MiraCosta College | ACADEMIC SENATE

Regular Meeting – April 19, 2024
9:00am to 11:00am
Hyflex Meeting – Room OCT200 and
via Zoom in accordance with AB2449: Information below
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: https://miracosta-edu.zoom.us/j/717046932
Meeting ID: 717 046 932
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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. 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 April 5, 2024
B. Ratify Office Assignments for Full-time Faculty for the 2024-2025 Academic Year
C. Ratify Committee Assignments for the 2024-2025 Academic Year
D. Ratify the Academic Senate Calendar for the 2024-2025 Academic Year
E. Approve 2024-25 Materials Fees – *Fallstrom* **[Time certain 9:15am]**
Description: *The materials fee list is updated every year to reflect any changes to materials fees in the fall when curriculum is approved. The list is also sent out in early spring to department chairs for review and any updates or requested changes to their course materials fee. One art course was removed due to the course being archived. Drama increased the fees for their courses due to inflation and added some fees to existing courses. Nursing updated the fees for their courses as they have transitioned to a new vendor.*
F. Equivalencies
Description: *Approve three equivalencies; one full-time faculty for Psychology and two associate faculty for Computer Science.*

VII. Reports
A. Academic Senate President – *Safaralian*
B. College Superintendent/President – *Cooke*
C. Classified Senate – *Banks*
D. Associate Student Government – *Pineda*

VIII. New Business
A. AP4040 Library and Other Instructional Support Services – *Hull* **[Time certain 9:30am]**
Description: A*n update was made to the section titled "Academic Support and Tutoring Services" due to learning center reorganization.*
B. AP5070 Attendance Accounting – *Hull*
Description: *Minor updates were made to align with the CCLC template.*
C. AP7211.2 Minimum Qualifications and Equivalencies - *Ihara* **[Time certain 9:20am]**
Description: *The Equivalency Committee has drafted a revision to our AP on Equivalency in order to comply with statewide Academic Senate standards regarding qualification by eminence while providing objective and measurable alternative guidelines that can replace eminence for those disciplines in which eminence has historically been used to qualify. A document of Section A – Alternative Equivalency Guidelines for Specific Disciplines is also attached.*

D. Full-time Faculty List for Emeritus Status Consideration – *Safaralian*
Description: *Each year, the college President presents to the Academic Senate the names of retiring full-time faculty who meet the qualifications for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to AP 7280.4 Employee Recognition: Full-Time Faculty*
E. Associate Faculty Retiree List for Emeritus Status Consideration - *Safaralian*
Description: *Each year the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualification for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to AP 7780.5 Employee Recognition: Associate Faculty. This is a first read.*

IX. Old Business
A. BP4020 Programs Curriculum and Course Development - *Fallstrom*
Description: *There was a minor modification to work experience education for Title 5 section 55253.*
B. AP4020 Program and Curriculum Development – *Fallstrom*
Description: *There was a minor modification to work experience education for Title 5 section 55253.*
C. BP4025B Philosophy and Criteria for Baccalaureate Degree and General Education – *Fallstrom*
Description: *Modified (simplified) the title. Removed irrelevant information about the local general education pattern. Aligned philosophy with ACCJC reports and revised standards. Added Title 5 references. These are legislative changes to Title 5 section 55060, Philosophy and Criteria for the Associate Degree and General Education, affected the philosophy of lower division GE included in this BP.*
D. AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education – *Fallstrom*
Description: *Modified (simplified) the title. Added course approval process, which is reports. Replaced "U.S. regionally accredited" with "accredited by a national recognized accrediting agenda" to align with recent legislative changes. Added a bachelor's degree satisfies the lower-division GE requirement, per legislative changed. Added referenced. This aligns with Title 5, sections 55060 and 55062.*
E. BP4100B Graduation Requirements for Baccalaureate Degree and General Education – *Fallstrom*
Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced "Us regionally accredited" to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060.*
F. AP4100B Graduation Requirements for Degrees and Certificates – Baccalaureate in Science Degree – *Fallstrom*
Description: *Modified (simplified) the title. Added Title 5 reference. Replaced "Us regionally accredited" and clarified a bachelor's degree satisfies the lower division GE requirement per changes to Title 5. Legislative changes to Title 5, section 55062.*
G. BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Fallstrom*
Description: *This is a periodic review. A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement.*
H. AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Fallstrom*
Description: This is a periodic review update. A minor addition was added to show how many college credits are required to satisfy the high school diploma residency requirement. Also updated competency requirements per Title 5.
I. Sabbatical Leave Reports – *Hanada-Rogers* **[Time certain 9:35am]**
Description: *Eight (8) sabbatical leave reports come to Academic Senate for a second read and approval for returning faculty members Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Thong Nguyen, Leola Powers, and John Turbeville. These reports are reviewed to meet the following standards: (a) comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.*

X. Information / Discussion
A. BP7400 Employee Travel – *Flood* **[Time certain 9:50am]**
Description: *BP7400 Employee Travel comes to Academic Senate for information only. CCLC recommended removal of optional language the district chose not to include in the BP. This is a reference update only and there are no changes to the BP.*

B. Professional Learning Update – *mitchell, Roberts* **[Time certain 10:40am]**
Description: *PDP Coordinator, Aaron Roberts, will give an update on the progress on the campus-wide professional learning taskforce regarding the mission and goals for faculty, classified professionals, and administrators.*

C. C3 Teaching and Learning Center and Professional Development – *Sullivan*
[Time certain 10:00am]
Description: *At the last AS meeting, the joyful teacher, Jim Sullivan, 1) shared an overview of what he has been up to in the C3 and elsewhere, 2) outlined some plans for the future of the position and the center, and 3) suggested some ways the faculty might re-imagine professional development related to teaching and learning. Senate members will discuss these areas and share their thoughts and those of their constituents. The joyful teacher will still not be giving away free Tesla's during this visit to the Senate, but once again cannot, in good faith, make any promises regarding costumes or other ridiculous behavior.*

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

XII. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 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

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.

MIRACOSTA COLLEGE

ACADEMIC SENATE

Regular Meeting – April 5, 2024
9:00am to 11:00am
Hyflex Meeting – Room OCT200 and
via Zoom in accordance with AB2449
1 Barnard Drive, Oceanside, CA 92056

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 **9:02am**.

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
No members requested attendance under the provision of AB2449.

III. Roll Call

Members present: Robin Allyn, Angela Beltran-Aguilar, Shawn Firouzian, Julie Graboi, Jim Juluis, Don Love, curry mitchell, Biran Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker Sade, Krista Warren
Members absent: Sunny Cooke (ex-officio)
Others present: Nashona Andrade, Carl Banks, Scott Fallstrom, Stacey Hull, Denée Pescarmona, Valeria Pineda, Aaron Roberts, Kathy Rodriguez, 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. To efficiently manage the business of the committee, the committee chair may limit the amount of time.
Alexis Tucker Sade announces that April is Sexual Assault Awareness Month. Title 9 students and the Women's Club are having important events. She also encourages everyone to attend the viewing of the documentary, *To Kill A Tiger* in the Little Theater, OC3601 on April 24th.
Erica Duran announced the Student Socials at the CLC on Friday, April 12th and Saturday April 13th from 9-12.

V. Changes to Agenda Order – Time certains were noted.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of March 15, 2024
B. Approval of Applications of Coursework/Activities Toward Advancement on the Salary Schedule and Applications for Changing a Previously Approved Application to Advance on the Salary Schedule - *Munshower*

Description: *Nine (9) faculty members, both full-time and associate, have submitted ten (10) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule and one (1) Application for Changing a Previously Approved Application to Advance on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and they now come to Academic Senate for approval.*

C. Ratify Updated Faculty Constituent Groups for AY 2023-2024
D. Ratify Office Assignment Procedure
E. Approve Academic Senate Leadership – Reassign Time

Consent calendar item E. Approve Academic Senate Leadership – Reassign Time, was pulled from the consent calendar for discussion.
Information was shared to clarify the procedure in the document under Office Assignments 4. c) Category 2 and explained removal of the phrase "squatter's rights."
Consent calendar items A., B., C., and D. were approved by unanimous consent.

Updated changes to the Senate Leadership LHE was shared as noted on the document attached to the agenda. Joanne Benschop will no longer be the SLO coordinator and so she will be replaced.

MSU (Beltran-Aguilar / Owens) to approve item E. Approve Academic Senate Leadership – Reassign Time as presented.

VII. Reports

A. Academic Senate President

AS President, Leila Safaralian, was honored to announce Sociology Instructor, Edwina Williams won the statewide Stanback-Stroud Award. Congratulations to Williams and the Awards Committee for all their hard work. She will attend Board of Governor's meeting on April 19th to receive her award. It was noted that this is a single person or program award from across the state. It was further noted that the Awards Committee was born out of AS. It was the goal of a taskforce to help create this committee. Academic Senate will have a faculty celebration on May 17th directly after the regular Senate meeting from 11-12 to acknowledge and recognize all award winners.
The Celebration of Excellence will take place on April 26th at 3pm in the cafeteria.
April is Arab, Middle Eastern, Muslim, and South Asian (AMEMSA) + History Heritage Month and Autism Acceptance Month. It is a month-long commemoration of the history and achievement of AMEMSA+ people that takes place each April in the US. Arab Americans and immigrants or descendants of people from the Arabic-speaking world, which includes 22 countries in the Middle East and West, North, and East Africa. The countries include Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. The South Asia includes India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives and sometimes includes Afghanistan. Many thanks to Dr. Cooke and our colleagues who have arranged events to celebrate AMEMSA+ during April.
Today is the last day to make changes to committee assignment requests for full-time and associate faculty and for the office derby assignments for full-time faculty. Both documents will come to Senate on April 19th.
There was a second scheduling summit on Friday, March 29th. This was one of the outcomes of Guided Pathways discussions in Senate. It was a well-designed event and thanks to Zhenya Lindstrom, Denée Pescarmona and her team.
mitchell and Safaralian attended the Area D meeting on March 22nd and there were only a few resolutions that came forward. One was related to freedom of speech related to Palestine and Israel issues and pros and cons were discussed for, at least, two hours with no final resolution.
Academic Senate is encouraged to continue with thematic goals next year to bring the voice of faculty and staff to the Senate. This has been very powerful this last year.
The 2024 ASCCC spring plenary will take place April 18-20. Safaralian, mitchell, and Julius will attend virtually and Pescarmona will present in person on AI.

B. College Superintendent/President

VPI, Denée Pescarmona, reported on behalf of Superintendent/President, Sunny Cooke. She congratulated Edwina Williams again. It was announced that Wendy Steward is he permanent IDEA officer and we are happy to have her on board.

C. Classified Senate

CS Vice President, Carl Banks, reported that the elections for CS are underway. The new CS members will be revealed at their April CS meeting. They have also begun the process for selecting the next outstanding classified professional of the semester. Please submit nominations. They are also continuing to look at policies and procedures to make sure what they are doing is making sense in a post-pandemic environment and they are also working on a master schedule for CS. Spotlight award nominations are due April 15th.

D. Associate Student Government

ASG representative, Valeria Pineda, reported are currently doing standard revisions for the school year and taking feedback from students and ASG members. Yesterday, their executive partner went to Santa Clara to present resolutions that will be up for debate. Applications for artists and commencement speakers have been posted as of April 3rd.

VIII. New Business

A. BP4020 Programs Curriculum and Course Development – *Scott Fallstrom*
Description: *There was a minor modification to work experience education for Title 5 section 55253.*
This will come back for approval at the next meeting.

B. AP4020 Program and Curriculum Development – *Scott Fallstrom*
Description: *There was a minor modification to work experience education for Title 5 section 55253.*
This will come back for approval at the next meeting.

C. BP4025B Philosophy and Criteria for Baccalaureate Degree and General Education – *Scott Fallstrom*
Description: *Modified (simplified) the title. Removed irrelevant information about the local general education pattern. Aligned philosophy with ACCJC reports and revised standards. Added Title 5 references. These are legislative changes to Title 5 section 55060, Philosophy and Criteria for the Associate Degree and General Education, affected the philosophy of lower division GE included in this BP.*
This will come back for approval at the next meeting.

D. AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education – *Scott Fallstrom*
Description: *Modified (simplified) the title. Added course approval process, which is reports. Replaced "U.S. regionally accredited" with "accredited by a national recognized accrediting agenda" to align with recent legislative changes. Added a bachelor's degree satisfies the lower-division GE requirement, per legislative changed. Added referenced. This aligns with Title 5, sections 55060 and 55062.*
Discussion ensued concerning the phrase nationally accredited agency vs. regionally accredited. The recommended language from an official document that was provided to the committee was "institutionally accredited institution." The committee came up with four options for this language and they came up with "…an institution accredited by a nationally recognized accrediting agency." Director of A&R, Kathy Rodriquez, further explained that she oversees the academic records. A&R awards degrees and evaluates transcripts. It is important to know who they are accepting transcripts from to award credit. We could put more general language in and then determine what accredited bodies are accepted for the purposes of awarding credit. CPC can change the language to the longer iteration recommended by Pescarmona. The language can be discussed, and a friendly amendment added to a motion to change the phrasing when it comes back for approval at the next meeting.

E. BP4100B Graduation Requirements for Baccalaureate Degree and General Education – *Scott Fallstrom*
Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced "Us regionally accredited" to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060.*
This will come back for approval at the next meeting.

F. AP4100B Graduation Requirements for Degrees and Certificates – Baccalaureate in Science Degree – *Scott Fallstrom*
Description: *Modified (simplified) the title. Added Title 5 reference. Replaced "Us regionally accredited" and clarified a bachelor's degree satisfies the lower division GE requirement per changes to Title 5. Legislative changes to Title 5, section 55062.*
This will come back for approval at the next meeting.

G. BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Scott Fallstrom*
Description: *This is a periodic review. A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement.*
This will come back for approval at the next meeting.

H. AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Scott Fallstrom*
Description: This is a periodic review update. A minor addition was added to show how many college credits are required to satisfy the high school diploma residency requirement. Also updated competency requirements per Title 5.
This will come back for approval at the next meeting.

I. Sabbatical Leave Reports – *Gail Meinhold*
Description: *Eight (8) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Thong Nguyen, Leola Powers, and John Turbeville. These reports are reviewed to meet the following standards: (a) comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c)*

minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.
Meinhold noted that the SLC reviewed all reports. She noted that Leola Powers is unbanking this semester and did not have to submit her report until Fall 2025, but chose to turn in her report early. Safaralian noted that one of the great honors as Senate President is to choose a faculty member to present their SL report. Last year Sean Davis and Karl Cleveland presented theirs. This year was Alexis Tucker Sade presented her amazing work about what she has done for women.

IX. Old Business

A. Recommended Changes to Academic Senate Rules and Bylaws – *Leila Safaralian*

Description: *In accordance with Article #.H. of the AS Bylaws, a taskforce was formed to conduct the annual review of the AS Bylaws and AS Rules. There are several recommended changes that impact both documents. This is the second read of these two documents.*

MSP (mitchell / Scharf) [Robin Allyn and Julie Graboi voted no] [Daniel Contreras, Hossein Ravanbaksh, Alexis Tucker Sade, and Krista Warren, abstained] to approve the recommended changes to the Academic Senate Rules and Bylaws as presented.

Safaralian met with the legal team, the FA President, and had conversations with the Associate Faculty Union President regarding the decorum, and removal and recall policies added to AS rules and Bylaws. Discussion ensued concerning these additions to the AS Rules concerning the Decorum Policy. Concerns were voiced that there is not a concrete process in place with leaving out in the recall process as to what happens to the faculty member if they are recalled. It was explained that a discussion would be had with the recalled committee member to see where they would like to move. Based on the conversation and availability, she can move that faculty member to another committee. It was further noted that institutional commitment is not just from the list of committees that are sent out and this is not seen as a concern. It was then recommended to add that removal from AS does not affect the fulfillment of the faculty member's contract.
It was also explained from the associate faculty CBA, what was agreed to in the CBA is different from the AP. The AP does not need to be updated. A family member is now a designee.

B. AP4230 Grading and Academic Record Symbols – *Stacey Hull*

Description: *The AP is updated the process to assign an incomplete. Clarifies that an incomplete can only be assigned after the 75% withdrawal deadline and that the student had to be an active participant and had completed required coursework through the 75% withdrawal deadline. This is the second read.*
MSU (Page / Love) to approve AP4230 Grading and Academic Record Symbols as presented.

C. AP5055 Student Enrollment Priorities – *Stacey Hull*

Description: *Clarification of enrollment priority groups. Updated with supportive language and aligned with previously updated AP/BPs. This is the second read.*
MSU (Owens / Tucker Sade) to approved AP5055 Student Enrollment Priorities as presented.
For this AP, they made sure the language was aligned and updated to the regulated priority group.

X. Information / Discussion

A. Sexual Orientation Gender Identify (SOGI) Presentation – *Nashona Andrade*

Description: *The college is on a mission to collect SOGI data from our employees to match the data that we collect from our students. Our goal is to encourage employees to provide their SOGI data in Workday while discussing how the information will be used and protected.*
It was asked that everyone update their demographic information, including SOGI, in Workday which can be done at any time, but ask for it to be done before the summer.
The current data is largely under reported. MCC would like to align the data of staff and employees with students. They are asking for the data because of the need for information of other demographic data the college collects. It supports the IDEA office efforts to recognize disproportionate impact and leverage resources to address gaps. The district is unable to use SOGI data to accurately assess adverse impacts or include this data set in its EEO report. They are further asking for this information to ensure our LGBTQIA+ employees are counted, acknowledged, and valued as essential members of our campus community. The greatest concern is how HR plans to use the data. All information is highly confidential and part of personnel information that will be kept private. However, in the event there was an investigation, aggregate data would be shared. By the end of spring 2024, it is hoped that at least 85% of current employees will have responded to SOGI data questions in Workday.
See the attached slideshow for more information.

B. C3 Teaching and Learning Center and Professional Development – *Jim Sullivan*

Description: *The joyful teacher, Jim Sullivan, will 1) share an overview of what he has been up to in the C3 and elsewhere, 2) outline some plans for the future of the position and the center, and 3) suggest some ways the faculty might re-imagine professional development related to teaching and learning. The joyful teacher will not be giving away free Tesla's during this visit to the Senate, but he cannot, in good faith, make any promises regarding costumes or other ridiculous behavior.*

Joyful Teacher in Residence, Jim Sullivan shared his thoughts about the current culture of a shift away from student learning and that all things faculty are doing collectively is paralyzing even though what they are doing is spectacular. There is a culture problem. Instead of promoting change and joy and purpose and engagement, it has created fragmentation, isolation, anxiety and frustration. There is a need to support students, so they learn. The shift from student learning is problematic.

It was also noted that learning centers are not led by faculty but by classified professionals. There are major shifts happening. Also, the majority of Flex workshops have nothing to do with student learning.

Further discussion talked about what can be done to change this culture when faculty are supposed to be teaching first, then engaging in department issues, then institutional service, then PD.

Discussion ensued in support of this presentation. Senate members were asked to reflect on the presentation today and come back to the next meeting for further discussion with possible solutions.

To see diagrams of what is going on at the campus and promoting change in teaching and learning spaces, view the whiteboards shared at the meeting at this **LINK**.

Further, for the full presentation/discussion, visit this **LINK**.

C. Reorganization – *Denée Pescarmona*

Description: *The Instructional Services division is re-organizing effective July 1, 2024. The new organizational structure is focused on key student momentum points, particularly in supporting students during their first year at MiraCosta. The re-organization is also looking at how to better support the San Elijo campus in its work to re-energize the instructional programming at the site.*

Pescarmona discussed why we need to reorganize noting that this reorganization is cost neutral with no increases in Deans. View the attached slideshow.

Observations made included the need to restructure to support the onslaught of legislative mandates coming through AP 1705, AB 1111, AB 928 and many more.

In looking at data, the area of improvement needed was in first year students who drop out. Need to align to provide both discipline and geographic support and supervision such that new buildings / spaces = new opportunities to align. Also need to rethink San Elijo focus and future planning.

The new re-organization chart of departments was shared as seen in the slide presentation (link above). Some changes included:

- Moving to Denée Pescarmona will be Honors and Strategic Enrollment Management
- Jonathan Fohrman will get MAT
- Zhenya Lindstrom – the Learning Centers
- Mike Fino – Automotive and History and Horticulture and lose Math
- Danielle Lauria – KINE, Health and Nutrition
- Al Taccone is moving to the SEC
- Russell Waldon will be interim dean at the OC

This proposal will go to the Board in April. Waldon's contract ends at the end of June. The reorganization will go into effect July 1st.

There was a concern shared about separating Math from Sciences. It was further noted that with the work of AB1705 giving autonomy to the various disciplines, it is the hope that there is a Dean that has a singular focus on faculty in this area.

Pescarmona indicated she will get some sense of clarity before going to the Board and would be happy to have conversations about any concerns.

XI. Senator Reports

Shawn Firouzian announced the event hosted by the Data Science Alliance, Navigating the Data Science Industry, on April 18th from 4:30pm - 8:00pm in the Little Theater, OC3601.

XII. Adjournment –

The meeting adjourned at 11:39 am.

SEXUAL ORIENTATION & GENDER IDENTITY (SOGI) DATA

Brayan Astorga & Nick Mortaloni

UPDATE YOUR DEMOGRAPHIC INFORMATION

- Update demographic information, including SOGI, in Workday
- Information can be updated at any time
- How to document linked below

MiraCosta College

CURRENT SOGI DATA

- SOGI data is largely under reported
- Using active employees in Fall 2023:
  - 88.1% have reported race and ethnicity data
  - 49.9% have reported SOGI data
- What does this mean?
  - The district is unable to use SOGI data to accurately assess adverse impact or include this data set in our EEO report

MiraCosta College

WHY ARE WE ASKING FOR THIS INFORMATION?

- Ensuring our LGBTQIA+ employees are counted, acknowledged, and valued as essential members of our campus community
- Adding SOGI data to the collection of other demographic data the college collects
- Alignment with data we are collecting from our students

MiraCosta College

WHY ARE WE ASKING FOR THIS INFORMATION?

- Part of the campus' IDEA efforts to recognize potential disproportionate impact and leverage resources to address gaps
- Build upon the legacy, labor and leadership of LGBTQIA+ individuals who have advocated in the past for recognition and representation at MiraCosta College

WHAT IS THE DISTRICT DOING WITH THIS DATA?

- Elevating the importance of SOGI data
- Analyze if our employees reflect the diverse identities of our students (including sexual orientation and gender identity), reflect on the findings, and take appropriate action to recruit prospective employees with LGBTQIA+ identities as needed
- Sharing what we learn!

MiraCosta College

WHO SEES THE DATA?

- Human Resources, who are required to keep highly confidential, personnel information private.
  - For the purpose of EEO reporting and ensuring diversity on hiring committees, HR will pull and share data as aggregate only - not specifically naming or identifying any particular employee.
  - In rare cases, employee data may be reviewed during the investigation process for discrimination complaints.

MiraCosta College

OUR WHY

"As a queer administrator and activist, I added my demographic data to ensure my LGBTQIA+ community is represented in the data. That way, we can disaggregate the de-identified data, impact recruitment and hiring practices, and create more inclusive spaces for LGBTQIA+ students & employees. Representation matters, especially for those of us who experience marginalization on and off campus."

- Dr. Nick Mortaloni

MiraCosta College

OUR WHY

“As a MiraCosta alumni and current classified staff member, I am grateful for the opportunity to be able to represent myself as a proud member of the LGBTQIA+ community, so that we can be seen and heard on campus. It is important that we create a space for diverse gender and sexual orientations, identities, and expressions to truly express and represent themselves.”

