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AGENDA

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of March 1, 2024
 - B. Equivalency Request
Description: *Approve one equivalency for Music.*
- 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. Recommended Changes to Academic Senate Rules and Bylaws - *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 a first read of these two documents.*
 - B. AP 4230 Grading and Academic Record Symbols – *Hull [Time certain 9:30am]*
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 a first read.*
 - C. AP 5055 Student Enrollment Priorities – *Hull [Time certain 9:35am]*
Description: *Clarification of enrollment priority groups. Updated with supportive language and aligned with previously updated AP/BPs. This is a first read.*
- IX. Old Business
 - A. Legislative Liaison Updates and CPC Updates – Plan A Proposal – *Bolaños, Fallstrom*
Description: *At their February 22nd meeting, CPC approved a proposal to modify Plan A (Local GE pattern) to meet new state requirements. Attached is the Plan A proposal, and this is linked to modifications in BP/AP 4025 and BP/AP 4100, as required. This is the second read.*

- B. BP 4025 Philosophy and Criteria – Associate Degree and General Education – *Bolaños, Fallstrom*
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor’s Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised associate degree regulations, Title 5 section 55060. This is the second read.*
- C. AP 4025 Philosophy and Criteria – Associate Degrees and General Education – *Bolaños, Fallstrom*
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor’s Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised associate degree course requirements and accreditation standards. General education areas align with CalGETC pattern. Added the general education course approval process. This is the second read.*
- D. BP 4100 Graduation Requirements for Degrees and Certificates - *Bolaños, Fallstrom*
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor’s Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised conditions for awarding the associate degree, Title 5 sections 55061 and 55062. This is the second read.*
- E. AP 4100 Graduation Requirements for Degrees and Certificates - *Bolaños, Fallstrom*
Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor’s Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised conditions for awarding the associate degree Title 5 section 55062. This is the second read.*
- F. AP 4103 Experiential Education – *Pescarmona*
Description: *Mandatory revisions were made due to CCLC and Work Experience Education Regulation updates. Summary of Changes: Updated hours required to earn credit, clarification of paid and unpaid work experience, and what will be included in the operational handbook. This is the second read.*
- G. BP 4225 Course Repetition – *Bolaños, Fallstrom*
Description: *Legislative changes to Title 5 sections 55253 and 58161(f)(4) to work experience education. Summary of Changes: Deleted work experience education courses as uniquely repeatable. A work experience education course can be repeated under the same provisions as any course. This is the second read.*
- H. AP 4225 Course Repetition – *Bolaños, Fallstrom*
Description: *Legislative changes to Title 5 sections 55253 and 58161, respectively. Summary of Changes: Modified how many units students may earn in work experience education per enrollment period with no limit on total enrollments during college attendance. This is the second read.*

X. Information / Discussion

A. AAC – *Hull* **[Time certain 9:40am]**

Description: *AAC Chair, Stacey Hull, will share conversations from AAC regarding closing rosters at the start of the semester and communicating with all faculty on the use of add codes after rosters close.*

B. MESA Program – *Beltran-Aguilar, Perez-Corona, Romano* **[Time certain 9:50am]**

Description: *Continuing the theme of grants for the month of March, there will be two presentations; the MESA Program followed by the HSI presentation. The new MESA Program at MiraCosta College will be showcased. The program is being supported by a five-year grant from the Chancellors Office and MCC is currently in year two. Goals of the MESA Program, the work that has been done by the MESA Team to launch the program and support their first student cohort, and what they are looking forward to in the future, will be shared.*

C. HSI Presentation – *Rocha-Duarte, Prescott, Sankaranarayanan, Scharff, Velasco*
[Time certain 10:15am]

Description: *Junto Podemos is an academic year-long PD opportunity for faculty to lean into conversations related to equity-minded practices and strategies when serving Latinx students and other minoritized student communities attending MiraCosta. Junto Podemos was formerly the Cultural Collective Curriculum and after receiving a Title V (HIS) grant, has been rebranded to incorporate a Pedagogy of Cariño lens: which focuses on bringing validation, humanity, equity, and hope to our classrooms. Junto Podemos is one component of the Title V grant as a whole and a component of the efforts to instill Pedagogies of Cariño in our spaces at MiraCosta.*

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.



