candy Owens

**Others present:** Carl Banks, Theresa Bolaños, Scott Fallstrom, Denée Pescarmona, Wendy Stewart, Jim Sullivan

### 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.*

### V. Changes to Agenda Order – Time certainties were noted. No changes to the agenda order.

### VI. Consent Calendar

#### A. Approve Minutes of the Regular Meeting of January 19, 2024

#### B. Ratify Committee Assignments 2023-2024

#### C. Ratify 2024-2025 Curriculum Packet, Part II – Bolaños, Fallstrom [Time certain 9:10am]

Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and submits it to AS for approval in multiple parts. Part II is a smaller packet and contains mostly courses and programs that have been modified. This is the second of three curriculum packets for this year.*

**Consent calendar items B. and C. were approved by unanimous consent.**

Item A. Approve Minutes of the Regular Meeting of January 19, 2024, was pulled from the consent calendar for discussion.

Changes to the minutes were shared to reflect a correction to the Senator Reports on January 19<sup>th</sup> as noted here: ~~Hossein Ravanbaksh~~ Shawn Firouzian announced that the Data Science Alliance of San Diego has accepted agreed to collaborate with the MiraCosta Data Science Club at the next panel on April 18<sup>th</sup> from 5-7pm for the upcoming panel of data scientists on April 18<sup>th</sup>, scheduled from 5-7pm on the Oceanside campus.

**MSU (Firouzian / Graboi)** to approve the Minutes of the Regular Meeting of January 19, 2024, as edited.

## VII. New Business

### A. Nomination for ASCCC 2024 Stanback Stroud Diversity Award – Jim Julius

Description: *The Awards Committee brings one faculty nomination for the [ASCCC Stanback Stroud Diversity Award](#) to Academic Senate. The Awards Committee is asking that AS suspend the rules to vote on this nomination in order to advance the application to ASCCC by the February 11<sup>th</sup> deadline.*

**MSU (Warren / Love)** to suspend the rules in order to vote on the nomination for the ASCCC 2024 Stanback Stroud Diversity Award in order to advance the application to ASCCC by the February 11<sup>th</sup> deadline.

**MSU (Firouzian / Page)** to approve the nomination of Edwina Williams for the ASCCC 2024 Stanback Stroud Diversity Award as presented.

The application for Edwina Williams is attached to these minutes.

## VIII. Reports

### A. Academic Senate President

AS President, Leila Safaralian, once again announced that the MiraCosta Ethnic Studies Program won the 2023-24 Statewide Exemplary Program Award. She recognized Dr. Olivia Quintanilla and shared that Quintanilla attended the Board of Governors for California Community Colleges to receive her award. She further thanked the many faculty who worked tirelessly to create the Ethnic Studies Program: Alicia Lopez, Luke Lara, Maria Figueroa, Bruce Hoskins, Tyron Nagai, JahB Prescott, Violeta Sanchez to name a few.

February is black history heritage month. A list of events being offered was sent in an email. Thanks to Dr. Wendy Stewart of the IDEA office, Umoja Community, Student Life and Leadership, Student Equity, Black Alliance, and all members on the Black History Month Planning Committee for their hard work. Dr. Batina Love will be visiting MCC today from 1:30-2:30 to give a keynote address in the Concert Hall and from 2:30 to 3pm there will be a panel discussion followed by a book signing from 3-3:45pm. AS and FA leadership met with the Election Committee to plan for the upcoming elections for both AS and FA. Look for an email about elections on February 12<sup>th</sup>. There are five open positions on Academic Senate including Vice President (1-year term) and four Senator positions with 2-year terms. Senators Angela Beltran-Agilar, Shawn Firouzian, Don Lone, and Candy Owens are completing their terms. There are also two Associate Faculty Senator positions to replace Hossein Ravanbaksh and Brian Page who are also completing their terms.

We are hosting our first dual enrollment strategic planning on February 6<sup>th</sup> at the San Elijo Campus in room 204. Dean Zhenya Lindstrom and her team have invited dual enrollment faculty and district K-12 partners for this conversation. If interested, ask Lindstrom or Safaralian for the RSVP link.

The first student-centered scheduling summits are planned for 2/29 and 3/29. The planning team including Safaralian, Thao Ha, Adrean Askerneese, and Annie Ngo met. Zhenya Lindstrom is leading this effort, and both days will be off campus at the Carlsbad Holiday Inn. On February 29<sup>th</sup>, it will take place from 11:30am – 4:30pm and on March 29<sup>th</sup> from 9am to 3pm. The February summit will focus on learning about the challenges that students face with our schedules and discussing student-centered scheduling principles. The March summit will engage participants in collaborative development of year-long student-centered schedules for priority programs and student populations, with the goal to inform AY 2025-26 scheduling. All department chairs and full-time faculty are invited to participate.

Department chairs are encouraged to forward the invitation to selected associate faculty who actively participate in scheduling or are otherwise involved in conversations around student completion, or the programs offered by the department. Associate faculty will be compensated for participation at their non-instructional rate of pay. Administrators and classified staff colleagues from various departments have also been invited to the summits. An RSVP is required by February 9, 2024. The summits are supported by the Strategic Enrollment Management grant from the CCC Foundation. Forward all questions to Zhenya Lindstrom, Dean of Instructional Services at [zlindsrom@miracsota.edu](mailto:zlindsrom@miracsota.edu).

### B. College Superintendent/President

VP of Instruction Denée Pescarmona reported on behalf of Superintendent/President, Sunny Cooke. It was noted that enrollment is up 8% in FTES over last spring. We are on track to be at about 9500 FTES this year, a gain of about 500 over last year and getting us back to 10,000 FTES towards becoming a medium size once again where funding allocation is the biggest benefit.

MCC was selected as one of the top 150 community colleges in the nation and have been asked to submit an aspen prize narrative to talk about the good work we have done around our equity and closing achievement gaps. We have been selected for an interview and are now in the top 30.

On behalf of Dr. Cooke, it was noted that the college has been inundated with messages about the budget. The budget at the state level is looking at an \$80 billion dollar shortfall. The Governor's budget is trying to do what it can to protect K-12 and community colleges. We are the only community supported college in the region. Other colleges may need to reduce their FTSE to address the shortfall. We are able to have more important conversations about how we can support our students. At College Council yesterday, non-resident tuition was discussed, and it was noted that it changes year to year and has to be Board approved every February. MCC has always looked at who has the lowest rate in our region. The Chancellor's Office says we can no longer do that and so the rate for non-resident tuition will be \$406 this year, up from \$303 last year. We are fully accredited but need to submit substantive changes if 50% or more of our students take at least one distance education class. This is due March 1<sup>st</sup>.

### **C. Classified Senate**

Interim CS President, Carl Banks, noted this is his last meeting as interim CS President. Omar Jimenez will return to his role as CS President as of March 1<sup>st</sup>. He also announced that immediate past-president, Vanessa DiBenedetto, is leaving MCC. She has worked in the background, and he wanted to recognize and thank her for her service. Banks will step into the role of VP. CS will be looking at their bylaws and will be going through them to make sure things make sense. He will also be working on a succession plan. CS has a leadership program, and they are looking to raise leaders to take on these roles in the future.

### **D. Associate Student Government**

An ASG representative was not present to give a report. Safaralian noted she attended the last meeting of the ASG at the CLC. She announced that Hutchinson got a full-time job and will not be able to attend AS meetings as the ASG representative. ASG will find a replacement for her.

## **IX. Information / Discussion**

### **A. AI, DE, and ZTC – Jim Julius, Jim Sullivan**

*Description: Jim Julius and Jim Sullivan will open a discussion on the possibility of a Senate statement or resolution on AI, equity, and social justice.*

Julius noted the conversation at this meeting will be focused on AI and how we want to grapple with things and move forward as a Senate. Sullivan indicated he has been actively involved to facilitate campus conversation about AI. There were a variety of sessions last semester called dialogical investigation series with a variety of sessions on AI-related topics. They not only captured all these things that we can do with AI but also captured a lot of concern among faculty about the potential for AI to replace rather than expand and augment human thinking often articulated in the language concerns about academic integrity but actually a broader exploration of what is our relationship to this tool going to be. As well, how will the creation of knowledge be in some ways a partnership between the human mind and technological tools like AI. An area that has come up and requires a little more focus and attention is, perhaps, some leadership from the Academic Senate, which is the question of AI and equity. There was discussion regarding whether AI *can* exacerbate inequalities and set racial and cultural stereotypes, but it was noted by a faculty member that AI *is* exacerbating racial stereotypes and inequalities. It's not a *can*, it is an *is*. Sullivan then shared a conversation he had with Chat GTP about the role or exacerbating racial stereotypes by asking Chat GPT how does AI exacerbate racial stereotypes? After receiving the answer, he then asked can AI exacerbate racial stereotypes and received a list of cool points bias data, lack or representation, algorithmic bias, confirmation bias and user lack of contextual understanding propagation of high impact areas. Going even further, the vague "can" turned out to be "is" in really specifically culturally manifested ways. He went further to say that people are already using AI to promote biases; hate groups and people who are not interested in social justice and using it as a tool to advocate chaos and hatred. The bottom line is that this is not hypothetical; when we think about AI and social justice, it's not about something that might happen but about something that is happening now. Sullivan is not advocating banning AI but indicated we are in a very paradoxical situation as community college educators with AI.

For the full discussion among Senate members and Zoom guests, visit this [LINK](#).

Julius indicated they want this conversation to continue and create a taskforce to work outside of the Senate time and create a statement that the Senate might consider endorsing. Shawn Firouzian and Robin Allyn volunteered to be part of the taskforce. Allyn further suggested having a librarian involved and perhaps a student representative.

## **B. Closing Equity Gaps – Wendy Stewart**

Description: *The Academic Senate continues to have thematic months this semester. For the month of February, we have invited Wendy Stewart to present data concerning equity gaps at MiraCosta.*

Chief IDEA Officer, Wendy Stewart, shared a slide show and noting there are a lot of different ways to look at data around equity gaps. The slideshow is attached to these minutes. She highlighted a few data slides and then focused on some trends in equity data when looking at the data over time and recent trends as to if there are shifts being seen especially coming out of Covid.

It was noted the college is at 44% for our LatinX students which is important because we are a Hispanic serving institution and have been so for over a decade. For an understanding of the breakdown of MCC's student groups, there is a trend in higher education where identified males are decreasing. MCC has a commitment to creating a racially just campus climate. MiraCosta's mission, vision, commitment, institutional values, and institutional goals were shared and noted that race plays a predominant role in our data. When looking at equity data across all populations disaggregated, intersectional data, race plays a predominant role in what we see in our equity gaps. Therefore, it is important when talking about things like racial justice and what it means to be a racially just campus climate, that this is data-driven metric, and it is not just the right thing to do but something that we have to do at MCC to close equity gaps. There are a lot of different types of data that inform our understanding of student equity gaps including SEA (student equity and achievement), Guided Pathways, Basic Needs, Focus Group, Survey, and Local, Statewide, and National.

It is also important to know where we are closing gaps or areas of decreased DI (disproportionate impact); some examples include, American Indian or Native Alaskan students, we have closed gaps in terms of retention, as well for Black or African American students, retention and completion, and Hispanic or LatinX students attempted transfer-level math and transfer. We have also closed multiple gaps for our students with disabilities. Other groups noted were current/former foster youth, LGBTQ+, and Native Hawaiian or Pacific Islander.

When trying to explain the student equity plan, the Chancellor's office changes what is required for every plan. Every three years we have done something different around disproportionate impact. When the plan was changed this year, it was far more race conscious and required us to look at systems and policies and practices, not just data. At MCC the perspective is that if there is a gap, it needs to be addressed regardless of if it is the most or widest gap.