- Brayan Astorga

MiraCosta College

OUR WHY

"I don't have to update my data because we live in a heteronormative society where being heterosexual and cisgender is the norm. But that society is oppressive and does not recognize the diverse sexual orientations and gender identities of our community. As a LGBTQIA+ co-conspirator, I want to leverage my privilege to advocate for MiraCosta to hold ourselves accountable to creating a campus climate where all identities are welcomed, nurtured, and validated."

- Dr. Wendy Stewart

MiraCosta College

OUR WHY

“I recognize that the LGBTQ+ community faces systemic oppression, discrimination, and violence simply for being who they are. In solidarity and as a Black Woman who has endured some of the same struggles, I’d like to stand alongside folx who represent the LGBTQ+ community by supporting their visibility, promoting a loud and proud presence, and making sure that as members of the MiraCosta Community, they are included in critical decision making that directly impacts them and other historically underrepresented and marginalized communities. Collecting SOGI data will help with these efforts.”

- Nashona Ann Andrade

MiraCosta College

CALL TO ACTION

- By the end of Spring 2024, at least 85% of current employees will respond to SOGI data questions in Workday

- Please share with others!

- Resources
  - IDEA website - SOGI Data
  - Updating Your Demographic Data

Instructional Services Re-organization

Denee Pescarmona

Academic Senate

April 5, 2024

Why Re-organize?

Organizations restructure to support intentional, institutional change around the college's mission, vision, values and commitments

College structures should promote inclusivity, creativity, collaboration and innovation

Encourage cross-curriculum development by placing departments with common interests within the same area and establishing communication channels across departments to support innovation and learning.

Should be as cost efficient or cost neutral as possible.

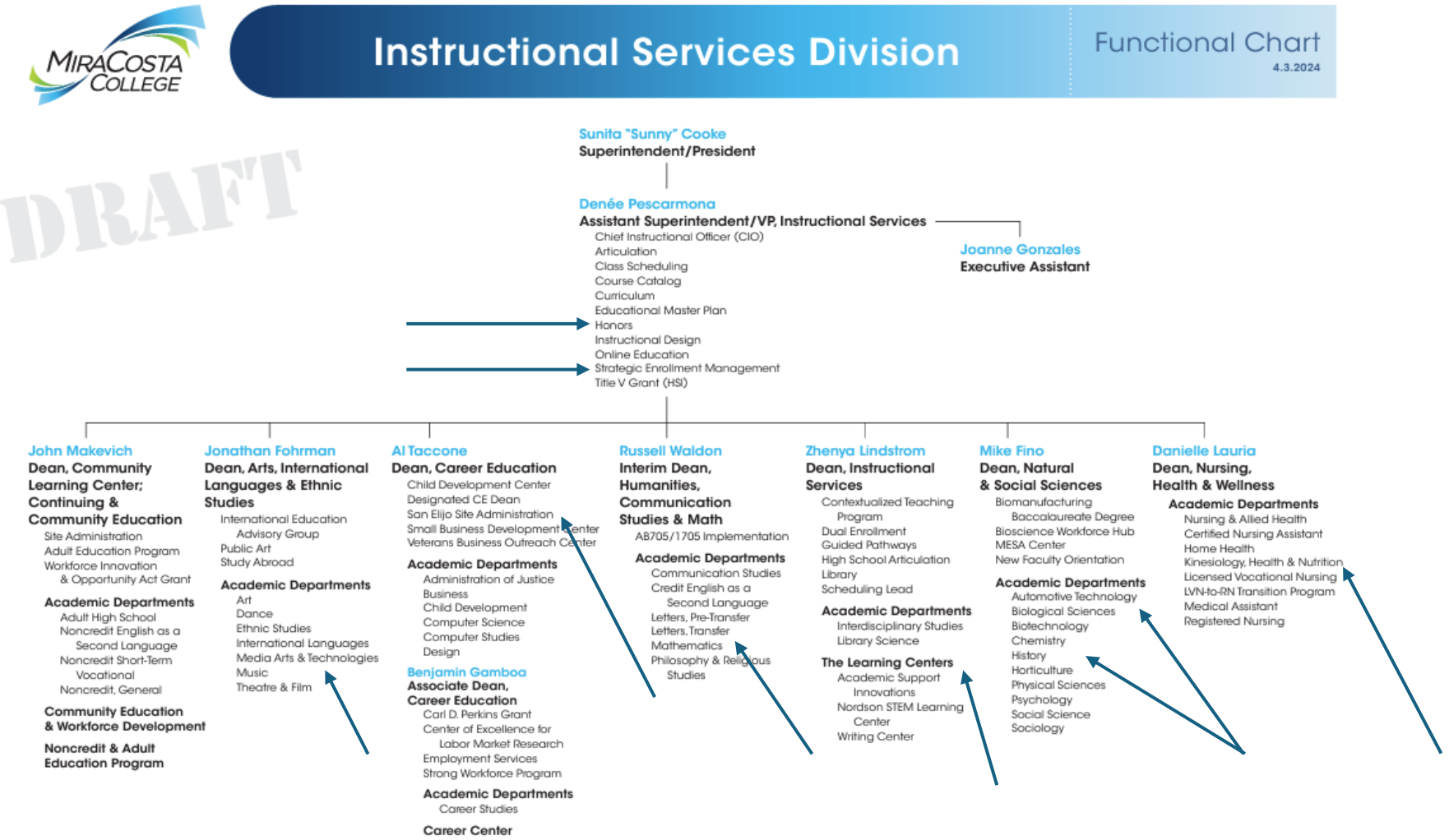
Preliminary conversations with FA, CS, AS and impacted chairs and staff have occurred.

Observations

- Need to restructure to support the onslaught of legislative mandates coming through
  - AB 1705, AB 1111, AB 928 and So. Many. More.
  - Focus on first year student completion data and support
- Align to provide both discipline and geographic support and supervision (new buildings/spaces=new opportunities to align)
- Need to rethink San Elijo focus and future planning

Instructional Services Re-organization

Please feel free to reach out to set up a listening session or conversation at any time.



Questions and Thank you!

MiraCosta College Office Inventory 2022-2023

CAMPUS	Room	Maximum	Occupants	Occupants 2	Occupants 3	Occupants 4	Occupants 5	Category	Area
OCN	2009	1	Eric Bishop	n/a	n/a			2 (Theatre)	110
OCN	2010	1	Tracy Williams	n/a	n/a			2 (Theatre)	75
OCN	2022A	1	Sean Fanning	n/a	n/a			2 (Theatre)	75
OCN	2111	2	Yoshimi Hayashi	Leah Cluff	n/a			2 (Art)	111
OCN	2206	2	Matt Falker	Phillip Boland	n/a			2 (Creat. Arts)	120
OCN	2215	2	Steve Torok	Dan Siegel	n/a			2 (Creat. Arts)	119
OCN	2220	2	Christy Coobatis	Arlie Langager	n/a			2 (Creat. Arts)	124
OCN	2268	2	Dean Ramos	Gilbert Neri	n/a			2 (Creat. Arts)	120
OCN	2274	2	Lauren Greenwald	Xuchi Naungayan Eggleton	n/a			2 (Creat. Arts)	116
OCN	2705	1	Dave Massey	n/a	n/a			2 (Dance)	117
OCN	2706	1***	Billy Gunn	n/a	n/a			2 (Creat. Arts)	187
OCN	2707	1	Trisha Hanada-Rogers	n/a	n/a			2 (Creat. Arts)	100
OCN	3109	1*	Bradley Byrom	n/a	n/a	ALL NEED TO BE MOVED		1	117
OCN	3110	1	Robert Kelley	n/a	n/a			1	99
OCN	3111	1	Shafin Ali	n/a	n/a			1	99
OCN	3112	1	Leola Powers	n/a	n/a			1	69
OCN	3113	1	Rachel Hastings	n/a	n/a			1	75
OCN	3114	1	Jeff Murico	n/a	n/a			1	78
OCN	3115	1	Isabel Luengo	n/a	n/a			1	79
OCN	3116	1	Bruce Hoskins	n/a	n/a			1	105
OCN	3121	2	Stephen Eso	Theresa Bolaños	n/a			**1**	**119**
OCN	3122	1	Lesley Doig	n/a	n/a			1	92
OCN	3123	1	John Phillips	n/a	n/a			1	106
OCN	3124	1	Lisa Fast	n/a	n/a			1	68
OCN	3126	1	Lilia Vidal	n/a	n/a			1	77
OCN	3206	2	Christopher Sleeper		n/a			1	168
OCN	T 111	2	**Open For Faculty**	Delores Loedel	n/a			1	140
OCN	T 112	2	Jake Strona	Jade Hidle	n/a			1	140
OCN	T 113	2	Richard White	Ruben Gomez	n/a			1	140
OCN	T 114	2	Physics New hire	Rhonda Welch-Scalaco	n/a			1	140
OCN	T 115	2	Thao Ha	Roberto Falero	n/a			1	145
OCN	T-116	1	Scott Fallstrom	n/a	na			1	
OCN	T-118	2	Learning Centers Staff	Learning Centers Staff	n/a			1	350
OCN	T-210-04	1	Bruce Hoskins	n/a					
OCN	T-210-05	1	Robert Kelley	n/a					
OCN	T-210-07	1	Lilia Vidal	n/a					
OCN	T-220-08	1	Shafin Ali	n/a					
OCN	T-220-07	1	John Phillips	n/a					
OCN	T-220-06	1	Jeff Murico	n/a					
OCN	T-220-05	1	Isabel Luengo	n/a					
OCN	T-220-04	2	Leola Powers	Rachel Hastings					
OCN	T-260-05	2	Stephen Eso	Theresa Bolaños					
OCN	T-260-06	1	Lisa Fast	n/a					
OCN	T-260-07	2	Psychology New Hire #1	Psychology New Hire #2					
OCN	T-270-14	1	Bradley Byrom	n/a					
OCN	T-270	1	**Keep it VACANT**	n/a					
OCN	T-270-06	1	Lesley Doig	n/a					
OCN	T-270-05	1	Christopher Sleeper	n/a					
OCN	T-311	2	Olivia Quintinilla	Curry Mitchell	n/a			1	115
OCN	T-312	1	Lynne Miller	n/a	n/a			1	110
OCN	T-314	2	Tyrone Nagai	Taya Lazootin	n/a			1	115
OCN	T-315	1	David Bonds	n/a	n/a			1	109
OCN	T-316	1	Maria Figueroa	n/a	n/a			1	108