UNOFFICIAL MINUTES

I. Call to Order

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

The meeting was called to order at 9:01am.

II. Remote Member Attendance

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

Erica Duran, Julie Graboi, and Nate Scharf requested attendance via the Just Cause provision of AB2449. Their attendance via the Just Cause provision of AB2449 was approved by unanimous consent.

III. Roll Call

Members present: Robin Allyn, Angela Beltran-Aguilar, Sunny Cooke (ex-officio), Shawn Firouzian, Jim Juluis, Don Love, curry mitchell, Biran Page, Hossein Ravanbaksh, Leila Safaralian (President), Alexis Tucker Sade, Krista Warren

Members attending via Just Cause: Erica Duran, Julie Graboi, Nate Scharf

Others present: Carl Banks, Eric Bishop, Theresa Bolaños, Xuchi Eggleton, Scott Fallstrom, Mikala Hutchinson, Leti Jacques, Anthony Ongyod, Denée Pescarmona, Valeria Pineda, Wendy Steward, Chris Tarman

IV. Persons Wishing to Address the Senate

Mikala Hutchinson announced that campus police will not be enforcing parking during next week's upcoming election. She encouraged everyone to vote.

V. Changes to Agenda Order – None. Time certainties were noted.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of February 2, 2024

B. Equivalency Request

Description: *Approve one equivalency for Career Counseling.*

The consent calendar was approved by unanimous consent.

VII. New Business

A. Legislative Liaison Updates and CPC Updates – Plan A Proposal – Theresa Bolaños, Scott Fallstrom

Description: *At their February 22nd meeting, CPC approved a proposal to modify Plan A (Local GE pattern) to meet new state requirements. Attached is the Plan A proposal, and this is linked to modifications in BP/AP 4025 and BP/AP 4100, as required. This is a first read.*

Fallstrom noted that last year there were 2,600 bills in the last legislative session and CA passed more than 1,000 of them. With this election year, 2,124 new bills have been put forward this year. More than 1500 in the assembly and more than 600 in the Senate.

The attached slide presentation was presented. They conducted multiple forums.

What is Plan A and how is affected by it? Plan A awards associate degrees for non-transfer students.

These are not CSU bound students. They are not UC students. Those are our Plan B and Plan C students currently, and they will soon in Fall '25 be CALGETC students. These are folks that are not wanting to transfer. They want to get a career out of their education.

This is a state-mandated change. Ethnic Studies has been incorporated as a graduation requirement mandated for 2024 and needs to be done by the end of this year. It will be included as general education required in 2025. The associate degree implementation needs to happen within 180 days of the State chaptering the legislation. We should have this done in May of 2024, so it comes to AS for a first read today and a second read at the next meeting, then the Board in April.

What is changing? Title 5 has now dictated that we can have a minimum of 21 units. There are new categories and new title numbers and titles, as well. GE minimum is 21 units and new categories, numbers, and titles. Ethnic Studies is a new GE requirement. Board policies need to reflect these changes. In the past there were three areas not mandated by Title 5. CPC has kept the key guiding principle that the local GE Plan should focus on non-transfer students.

They shared the data to see how many students this change will affect. Plan A students are mostly career education students preparing for the workforce. They may actually be working full time alongside this study. Even one extra course could impact students and require them to be here for another semester. The CPC rationale was a student-focused approach. The goal was to make sure students who were choosing this option also had the most choice in which courses they took. They kept the unit requirement to an absolute minimum. The State mandates no less than 21 and we kept it at 21.

However, no student can complete Plan A with 21 units. Our goal is to try to get them through with the least amount here so they can maximize their choices. The areas are now different. Instead of Areas A, B, C, etc. they are not areas 1, 2, 3, 4, and so forth. That matches up more with CALGETC. Students will have a choice to decide which extra units they make up as electives to acquire their degree and be successful.

curry mitchell received an email from a constituent of a Senator who is not present today. He read a portion of the email. "Members of the history, political science, and anthropology departments raised concerns at CPC about the omission of American institutions. But nonetheless, the revised Plan A was approved even though the number of graduating students using Plan A is small in numbers. We feel that eliminating American institutions from the plan would do them a disservice in this politically fractured world that we live in. Students more and more need courses like history 110, history 111, and political science 102 to understand our political processes, their constitutional rights, and their role in civil society. Many students are participating in the political process for the first time and need the critical thinking skills taught in these courses to combat the growing amount of disinformation that is peddled on social medial."