A snapshot of multiple data sets was shared to show where we might be losing students including at 12+ units, transfer math and English, 24+ units and so on. Some things that our data tells us about equity gaps includes basic needs impacts DI, race/ethnicity and age play a role in equity gaps, there are significant and persistent gaps going back to 2013 for Black/African American and LatinX students, and gaps are increasing for males in multiple areas.

For the full presentation and discussion with Senators, click this [LINK](#).

## **X. Senator Reports**

Safaralian shared the MCC publication Future IS that she received from Julie Graboi. Mikala Hutchinson is featured with her picture. Graboi noted she represents the best of our students at MCC. Tucker Sade congratulated the 10 MANA students who presented as undergraduates at the conference Association for Social Anthropology.

Warren noted that the AF union is entering into negotiations for the next three-year contract. AF should reach out with ideas how we can do better at MCC.

Allyn announced a save the date for the Health and Wellness Expo on March 12<sup>th</sup> from 11am to 2pm on the Oceanside campus. They will be highlighting careers in the health and wellness industry and partnering with CSSM and Palomar College.

Julius noted that on March 1<sup>st</sup> there will be a NCEA ZTC pathways event. More info coming soon. Also announced that coming this spring will be facilitated learning opportunities that has six hours of asynchronous online and four hours of Zoom meetings critically analyzed OER through the lens of universal design for learning. There will be one or two cohorts and they will receive a \$150 stipend.

## **XI. Adjournment – The meeting adjourned at 11:13am.**

<p><b>Describe your efforts to create an inclusive and supportive campus climate.</b></p>	<p>This educator has dedicated themselves to creating an inclusive and supportive campus climate for students, staff, faculty, administrators, and community members through creating safe spaces for opportunities for conversation, developing diversity training and education, and collaborating with others to amplify the voices of people from historically underrepresented communities. For example, in their first year of teaching at the college, they coordinated a campus event that brought together several student clubs, such as the Gender Sexuality Alliance, Umoja Community Club, Puente, and MEChA to celebrate Dia de los Muertos and bring awareness to vital social justice issues that have and continue to result in the loss of life (e.g., racism, discrimination, health disparities, poverty, police brutality, etc.). This three-day event brought people together in a safe and inclusive space where they learned about the history of Dia de los Muertos, student service programs, and community resources. Over 200 participants engaged in meaningful discussions that encouraged them to develop solutions at the local level to combat social justice issues. Through narratives and storytelling, this instructor taught students how to convey to a diverse audience the ramifications of societal inequity that impact indigenous and marginalized populations in a supportive environment. <b>(198 words)</b></p>
<p><b>What effective teaching and learning strategies have you implemented?</b></p>	<p>This educator has demonstrated numerous evidence-based teaching and learning strategies within and outside the classroom. Critical service learning has been the cornerstone of this educator's teaching pedagogy. Since 2017, they have consistently collaborated with nonprofit and public organizations to develop culturally responsive and social justice-oriented service learning projects for students to make meaningful connections with their course curriculum, explore academic and career pathways, and promote community advocacy. Through their +40 service learning courses, more than 700 students have dedicated over 7,500 volunteer hours in the local community. They continue to encourage students to actively engage in inquiry-based learning and problem-solving through their unwavering commitment to experiential learning. This educator is deliberate and purposeful in ensuring that each service learning experience connects to the student learning outcomes and the student's lived experience through critical reflection activities. Along with critical service learning, they incorporate open educational resources (OER) into their courses to make higher education affordable and ungrading models to promote growth mindsets. By switching their courses to OER six years ago, they have saved their students roughly \$62,000 in textbook cost. <b>(182 words)</b></p>
<p><b>Describe activities that have facilitated student access, retention, and success</b></p>	<p>This educator is heavily involved in designing and promoting pathways for disproportionately impacted students. As an advocate for social justice in education, their mission has been cultivating sustainable policies, programs, and procedures, including modifying existing systems</p>

	<p>to promote access, retention, completion, and transfer. For example, they were the first faculty member on campus to participate in the pilot of the Learning-Aligned Employment Program, which is a statewide form of work-study that provided three low-income students with the opportunity to work in a job that aligned with their academic and career goals to gain knowledge of foundational research and professional experience. In addition, they developed the first off-campus agreements through federal work-study to provide job opportunities for students to work as paraprofessionals. They built a bridge for students to engage in paid internships and supervised 26 federal work-study students since 2017, many of whom have transferred to 4-year universities and secured full-time careers in their respective majors. This educator is also well-versed in grant writing, raising over \$80,000 to create scholarships, tutoring/mentoring programs, and technology and food distributions. Their community and campus-wide initiatives have helped students alleviate debt and meet their basic needs to remain steadfast in degree attainment. <b>(200 words)</b></p>
<p><b>Describe activities that have fostered student engagement in campus life.</b></p>	<p>This educator has used their role and talents to develop several student-centered programs and events to retain and engage students. During the pandemic and post-pandemic, hybrid and online modalities have been the primary vehicle for student engagement. Without hesitation, this educator applied their innovative skills with their knowledge of programming, grant writing, and work-based learning to create remote and hybrid opportunities for students to get involved, gain leadership experience, and promote a culture of belonging. In 2020, they applied for and received a \$33,000 grant through Blue Shield to implement a health literacy initiative which provided academic and enrichment services at local Title I elementary schools and a homeless shelter through service learning, work-study, and internships. With these funds, over 100 elementary students received free homework help and mentorship. More than 800 hot and bagged meals were distributed to families facing food insecurity. Service-learning students, work-study, and paid interns within the program were also able to share their experiences during two Social Justice Symposiums, which this educator converted from an in-person event to a digital platform. The spring event included 81 student presenters and 125 attendees. The fall event had a total of 133 student presenters and 187 attendees. <b>(200 words)</b></p>



# What does our data tell us about equity gaps?

*Academic Senate ♦ February 2-2-2024*

Wendy Stewart  
Interim Chief IDEA Officer  
wstewart@miracosta.edu



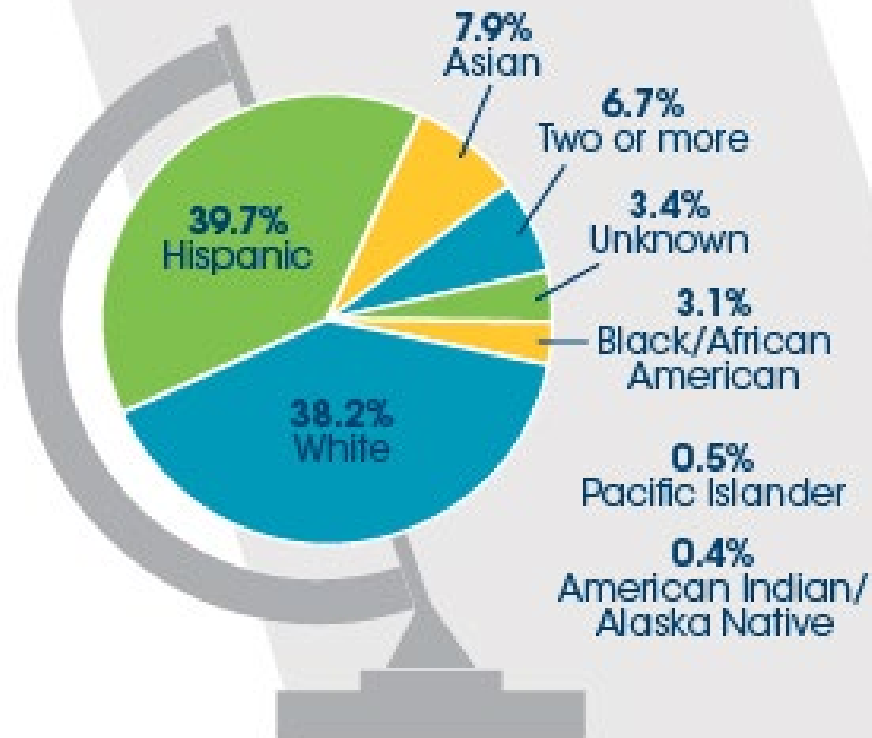


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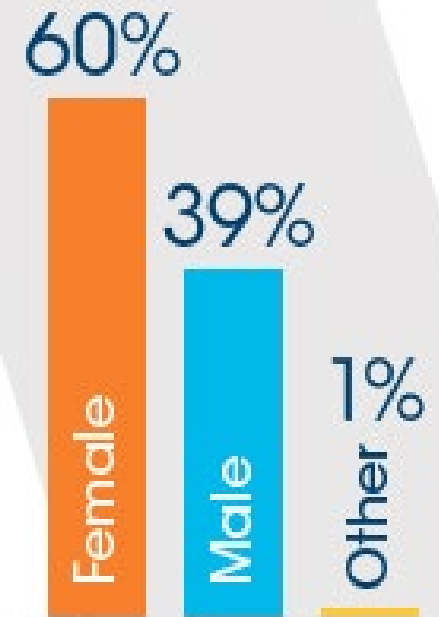
MIRACOSTA COLLEGE

# Who We Are

## ETHNICITY



## GENDER



# Institutionalized commitment to IDEA

## MISSION

**MiraCosta College** fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

**MiraCosta College** achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

## VISION

**MiraCosta College** will be a leader and partner in transforming lives and communities through learning.

## COMMITMENT

**MiraCosta College** is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicax communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

## INSTITUTIONAL VALUES

Community / Diversity & Inclusion / Equity / Excellence / Innovation  
Institutional Accountability & Responsibility / Integrity / Mutual Respect  
Student-Centeredness / Sustainability & Stewardship

## INSTITUTIONAL GOALS

**GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps** by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

**GOAL 2: MiraCosta College will meet identified external community needs** by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

**GOAL 3: MiraCosta College will foster academic excellence** by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

**GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources** by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.



Revised 6/22/21

**Community  
Diversity &  
Inclusion  
Equity**

**... is committed to  
creating a racially just  
campus climate ...**



**Data that informs our understanding of student equity gaps . . .**



# Areas of Decreased DI

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- American Indian or Native Alaskan students - retention
- Black or African American students - retention and completion
- Current/former Foster Youth - transfer-level math and persistence
- LGBTQ+ students - retention and transfer
- Hispanic or Latinx students - attempted transfer-level math and transfer
- Native Hawaiian or Pacific Islander students - attempted transfer-level math, 24+ units, 48+ units, 60+ units
- Students with disabilities - earned 12+/24+/48+ units, transfer-level math, transfer-level math and English
- Veterans - completion

# Student Equity Plan 2022-2025

## *Populations Experiencing Disproportionate Impact*

		Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Second Term	Transfer	Completion
Top 5 DI Populations Across Data	Black or African American	✓	✓			
	Male			✓		✓
	Hispanic or Latino		✓		✓	✓
	Native Hawaiian or other Pacific Islander		✓			
	Adult Learners (age 25+)		✓	✓		
<b>Additional Gaps</b>		<ul style="list-style-type: none"> <li>NHPI</li> <li>White</li> </ul>	<ul style="list-style-type: none"> <li>Female</li> <li>First Gen</li> <li>NAAN</li> </ul>	<ul style="list-style-type: none"> <li>First Gen</li> </ul>	<ul style="list-style-type: none"> <li>Low income</li> <li>First Gen</li> <li>NHPI</li> <li>NAAN</li> </ul>	<ul style="list-style-type: none"> <li>Black/AA</li> <li>First Gen</li> <li>LGBT (18-19)</li> </ul>

# Guided Pathways Fall Cohorts (21, 22, 23)

12+ units	Persist F2S	Ed Plan	Trfr Math	Trfr Engl	24+ units	48+ units	Cert/Award	Degree	Trfr
Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	
		Another Sexual Orientation	Another Sexual Orientation		Another Sexual Orientation	Another Sexual Orientation			
Black/ African American	Black/ African American		Black/ African American		Black/ African American	Black/ African American	Black/ African American	Black/ African American	
Lesbian		Bisexual Males		Asexual Gay Males	Asexual	Asexual Questioning Male	Asexual		
First Generation	First Generation		First Generation		First Generation	First Generation	First Generation	First Generation	First Generation
Latinx	Latinx		Latinx	Latinx	Latinx		Latinx	Latinx	
			Low Income		Low Income				
		Intersex Males		Intersex Males Multiple Gender Identities	Intersex Males Males	Males	Intersex Males Males	Intersex Males Males	
SAS			SAS		SAS	SAS	SAS		

Basic Needs Impacts DI  
*Food Insecurity, Housing Insecurity, Transportation*



# What does our data tell us about equity gaps?

- Basic Needs impacts DI (*Food Insecurity, Housing Insecurity, Transportation*)
- Race/Ethnicity and Age play a role in equity gaps
- There are significant and persistent gaps going back to 2013 for Black/African American and Latinx students
- We see equity gaps in multiple areas across multiple data for Adult Learners, Black/African American, First Generation, Latinx, Male, Native Hawaiian Pacific Islander
- Equity gaps are increasing for Males in multiple areas
- Better data for gender identity and sexual orientation





# **Modified GE Plan A Proposal**

**Approved by CPC  
2/22/24**

**Forwarded to AS for  
Consideration**



# Modified Local GE Plan A - Proposal

- What is the local GE Plan A?
- Why and what are we changing?
- Who are the local GE Plan A students and how many are earning GE Plan A - Associates Degree?
- Rationale for proposed change
- Next steps



Plan A will satisfy general education requirements at MiraCosta College but will not satisfy all general education requirements for transfer to a CSU or UC campus and is not intended for students transferring to a four-year institution.