OCN	T-318	1	Jim Sullivan	n/a	n/a			1	97
OCN	T-530	1	Sarah Carpenter	n/a	n/a			1	100
OCN	T-531	1	Kent McCorkle	n/a	n/a			1	100
OCN	T-532	1	Faculty Assembly	n/a	n/a			1	100
OCN	T-533	1	**OPEN FOR FACULTY**	n/a	n/a			1	100
OCN	T-534	1	Ethnic Studies Hire #1	n/a	n/a			1	100
OCN	T-536	1	Anthony Ongyod	n/a	n/a			1	100
OCN	T-537	1	Ethnic Studies Hire #2	n/a	n/a			1	100
OCN	T-538	1	Rick White	n/a	n/a			1	100
OCN	T-550	1	Joanne Benschop	n/a	n/a			1	100
OCN	T-551	1	Eduardo Mariscal	n/a	n/a			1	100
OCN	T-552	1	John Kirwan	n/a	n/a			1	100
OCN	T-556	1	Michael Paulding	n/a	n/a			1	100
OCN	T-557	1	Amena Coronado	n/a	n/a			1	100
OCN	T-558	1	**OPEN FOR FACULTY**	n/a	n/a			1	100
OCN	3614	2	Violeta Sanchez	Daniel Ante-Contreras	n/a			1	122
OCN	3615	2	Zulema Diaz	Alicia Lopez	n/a			1	129
OCN	3616	2	Mary Beth Headlee	Leila Safaralian	n/a			1	161
OCN	3617	2	Nery Chapeton Lamas	Beth Powell	n/a			1	128
OCN	3618	2	JahB Prescott	Aaron Roberts	n/a	Amena Coronado	Temporarily	1	128
OCN	3619	2	Jose Jara	Chad Tsuyuki	n/a			1	128
OCN	3620	2	Polo Mariscal	Zika Perovic	n/a			1	128
OCN	3621	2	Angela Beltran	Lemee Nakamura	n/a			1	128
OCN	3622	2	Serena Mercado	dara	n/a			1	129
OCN	3623	2	Raymond Clark	Keith Dunbar	n/a			1	129
OCN	4018	3	Paul Katson	Steve Vail	Arnoldo Williams			2 (Auto Tech)	319
OCN	4057	2	Wally Perez	Barbara Juncosa	n/a			2 (Biotech)	150
OCN	4405	2	**Keep VACANT**	**Keep VACANT**	n/a			2 (Health Oc.)	118
OCN	4410	2	**OPEN FOR FACULTY**	**OPEN FOR FACULTY**	n/a			**2 (Health Oc.)**	**103**
OCN	4502	2	Kristine Arquero	Pierre Goueth	n/a			2 (Chem.)	146
OCN	4507	1**	Erika Peters	n/a	n/a			1	117
OCN	4512	2	Pedro Morgado Flores	Rica French	n/a			1	118
OCN	4518	2	John Thomford	Himgauri Kulkarni	n/a			1	126
OCN	4519	2	Kyle Arriola	Israel Pastrana	n/a			1	126
OCN	4520	2	Stacey Hull	Suzie Bailey	n/a			1	133
OCN	4536	2	Paul Clarke	David Parker	n/a			2 (Des. Tech)	144
OCN	4608	2	Mary Gross	Dominique Ingato	n/a			1	118
OCN	4609	2	John Turbeville	Jeanine Sepulveda	n/a			1	116
OCN	4620	2	Min Choi	Karl Cleveland	n/a			2 (IMT)	120
OCN	4621	2	Leigh Cotnoir	Catherine Walker	n/a			1	120
OCN	4702	1	Andrea Petri	n/a	n/a			2 (Int. Lang.)	120
OCN	4703	2	Christina Toharia	Rosa Viramontes	n/a			2 (Int. Lang.)	122
OCN	4704	1	Pilar Hernandez	n/a	n/a			2 (Int. Lang.)	120
OCN	4810	2	Annie Ngo	Christina Sharp	n/a			1	112
OCN	4811	2	Tina Walker	Janelle West	n/a			1	131
OCN	4812	2	Suganya Sankaranarayanan	Eric Carstensen	n/a			1	131
OCN	4813	2	Nate Scharff	Lynnie Trzoss	n/a			1	144
OCN	4814	1	Emiko Kiyochi	n/a	n/a			1	100
OCN	5314	2	Robert Fulbright	**OPEN FOR FACULTY**	n/a			2	158
OCN	5315	2	Casey McFarland	Steve Isachsen	n/a			2	148
OCN	5316	2	Gail Meinhold	**OPEN FOR FACULTY**	n/a			2	148
OCN	5133	2	Korey Goullette	Giana Carey	n/a			2	150
OCN	5134	2	Rich Dicker	Jenna Magallanes	n/a			2	150
OCN	5136	2	Alison Phinney	RN New Hire #2 by Alison Phiney	n/a			2	150

MiraCosta College Office Inventory 2022-2023

OCN	5137	2	Roland Estrella	Allison Perkins	n/a			2	150
OCN	5138	2	Yana Gardiner	RN New Hire #1 by Alison Phiney	n/a			2	150
OCN	5139	2	Yvette Duncan	**OPEN FOR FACULTY**	n/a			2	150
OCN	5143	2	Michelle Odom	Emily Mercuri	n/a			2	150
OCN	7056	1	Mark Laurel	n/a	n/a			2 (Hort.)	102
OCN	7057	2	Megan Allison	Ashley Davis	n/a			2 (Hort.)	170
OCN	7058	1	Mike Deschamps	n/a	n/a			2 (Hort.)	86
OCN	8010	1***	CHLD Dev Director: Yi-Cheng Hu	n/a	n/a			2 (Child Dev.)	165
OCN	8012	1	Claudia Flores	n/a	n/a			2 (Child Dev.)	138
SAN	411	2	**OPEN FOR FACULTY**	Tina Johnson	n/a			2 (Phys/BioSci)	115
SAN	412	2	Thong Nguyen	Kaitlin Fisher	n/a				117
SAN	504	2	Eric Snortum	Khang Nguyen	n/a				150
SAN	510	2	David Detwiler	Robert Bond	n/a				150
SAN	511	2	**OPEN FOR FACULTY**	Janeen Apalatea	n/a				150
SAN	512	2	**OPEN FOR FACULTY**	Alexis Tucker	n/a				150
SAN	513	2	Sean Davis	**OPEN FOR FACULTY**	n/a				150
SAN	602	2	Kelly Hagen	Luke Lambert	n/a				158
SAN	603	2	**OPEN FOR FACULTY**	Shannon Myers	n/a				145
SAN	604	2	Sam Arenivar	**OPEN FOR FACULTY**	n/a				145
SAN	605	2	**OPEN FOR FACULTY**	**OPEN FOR FACULTY**	n/a				150
SAN	608	2	Eric Robertson	Tony Burman	n/a				140

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Budget and Planning Committee (BPC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable twice for a max of six years, 3yrs for chair;* ***7 faculty total***
Budget and Planning Committee (BPC)	Sp27 (3yrs)	Kent McCorkl (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Assigned by virtue of role	curry mitchell (AS President)
Budget and Planning Committee (BPC)	Assigned by virtue of role	Sean Davis (AS Vice President)
Budget and Planning Committee (BPC)	SP25 (2yrs)	Markus Berrien
Budget and Planning Committee (BPC)	SP25(2yrs)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp26 (6yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	curry mitchell (AS President)
College Council	Assigned by virtue of role	Sean Davis (AS Vice President)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable for a max of six years;* ***7 faculty total*** *Meeting:* 1st Fridays, 11:30-1:00
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Jenna Magallanes
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Shawn Firouzian
Institutional Program Review Committee (IPRC)	Sp25 (2yrs)	Eduardo Mariscal
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp26(4yrs)	Robin Allyn (Associate Faculty) *

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)	*two years without term limits*	*No number set; as needed*
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Christopher Sleeper
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Ariana Solis+
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		JahB Prescott
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Jorge Guerrero+
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Angela Beltran-Aguilar
Tenure Review and Evaluation Committee (TREC)		Ghada Osman+

*Contingent on fall contract/assignment

Tenure Review and Evaluation Committee (TREC)		Sean Davis
Tenure Review and Evaluation Committee (TREC)		Richard Dicker
Tenure Review and Evaluation Committee (TREC)		Jeff Murico
Tenure Review and Evaluation Committee (TREC)		Luke Lambert
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	*Ends (number of years served by end of term)*	*2-year member terms; renewable twice for a max of six years;* ***9 faculty total + 2 resource faculty***
Outcomes Assessment Committee (OAC)	Sp26(6yrs+)	Janelle West (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs+)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)		Sean Fanning
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp24(1yr)	Laura Gomez-Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp26(2yrs)	Lisa Fast
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Erica Duran
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Coordinator)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

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

Academic Senate and Academic Senate Subcommittees

Brown Act Committees

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Curry mitchell, President	Sp26
Academic Senate	*Sean Davis, Vice President*	Sp25
Academic Senate	Jim Julius, *Coordinating Officer*	Sp25
Academic Senate	Daniel Ante-Contreras	SP 25
Academic Senate	Leigh Cotnoir	Sp26
Academic Senate	Erica Duran	Sp25
Academic Senate	Jeff Murico	Sp26
Academic Senate	Ghada Osman	Sp26
Academic Senate	Nate Scharf	Sp25
Academic Senate	Alexis Tucker-Sade	Sp25
Academic Senate	Afifa Zaman	Sp26
Academic Senate	Robin Allyn	Sp25
Academic Senate	Julie Graboi	Sp25
Academic Senate	Sarah Gross	Sp26
Academic Senate	Brian Page	Sp26
Academic Senate	Krista Warren	Sp25

Committee Name	**Term**	**2024-2025 Assignment**
Academic Affairs Committee (AAC)	*Ends*	*Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years*
Academic Affairs Committee (AAC)	Sp26	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp25	Claudia Flores
Academic Affairs Committee (AAC)	Sp26	Kyle Arriola
Academic Affairs Committee (AAC)	SP25	Ticey Hosley
Academic Affairs Committee (AAC)	Sp26	Lauren McFall
Academic Affairs Committee (AAC)	Sp26	Christopher Sleeper
Academic Affairs Committee (AAC)	Sp25	Giana Carey
Academic Affairs Committee (AAC)	Sp25	Kris Peck
Academic Affairs Committee (AAC)	Sp25	Lauren Greenwald
Academic Affairs Committee (AAC)	Sp25	Tracy Williams
Academic Affairs Committee (AAC)	Sp25	Darlene Burke (Associate Faculty)*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Academic Affairs Committee (AAC)	Sp25	Shafin Ali
Academic Affairs Committee (AAC)	Sp 25	Tyrone Nagai
Academic Affairs Committee (AAC)	SP25	Robert Kelley
Academic Affairs Committee (AAC)	Sp25	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp26	Julie Cord
Courses and Programs Committee (CPC)	*Ends*	*CPC chair 3 years limit; members 3-year with no limit*
Courses and Programs Committee (CPC) GE Area 1 – English Composition, Oral Communication, and Critical Thinking	Sp25	Zulema Diaz
Courses and Programs Committee (CPC) GE Area 2 – Math and Quantitative Reasoning	Sp27	Scott Fallstrom (Co-Chair)
Courses and Programs Committee (CPC) GE Area 3 – Arts and Humanities	Sp25	Dave Massey
Courses and Programs Committee (CPC) GE Area 4 – Social and Behavioral Sciences	Sp25	Robert Bond
Courses and Programs Committee (CPC) GE Area 5 - Natural Sciences	Sp26	Erika Peters
Courses and Programs Committee (CPC) GE Area 6 - Ethnic Studies	Sp26	Olivia Quintanilla
Courses and Programs Committee (CPC) Non-Credit	Sp26	Kristi Reyes
Courses and Programs Committee (CPC) Counseling	Sp25	Ticey Hosley
Courses and Programs Committee (CPC) Career Education (1 of 2)	Sp26	Yana Gardiner
Courses and Programs Committee (CPC) Career Education (2 of 2)	SP26	Karl Cleveland
Courses and Programs Committee (CPC) Coordinator, Honors Scholar Program	Sp26	Delores Loedel
Courses and Programs Committee (CPC)	Sp27	Theresa Bolanos (Co-Chair)
Courses and Programs Committee (CPC) Associate Faculty	Sp25	Joseph King*

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Courses and Programs Committee (CPC) Faculty Coordinator, Online Education	Permanent	Jim Julius
Courses and Programs Committee (CPC) Articulation Officer	Permanent	Joanne Benschop
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members **only**
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Xuchi Eggleton (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp2	Brian Weldele
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Aaron Roberts (PDP Coord.)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Israel Pastrana
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp 26	Gin Tasulis (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee Meetings day/time: Tuesdays after 4:30 or Thursdays after 1:30	No term length	No number set
Equivalency Subcommittee	SP 27	Ashley Davis (Chair)

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Equivalency Subcommittee		Elizabeth Clarke
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Emiko Kiyochi
Equivalency Subcommittee		Richard Ma (ad hoc member)
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp25	Jim Julius (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Eduardo Mariscal
Faculty Awards Subcommittee		Susan Pynes (Associate Faculty)*
Faculty Awards Subcommittee		Robin Allyn (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp25	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp26	Adrean Askerneese
MiraCosta Online Educators (MOE)	Sp26	Lauren McFall
MiraCosta Online Educators (MOE)	Sp25	Roland Estrella
MiraCosta Online Educators (MOE)	Sp25	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP26	JahB Prescott
MiraCosta Online Educators (MOE)	Sp26	Cristina Toharia
MiraCosta Online Educators (MOE)	SP 25	Mariana Silva
MiraCosta Online Educators (MOE)	Sp25	Leola Powers

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
MiraCosta Online Educators (MOE)	Sp25	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Ghada Osman
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Ansina Green
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zika Perovic
Professional Development Program/Flex (PDP)		Jim Sullivan
Professional Development Program/Flex (PDP)		Andrea Petri
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Jade Hidle
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Amena Coronado
Professional Development Program/Flex (PDP)		Carlos Velasco (Associate Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Associate Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)	Sp26	Pilar Hernandez (Co-Chair)
Sabbatical Leave Subcommittee (SLC)	Sp26	Jennifer Paris (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold
Sabbatical Leave Subcommittee (SLC)		Jose Jara

*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25
If no term ending dates are noted, the terms are flexible.