Items B., C., D., E., G., and H. were summarized by Bolaños and Fallstrom. These APs and BPs will come back to AS for a vote at the next meeting on March 15th.

B. BP 4025 Philosophy and Criteria – Associate Degree and General Education – Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised associate degree regulations, Title 5 section 55060. This is a first read.*

C. AP 4025 Philosophy and Criteria – Associate Degrees and General Education – Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised associate degree course requirements and accreditation standards. General education areas align with CalGETC pattern. Added the general education course approval process. This is a first read.*

D. BP 4100 Graduation Requirements for Degrees and Certificates - Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Titla 5 sections 55060 through 550602. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised conditions for awarding the associate degree, Title 5 sections 55061 and 55062. This is a first read.*

E. AP 4100 Graduation Requirements for Degrees and Certificates - Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised conditions for awarding the associate degree Title 5 section 55062. This is a first read.*

F. AP 4103 Experiential Education – Denée Pescarmona

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

G. BP 4225 Course Repetition – Theresa Bolaños, Scott Fallstrom

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

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

H. AP 4225 Course Repetition – Theresa Bolaños, Scott Fallstrom

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

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

VIII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, announced that Katrina Tamura has won the 2023-2024 Hayward Award. She will attend ASCCC Board of Governor's meeting on March 25th to receive her award accompanied by her Dean.

March is Woman's History month. Look for an email with a list of events to attend a diverse and engaging number of events this month.

This is election season for Academic Senate. There are five open positions: one for VP for a one-year term and 4 senator positions for 2-year terms. Angela Beltran-Aguilar, Shawn Firouzian, Don Love, and Candy Owens are completing their terms. There is also an opening for Rachel Hastings' seat.

Today is the last day for faculty to accept or decline their nomination for one of the positions. Read Section J of the AS rules regarding campaigning.

Emails were sent regarding committee assignments for full-time and associate faculty. Office derby emails have also been sent for full-time faculty. The deadline to respond is March 15th.

Yesterday was the first scheduling summit lead by Zhenya Lindstrom. Everything was well planned and was productive. Thanks to Lindstrom and her team and Pescarmona and Cooke for supporting the event. The second scheduling summit will be on March 29th. Yesterday was a conversation about "why" and on the March 29th we will move to "what".

It was announced that there will be a series of tough conversations in April and May and so the committee may have to stay longer than usual. She is in contact with the ASCCC, and they are providing guidelines. They may send a representative from ASCCC to attend the meetings. As soon as more information is available, she will share it with Senate.

B. College Superintendent/President

College Superintendent/President, Sunny Cooke, thanked Mikala Hutchinson for bringing up parking during the primary election. She has contacted Chief of Police, Val Warner Saadat and Tim Flood and they will have parking designated for those on campus to vote and will suspend enforcement during that time.

New Board Trustee, Heather Conklin representing District 7, was welcomed by the Board of Trustees. She replaced Bill Fisher and will need to run for office in 2024 for the remainder of this term and then again in 2026 for a four-year term. It was also noted that the college is not allowed to use District resources to promote any measure or candidate for any elections.

Thanks were given to those who planned and executed yesterday's very engaging and successful Scheduling Summit.

Ten MiraCostans attended the ATD Dream Conference in Orlando, Florida. The last CA Guided Pathways session will happen over spring break.

Student excellence was acknowledged including the accomplishments in this year's regional KCACTF competitions. Their success is a testament to the quality and rigor of our dramatic arts program. There were almost 300 nominees competing in the Irene Ryan Acting competition. Several of our teams made it to the semi-finals and two of the teams made it to the regional finalist stage. We also have a national finalist in Stage management and one in Sound Design. Professor Sean Fanning will travel with these two national finalists to the Kennedy Center next month.