AREA A—Language & Reasoning				
<b>A1. English Composition</b> A minimum of 3 semester units is required.	C	IP	N	
* ENGL 100/100H				
<b>A2. Communication &amp; Analytical Thinking</b> A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
* BUS 147, 204/204H				
* BTEC 190/190H				
COMM 101, 106, 190, 207, 212				
* CSIT 123				
* ENGL 201/201H, 202/202H				
* MATH 64/64S, 102, 103/103S, 105, 106, 112, 115, 126/126S, 131/131H, 150/150H, 155/155H, 260/260H				
PHIL 100, 110/110H				
* PSYC 104/104H, 105				
* READ 100				
* SOC 125				

AREA B—Natural Sciences				
A minimum of 3 semester units is required. Courses with a laboratory component are highlighted.	C	IP	N	
<b>ANTH 101/101H, 101L/101LH, 105/105H, 190/190H</b>				
ASTR 101/101L, 120, 201				
BIO 102, 103, 104, 105, 106, 107, 108, 108L, 109, 110, 111, 111L, 202, 204/204H, 209				
BTEC 109/109H				
CHEM 103, 103L, 112, 115/115H, 116, 140, 150/150H, 151/151H				
Earth 106/106H, GEOG 101, 101L, GEOL 101/101H, 101L				
HORT 115, 118				
NURS 153, NUTR 100/100H, 120				
OCEA 101/101H, 101L				
PHSN 106, 106H, 109/109H				
PHYS 111/111H, 112/112H, 151/151H, 152/152H, 263/263H				
* PSYC 260				

AREA C—Humanities				
A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
ART 100, 101, 103, 104, 157, 158, 159/159H, 201, 230, 232, 244, 254, 258, 259, 260/260H, 290				
AUTO 110				
CCS 230, 232				
COMM 111, 150, 215				
DESN 107, 108				
DNCE 100/100H, 101/101H, 104, 104H, 105/105H				
DRAM 105, 130, 134, 222				
ETHN 100				
FILM 101/101H, 106, 111/111H, 112/112H, 211/211H, 212/212H				
FREN 101, 102, 121, 201, 202, GRMN 101, 102, 121, 201				
HIST 103/103H, 104, 104H				
HUMN 101/101H, 201, 202, 205				
ITAL 101, 102, 121, 201, 202, JAPN 101, 101H, 102, 121, 123, 123H, 201, 202				
LIT 100, 101, 126, 127, 250/250H, 251/251H, 260/260H, 261/261H, 265/265H, 270/270H, 271				
MAT 105				
MUS 100, 112, 113, 114, 115, 116, 119/119H				
PHIL 101/101H, 102, 221, RELG 101/101H, 103, 105				
SOC 230, 232				
SPAN 101, 102, 201, 202, 205, 221, 222				

**IMPORTANT INFORMATION & FOOTNOTES**  
Courses listed in two different areas may be used in either area but not both.  
\*Courses completed with a minimum grade of "C" or "P" can be used to meet the graduation competency requirements.  
†Active duty military personnel and U.S. military veterans may satisfy E2 through submission of a military transcript that demonstrates the completion of Basic Training or Recruit Training (DD214, DD296, or other military transcript).  
‡Courses completed in these categories may also satisfy other general education requirements.

AREA D—Social & Behavioral Sciences				
A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
ADM 100/100H, 200				
ANTH 102/102H, 103, 104, 107, 120, 190/190H				
AUTO 111				
CCS 230, 232				
CHLD 113, 235				
COMM 120, 135, 230; CSIT 160				
ECON 100, 101, 102; ETHN 100				
GEOG 102, 104, 109; GERO 101, 250				
HIST 100/100H, 101/101H, 102/102H, 105/105H, 106/106H, 107, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 169				
PLSC 101/101H, 102, 103, 150				
PSYC 100, 101/101H, 103, 114, 115, 121/121H, 125, 170, 211				
SOC 101/101H, 102, 105, 106, 120, 130, 140, 230, 232, 250				

AREA E—Lifetime Learning				
A minimum of 3 semester units is required. Select one course from either group.	C	IP	N	
<b>E1. Technology &amp; Information Literacy</b>	C	IP	N	
ACCT 101, 145; BUS 133; CS 101; CSIT 101, 110, 120, 137, 155; LIBR 101, 201/201H, MAT 120, 125, 150, 165, 180				
<b>E2. Self-Development†</b>	C	IP	N	
BTEC 107; BUS 136, 147; CHLD 113; COMM 144, 150; COUN 100; CSIT 160, 165; GERO 101, 250; HEAL 101, 205; INTR 100; NURS 285; NUTR 100/100H, 105, 106; PSYC 100, 116, 121/121H, 145, 170; SOC 145				

AREA F—Cultural Diversity‡				
A minimum of 3 semester units is required.	C	IP	N	
ADM 230				
BLST 240				
BUS 158, 160				
CCS 230, 232				
CHLD 210, 235				
COMM 215				
DNCE 104, 104H, 105/105H, 169; DRAM 222				
ETHN 100, 207				
FILM 211/211H, 212/212H				
FREN 121				
GEOG 102, 104				
GERO 101, 130				
GRMN 121				
HIST 100/100H, 101/101H, 102/102H, 103/103H, 104/104H, 105/105H, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H				
JAPN 121, 123, 125H				
LIT 127, 270/270H, 271				
MUS 115, 119/119H				
NUTR 108				
PLSC 102				
PSYC 121/121H				
RELG 101/101H, 105				
SOC 150, 201, 230, 232, 240				
SPAN 101, 102, 200, 201, 205				

AREA G—American Institutions & History‡				
A minimum of 3 semester units is required.	C	IP	N	
HIST 110/110H, 111/111H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 165, PLSC 102				
<b>Required Competencies</b>	C	IP	N	
Reading				
Writing				
Mathematics				

# Plan A awards Associates Degrees to non-transfer students only.

CSU/UC bound students are on Plan B/C; will change to Cal-GETC in Fall 25.

# Why the Change?

## State Mandated Changes - need revised local GE Plan A

- Ethnic Studies (ES) Incorporation for 2024 as **graduation requirement**; required be in catalog that publishes **May 1, 2024** and must be:
  - CPC approved in February
  - AS approved in March
  - Board approved in April
- Title 5 **Associate Degree** Implementation
  - Chaptered Nov. 16th, have 180 days to implement - **May 2024\***
  - APs/BPs/Plan A need to be Board approved by April
  - **Must** contain 6 Areas, including ES (now a GE requirement)
  - 21 units (minimum)
  - Areas E (*Lifelong Learning*), F (*Cultural Diversity*) and G (*American Institutes*) are not required

# What is Changing?

## Total Units

- Title 5 GE Minimum - **21 units**; new categories numbers and titles

## Ethnic Studies - **new requirement**

- Title 5 GE - requires a course in one of the four autonomous disciplines approved for Ethnics Studies:
  - Black Studies; African American Studies; Africana Studies
  - Native American Studies
  - Chicano/a/x; Latino/a/x Studies/La Raza Studies
  - Asian American Studies

**BP/AP 4025 and BP/AP 4100 are required to be updated to reflect the changes.**

# What is Changing in the Proposal?

All areas that are not mandated by Title 5 were removed.

- **Lifelong Learning - Area E** - previously for CSU Lifelong Learning
- **Cultural Diversity - Area F** - Ethnic Studies GE area is now required
- **American Institutions and History - Area G** - previously to fulfill portions of CSU's History Graduation Requirement

## *Key Guiding Principle:*

- The Local GE Plan should focus on non-transfer students.

# How many Plan A - Associates Degrees does MiraCosta College award?

## Annual Local GE “Completers”

<b>** AY 20-21</b>	<b>AY 21-22</b>	<b>AY 22-23</b>
221	230	219

## Average “Completers” per Term (AY 20-21 to AY 22-23)

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
41	79	118

# Who earns an Associate's Degree using Plan A?

- **Most are Career Education (CE) Students**

- Liberal Arts, Registered Nursing, Medical Office, Child Dev, Law Enforcement, Auto Tech, Cyber, Info Tech, Graphic Design, Marketing, Software Dev, and other CE programs.
- Goal is to prepare for the workforce

- **What barriers do local GE students face at MiraCosta College?**

- Work full-time, have internships, clinicals, experiential learning requirements
- Have families, limited time
- More requirements = more barriers, less likely to complete Associate's Degree
- While 3 unit course minimums exist on Plan A, many courses are 4, 5 or more units - adding a higher unit required to students.



# CPC Rationale - A Student Focused Local GE Plan

Focus on CE student goals and provide best plan for their success

## 1. Limit unit requirement

- 21 units proposed (keep the requirements to a minimum)
- Minimize unit creep barrier - get CE students to the workforce sooner
- Adopt an easy to follow local GE Plan - no double counting of courses, less confusion for students, and allow students the ability to select courses in each of the Areas 1-6

## 2. Providing students the choice of electives

- After completing required courses of GE and major, students use *electives of interest* to get to the 60 units
- Students select elective courses to build up their skills to make them more marketable/successful
  - more courses in their major, languages, technology, interests, etc.
- Title 5 revisions pave the way for CE contextualized courses to be developed and included in the Math/Quantitative Reasoning category

DRAFT

## MIRACOSTA COLLEGE

## Plan A: Advisement Sheet

## MiraCosta College General Education Requirements • Fall 2024–Summer 2025

Plan A will satisfy general education requirements at MiraCosta College but will not satisfy all general education requirements for transfer to a CSU or UC campus and is not intended for students transferring to a four-year institution.

**AREA 1—English Composition, Oral Communication & Critical Thinking**

1A. English Composition A minimum of 3 semester units is required.	C	IP	N
ENGL 100/100H			
1B. Oral Communication & Critical Thinking A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N
COMM 101, 106, 190, 207, 212			
ENGL 201/201H, 202/202H			
PHIL 100, 110/110H			
PSYC 105			
READ 100			

**AREA 2—Mathematical Concepts & Quantitative Reasoning**

A minimum of 3 semester units is required.	C	IP	N
BUS 147, 204/204H			
BTEC 180/180H			
CSIT 123			
MATH 102, 103/103H/103S, 105, 106, 112, 115, 126/126S, 131/131H, 135, 150/150H/150S, 155/155H, 260/260H			
PSYC 104/104H			
SOC 125			

**AREA 4—Social & Behavioral Sciences**

A minimum of 3 semester units is required.  
Select one course from any discipline.