Committee Name	**Term**	**2024-2025 Assignment**
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Dean Ramos
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Sabbatical Leave Subcommittee (SLC)		Shannon Myers
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Janeen Apalatea
Salary Advancement Subcommittee (SAC)		Sam Arenivar
Salary Advancement Subcommittee (SAC)		Angela Senigaglia

Operational Subcommittee of the Senate:

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

Campus Advisory Committees

Committee Name	**2024-2025 Assignment**
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Kelly Hagen
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh

*Contingent on fall contract/assignment

Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Leila Safaralian
Awards and Scholarships Advisory Committee	Jo Moore & Cynthia Bazan (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Veronica Bloss
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Raymond Clark
Campus/Facilities Advisory Committee	Steve Vail
Classified Senate Events Committee	
Classified Senate Events Committee	Phillip Boland
Classified Senate Events Committee	Aaron Roberts
Commencement Advisory Committee	
Commencement Advisory Committee	Lynne Miller
Commencement Advisory Committee	Stephen Torok
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Leila Safaralian
Dual Enrollment Advisory Committee	Oswaldo Ramirez
Dual Enrollment Advisory Committee	Isabel Luengo
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Krista Warren
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez

*Contingent on fall contract/assignment

Emergency Preparedness Advisory Group (EPAG)	Himgauri Kulkarni
Emergency Preparedness Advisory Group (EPAG)	Eliza Rabinovich
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Yesenia Balcazar
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Stacey Mathis
EOPS/CARE Advisory Committee	Michelle Farnam
EOPS/CARE Advisory Committee	Ashley Davis
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Associate Faculty)*
Equal Employment Opportunity Advisory Committee (EEOAC)	*2 members only*
Equal Employment Opportunity Advisory Committee (EEOAC)	dara
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
Financial Aid Advisory Committee	
Financial Aid Advisory Committee	Yesenia Balcazar
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Magdalena Zepeda
Financial Aid Advisory Committee	Daniel Alvarez (Associate Faculty)*
Honors Scholar Program Advisory Committee	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	(Chair) Delores Loedel
Honors Scholar Program Advisory Committee	Khang Nguyen
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynnie Trzoss
Honors Scholar Program Advisory Committee	Erika Peters

Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Lynne Miller
Honors Scholar Program Advisory Committee	John Turbeville
Honors Scholar Program Advisory Committee	Daniel Ante-Contreras
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
IDEA Advisory Committee	
IDEA Advisory Committee	Suganya Sankaranarayanan (DEqCC member)
IDEA Advisory Committee	Xuchi Eggleton (DEqCC chair)
International Education Advisory Committee	Meeting:1st Fridays, 11:00-1:00
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Delores Loedel
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Donny Munshower
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Andrea Petri
International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok
Math, Engineering, Science Achievement (MESA)	Members: Minimum 4 STEM faculty who serve for fall 2024 and spring 2025
Math, Engineering, Science Achievement (MESA)	Angela Beltran-Aguilar (MESA Faculty Sponsor) (Math)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)

*Contingent on fall contract/assignment

Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)
Math, Engineering, Science Achievement (MESA)	Lynnie Trzoss (Chem)
Math, Engineering, Science Achievement (MESA)	Leila Safaralian (Math)
Math, Engineering, Science Achievement (MESA)	Lise Flocken (Transfer Center Coordinator
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Eric Snortum
San Elijo Advisory Group	Annie Ngo
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Steven Deineh
San Elijo Advisory Group	Jed Schlueter
San Elijo Advisory Group	David Detwiler (fall 2024 only)
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Donny Munshower
San Elijo Advisory Group	Matt Bertens (Associate Faculty)*
Student Accessibility Services (SAS)	

Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Robert Kelley
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Student Accessibility Services (SAS)	yoshimi hayashi
Student Success, Equity, and Guided Pathways	
Student Success, Equity, and Guided Pathways	Arti Dua
Student Success, Equity, and Guided Pathways	Stacey Mathis
Student Success, Equity, and Guided Pathways	Ticey Hosley
Student Success, Equity, and Guided Pathways	Shawn Firouzian
Student Success, Equity, and Guided Pathways	Jim Julius
Student Success, Equity, and Guided Pathways	Eliza Rabinovich
Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*

Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman
Student Conduct and Police Advisory Committee	Xuchi Eggleton (DEqCC member)
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Strong Workforce Advisory Committee (SWAG)	Min Choi
Strong Workforce Advisory Committee (SWAG)	Rick White
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Theresa Bolanos
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	

Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Rick White
Technology Advisory Committee	Adrean Askerneese
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Freddy Ramirez
Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Arlie Langager

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Adrean Askerneese
Committee on Exceptions	Wendy Horton
Committee on Exceptions	Laney Collins
Committee on Exceptions	Laura Hayek
Committee on Exceptions	Lesley Doig
Committee on Exceptions	Michelle Farnam
Committee on Exceptions	Rhonda Welch-Scalco
Committee on Exceptions	Edward Pohlert
NCHEA Board	
NCHEA Board	Daniela McIntosh
NCHEA Board	Jayson Wiestling (Associate Faculty)*

*Contingent on fall contract/assignment

NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Korey Goulette
Traffic and Parking Committee	Veronica Bloss
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	Markus Berrien
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*
SDICCCA Faculty Intern Program	Veronica Bloss
SDICCCA Faculty Intern Program	Olivia Quintanilla

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

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

MCCAAF 2024-2025

Executive Committee (Elected members)	
Krista Warren Yagubyan	President
Daniel Alvarez	Vice President
Anastasia Zavodny	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2024-2025

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

*Contingent on fall contract/assignment

MiraCosta College | ACADEMIC SENATE

Academic Year 2024-2025 Academic Senate Calendar

Academic Senate regular meetings are held the first and third Friday of each month from 9:00am to 11:00am (unless otherwise noted below).

FALL 2024	SPRING 2025
August 9*	January 17
September 6	February 7
September 20	February 21
October 4	March 7
October 18	April 4
November 1	April 18
November 15	May 2
December 6	May 16
December 20	

*Academic Senate Retreat

Instructional Material Fees
FY 2024-2025

Reviewed at February 22, 2024 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	103	3D Design	CURRENT	35.00	The fee is used to purchase: - Materials for additive projects such as clay, wood, etc. - Materials for subtractive projects such as plaster, structolight, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, metal lath, bronze, wax, etc. - Construction materials including wire, ropes, screws, nails, fasteners, adhesives.
ART	201	Objects and Ideas in Contemporary Art	CURRENT	35.00	The fee is used to purchase materials for three dimensional art assignments. For construction of the projects materials include: foam and plaster for carving, Epoxy and other glues, aluminum rivets, and mould making products (silicone rubber, mould release, mother mould material, hydrostone, etc.). Surface treatment materials include: matte medium, modeling paste, 2-part clear hardener, student grade acrylics, and spray adhesives.
ART	216	Scuplture	CURRENT	35.00	The fee is used to purchase materials that will be used for in-class assignments. - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, wax, etc. - Construction materials including wire, ropes, adhesives - Welding materials such as welding rods and metal

Instructional Material Fees
FY 2024-2025

Reviewed at February 22, 2024 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	217	Figure Sculpture I	CURRENT	35.00	The fee is used to purchase materials that will be used for in-class assignments. - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, plaster, wax, etc. - Construction materials including wire, ropes, nails, screws, fasteners, adhesives, etc.
ART	219	Figure Sculpture II	CURRENT	38.00	Ceramic clay (50lbs), $20; Acrylic paint, $10; Hot glue sticks, $8.
ART	223	Woodworking and Furniture Design I	CURRENT	60.00	The fee is used to purchase: - rev. per AO 2/13/09 - 225 board feet of 8/4 poplar, (wood for projects) - Construction materials such as nails and screws, assorted fasteners - Basic adhesives, such as glue - Finishing products, such as Varathanes, varnishes, aniline dyes, paints, etc.
ART	224	Woodworking and Furniture Design II	CURRENT	65.00	Hardwood, $40; softwoods, $20; paints, screw, and adhesives, $5.
ART	225	Ceramics I	CURRENT	40.00	The fee is used to purchase: - Ceramic tools - Clay body - High and low fire decorative materials
ART	226	Ceramics II	CURRENT	40.00	Ceramic tools, $25; Clay, $10; decoration materials, $5.
ART	227	Ceramics III	CURRENT	40.00	Ceramic tools, $25; Clay, $10; decoration materials, $5.
ART	228	Ceramics IV	CURRENT	40.00	Clay, $25, decorative tools and materials, $10, safety equipment, $5
ART	229	Woodworking and Furniture Design III	CURRENT	60.00	Wood, $60

Instructional Material Fees
FY 2024-2025

Reviewed at February 22, 2024 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	239	Woodworking and Furniture Design IV	CURRENT	60.00	Wood, $45, fasteners and adhesives, $10, decorative materials, $5
ART	245	Digital Art and Media	CURRENT	20.00	Fee covers ink and paper usage on large format 12 color UV plotter and cmyk tabloid printers. Fee also covers foam foam-core, mounting materials and exhibition hanging hardware.
ART	253	Applied Digital Photography	CURRENT	40.00	Fee covers ink and paper to create archival photgraphic prints on large-format inkjet printers.
BTEC	110	Basic Techniques in Biotechnology	FUTURE	30.00	Students will be charged a fee for a laboratory kit that include a personal disposable particle mask, solvent-proof marking pens, specific lab notebook, gloves, autoclavable labeling tape, and a laboratory manual of activities and assignments.
BTEC	110H	Basic Techniques in Biotechnology (Honors)	FUTURE	30.00	Students will be charged a fee for a laboratory kit that include a personal disposable particle mask, solvent-proof marking pens, specific lab notebook, gloves, autoclavable labeling tape, and a laboratory manual of activities and assignments.
DRAM	107	Introduction to Design for Performance	CURRENT	45.00	Basic drawing and painting kit - sketchbook, drawing pencils, acrylic paints, brushes ($15); Drafting kit - architectural scale ruler, t-square, vellum, math set ($12); Model making supplies - balsa wood sticks matte board, hobby knife, cutting mat, metal ruler ($18).
DRAM	232	Movement for the Stage	CURRENT	20.00	Fee covers: 1 neutral mask, $5, 1 neutral costume/shirt, $10, and fabrics, feathers, balloons, streamers, $4.50.
DRAM	141	Lighting Design for Theatre, Television, and Film	CURRENT	25.00	Rosco gel swatch book ($11); 6" adjustable c-wrench ($5); Tool lanyard ($9).