One of our PTK students is being awarded two national scholarships at the upcoming PTD President's Breakfast on April 7th in Kentucky. Cooke will attend. Congratulations to Gabriel Bartoli, one of only 20 students being recognized nationally for the 2024 All-USA Academic Team and will receive a \$5000

scholarship and as well, he is the recipient of the 2024 New Century Transfer Pathway Scholar \$2250 scholarship.

C. Classified Senate – Banks

Classified Senate Vice President, Carl Banks, no report.

D. Associate Student Government – Pineda

ASG representative Valeria Pineda was introduced. She appreciated hearing all the different perspectives at today's meeting and is honored to be here.

IX. Information / Discussion

A. Study Abroad Programs – Summer 2024 – Eric Bishop, Leti Jacques, Anthony Ongyod

The study abroad opportunities for the upcoming summer and fall 2024 terms were shared. This brief session covered academic benefits, cultural immersion, and logistics. It also highlighted the importance of faculty involvement and influence in promoting these programs.

Ongyod described and discussed the summer 2023 study abroad programs. He noted that the top three ways for students to learn about study abroad are from flyers and banners, the website, and instructor promotion. The top five areas of study students want to study while abroad are art, business, bio, communication, and child development. Their goals for 2024-2025 are to go from a pilot program to inviting wider participation. They are preparing to bring the world to campus and are looking at international education week in November to promote globalization. They continue to do virtual international exchanges and are developing a training module in Canvas and promoting a certificate of achievement in global studies.

Bishop discussed his selection as a faculty member to travel to London. He started as a student in a study abroad program and has now come full circle. He noted that students will be exposed to art and galleries. He will be teaching Acting 1 and Theater Appreciation, as well as Introduction to Theater.

It was noted that there are six \$1,000 scholarships available for students. All are encouraged to visit their website at www.miracosta.edu/studyabroad, follow them on Instagram, and share with students.

Students can use their financial aid to help support their study abroad. There are also external scholarships available to them. There is also internal funding and assistance for them to obtain/earn money on their own. Accommodations abroad are part of the fee for the program.

It was suggested sending information to the department chairs who can then share it with their faculty.

When asked what it is like as a faculty member to teach abroad, it was noted that there is a link to the International Education Handbook. Faculty can bring their families and they live separately from the group studying and teaching. Families cannot participate in the program but can do their own thing.

All are invited to contact these faculty and attend their meetings and to watch training videos.

B. RPIE Survey – Chris Tarman

In November 2023, the Office of Research, Planning, and Institutional Effectiveness administered a survey to credit and noncredit students to assess if students feel a sense of belonging to the College.

A brief presentation of the preliminary results from the Sense of Belonging Survey was shared and discussed. For the full presentation, see the attached slideshow and view the recording at this **LINK**.

C. Culturally Responsive Pedagogy and Practices (CRPP) – Xuchi Eggleton, Wendy Stewart

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

For the full presentation see the attached slideshow and watch the recording at this **LINK**.

X. Senator Reports

Krista Warren announced the AF union is starting negotiations today.

Shawn Firouzian announced that on April 18th at 5pm will be the data science panel. They have confirmation of one senior data scientist from Google, one from Microsoft, and one from Data

Alliances. They are collaborating with the Data Alliance of San Diego, which is the organization outside MCC helping us with inviting scientists and also helping with publicity and marketing.

Robin Allyn announced the date for the Health and Wellness Expo is March 12th from 11am-2pm. this is a NCHEA sponsored event with partners from Palomar and Cal State San Marcos coming to campus. Encourage students to attend.

curry mitchell indicated that Erica Duran attended the GSA meeting. mitchell summarized her report. There were two takeaways. There was a robust presentation by GSA members who were describing an event where campus police were in the course of their duty, part of the event. There was no incident, but GSA was noting that just police presence in uniform can create a sense of trigger in some folks. There was a suggestion that perhaps, plain clothes presence could be a solution. They are in communication with the police. It is an ongoing dialogue between student groups and police around this issue. Police are open and thinking this through. Duran also wanted to say that this format of sending a single senator to ASG meetings on a rotational basis is appreciated. ASG is a dynamic group of leaders, and it is very impressive to be there. Feedback from ASG noted that the other model can be better because you develop a relationship with a single Senator.