	C	IP	N
ADM 100, 200			
ANTH 102/102H, 103, 104, 105/105H, 107, 120, 190			
AUTO 111			
CCS 100, 232			
CHLD 113, 235			
COMM 120, 135, 220			
CSIT 160			
ECON 100, 101, 102			
ETHN 100			
GEOG 102, 104, 108			
GERO 101, 250			
HIST 100/100H, 101/101H, 102/102H, 105/105H, 107, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 165			
NAIS 100			
PACS 100			
PLSC 101/101H, 102, 103, 150			
PSYC 100, 101/101H, 103, 114, 115, 121/121H, 125, 170, 211			
SOC 101/101H, 102, 103, 105, 120, 130, 140, 232, 250			

### AREA 3—Arts & Humanities

A minimum of 3 semester units is required.

Select **one** course from any discipline.

	C	IP	N
ART 100, 101, 103, 104, 157, 158, 159/159H, 201, 232, 244, 254, 258, 259, 260/260H, 290			
AUTO 110			
CCS 100, 232			
COMM 111, 150, 215			
DESN 107, 108			
DNCE 100/100H, 101/101H, 104, 104H, 105/105H			
DRAM 105, 130, 134, 222			
ETHN 100			
FILM 101/101H, 106, 111/111H, 112/112H, 211/211H, 212/212H			
FREN 101, 102, 121, 201, 202			
GRMN 101, 102, 121, 201			
HIST 103/103H, 104/104H			
HUMN 101/101H, 201, 202, 205			
ITAL 101, 102, 121, 201, 202			
JAPN 101, 101H, 102, 121, 123, 123H, 201, 202			
LIT 100, 101, 120, 122, 250/250H, 251/251H, 260/260H, 261/261H, 265/265H, 270/270H, 271			
MAT 105			
MUS 100, 112, 113, 114, 115, 116, 119/119H			
NAIS 100			
PACS 100			
PHIL 101/101H, 102, 221; RELG 101/101H, 103, 105			
SOC 232			
SPAN 101, 102, 201, 202, 205, 221, 222			

### AREA 5—Natural Sciences

A minimum of 3 semester units is required.

Courses with a laboratory component are highlighted.

	C	IP	N
ANTH 101/101H, 101L/101LH, 105/105H, 190			
ASTR 101, 101L, 120			
BIO 102, 103, 104, 105, 107, 108, 108L, 110, 111, 111L, 202, 204/204H, 220			
BTEC 108/108H			
CHEM 103, 103L, 112, 115/115H, 116, 140, 150/150H, 151/151H			
EART 106/106H			
GEOG 101, 101L, 155			
GEOL 101/101H, 101L			
HORT 115, 116			
NURS 153			
NUTR 100/100H, 120			
OCEA 101/101H, 101L			
PHSN 106, 108/108H			
PHYS 111/111H, 112/112H, 151/151H, 152/152H, 253/253H			
PSYC 260			

### AREA 6—Ethnic Studies

A minimum of 3 semester units is required.

	C	IP	N
CCS 232			
ETHN 100, 207			
SOC 207, 232			

#### IMPORTANT INFORMATION

Courses listed in two different areas may be used in either area but not both.

# DRAFT

## MIRACOSTA COLLEGE

# A

### Plan A Frequently Asked Questions

#### MiraCosta College General Education Requirements

##### Associate Degree Requirements

- Unit/GPA: 60 degree applicable units with a minimum 2.0 GPA
- Residency: 12 units completed at MiraCosta College
- Major: A minimum of 18 units with a letter grade of "C" or better or "P" if taken pass/no pass. **Courses may be used to satisfy a major and a general education requirement.**
- General education

##### General Education Requirements

- Plan A: Complete Areas 1–6.
- Courses that were completed to satisfy the same general education category at another California community college will be applied to that GE area at MiraCosta College.
- Submission of a bachelor's degree or an associate degree from a regionally accredited college or university may be used to satisfy general education requirements in lieu of Plan A.
- Completion of Plan B (CSU GE) or Plan C (IGETC) will also satisfy general education requirements.

##### Petition for Degree and/or Certificate

Students who expect to receive an associate degree and/or Certificate of Achievement must file a petition by the 30 percent deadline of the final semester leading to their graduation. (Students intending to graduate during the summer intersession may petition during the spring semester.) Official transcripts from all colleges attended (or concurrently attending), approved substitutions and waivers, educational plans, and any other necessary documents must be on file in the Counseling Office before a student submits a petition to graduate. Petitions submitted after the deadline are automatically processed in the subsequent semester.

# Next Steps

- AS consideration in March (2 reads)
- Board consideration in April (2 reads)
- Approved by May 1, 2024 to make catalog deadline for required Fall 24 implementation

**Thank you!**

- *The Courses and Programs Committee*

The MiraCosta Community College District's associate degree and general education programs are consistent with the college's mission, vision, and core values.

Commented [CD1]: Moved from the AP

The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop certain capabilities and insights to support their academic and career goals. Among these capabilities and insights are skills and competencies that comprise a general education curriculum. In addition, to these accomplishments, the student students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit.

The MiraCosta College general education program introduces students to the variety of means through which people comprehend the modern world by providing opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. It ensures students who receive their degrees have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.

Commented [CD2]: Accreditation standard 2.3

All courses designated for general education (GE) at MiraCosta College must fulfill the following universal criteria:

- Level: Each GE course is baccalaureate-level and may be introductory or integrative. Integrative courses draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.
- Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.
- Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- Critical thinking: Each GE course develops the student's aptitude

for conceptualizing, applying, analyzing, synthesizing, and evaluating information.

- Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

~~The MiraCosta Community College District General Education Program promotes skill development and knowledge acquisition through the study of ideas, the analysis of data, and the interpretation of issues and events. Students completing the MiraCosta Community College District General Education Program are systematic, critical, creative thinkers and clear communicators who are intellectually curious, culturally and scientifically literate, civic minded, and aesthetically appreciative. These students are able to demonstrate the following:~~

- ~~1. A broad understanding of mathematics, science, social science, humanities, and the arts.~~
- ~~2. Effective communication in oral and written form.~~
- ~~3. A multicultural, global perspective.~~
- ~~4. Critical thinking skills that apply analytical and creative approaches to problem solving.~~
- ~~5. The ability to adapt to new environments and technologies.~~
- ~~6. Social awareness and responsibility as a participating member of society.~~

In modifying its general education program, the MiraCosta Community College District will continue to seek coherence and integration among the separate requirements and to establish a general education program that actively involves students in examining values inherent in proposed solutions to major social problems.

The superintendent/president shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

**Commented [CD3]:** Moved from the AP because Title 5 section 55060(b) requires governing board establishment of the "criteria to determine which courses may be used to implement [its ] goals for the associate degree and philosophy of general education." Added Level because it is called out in the discipline-specific criteria required by section 55061(c).

**Commented [CD4]:** Specifics are in AP

**Commented [CD5]:** Required by Title 5



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

**Commented [CD1]:** Moved to board policy

The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that comprise a general education curriculum. These competencies include the ability

- to think critically and communicate clearly and effectively both orally and in writing,
- to locate, evaluate, and use needed information effectively,
- to engage with diverse perspectives,
- to use quantitative reasoning,
- to understand the modes of inquiry of the major disciplines,
- to be aware of other cultures and times,
- to achieve insights gained through experience in thinking about ethical problems, and
- to develop the capacity for self-understanding.

**Commented [CD2]:** Policy of the Board of Governors, 5 CCR §55060

**Commented [CD3]:** Definition of information literacy from the American Library Association. Information literacy and the ability to engage with diverse perspectives are accreditation requirements (Standard 2.3).

The associate degree is awarded to students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments—competencies, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units. (See Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates.)

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. Students completing this program can 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.

The MiraCosta College general education pattern (Plan A) for the associate in arts and associate in science degree includes the completion of three units each in Areas 1A A1 and 1B A2, three units in Area B, and three units each in Areas 2 G through 6 G for a minimum of 21 units. Courses listed in two different areas (1–6) may be used to satisfy a requirement in one area but not both. Courses completed in Areas F and G may also satisfy other area (A–E) requirements. A course listed in any area (1–6) may satisfy both a general education and a major or area of emphasis requirement.

The Courses and Programs Committee (CPC) determines which courses can be used to meet implement the MiraCosta College district's goals for the associate degree and philosophy of general education. The CPC ensures all general education courses at MiraCosta College fulfill the universal criteria set forth in Board Policy 4025 as well as the discipline-specific criteria outlined below. The general education course approval process is detailed in the Courses and Programs Committee Handbook. meet the general education and associate degree requirements meet the standards set forth in Board Policy 4025 as follows:

A. All courses designated for general education (GE) at MiraCosta College fulfill the following universal criteria:

1. **Rigor:** Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
2. **Scope:** Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
3. **Autonomy:** Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.
4. **Breadth:** Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
5. **Critical thinking:** Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
6. **Communication and literacy:** Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
7. **Relevancy:** Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

B. Specific courses within the GE program at MiraCosta College fulfill the following criteria as related to their area of specialty:

1. **Area 1A—English Composition, Oral Communication, and Critical Thinking (minimum 6 units), including the following: Language and Reasoning:** These courses develop the principles and applications of

Commented [CD4]: Moved to the BP because board approval is required.

language toward the following for the student:

- Logical thought.
  - Clear and precise expression.
  - Critical evaluation of communication.
- Area 1A4—English Composition (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and include both expository and argumentative writing. These courses have an appropriate prerequisite that distinguishes them from a remedial course.
  - Area 1BA2—Oral Communication and Critical Thinking (minimum 3 units). These Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics courses have a prerequisite of elementary algebra or higher math.
2. Area 2B—Mathematical Concepts and Quantitative Reasoning (minimum 3 units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
3. Area 3C—Arts and Humanities (minimum 3 units). Courses in the humanities These courses study the cultural activities and artistic expressions of human beings. These courses should help the student develop students' the following:
- An awareness of the ways in which how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation;
  - An aesthetic understandings; and,
  - An ability to make value judgments.
- These Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, and religion, and related disciplines.
4. Area 4D—Social and Behavioral Sciences (minimum 3 units). These courses focus on people as members of society and develop— These courses should do the following: develop an awareness of the methods of inquiry used by the social and behavioral sciences. They also stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.
- These Courses fulfilling this requirement may include introductory or

integrative **baccalaureate-level** survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. **Area 5—Natural Sciences (minimum 3 units).** These courses examine the physical universe, its life forms, and its natural phenomena. They ~~courses also should do the following: help the students develop an appreciation and understanding of~~ **appreciate and understand** the scientific method and the ~~Encourage an understanding of the~~ relationships between science and other human activities.

~~These~~ Courses **fulfilling this requirement may** include introductory or integrative **baccalaureate-level** courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. **Area 6—Ethnic Studies (minimum 3 units).** Courses fulfilling this requirement may include **baccalaureate-level courses in the four autonomous disciplines within ethnic studies:**

- **Black Studies, African American Studies, Africana Studies**
- **Native American Studies**
- **Chicano/a/x Studies, Latino/a/x Studies, La Raza Studies**
- **Asian American Studies**

7. **(Local) Area E—Lifelong Learning (minimum 3 units).** Courses in this category equip student learners for ~~lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Technology and information fluency courses develop the students' ability to skillfully and effectively make use of two or more technological tools to access, evaluate, analyze, integrate, and utilize information in a variety of contexts in order to apply it to decision-making, critical thinking, and problem-solving in their lives. Self-development courses encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.~~

• ~~Area E1—Technology and Information Fluency. Courses approved for this category do the following:~~

- ~~Provide significant and comprehensive understanding of two or more technological tools, such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information.~~
- ~~Emphasize a variety of contexts in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.~~
- ~~Encourage information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately.~~

and creatively.