Instructional Material Fees
FY 2024-2025

Reviewed at February 22, 2024 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
DRAM	146	Costume Design for Theatre, Television, and Film	CURRENT	30.00	Basic sewing kit of needle, thread, scissors, pins, thimble, needle threader, pin cushion ($12); 2"x18" clear ruler ($10); Cotton fabrics for one construction project: a small drawstring bag, approximately 14"x14" ($8).
DRAM	253	Makeup for Theatre, Television, and Film	CURRENT	85.00	Ben Nye Makeup Kits ($78); Makeup cleaner/remover, replacement colors ($7).
DRAM	256	Stagecraft for Theatre, Television, and Film	CURRENT	50.00	Pine 1x3 and MDF lumber, glue and staples ($23); Safety glasses and ear plugs ($16); Paints and brushes ($11).
NURS	170	Licensed Vocational Nursing I	CURRENT	$113.48	The fee pays for 100% of the total cost ($113.48) for a nursing kit that contains more than 50 items, including syringes, a blood pressure cuff, a stethoscope, sterile gloves, bandages, a penlight, and face masks. The kit is purchased from Medical Shipment.com, who sells MiraCosta the kits for a bundle price at a bulk discount.
NURS	180	Fundamentals of Nursing	CURRENT	1246.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost ($1246)
NURS	182	Maternal-Child Nursing	FUTURE	549.00	Lippincott Full Curriculum Partnership/NurseThink - 2nd semester cost ($549)
NURS	280	Transition for LVN to RN	CURRENT	1151.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost ($1151)
NURS	281	Medical Surgical Nursing III	CURRENT	667.00	ATI fee for tutorials, flashcards, assessments, test prep, remediation, book, quiz bank, analytics, simulations, eBook, and case studies.
NURS	283	Medical Surgical Nursing IV	CURRENT	667.00	ATI fee for tutorials, flashcards, assessments, test prep, remediation, book, quiz bank, analytics, simulations, eBook, and case studies.

Library

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

Library Collections

Library materials are acquired to serve these purposes:

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

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

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

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

Effective Date:	1/19/10, 6/10/16, 10/13/16, 9/10/20, 8/31/23
Reference Update:	11/14, 1/15, 5/20
References:	Education Code §78100 ACCJC Accreditation Standard II.B
CCLC Update:	#25, 11/14
Steering:	AAC / AS

Library Exhibits and Displays

Library exhibits serve these purposes:

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

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

Challenges to Library Materials or Exhibits

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

Equitable Access and Borrowing

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

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

The MiraCosta College Library affirms the American Library Association Bill of Rights.

Academic Support and Tutoring Services

The college offers multiple instructional support services to students enrolled in academic courses. These include computer labs, a Language Resource Center, and The Learning Centers (TLC) comprised of the Academic Support and Innovations Center (ASIC), ~~a Math Learning Center, a~~ Science, Technology, Engineering, and Math ~~(STEM)~~ Learning Centers (STEMLC), ~~a Tutoring and Academic Support Center,~~ and ~~a~~ Writing Center.

The MiraCosta College website contains information on their locations, services, and hours of operation.

Attendance accounting is conducted in accordance with the requirements of Title 5 and the ~~statewide~~ Student Attendance Accounting Manual (SAAM). Collection and reporting of attendance is the responsibility of the Admissions and Records Office. Attendance accounting is accomplished using the following procedures:

A. Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course.

B. Selection of a single, primary term length for credit courses.

C. Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and "annual" (between April 16 and June 30).

D. Compliance with census procedures prescribed by the California Community Colleges Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual-attendance basis.

E. Preparation of census-day procedure tabulations.

F. Preparation of actual student contact hours of attendance procedure tabulations.

G. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

H. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

I. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which they served.

J. Maintenance for ~~of~~ at least ~~a~~ 175-days ~~calendar~~ during the fiscal year.

Effective Date: 4/6/10, 8/5/16
References: Title 5, §§58000 et seq.
CCLC Update: --
Steering: AAC / AS

ADMINISTRATIVE PROCEDURE **7211.~~2~~B2: Minimum Qualification and Equivalencies ~~Related to Upper-Division Instruction~~**

MiraCosta Community College District (district) provides an opportunity for individuals applying for academic positions to provide evidence of their qualifications as stated in the ~~*Baccalaureate Degree Pilot Program Handbook*~~*Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process.

~~———~~An Academic Senate Equivalency Committee shall be established to fulfill the requirement of Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

I. QUALIFICATIONS FOR EMPLOYMENT

Minimum Qualifications: Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges and published as the Board of Governors-approved ~~*Baccalaureate Degree Pilot Program Handbook.*~~*Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Diversity Qualifications: In accordance with California Code of Regulations, Title 5, ~~§~~section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all district faculty job announcements.

Equivalency: Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of the California Community Colleges, was established to credit those whose preparation

Effective Date: 3/10/15, 2/9/17, 11/21/19
References: Education Code §§ 87001, 87003, 87359, 87743.2
Title 5 §§ 53022, 53400 et seq.

ACCJC Standard III.A.2-4
Reference Update: 4/15
CCLC Update: #26, 4/15
Steering: Prof.St./EquivCom / AS

is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. The authority to grant equivalency resides with the board of trustees or designee. The board relies primarily on the expertise of the faculty in the discipline utilizing the board's procedures developed and agreed upon jointly by the Academic Senate and approved by the board. It does not give the district the authority to waive or lower standards and accept less-qualified individuals.

Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The district board of trustees or designee will not approve single-course equivalencies.

II. ~~II.~~ PROCEDURE FOR THE DETERMINATION OF COMPARABLE DEGREE MAJOR TITLES WITHIN DISCIPLINES

This procedure is to establish and approve a list of degree major titles acceptable at MiraCosta ~~Community~~ College that are comparable to the degree major titles listed in ~~the *Baccalaureate Degree Pilot Program Handbook* and~~ the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

A. A department compiles a list of comparable degree major titles and reviews with faculty for input and approval.

For each comparable degree major title, the following documentation is required:

~~1.~~ 1. A table comparing coursework from any U.S. accredited institution awarding a degree major title that is listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* with coursework from another U.S. accredited institution awarding a comparable degree with a different major title. The table should include:

a. Name of institutions
b. Course numbers
c. Course titles
d. Course descriptions
e. Semester units

~~2.~~ 2. Catalog pages from both institutions showing course descriptions~~.~~

~~B.~~ Department chairs submit the comparable degree major title list and required documentation to the ~~equivalency committee~~Equivalency Committee for review. ~~Department chairs~~

B. ~~may attend the equivalency committee meeting to advocate for the request to add the comparable degree major title(s). Equivalency committee~~Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

C. Academic Senate reviews the documents and acts on the recommendation of the equivalency committee, accepting or rejecting the recommendation. If the ~~C.~~ department chair wishes to appeal the decision by the Academic Senate, they may do so at a future Academic Senate meeting.

D. Action by Academic Senate is recorded by the administrative secretary to the Academic Senate president.

E. The comparable degree major title is sent to the ~~Board~~board of ~~Trustees~~trustees via the superintendent/president for approval.

~~F.~~ If the comparable degree major title is approved, the degree major title is

F. ~~~~added to the list of comparable degree major titles maintained by the administrative secretary to the Academic Senate president.

G. After board approval, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

H. If a comparable degree major title is not approved, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

I. Faculty positions posted will contain the approved comparable degree major titles.

J. All applicants holding degrees with approved comparable degree major titles will be deemed equivalent and will not be required to individually go through the equivalency process.

~~J.~~K. The list of approved comparable degree major titles will be sent by the administrative secretary to the Academic Senate president to all department chairs, deans, vice presidents of instructional services and student services,

and human resources technicians on or about June 1 of each year.

III. PROCEDURE FOR THE DETERMINATION OF EQUIVALENCY FOR APPLICANTS

A. All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.

B. Applicants may request equivalency under the district's criteria as stated in Administrative Procedure 7211-2.IV. The applicant's request for equivalency may require evidence and documentation of academic coursework or professional experience or both, depending on the guideline under which they are seeking equivalency. For example, an applicant requesting equivalency under guideline A4 would list graduate-level, discipline-related courses completed to meet or exceed the required 24 semester units as specified under A4. It is the responsibility of the applicant to supply all evidence and documentation at the time of application.

If an exact degree title from an applicant does not match the language in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, but is a minor variation, the department chair (or representative) and the Equivalency Committee may confirm equivalency after reviewing the applicant's transcripts. Both the department chair (or representative) and the Equivalency Committee must agree that the specific degree title is deemed equivalent. Otherwise, the applicant must provide additional documentation as outlined in the *Instructions for Faculty Equivalency Requests*.

The department chair (or representative) and the Equivalency Committee may recommend to Academic Senate that these degree titles be added to the district list of comparable degree major titles as described in section II.

Possible degree title variation examples:

Degree Title from Handbook	**Acceptable Minor Variation**
Art History	History of Art
Religious Studies	Religion
Earth Sciences	Earth Science
Women's Studies	Gender and Women's Studies

If the Handbook identifies a degree in "X and Y" as being acceptable, then a degree in "Y and X" is also acceptable under the Minor Degree Title variation. For example, both "Counseling and Guidance" and "Guidance and Counseling" are equally acceptable.

Also, if the Handbook identifies a degree in "X" or a degree in "Y" as acceptable, then a degree in “X and Y” is also acceptable under the Minor Degree Title variation. For example, a degree in "Nutrition" or a degree in "Dietetics" both being acceptable, a degree in "Nutrition and Dietetics" is automatically acceptable.

C. The department chair (or discipline expert as designated by the department chair) reviews the equivalency request and evaluates item-by-item the qualifying coursework and/or experience listed by the applicant. The department chair/discipline expert makes a summary evaluation that the applicant has met or has not met minimum qualifications with the items they have listed for the guideline selected, and the request is forwarded to the Equivalency Committee.

D. Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

E. Academic Senate reviews the applicant’s equivalency request, supporting documentation, and Equivalency Committee recommendation. The Academic Senate votes to approve or deny the equivalency request. During the summer intersession, an Academic Senate taskforce consisting of the Academic Senate Officers and one associate faculty Academic Senate member, on behalf of the Academic Senate, will review the applicant’s equivalency request, supporting documentation, Equivalency Committee recommendation, and either approve or deny the equivalency request.

F. If the Academic Senate recommends the equivalency request, the request is sent to the board of trustees via the superintendent/president for approval.

G. Human Resources notifies the equivalency applicant, department chair, and dean of the outcome of the equivalency process.

IV. EQUIVALENCY CRITERIA FOR APPLICANTS

A. Criteria for Equivalency: Disciplines Requiring a Master's Degree

A1. *[Before electing to proceed with this guideline, please review guideline A4 below to determine if A4 is a simpler option for you.]* Candidate holds a related master’s degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate’s granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

A2. *[Before electing to proceed with this guideline, please review guideline A3 below to determine if A3 is a simpler option for you.]* Candidate holds a master’s degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, but the title of candidate’s bachelor’s degree is not the exact title of the degree on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with

a different title from the candidate's granting institution.

A3. Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, the candidate lacks the required bachelor's degree identified on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The candidate must have at least twenty-four (24) semester units of discipline-related, upper division/graduate coursework towards the required bachelor's degree for which equivalency is being requested.

A4. Candidate holds a master's degree in another field, but the candidate has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related, graduate-level coursework.

A5. Candidate does not hold a master's degree, but has a bachelor's degree in the discipline and five years of full-time or full-time equivalent of discipline-specific experience in higher education teaching, research and/or publication, or professional work experience in the field.

A6. Candidates in specific disciplines (e.g., Art, Dance, Drama/Theater Arts, Film and Media Studies, Foreign Languages, Music) may qualify through education and/or experience other than what is listed in A1-A5 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

B. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, but which require a specific bachelor's degree

B1. *[Before electing to proceed with this guideline, please review guideline B2 below to determine if B2 is a simpler option for you.]* Candidate holds a related bachelor's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

B2. Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units of which 18 semester units must be discipline-related and upper-division coursework, or 10 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework of which 1.8 semester units ~~are~~must be discipline-related and upper-division. For example, an applicant may apply for equivalency if they have 72 semester units of coursework of which 10.8 or more are discipline-related and upper-division (equivalent to 6 years of experience) and have worked in the field for 4 full-time or full-time equivalent years.

*"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)

B3. Candidates in specific disciplines may qualify through education and/or experience other than what is listed in B1-B2 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

C. Criteria for Equivalency: disciplines in which a master's degree is not generally expected or available, and the minimum qualifications are any bachelor's degree and two years of professional/occupational* experience or any associate degree and six years of professional/occupational* experience

**"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)*

C1. Candidate must have at least ten years of related full-time or full-time-equivalent professional/occupational experience when not applying any education toward equivalency.