It was noted that on March 8th ASG will meet at the CLC. Ravanbaksh and Warren volunteered to attend.

mitchell advised everyone to read their emails concerning the calendar committee information.

XI. Adjournment – The meeting adjourned at 11:24am.



Modified GE Plan A Proposal

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

**Forwarded to AS for
Consideration**



Modified Local GE Plan A - Proposal

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



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

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

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

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

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

AREA D—Social & Behavioral Sciences				
A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
ADM 100/100H, 200				
ANTH 102/102H, 103, 104, 107, 120, 190/190H				
AUTO 111				
CCS 230, 232				
CHLD 113, 235				
COMM 120, 135, 220; CSIT 160				
ECON 100, 101, 102; ETHN 100				
GEOG 102, 104, 109; GERO 101, 250				
HIST 100/100H, 101/101H, 102/102H, 105/105H, 106/106H, 107, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 169				
PLSC 101/101H, 102, 103, 150				
PSYC 100, 101/101H, 103, 114, 115, 121/121H, 125, 170, 211				
SOC 101/101H, 102, 105, 106, 120, 130, 140, 230, 232, 250				

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

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

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

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

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

Why the Change?

State Mandated Changes - need revised local GE Plan A

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

What is Changing?

Total Units

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

Ethnic Studies - **new requirement**

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

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

What is Changing in the Proposal?

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

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

Key Guiding Principle:

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

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

Annual Local GE “Completers”

** AY 20-21	AY 21-22	AY 22-23
221	230	219

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

Summer	Fall	Spring
41	79	118

Who earns an Associate's Degree using Plan A?

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

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

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

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

CPC Rationale - A Student Focused Local GE Plan

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

1. Limit unit requirement

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

2. Providing students the choice of electives

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

MIRACOSTA COLLEGE

Plan A: Advisement Sheet

MiraCosta College General Education Requirements • Fall 2024–Summer 2025

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

AREA 1—English Composition, Oral Communication & Critical Thinking

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

AREA 2—Mathematical Concepts & Quantitative Reasoning

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

AREA 4—Social & Behavioral Sciences

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

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

AREA 3—Arts & Humanities

A minimum of 3 semester units is required.

Select **one** course from any discipline.

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

AREA 5—Natural Sciences

A minimum of 3 semester units is required.

Courses with a laboratory component are highlighted.

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

AREA 6—Ethnic Studies

A minimum of 3 semester units is required.

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

IMPORTANT INFORMATION

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

DRAFT

MIRACOSTA COLLEGE

A

Plan A Frequently Asked Questions

MiraCosta College General Education Requirements

Associate Degree Requirements

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

General Education Requirements

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

Petition for Degree and/or Certificate

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

Next Steps

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

Thank you!

- *The Courses and Programs Committee*

What does our data tell us about equity gaps?