- Emphasize that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.
- Area E2 – Self-Development. Courses in this category include selective consideration of content, such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Courses approved for this category do the following:
  - Analyze the relationship between an individual and the broader society.
  - Recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging.
  - Examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
  - Encourage students to recognize the human being as an integrated physiological, social, and psychological organism.
  - Provide opportunities for students to demonstrate the ability to apply life success skills.

Active duty military personnel and US military veterans may satisfy this requirement through submission of a military transcript that demonstrates the completion of basic training or recruit training (DD214, DD295, or other military transcript).

8. **(Local)** Area F – Cultural Diversity: Courses in this category demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community. Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental.
- Courses approved for this category meet at least four of the following goals and criteria:
    - Study the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
    - Increase students' knowledge and understanding of other cultures.

- Develop an awareness of racism or sexism and its impact on society.
- Promote critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
- Identify theories and practices of accommodation, assimilation, integration, and pluralism.
- Recognize artistic achievements and aesthetic values of non-Western cultures.
- Provide opportunities for students to recognize their own attitude toward cultural diversity.
- Encourage and stimulate personal discovery of the individual's identity in a culturally diverse world.
- Students can satisfy this requirement by successfully completing one course that MiraCosta College has approved as meeting the cultural diversity criteria and goals. Students may also satisfy the requirement through the submission of an official transcript that demonstrates completion of course work at a regionally accredited college or university that satisfies a cultural diversity type of requirement.
- Students earning an associate in science degree in registered nursing (ADN) or registered nursing (LVN to RN) at MiraCosta College will substantially meet the cultural diversity requirement through completion of the program. Each course in both programs has a component that promotes sensitivity to cultural diversity and fosters an understanding of the student's role in the global community.

9. **(Local) Area G—American Institutions and History:** Courses in this category develop the knowledge and skills necessary for intelligent citizenship. Courses focus on the major events and issues in U.S. history and the political processes used in the United States. Courses approved for this category substantially meet at least one of the following goals and criteria:

- Examine the historical development of American institutions and ideals.
- Examine the U.S. Constitution and structure of federal and state government.

Students may also satisfy the American institutions and history requirement through submission of an official transcript that demonstrates course work completed at a regionally accredited college or university that satisfies an American institution requirement.

~~Students completing an associate in science degree in registered nursing (Track I: Generic ADN or Track II: LVN-RN) at MiraCosta College will not be required to satisfy the American institutions and history requirement due to the Board of Registered Nursing's licensing unit limits.~~

Students may satisfy the requirements for any MiraCosta College general education area (A-G 1-6) through submission of an official transcript that demonstrates the completion of one of the following:

- ~~Completion of A~~ approved course at another California community college approved for the same general education area.
- ~~Completion of A~~ course at an institution accredited by a nationally recognized accrediting agency regionally accredited college or university in a comparable general education area.
- ~~Completion of A~~ comparable course at an institution accredited by a nationally recognized accrediting agency.
- ~~A bachelor's or an associate degree from an US regionally institutionally accredited institution.~~

Commented [CD5]: Moved to next paragraph

~~In lieu of the above, As an alternative to completing the MiraCosta College general education pattern (Plan A), students may satisfy a the generation education requirement for an associate degree at MiraCosta College by completing through completion of the California State University-CSU-GE (Plan B) or University of California IGETC (Plan C) certified general education pattern or a bachelor's or an associate degree from an institution accredited by a nationally recognized accrediting agency. (See Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates.) Placement of courses on the transferable general education patterns is governed by the California State University (CSU) and University of California (UC) and will be in accordance with these transfer policies.~~

Commented [CD6]: This is included in AP 4100

Students who have completed courses at MiraCosta College prior to the implementation of Plan A in fall 2011 may use that coursework to meet the Plan A category requirements if the course is approved for Plan A in the catalog year under which they are petitioning for the degree.

MiraCosta Community College District	Page x of x
Effective Date:	2/9/10, 6/15/10, 4/19/11, 4/16/12, 8/13/13, 9/1/15, 6/17/21
Periodic Review:	5/18/23
Reference Update:	11/14
References:	Title 5, §§55060, 55061 ACCJC Standard <del>II.A</del> 2.1, 2.3 34 Code of Federal Regulations Part 602
CCLC Update:	#14, 2/08; #25, 11/14
Steering:	CPC / AS

The district grants confers the associate degree upon the degrees of associate in arts and associate in science to those students who have completed 60 semester units of degree-applicable semester units lower-division courses, including a minimum of 18 semester units of focused study in a major or interdisciplinary area of emphasis and a minimum of 21 semester units of general education, with a minimum cumulative grade-point average of 2.0. Students must complete each course counted toward the major or area of emphasis with a grade of “C” or better, or a “P” if the course is taken on a “pass-no-pass” basis. At least 12 semester units must be completed in residence within the district, average and a specified major or area of emphasis with a “C” grade or better in each course counted toward the major. Students must also complete the subject requirements for graduation, as well as general education, residency, and competency requirements set forth in Title 5 regulations.

Commented [CD1]: Title 5 section 55061(a), (b), (c)

Commented [CD2]: Title 5 section 55062(a)(1), (2)

Students may be awarded a certificate of achievement upon successful completion of a minimum of sixteen or more semester units of degree-applicable coursework. In some cases, state-approved certificates of achievement of eight or more semester units may be awarded to students. This coursework is designed as a “pattern of learning experiences” and develops certain capabilities oriented to career or general education.

The superintendent/president shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the Courses and Programs Committee. The procedures shall assure that graduation requirements are published in the district’s catalog and are included in other resources that are convenient for students.

See Administrative Procedure 4100.

#### MiraCosta Community College District

Page 1 of 1

Adoption History:	1/19/10, 7/18/19
Periodic Review:	11/18/15, 6/22/23
References:	Education Code §70902(b)(3) Title 5, §§55060 et seq.
CCLC Update:	#14, 2/08, #33, 10/18
Steering:	CPC / AS



**Requirements for Graduation: Associate Degrees**

MiraCosta College shall offer the associate in arts and associate in science degrees. To obtain an associate degree, students must accomplish the following:

- A. Complete a minimum of 60 semester units of approved coursework, including a minimum of 18 semester units of focused study in a college-defined major or interdisciplinary area of emphasis and 21 units of general education.
1. Complete A minimum of 12 semester units must be completed in residence within the MiraCosta Community College District.
  2. The general education requirement can be satisfied through completion of the MiraCosta College general education pattern (Plan A) or the CSU-GE (Plan B) or IGETC (Plan C) transferable general education pattern. (See Administrative Procedure 4025). Students who have been awarded a bachelor's degree from an institution accredited by a nationally recognized accrediting agency shall be deemed to have fulfilled the general education course requirement for the associate degree.
  3. Courses may meet multiple associate degree graduation requirements, including general education and a major or area of emphasis, when courses are approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.
  4. Students may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.
  5. Students may receive credit for knowledge or skills acquired through the district's procedures for awarding credit for prior learning (see Administrative Procedure 4235).
  6. Courses from other U.S. regionally accredited colleges or universities completed at other institutions accredited by a nationally recognized accrediting agency will be evaluated for counting toward associate degree requirements based on C-ID number or course description, comparable or equivalent content, and appropriate prerequisites to ensure they meet or exceed the standards of the California Community Colleges. Students may be required to provide a course outline and/or a syllabus to determine course comparability and a transcript to verify prerequisite completion.
  7. International courses will be evaluated for counting toward associate degree major requirements only when course descriptions are submitted

Commented [CD1]: Title 5, section 55062(a)(1)

Commented [CD2]: Title 5, section 55062(e)

Commented [CD3]: Title 5, section 55062(c)

Commented [CD4]: Title 5, section 55062(f)

Commented [CD5]: Title 5, section 55062(d)

Commented [CD6]: Title 5, section 55062(b)

in English, along with a transcript evaluated by an approved foreign transcript evaluation service. Course descriptions may also be required for prerequisite review. Only courses that were taught in the English language will be considered for the writing competency requirement.

D. ~~Satisfy competency in reading, written expression, and mathematics.~~

**Commented [CD7]:** Competencies are now integrated with general education.

1. ~~Reading competency must be demonstrated by presenting proof of achieving one of the following:~~
  - a. ~~A score of 3, 4, or 5 on a College Board Advanced Placement English Examination.~~
  - b. ~~A score of 5 or better on the International Baccalaureate Higher Level English Test.~~
  - c. ~~Completion of one of the following with a minimum grade of "C" or "P": READ 100, ENGL 100, ENGL 100H, ENGL 201, ENGL 201H, ENGL 202, ENGL 202H, or equivalent.~~
2. ~~Writing competency must be demonstrated by completing one of the following:~~
  - ~~Present proof of achieving one of the following minimum test scores:~~
    - ~~A score of 3, 4, or 5 on a College Board Advanced Placement English Examination.~~
    - ~~A score of 5 or better on the International Baccalaureate English Language A1 Higher Level Examination.~~
  - ~~Complete one of the following with a minimum grade of "C" or "P" at MiraCosta College or an equivalent course at another regionally accredited college or university: ENGL 100, ENGL 100H, ENGL 201, ENGL 201H, ENGL 202, ENGL 202H.~~
3. ~~Mathematics competency must be demonstrated by completing one of the following:~~
  - ~~Pass a MiraCosta College mathematics course numbered 64 through 270 or equivalent with a minimum grade of "C" or "P."~~
  - ~~Achieve a qualifying score on a California community college mathematics assessment exam that gives clear placement into a math course that requires intermediate algebra as a prerequisite or has a traceable prerequisite to intermediate algebra.~~

- ~~Pass a MiraCosta College course approved for Plan A, Area A2 with a "C or P" or better that has the prerequisite of elementary algebra.~~
- ~~Present proof of achieving one of the following minimum test scores:~~
  - ~~A passing score on the College Board Mathematics Achievement Test (500 Level I; 600 Level II).~~
  - ~~A score of 3, 4, or 5 on a College Board Advanced Placement Math Examination.~~
  - ~~A minimum score of 50 on a College Level Examination Program Subject Exam (College Algebra, Pre-calculus, or Calculus).~~
  - ~~A score of 4 or better on an International Baccalaureate Mathematics Examination.~~

~~Mathematics competency can also be met through the use of multiple measures established by the college, whereby a student is placed into a mathematics course numbered MATH 102 or above or is determined to have previously completed coursework comparable to a MiraCosta course that is designated as meeting the mathematics competency requirement.~~

4. ~~Competencies may be also met when students complete either the CSU-GE (Plan B) or the IGETC (Plan C) general education pattern or through submission of an official transcript verifying completion of a bachelor's degree from a U.S. regionally accredited institution.~~
5. ~~Upper division courses in math or English with a stated prerequisite of intermediate algebra or college level English, or a traceable prerequisite to intermediate algebra or college level English, may be used to satisfy competency requirements for the associate degree.~~

- B. ~~Maintain an overall~~ **Complete the requirements for the associate degree with a minimum cumulative grade point average of 2.0 GPA in the degree-applicable courses and a minimum grade of "C" or "P" or better in each course counted toward the major or area of emphasis.** ~~Courses completed with a C- from U.S. regionally at institutions accredited by a nationally recognized accrediting agency colleges may be used to satisfy this requirement, except in programs such as Registered Nursing and Licensed Vocational Nursing, which are overseen by external accrediting agencies, that do not allow a C-.~~

**If units accumulated beyond those required for the associate degree lower a student's cumulative grade point average below 2.0, then the student may request to have their grade point average computed solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.**

**Commented [CD8]:** Newly permitted local decision per Title 5, section 55062(a)(4).

## Requirements for Graduation: Associate Degree for Transfer (ADT)

MiraCosta College shall offer an associate in arts for transfer and an associate in science for transfer degree. To obtain an ADT, students must **accomplish the following**:

- A. Complete a minimum of 60 CSU-transferable semester units. Courses **completed at other institutions accredited by a nationally recognized accrediting agency** ~~from other U.S. regionally accredited colleges~~ will be reviewed for placement on the associate degrees for transfer based on existing C-ID numbers and/or course comparability to the transfer model curriculum template developed by the California Community Colleges Chancellor's Office.
- B. Complete a minimum of 18 units in an approved ADT major.
- C. Complete all courses in the major with a "C" or "P" or better. Courses completed with a C- ~~from U.S. regionally accredited colleges~~ **at other institutions accredited by a nationally recognized accrediting agency** may be used to complete this requirement.
- D. Complete the CSU GE (Plan B) or IGETC (Plan C) general education pattern.
- E. Obtain a minimum CSU-transferable ~~GPA~~ **grade point average** of 2.0.
- F. Complete a minimum of 12 **semester** units in residence **within the district**.