C2. Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units and 2 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework. For example, an applicant may apply for equivalency if they have 72 semester units of coursework (equivalent to 6 years of experience) and have worked in the field for 6 full-time or full-time equivalent years.

C3. Candidate may be eligible under a combination of work experience and professional certification when not applying any education. The certification must be issued by a recognized professional organization in the discipline. Candidate must also have at least eight years of related full-time or full-time-equivalent professional/occupational experience. The department must validate the candidate's certification.

DRAFT – 4/2024

Section A - Alternative Equivalency Guidelines for Specific Disciplines

Discipline	Section A - Alternative Guideline
Art	For the discipline of Art, a candidate may qualify without a Master's degree, provided that they can demonstrate ten (10) years of full-time or full-time equivalent discipline-specific experience in higher education teaching, or notable professional work experience in the field, or a combination of the two.
Dance	For the discipline of Dance, a candidate may qualify without either a Master's degree or a Bachelor's degree, provided that they can demonstrate ten (10) years of full-time or full-time-equivalent discipline-specific experience in higher education teaching, or notable professional work experience in the field, or a combination of the two.
Drama/Theater Arts	For the discipline of Drama/Theater Arts, a candidate may qualify without either a Master's degree or a Bachelor's degree, provided that they can demonstrate ten (10) years of full-time or full-time-equivalent discipline-specific experience in higher education, conservatory or high school teaching, or notable professional work experience in the field, or a combination of the two.
Film and Media Studies	For the discipline of Film and Media Studies, a candidate may qualify without either a Master's degree or a Bachelor's degree, provided that they can demonstrate ten (10) years of full-time or full-time-equivalent discipline-specific experience in higher education, conservatory or high school teaching, or notable professional work experience in the field, or a combination of the two.
Foreign Languages	For the discipline of Foreign Languages, a candidate may qualify with a Master's degree in any discipline, provided that they can demonstrate the following: (A) a higher education degree was earned in a foreign institution where the instruction was primarily conducted in the target language; AND (B) a license, a credential or a certification for the teaching of the target language such as CSET, OR a degree or a certificate with an emphasis on language teaching methodologies in a related discipline such as TESL, TESOL, Applied Linguistics, bilingual/bicultural studies or a learning science discipline; AND (C) three (3) or more years of full-time or full-time equivalent foreign/second language classroom teaching experience in higher/secondary education or equivalent.
Music	For the discipline of Music, a candidate may qualify without either a Master's degree or a Bachelor's degree, provided that they can demonstrate ten (10) years of full-time or full-time-equivalent discipline-specific experience in higher education teaching, or notable professional work experience in the field, or a combination of the two.

Office of the Superintendent/President
Sunita V. Cooke

DATE: April 3, 2024

TO: Leila Safaralian
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Fulltime and Associate Faculty

The following full-time faculty member has retired from teaching at MiraCosta College, and their retirement has been acceptedby the board of trustees. Please consider the qualifications of this retiree and forward the Academic Senate's recommendation for emeritus faculty status. The recommendation will then be presented to the board of trustees for approval.

Fulltime Retiree	Job Title	Hire Date	Retirement Date	Years of Service
Sue Simpson	Instructor, Nursing	8/18/03	12/15/23	20.3

The following associate faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. The recommendation will then be presented to the Board of Trustees for approval.

Associate Faculty Retiree	Hire Date	Retirement Date	Terms of Service
Carr, Frederica	8/22/94	1/28/24	56
Chirra, Joseph	1/21/92	5/25/24	45
Ferreirae, Kerry	8/17/98	2/14/24	45
Freedman, Andrew	3/07/90	6/30/23	30
Lane, Lisa	8/22/89	11/1/23	56

BOARD OF TRUSTEES POLICY **4020: Program, Curriculum, and Course Development**

The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the superintendent/president shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include the following:

A. Appropriate involvement of the faculty, Courses and Programs Committee (CPC), and Academic Senate in all processes

B. Regular review and justification of programs and course descriptions

C. Opportunities for training for persons involved in aspects of curriculum development

D. Consideration of job market and other related information for career education programs

All new programs and any recommendations for discontinuance of programs shall be submitted to the board of trustees for approval.

All new programs shall be submitted to the state California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be submitted to the board of trustees for approval. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be submitted to the board for approval.

Consistent with federal regulations applicable to federal financial-aid eligibility, the district shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program. At MiraCosta College, 54 total student learning hours is equivalent to 1 unit of credit, and the minimum unit increment is 0.5.

~~Title 5 provides specific hour-to-unit ratios for Cooperative Work Experience. The ratios are 75 hours of paid work experience for 1 unit of credit and 60 hours of non-paid work experience for 1 unit of credit.~~ Work experience education courses shall adhere to the formula for credit hour calculations identified in Title 5 section 55253.

The Code of Federal Regulations defines clock hour programs (34 CFR 668). Clock hour programs are required to use the formula for calculating units of credit that is contained within the code.

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The superintendent/president will establish procedures that prescribe the definition of "credit hour" consistent with applicable Title 5 and federal regulations as they apply to community college districts.

The superintendent/president shall establish procedures to assure that curriculum at the district complies with the definition of "credit hour" or "clock hour," where applicable.

The superintendent/president shall also establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedures 4020, 4021, and 4022.

Adoption History:	1/19/10, 6/19/12, 11/15/18
Periodic Review:	4/14/15, 6/23/22
Reference Update:	5/14
References:	Education Code §§70901(b), 70902(b), 78016 Title 5, §§51000, 51022, 55002, 55100, 55130, 55150, 55256.5 U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended. 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8 Accrediting Commission for Community and Junior Colleges Accreditation Standards ~~II.A, II.A.9~~ 2.1, 2.2,
CCLC Update:	#25, 11/14; #28, 4/16; #31, 10/17
Steering:	CPC / AS

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ADMINISTRATIVE PROCEDURE 4020: Program and Curriculum Development

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

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

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

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

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

Credit Hour

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

A course requiring 96 hours or more total student work shall provide at least two units of credit. ~~Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in title 5 section 55256.5.~~ Work experience education courses shall adhere to the formula for credit hour calculations identified in Title 5 section 55253. Direct assessment competency-based education modules shall adhere to the formula for credit hour calculations identified in Title 5 section 55270.12. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

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(See Administrative Procedure 4103: Experiential Education for ~~Cooperative~~ work experience education credit hour calculations.)

A. Credit Hour Calculations

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

(total contact hours + outside-of-class hours)/hours-per-unit divisor = units of credit

- Total contact hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in title 5 sections 58050, 58051, and 58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, laboratory, discussion, etc. Contact hours for courses may include hours assigned to more than one instructional category (e.g., lecture and lab, lecture and clinical).

- Outside-of-class hours: Hours students are expected to engage in coursework outside of the classroom.

- Hours-per-unit divisor: The term-length multiplier for MiraCosta College, as assigned by the Chancellor's Office, is 17. Full-length fall and spring semester classes, short- and extended-term classes, and positive attendance classes use an hours-per-unit divisor ranging from 48 to 54.

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

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

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

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

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C. Standards for Incremental Award of Credit

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

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

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

D. Federal Financial Aid Eligibility

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

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

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

Effective Date: 1/19/10, 5/14/12, 9/9/14, 4/8/16, 11/21/19, 6/8/23
Periodic Review: 4/14/15, 5/19/22
Reference Update: 11/14
References: Title 5 §§51021, 55000 et seq., 55100 et seq.
34 Code of Federal Regulations Part 600.2
ACCJC Accreditation Standard ~~II.A~~ 2.1, 2.2
U.S. Department of Education regulation on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
CCLC Update: #25, 11/14; #31, 10/17, #43, 10/23
Steering: CPC/AS

BOARD OF TRUSTEES POLICY 4025B: Philosophy and Criteria for the Baccalaureate Degree ~~and General Education~~

MiraCosta Community College District baccalaureate degree program is consistent with the college mission, vision, and core values.

~~The awarding of a baccalaureate 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 baccalaureate program provides a framework within which students complete patterns of learning experiences designed to develop progressively higher-level 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.

A. Lower-division general education courses introduce 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.

B. Upper-division general education courses integrate biotechnology concepts within at least two disciplines outside the major. These courses are intended only for students enrolled in the baccalaureate program.

Students in the MiraCosta College baccalaureate program must complete 37-to-41 semester units of lower-division and 9 semester units of upper-division general education coursework in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree.

Students graduating with a baccalaureate degree shall also possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. This depth is provided through the completion of 24 lower-division and 34 upper-division semester units in the major in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree. Upper-division courses in the major require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

~~In addition to these accomplishments, the student shall possess sufficient depth in the field of biomanufacturing to contribute to entry level career preparation and lifetime interest.~~

~~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:~~

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~~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.~~

~~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 upper-division general education and baccalaureate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

Adoption History: 6/22/16
Periodic Review: 6/22/23
References: Title 5, §§55009, 55060
ACCJC Standard 2.1, 2.3
CCLC Update: --
Steering: ~~C&P~~ CPC / AS

DRAFT

ADMINISTRATIVE PROCEDURE 4025B: Philosophy and Criteria for the Baccalaureate Degrees ~~and General Education~~

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

Baccalaureate Degree

~~The baccalaureate degree at MiraCosta College is awarded to students who have successfully demonstrated they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments,~~ Students graduating with a baccalaureate degree from MiraCosta College shall possess sufficient depth in the ~~major~~ field of applied biomanufacturing to contribute to ~~preparation for~~ entry-level career positions within the region ~~and beyond~~. This depth will be provided ~~with a minimum of twenty-four (24) semester lower-division-major units and a minimum of thirty-four (34) semester upper-division-major units.~~ through the completion of at least 24 lower-division and 34 upper-division semester units in the major. The college catalog will clearly differentiate upper-division and lower-division coursework.

Upper-division courses will be open only to ~~those~~ students enrolled in the baccalaureate degree program.

A. Upper-division courses will require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

B. Upper-division courses will typically have prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations.

C. Upper-division courses may encompass research elements, workforce training, apprenticeships, internships, practicum, or capstone projects.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Lower-Division General Education

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

DRAFT

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

~~B. Effective communication in oral and written form.~~

~~C. A multicultural global perspective.~~

~~D. Critical-thinking skills that apply analytical and creative approaches to problem solving.~~

~~E. The ability to adapt to new environments and technologies.~~

~~F. Social awareness and responsibility as a participating member of society.~~

~~Lower-Division General Education~~

Students in the baccalaureate program must complete 37-to-41 semester units of lower-division general education as part of the lower-division course requirements for the baccalaureate degree. Students may satisfy ~~the lower-division general education~~ this requirement by completing one of the following:

A. The California State University General Education (CSU-GE) Breadth pattern (Plan B)
B. The Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C).
C. A bachelor's degree from an institution accredited by a nationally recognized accrediting agency.

Students enrolled in the baccalaureate program who have not completed the CSU-GE or IGETC pattern must complete any remaining CSU-GE or IGETC Areas.

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

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

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

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

A. CSU-GE Area A, English Language Communication & Critical Thinking; IGETC Area 1, English Composition

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

B. CSU-GE Area B1-3, Scientific Inquiry & Quantitative Reasoning; IGETC Area 5, Physical & Biological Sciences

Courses will develop the student's knowledge of scientific theories, concepts, and data about both living and nonliving systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems associated with human inquiry.

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

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

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

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

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

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

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

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

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G. CSU-GE Area F and IGETC Area 7: Ethnic Studies ~~(CSU Only)~~

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

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

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

1. Each course completed in CSU-GE Area A and B4 must be completed with a "C–" or a "P" or better.

2. Each course completed on IGETC must be completed with a "C" or a "P" or better.

3. Courses listed in two different areas may be used to satisfy a requirement in one area but not both areas.

4. All areas of the CSU-GE or IGETC pattern must be fully completed.

5. Students may request CSU-GE or IGETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

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

A. A CSU-GE or IGETC-approved course in the same area at another California community college.

B. A course comparable to an approved MiraCosta College course on CSU-GE (Plan B) or IGETC (Plan C) or a course on another California community college CSU-GE or IGETC pattern.