Academic Senate ♦ February 2-2-2024

Wendy Stewart
Interim Chief IDEA Officer
wstewart@miracosta.edu



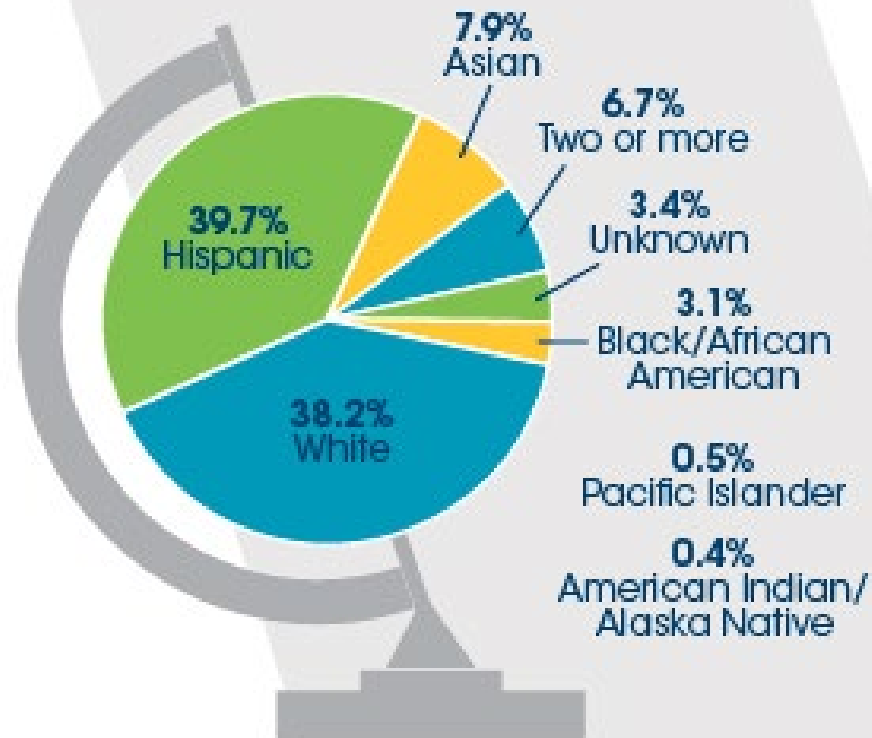


**ORGULLOSAMENTE, A
HISPANIC SERVING
INSTITUTION**

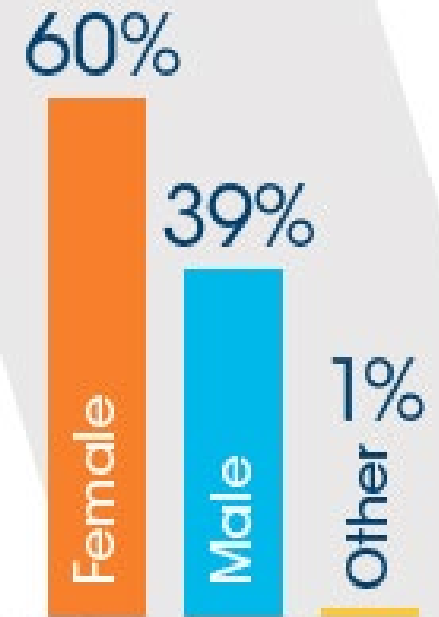
MIRACOSTA COLLEGE

Who We Are

ETHNICITY



GENDER



Institutionalized commitment to IDEA

MISSION

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

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

VISION

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

COMMITMENT

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

INSTITUTIONAL VALUES

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

INSTITUTIONAL GOALS

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

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

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

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



Revised 6/22/21

**Community
Diversity &
Inclusion
Equity**

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



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



Areas of Decreased DI

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

Student Equity Plan 2022-2025

Populations Experiencing Disproportionate Impact

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

Guided Pathways Fall Cohorts (21, 22, 23)

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

Basic Needs Impacts DI
Food Insecurity, Housing Insecurity, Transportation



What does our data tell us about equity gaps?

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

An illustration of several hands of different skin tones and ethnicities stacked together in a circle, symbolizing unity and diversity. The hands are wearing various colorful bracelets and watches. The background is a large orange circle on the right and a dark blue circle on the left with a light blue dot.

Culturally Responsive Practices & Pedagogy (CRPP) Grant

ACADEMIC SENATE 3-1-24
Xuchi Eggleton & Wendy Stewart

CRPP Innovative Best Practices Grant

\$300,000 one-time funding

3 YEARS (2023-2026)

IDEA-minded culturally
competent professional
development training for
faculty



Scaled data
coaching program



Closing equity gaps
for Black & Latinx
students



Designed by faculty
for faculty



Foundations → Design & Build
→ Pilot → Evaluate & Revise

Equity Minded Teaching Institute

USC Race and
Equity Center



- The Classroom is a Racialized Space
- Equity-Minded Syllabi Reviews
- Race-Conscious Inquiry Tool:
 - Course Outcome Data Disaggregated by Race/Ethnicity
 - Grade and Attendance Mapping
 - Classroom Observations
 - Classroom Facilitation and Discourse Analysis
- The Salience of Race and Racism: Examining Power and Privilege at the Individual and Institutional Levels
- Sustaining Racial Equity Work