## Multiple Degrees

Students who are in progress to complete or who have previously been awarded a MiraCosta College associate degree may be qualified for an additional associate degree(s) under the following circumstances:

- A. The additional degree(s) represents a new major.
- B. Each degree has at least 12 mutually exclusive major units.
- C. All degree requirements have been met, including residency, with at least 12 **semester** units completed in the new major at MiraCosta College.

## Requirements for Graduation: College Certificates

Students may obtain certificates of achievement and certificates of proficiency through MiraCosta College.

- A. Certificates of Achievement

Certificates of achievement are state-approved and thus are printed on a recipient student's transcript. To obtain a certificate of achievement, students must **accomplish the following**:

1. Complete a state-approved program of study consisting of 16 or more semester units. (A sequence of courses consisting of 8 or more semester units may be approved by the Chancellor's Office as a program of study leading to a certificate of achievement if the program satisfies title 5 requirements.)
2. Obtain a "C" or "P" or better in each course counted toward the certificate with the exception that CSU-GE certificates will be awarded according to CSU policies. Courses completed with a C- ~~from U.S. regionally~~ **at other institutions accredited colleges by a nationally recognized accrediting agency** may be used to complete this requirement, except in programs such as Registered Nursing and Licensed Vocational Nursing, which are overseen by external accrediting agencies, that do not allow a C-.

B. Certificates of Proficiency

Certificates of proficiency are approved locally and are not printed on student transcripts. To obtain a certificate of proficiency students must **accomplish the following:**

1. Complete a district-approved program of study consisting of fewer than 16 semester units.
2. Obtain a "C" or "P" or better in each course counted toward the certificate. Courses completed with a C- ~~from U.S. regionally~~ **at other institutions accredited colleges by a nationally recognized accrediting agency** may be used to complete this requirement, except in programs such as Registered Nursing and Licensed Vocational Nursing, which are overseen by external accrediting agencies, that do not allow a C-.
3. Complete at least six units, or the maximum number of units required for the certificate, whichever is less, in residence at MiraCosta College.

Experiential education, also known as internship, field experience, work-based learning, studies and cooperative work experience education or co-op, is designed to allow MiraCosta College students to gain workplace experience and develop skills under the instruction of a faculty member and the supervision of an employer.

Experiential education offers business, industry, and organizations the talents and energy of students who contribute to workforce development and strengthen the link between the educational and business communities.

MiraCosta College offers both general and occupational work experience education through work experience and internship studies classes. Units for internship studies and work experience courses are calculated as follows: so that each 54 hours of work, paid or unpaid, equals one semester unit of credit. Students may earn a maximum of 14 units during one enrollment period in work experience education.

- A. Each 75 hours of paid work equals one semester credit.
- B. Each 60 hours of non-paid work equals one semester credit.

An Experiential Education Handbook plan is developed and serves as operational to this AP4103. It is submitted to the MiraCosta College District Board of Trustees, which Courses and Programs committee as supplemental material and includes:

The Experiential Education Handbook contains the operational details of the experiential education program, including the following:

- A. A statement that the district Courses and Programs Committee has officially adopted approved the plan handbook, subject to approval by the board. A. The types of work experience education offered by the district.
- B. The systemic design of a the experiential education program whereby students gain realistic learning experiences through work.
- C. A specific description of the respective responsibilities of the college, the faculty, the student, the employer, and other cooperating agencies in the operation of the program.
- D. The maintenance of records, including the type and units of work experience experiential education in which the student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued, if applicable.

- E. D. A description of how the district will **do the following:**
1. Provide guidance services for students during enrollment in experiential education courses.
  2. Assign a sufficient number of qualified academic **and support** personnel to direct the program **and provide other required district services.**
  3. Implement and follow processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described.
  4. **Ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term.**
  5. **WAS #4.** Assure that supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.
  6. **Analyze disaggregated course enrollment, persistence, and success data related to certificate, degree, and transfer attainment.**
  7. **WAS #5.** Provide adequate clerical and instructional services.
  8. **Ensure equitable access to internship and work experience opportunities for underrepresented and socioeconomically disadvantaged students.**
  9. **Retain the following documents for each work experience education student: learning agreements establishing hours to be worked, statements verifying hours worked, records of consultation with the employer, records of faculty consultation, evaluation of student learning objectives by instructor, the work permit for minor students (if applicable), and records of the final grade.**

The plan **Experiential Education Handbook** is **developed**, reviewed annually, and **revised updated as needed** by the ~~director~~ **Chair of Career Studies and Services** in consultation with subject matter experts and the appropriate dean. **Revisions to the handbook will be and is submitted to the board of trustees for approval.** The district plan **Experiential Education Handbook** includes this administrative procedure, as well as information on **the maintenance of records, program operation, type and units of experiential education, and evaluation of student performance.**

**MiraCosta Community College District**

Effective Date: 1/19/10, 10/4/18  
Periodic Review: 5/8/12, 6/16/15, 4/21/22  
References: Title 5, §§55250 et seq.  
CCLC Update: #32, 4/18  
Steering: AAC / AS

“Course enrollment” occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) 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.

“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.

MiraCosta College, in accordance with Title 5 section 55040, allows repetition to occur only under the following circumstances:

- A. The course has been designated as repeatable.
- B. The student needs to repeat a course to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- C. The student needs to repeat a course in which they earned a less-than-satisfactory or failing grade (D, F, NP/NC) in order to alleviate substandard academic work.
- D. The student needs to repeat a course due to a significant lapse of time.
- E. The student needs to repeat a course due to extenuating circumstances that justify the repetition, regardless of whether or not substandard academic work was previously recorded.
- ~~F. The student needs to repeat a course in occupational work.~~
- F. A student with a disability needs to repeat a special class for students with disabilities.

When course repetition occurs, the student’s permanent academic record will clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Nothing in this policy and associated administrative procedure conflicts with policies pertaining to the finality of grades assigned by instructors or the retention and destruction of student records.



DRAFT

## Definitions

- A. Enrollment:** Course enrollment occurs when a student receives an evaluative (A, B, C, D, F, P, NP) 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 **of credit courses, including work experience education and internship studies**, to occur only under the following circumstances.

- A. Course Has Been Designated as Repeatable (per Title 5 sections 55000, 55040(b)(1), 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, 6/8/23  
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 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 sections 55040(b)(2), 55042).** A student may repeat a nonrepeatable course in which they earned a substandard grade (less than C and including NP) 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 sections 55040(b)(3), 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 sections 55040(b)(5), 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 this provision, the student's previous grade will be disregarded in computing the student's grade-point average.

**G. Enrollment in Cooperative Work Experience Education (per Title 5 sections 55253 and section 55040(b)(6)).** ~~Students may enroll in work experience education 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.~~

**G. Repetition of Special Classes for Students with Disabilities (per Title 5, sections 55040(b)(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.

## **Enrollment in Work Experience Education and Internship Studies**

Students may earn a maximum of 14 units during one enrollment period (semester or summer session) in work experience education and internship studies (per Title 5, section 55253). The district may record all enrollments in work experience education and internship studies for apportionment (per Title 5, section 58161(f)(4)).

DRAFT

MIRACOSTA COLLEGE

# SENSE OF BELONGING SURVEY

PRESENTATION GIVEN TO THE  
ACADEMIC SENATE

MARCH 1, 2024

# SURVEY DESIGN & IMPLEMENTATION

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## Literature Review

An extensive literature review revealed College Sense of Belonging measures tended to assess [General Belonging](#) to a college, "I see myself as part of the campus community" or [Classroom Belonging](#) in the college context, "I could email another student for help with an assignment". We reviewed and borrowed items from several established Sense of Belonging measures in the field.



## Survey Construction

In collaboration with Title V Grant and the Office of Inclusion, Diversity, Equity & Accessibility (IDEA) we decided on our final set of questions. Our final measure consisted of:

- 8 [General College Belonging](#) items
- 7 [Classroom Belonging](#) items
- 2 [inclusion/marginalization](#) items
- 2 [classroom characteristics](#) items
- 1 open-ended item about making [MiraCosta more inclusive](#)
- 1 open-ended item about [judgement of social identity](#)



## Survey Deployment

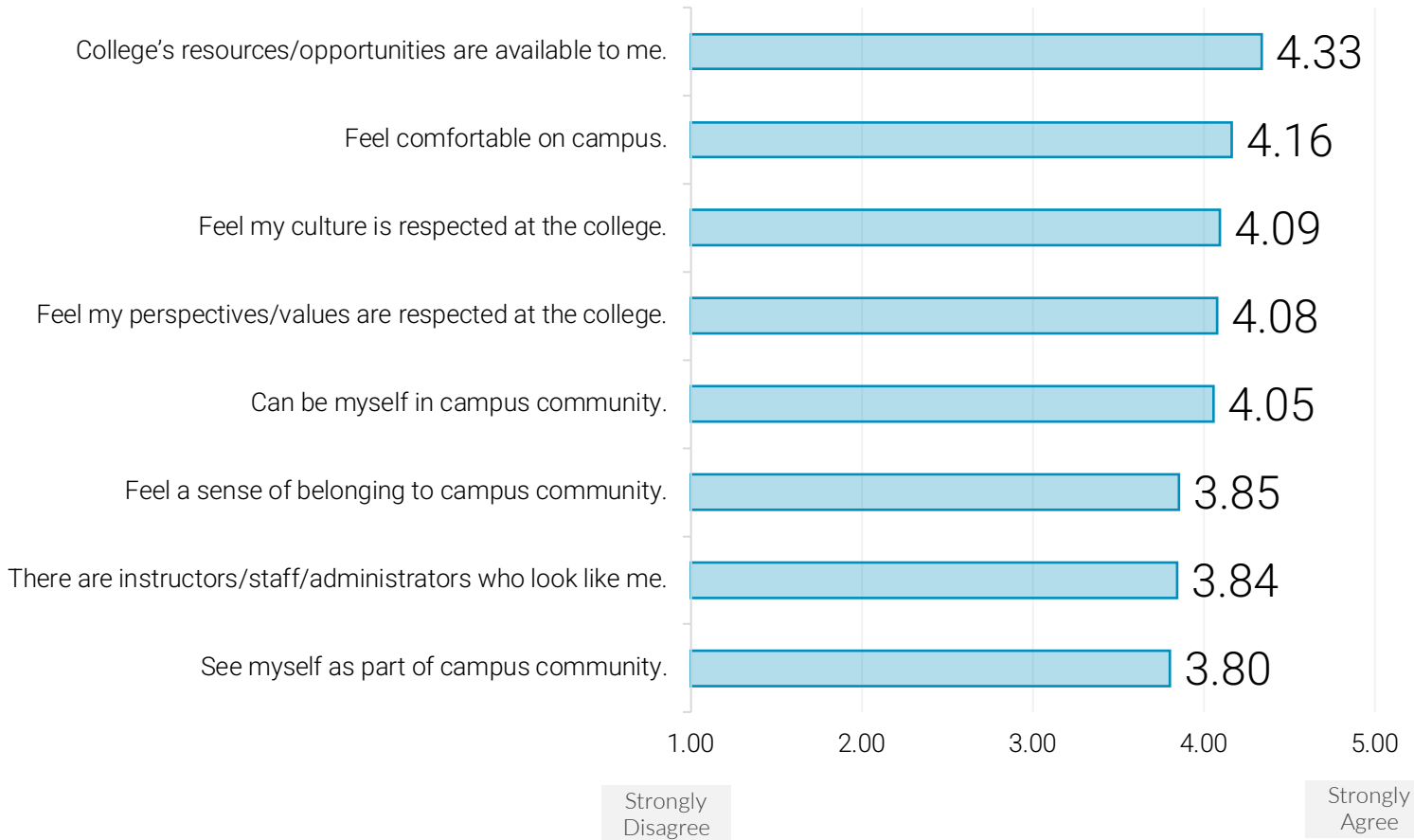
The 21-item measure was translated and programmed electronically into a Spanish/English online survey. The survey was deployed to all Credit, Non-Credit, Adult High School students enrolled in Fall 2023 on November 23, 2023, and ran for two weeks. There was an overall response rate of [9.7%](#).