C. A lower-division course that meets the CSU-GE or IGETC area criteria.

D. An upper-division course that is determined comparable by faculty to a lower-division CSU-GE or IGETC-approved course.

~~E. Completion of the CSU-GE or IGETC general education pattern will satisfy the MiraCosta College associate degree competency requirements.~~

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F. Prior completion of the CSU-GE or IGETC general education pattern for a bachelor's degree at any CSU or UC.

A single course may be used to complete both a general education requirement and a lower-division major requirement.

Upper-Division General Education

Students in the baccalaureate program must complete nine semester units of upper-division general education as part of the upper-division course requirements for the baccalaureate degree. Upper-division general education courses will enhance the foundational knowledge gained by students through the completion of the lower-division general education program. The further development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

A. Students will be provided with an upper-division general education curriculum designed to be:

   1. An integrative learning experience that makes connections among the disciplines.

   2. Intentional, engaging, and meaningful.

   3. Contextualized to the major and global workplace.

B. Courses will be offered in at least two disciplines outside of the biomanufacturing major.

C. At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.

D. Courses will be open only to those students enrolled in the baccalaureate degree program.

E. Comparable upper-division courses from other institutions accredited by a nationally recognized accrediting agency ~~U.S. regionally accredited institutions~~ may be used to satisfy upper-division general education requirements.

The CPC determines which courses can be used for upper-division general education to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Effective Date:	4/8/16, 10/4/18, 6/17/21
References:	Title 5, §§55009, 55060 34 Code of Federal Regulations Part 602 ACCJC Standards 2.1, 2.3
CCLC Update:	--
Steering:	CPC / AS

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BOARD OF TRUSTEES POLICY	4100B: Graduation Requirements for the Baccalaureate Degree ~~and General Education~~

The MiraCosta Community College District ~~grants~~ confers the Bachelor of Science in Biomanufacturing to ~~those~~ students who have completed a minimum of 120 degree-applicable lower- and upper-division semester units and meet the following grade-point requirements:

A. No grade less than a "C" or "P" in all required lower-division coursework in the major.

B. A minimum cumulative ~~an overall 2.0~~ grade point average of 2.0 ~~An overall~~:

1. In all upper-division coursework.
2. In all degree-applicable coursework completed at MiraCosta College.
3. In all degree-applicable coursework completed at any college or university.

Students must also complete general education~~,~~ and residency~~, and competency~~ requirements set forth in Title 5 regulations.

Courses from other ~~U.S. regionally~~ institutions accredited ~~colleges or universities~~ by a nationally recognized accrediting agency will be evaluated for satisfying baccalaureate degree requirements based on course description, comparable or equivalent content, and appropriate prerequisites. Students may be required to provide a course outline and/or a syllabus to determine course comparability and a transcript to verify prerequisite completion.

International courses will be evaluated for satisfying baccalaureate degree requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript evaluation service. Course descriptions may also be required for prerequisite review.

The superintendent/president shall establish procedures to determine degree and 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 4100B.

Adoption History:	6/22/16, 11/15/18
References:	Title 5, §55009
Periodic Review:	6/22/23
CCLC Update:	--
Steering:	CPC/AS

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~~Requirements for Graduation~~

MiraCosta College shall offer the baccalaureate in science degree. To obtain a baccalaureate degree, students must accomplish the following:

A. Complete a combination of lower-division and upper-division coursework totaling a minimum of 120 semester ~~or 180 quarter~~ units to include the following:

1. A minimum of twenty-four (24) semester units of lower-division major courses

   a. Lower-division courses acceptable for counting toward the baccalaureate degree are designated as CSU or UC transferable or determined to be at the baccalaureate level.

   b. Lower-division courses from other ~~U.S. regionally~~ institutions accredited ~~institutions~~ by a nationally recognized accrediting agency will be evaluated by faculty to determine baccalaureate credit based on course description, comparable content, appropriate prerequisites, or C-ID number.

   ~~c. All lower-division requirements must be met before the baccalaureate degree is granted.~~

   c. International courses will be evaluated for counting toward baccalaureate major requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript service.

2. Thirty-four (34) semester units of upper-division-major courses

   a. MiraCosta College courses designated as upper-division are applicable only to the baccalaureate degree and may not be used to satisfy associate degree requirements.

   b. Upper-division courses from other ~~U.S. regionally~~ institutions accredited ~~institutions~~ by a nationally recognized accrediting agency will be evaluated for appropriate major, general education, or elective baccalaureate degree credit.

   c. When a previously completed lower-division course from another ~~U.S. regionally~~ institution accredited ~~institution~~ by a nationally recognized accrediting agency is determined by faculty to be equivalent to an upper-division baccalaureate requirement, the student will be granted “subject” credit for that requirement, but they will still be required to complete an additional upper-division course to meet the total upper-division unit requirement.

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3. ~~Completion of the California State University (CSU) GE Breadth (Plan B) or the University of California (UC) intersegmental general education transfer curriculum IGETC (Plan C)~~ Lower-division general education coursework ~~patterns~~ (37-41 semester units). Students may satisfy this requirement through one of the following:

    a. Completion of the California State University General Education (CSU-GE) Breadth pattern (Plan B).
    b. Completion of the Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C).
    c. Completion of a bachelor's degree from an institution accredited by a nationally recognized accrediting agency.

    ~~Previously completed~~ Lower-division general education courses completed at other institutions accredited by a nationally recognized accrediting agency will be evaluated for counting toward the lower-division general education requirement according to CSU-GE or IGETC certification guidelines.

    Students enrolled in the MiraCosta College baccalaureate program who have not completed the lower-division general education requirement ~~the CSU-GE or IGETC pattern~~ must complete any remaining CSU-GE or IGETC Areas.

4. Nine (9) semester units of upper-division general education courses.

5. ~~Satisfy competency in reading, writing, and mathematics through the completion of the CSU-GE or IGETC general education patterns.~~

B. Complete a minimum of twelve (12) semester units in residence within the MiraCosta Community College District.

C. Maintain a minimum cumulative ~~an overall 2.0~~ grade point average of 2.0 ~~(GPA)~~; courses completed with a "P" may be used toward meeting baccalaureate degree requirements. Courses completed with a C- from ~~U.S. regionally~~ other institutions accredited ~~colleges institutions~~ by a nationally recognized accrediting agency may be used to complete this requirement.

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Effective Date:	6/22/16, 6/17/21
References:	Title 5, §55009
Periodic Review:	5/18/23
CCLC Update:	–
Steering:	CPC / AS

4100C: Graduation Requirements for Adult High School Diploma and Noncredit Certificates

MiraCosta College shall offer an adult high school diploma, a noncredit certificate of competency, and a noncredit certificate of completion. Noncredit educational programs leading to a certificate shall be approved by the college curriculum committee and the district board of trustees. Program and graduation requirements shall be published in the college catalog and in other resources that are convenient for students.

The high school diploma may be awarded to students who have completed 160 credits, with at least 20 credits in residence, or 6 college credit units at MiraCosta College, and who have demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for awarding a high school diploma. Students must also complete all content area standards and other adult high school diploma requirements set forth in California Code of Regulations, title 5, section 55154.

Noncredit certificate-of-competency programs shall be designed to articulate with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. Students may be awarded a noncredit certificate of competency upon successful completion of at least two noncredit courses in a prescribed pathway that has been approved by the Chancellor's Office. The awarding of a noncredit certificate of competency confirms that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement of a set of competencies that prepares the student to progress in an academic career path of degree-applicable credit courses.

Noncredit certificate of completion programs shall be designed to lead to improved employability or job opportunities. Students may be awarded a noncredit certificate of completion upon successful completion of at least two noncredit courses in a prescribed pathway that has been approved by the Chancellor's Office. The awarding of a certificate of completion confirms that a student has completed a noncredit educational program of noncredit courses that prepares the student for improved employability or job opportunities.

The superintendent/president shall establish procedures to determine noncredit educational program requirements that include appropriate involvement of the college curriculum committee.

See Administrative Procedure 4100C.

Adoption Date:	11/15/18
Periodic Review:	6/23/22
References:	5 CCR §55150 et seq.
CCLC Update:	N/A
Steering:	CPC / AS

Adult High School Diploma Requirements

The high school diploma may be awarded to students who have completed 160 credits with at least 20 credits in residence, or 6 college credit units at MiraCosta College and who have demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for award of a high school diploma.

The required 160 credits of high school level coursework must include the indicated minimum number of high school credits in each of the following areas:

A. English (30 credits)
B. Natural sciences, including biological and physical sciences (20 credits)
C. Mathematics (~~30~~ 20 credits)
D. Social and behavioral sciences (30 credits)
E. Humanities (10 credits)
~~E.~~F. Electives (50 credits)

Competence in reading, writing, and mathematics must be demonstrated as follows:

~~i. English (reading and writing) competency must be demonstrated by completing HSENG 16 and HSENG 25 or the equivalent with a "C" or better.~~
~~ii. Math competency must be demonstrated by completing HSMTH 21, HSMTH 30, or the equivalent with a "C" or better.~~

i. English:
    1. The California Code of Regulations, title 5, section 55154 requires students to demonstrate proficiency in reading and writing through the completion of coursework at a level generally accepted as appropriate for award of a high school diploma.
    2. Students may demonstrate reading and writing proficiency through the successful completion of ~~a~~ local English course(s),~~;~~ an equivalent graduation-level English course from another high school,~~;~~ or a college-level English course.

ii. Math:
    1. The California Code of Regulations, title 5, section 55154 requires students to demonstrate proficiency in the operations of mathematics as well as its practical applications through the completion of coursework at a level generally accepted as appropriate for award of a high school diploma.
    2. Students may demonstrate mathematics proficiency through the successful completion of local math course(s),~~;~~ an equivalent graduation-level math course from another high school,~~;~~ or a college-level math course.

Effective Date: 10/4/18 (NEW)
Periodic Review: 5/19/22
References: 5 CCR §55150 et seq.
CCLC Update: N/A
Steering: CPC / AS

Noncredit Certificate Requirements

A. Noncredit certificate of competency: To obtain a noncredit certificate of competency, students must complete at least two noncredit courses in a prescribed pathway with a "D," "P," or better in each course. The awarding of a noncredit certificate of competency recognizes achievement of a set of competencies that prepares the student to progress in an academic career path of degree-applicable credit courses.
B. Noncredit certificate of completion: To obtain a noncredit certificate of completion, students must complete at least two noncredit courses in a prescribed pathway with a "D," "P," or better in each course. The awarding of a noncredit certificate of completion recognizes completion of a noncredit educational program that prepares the student for improved employability or job opportunities.

~~MiraCosta Community College District Page 1 of 1~~
~~Effective Date: 10/4/18~~
~~Periodic Review: 5/19/22~~
~~References: 5 CCR §55150 et seq.~~
~~CCLC Update: N/A~~
~~Steering: CPC / AS~~

Effective Date: 10/4/18
Periodic Review: 5/19/22
References: 5 CCR §55150 et seq.
CCLC Update: N/A
Steering: CPC / AS

BOARD OF TRUSTEES POLICY 7400: Employee Travel

Overview

Commented [MH1]: 10/23 CCLC Optional language we did not use was removed.

MiraCosta Community College District's policy is to reimburse employees for reasonable and necessary expenses incurred in connection with approved travel on behalf of the district. Travel will normally be limited to meetings held within the United States.

Authorization and Responsibility

The superintendent/president shall establish authorization for travel expenditures and publicize procedures regarding the attendance of employees at conferences, meetings, or activities. The procedures shall include prepaid travel, travel advances, reimbursements, and travel expense claims.

The superintendent/president is authorized to attend conferences, meetings, and other activities that are appropriate to the functions of the district.

All travel outside the United States must be approved in advance by the Board.

See Administrative Procedure 7400.

Adoption Date: 1/18/11, 8/17/17, 7/21/22
References: Education Code §87032
CCLC Update: #1, 9/01, # 31, 10/17, #43, 10/23
Steering: BPC / ADMIN