# CREDIT STUDENT | SURVEY DEMOGRAPHICS



# CREDIT | GENERAL COLLEGE BELONGING



## General College Belonging Scale

AVG SCORE

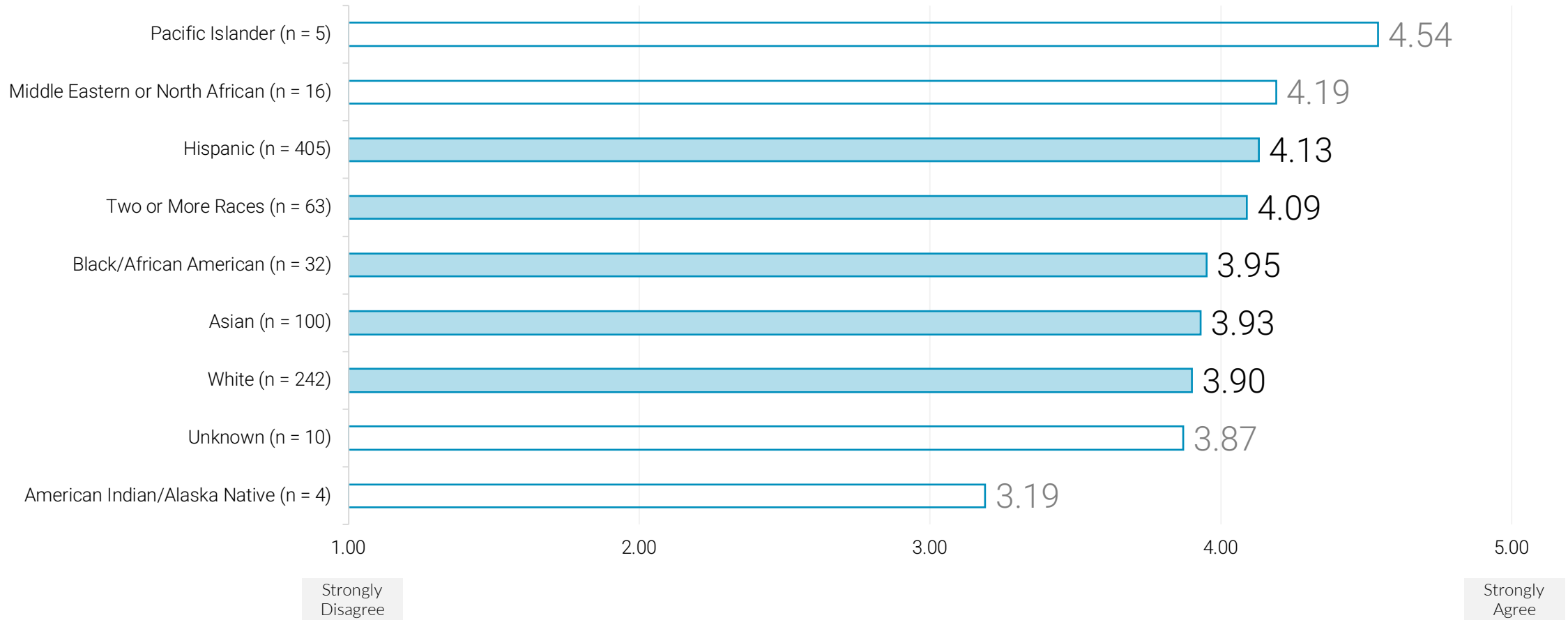
4.03

- High rate of agreement with General College Belonging items
- Feel **services are available**
- Less likely to report seeing themselves as part of campus community or feeling a sense of belonging to community

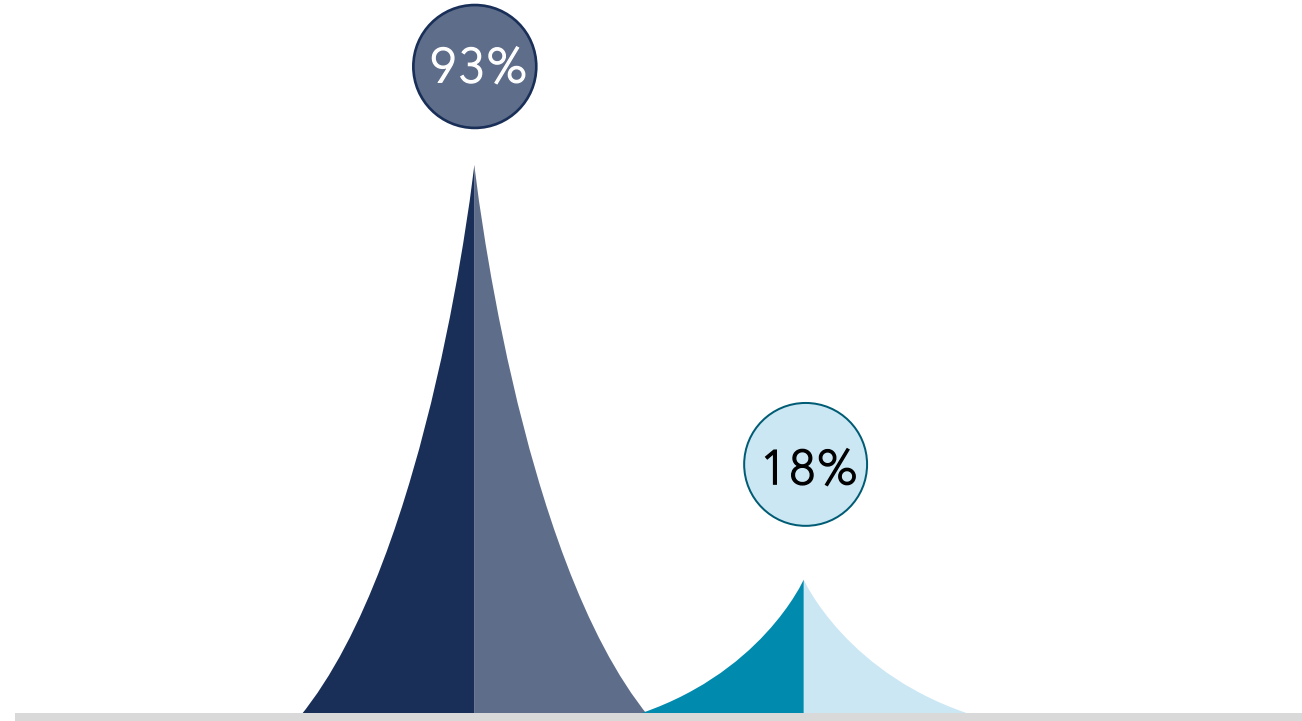
### IMPORTANT DATA POINTS

- Black students feel *slightly less* comfortable on campus and perceive less respect for culture, values, perspectives than their peers.
- White students, however, tended to score the lowest across all the items.

# CREDIT | GENERAL COLLEGE BELONGING | OVERALL SCALE SCORES



# WELCOME / MARGINALIZED



## IMPORTANT DATA POINTS

Black students had the highest welcome/included scores **and** the highest marginalized/excluded scores, as compared to their peers

WELCOME

“I have felt welcomed in one or more communities, groups, or spaces at MiraCosta College.”



93%

of Credit students indicated they found spaces/places/groups that were **welcoming** on campus

MARGINALIZED

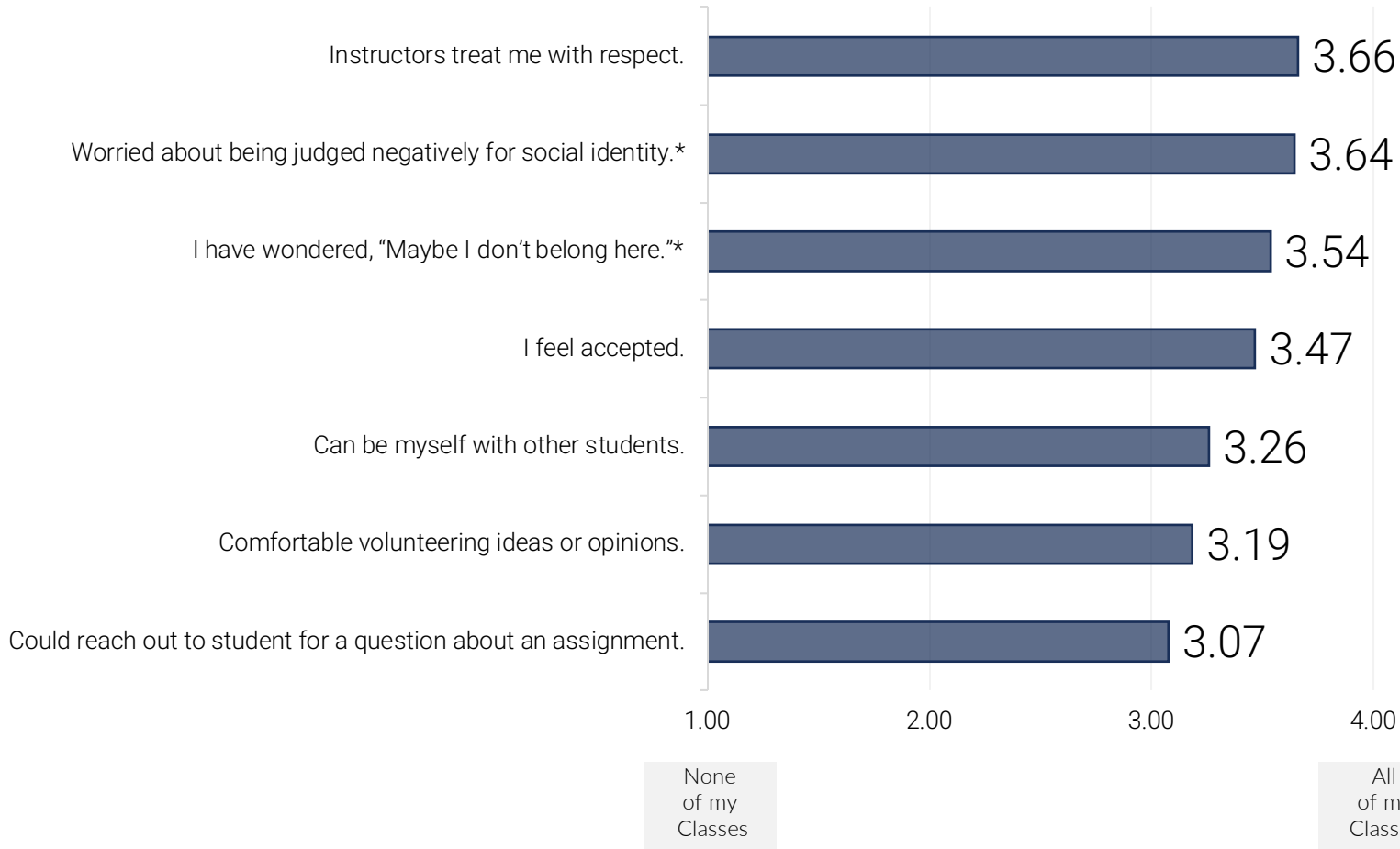
“I have felt marginalized/excluded in one or more communities, groups, or spaces at MiraCosta College.”



18%

of Credit students indicated they felt **marginalized/excluded** in spaces/places/groups on campus

# CREDIT | CLASSROOM BELONGING



## Classroom Belonging Scale

AVG SCORE



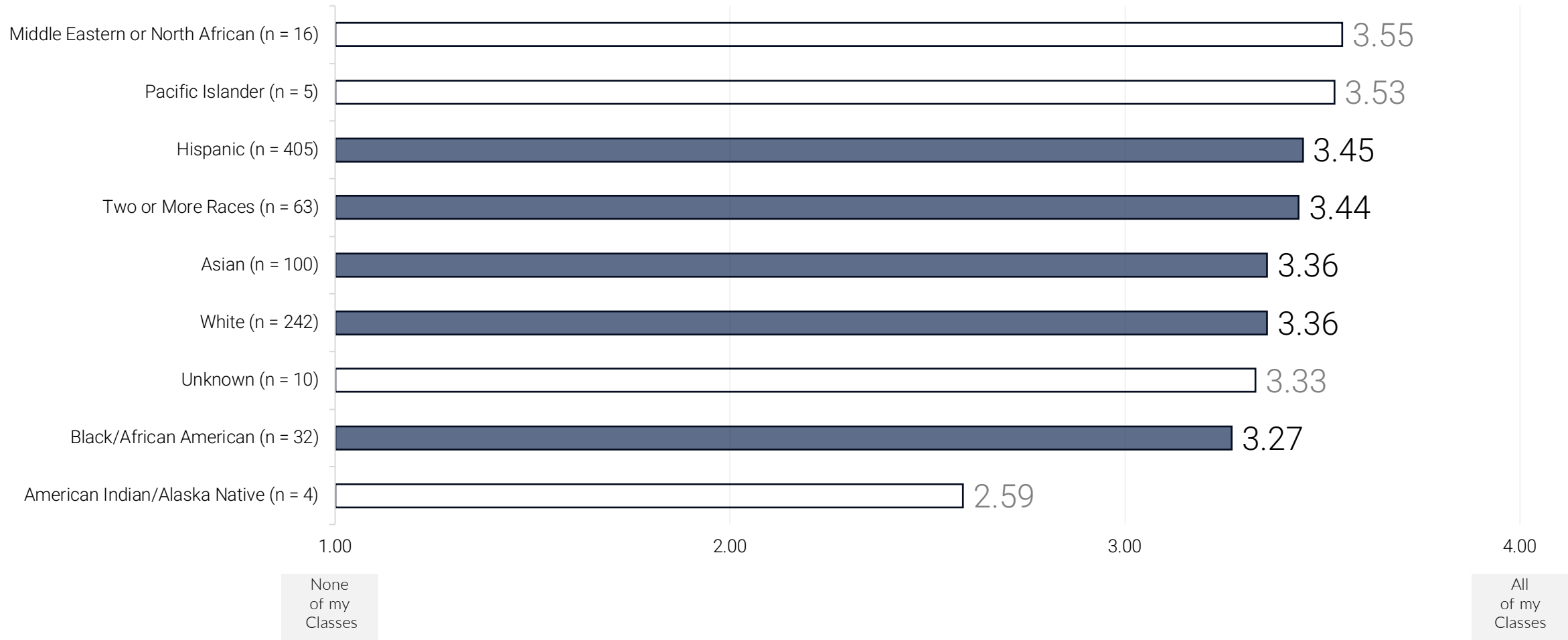
- High rate of agreement with Classroom Belonging items
- Feel **respected by instructors** and **aren't worried about being judged negatively** for identity
- Least likely to feel comfortable asking another student about an assignment

### IMPORTANT DATA POINTS

- Black students had lowest overall classroom belonging scores showing greatest agreement with fearing they may not belong at college or may be judged for social identity.

\*Note: These items were reversed-coded to compare the means.

# CREDIT | CLASSROOM BELONGING | OVERALL SCALE SCORES



# CLASSROOM CHARACTERISTICS

MOST BELONGED

LEAST BELONGED

**Class was positive place**  
(n = 622)



**Class didn't feel like community**  
(n = 166)

**Respectful interactions w/ instructors**  
(n = 620)

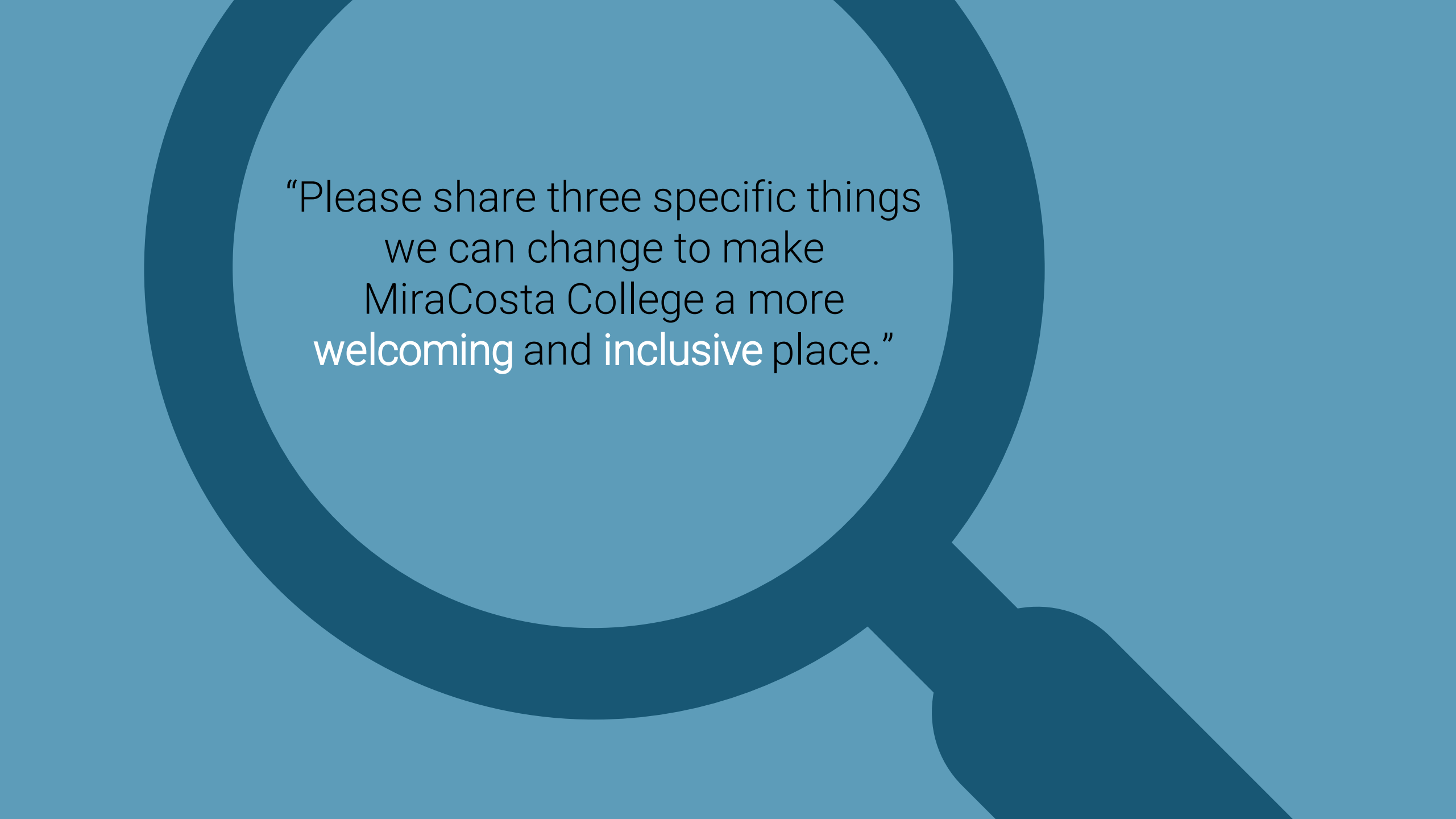


**Felt uncomfortable asking instructor for help**  
(n = 155)

**Comfortable asking instructor for help**  
(n = 618)



**Instructor wasn't flexible**  
(n = 135)



“Please share three specific things  
we can change to make  
MiraCosta College a more  
**welcoming** and **inclusive** place.”



# MAKING MIRACOSTA COLLEGE A MORE INCLUSIVE PLACE

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Many students  
were positive  
about their  
experiences at  
MiraCosta College



"I tell anyone with whom I come in contact that I have never, in any country, been in contact with a post secondary institution that does more for students in all areas of student support than MiraCosta College. In this respect, MiraCosta is without equal!"

"In my opinion, there is nothing to change or modify. I feel privileged to be able to study at MiraCosta College."

"For me it is a very welcoming place with well-trained staff willing to help. It has very good teachers, I love MiraCosta College."

"I am truly grateful for the significant support that MiraCosta College has provided me, in both in-person and Zoom classes, from all administrative and teaching staff. The administrative staff is always available with kindness and education. Thanks to this great community for the support."

# MAKING MIRACOSTA COLLEGE A MORE INCLUSIVE PLACE

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Many students  
were positive  
about their  
experiences at  
MiraCosta College



"Personally, there is nothing to change about MiraCosta. I am very happy to belong to the college. Since I started, they have treated me very well, and I have learned a lot."

"So far, everything has seemed incredible to me. Thank you for the classes. Congratulations to the teachers; they are very approachable."

"The this is the best college experience I could have asked for, I wish I would have enrolled in earlier years. Everyone is extremely helpful and makes me feel like I can be successful in what I major in. "

"There is nothing to change; everything is perfectly fine at MiraCosta College. Teachers and all the people who help at MiraCosta College do everything possible to assist us in what we need. Thank you for all your support at MiraCosta College."

# MAKING MIRACOSTA COLLEGE A MORE INCLUSIVE PLACE

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Older, working students expressed a desire to have more events and support

(with events/services at off-peak times)



“Maybe a program to introduce older students to each other? going back to college at an older age has it's own unique challenges and, while I know we are the minority here, it would be nice to meet and have some camaraderie.”

“I do wish the career center was open a little later, working FT It's harder for me to make it out. “

“Most events occur during business hours. Students who work full time day jobs don't have an opportunity to take advantage of this.”

“I think you should address the people of various ages that come to your college. People who are not the "normal" age should feel just as welcome, whether they are older or younger. Events for that might make people feel more welcome.”

# MAKING MIRACOSTA COLLEGE A MORE INCLUSIVE PLACE

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Students expressed  
a desire for more  
events they can all  
participate in

(multicultural and school pride  
oriented)



“Mira Costa College could promote events that all students can be a part of and relate to. Some events are only targeted toward a specific demographic group. Some students may not be interested in attending these events because they might feel like they do not belong there.”

“Less individual groups and more focus on 1 school spirit would be better”

“Pep-rallies for sports, introductions of the coaches and teams.”

“Include more community programs that allow the majority of students to come together and interact with each other”

“More cultural activities could be organized within the campus so that we can feel more identified and showcase our different cultures.”

# MAKING MIRACOSTA COLLEGE A MORE INCLUSIVE PLACE

## Belonging in the Classroom



Instructors should get to know each of their students as individuals from the very first class session via icebreaker exercises or similar.

“I think Miracosta It’s a great school but there’s some faculty staff that need to be more flexible with the students cause life isn’t easy for everyone.”

“You can help by having more diversity in your staff so that other students can relate with them.”

“I would like to see more instructors of color and different gender choices. I want more classes offered that focus on different cultures”.

“To set more classes at night times. The options at night are very limited for people who work at day times like me. “

# QUESTIONS ?

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