Equity Minded Teaching Institute

USC Race and
Equity Center



- Racial Noticing: seeing racial phenomenon
- Forms of Racism
 - RACIAL STEREOTYPES, PREJUDICE, & DISCRIMINATION, RACIAL INVISIBILITY & SILENCING, RACIAL HOSTILITY, RACIAL SEGREGATION, CULTURAL DISSONANCE, CONTRADICTORY CULTURAL PRESSURES, MARGINALIZATION & ISOLATION
- Formulating Responses & tools: courses of action in classroom mapping, racial grade and attendance mapping

Equity Minded Teaching Institute

USC Race and
Equity Center



- Equity Agency: interpersonal relationships, classroom facilitation, policies, values/beliefs, curriculum, early diagnostic/intervention, racism counteraction, regular feedback, data disaggregation, taking action.
- Mapping identity and power: classroom & institutional
- Discourse Analysis: who's sensemaking matters
- Accountability

Equity Minded Teaching Institute

WHY

Understanding
the impact of
racism in the
classroom

WHAT

Race-Conscious
Data

HOW

Culturally
Relevant
Pedagogy &
Practices

CRPP GRANT



Spring 2023: core team of faculty gathered to write the grant and building upon current efforts



Fall 2023 - Spring 2024: understanding core elements of equity-minded teaching and culturally relevant practices



Spring 2024 - Fall 2024: design and build a model to scale our WHAT, WHY and HOW; discussion sessions and faculty feedback and input



Spring 2025 - Spring 2026: pilot the model

MiraCosta College Academic Senate Rules

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- F. Duties of the Academic Senate Coordinating Officer
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PREAMBLE, Academic Senate Rules

The purpose of the Academic Senate Rules is to codify rules and procedures that are not of sufficient importance to be included in the Academic Senate Bylaws. The Rules, which are easier to amend than the Bylaws, cannot stand if they contradict the Bylaws. The Rules take precedence over Robert's Rules of Order, Revised.

A. Meetings, Quorum, and Voting of the Academic Senate (Article 6, Bylaws)

1. A 72-hour notice and agenda shall be posted and sent to all faculty members, full-time and associate, prior to a regular Academic Senate meeting. A 24-hour notice and agenda shall be posted and sent to all faculty members, full-time and associate, prior to a special Academic Senate meeting. Agendas shall be posted in accordance with the Meeting Guidelines established by the Academic Senate, and in accordance with applicable laws and regulations.

2. Meetings may be held at multiple locations via teleconference, in accordance with the Meeting Guidelines, and in accordance with applicable laws and regulations.
3. A majority of the members must be present at a meeting before a vote can be taken at the meeting.

B. Associate Faculty Academic Senate Member Voting (Article 6, Bylaws)

1. Individual associate faculty members of the Academic Senate shall have a voting strength equal to that of individual full-time faculty members of the Academic Senate. Voting privileges of associate faculty members of the Academic Senate are subject to the restrictions put forth in the Academic Senate Bylaws.

C. Duties of the Academic Senate President (Article 5, Sec II, Bylaws)

The President shall, subject to the restrictions put forth in the Preamble, Senate Bylaws:

1. Preside over Academic Senate meetings.
2. Facilitate communication among the faculty, administration, classified professionals, students and governing board.
3. Jointly develop, with representatives of the governing board, recommendations relating to academic and professional matters, and present those recommendations to the administration and governing board.
4. Assure adequate resources, including the Academic Senate auxiliary fund, for the Senate and manage them in consultation with other AS officers and AS administrative assistant. Serve as an authorized signatory on all accounts. Provide report to the Academic Senate on the Academic Senate fund when proposing new spending initiatives.
5. Appoint full-time and associate faculty members of districtwide committees, taskforces, and workgroups, and full-time and associate faculty members of subcommittees of the Academic Senate by conferring with committee/subcommittee chairs and Academic Senate Officers (e. g., Vice-President, President Elect, Coordinating Officer) to inform the committee appointment process and ensure appropriate committee composition.
6. Serve as the official spokesperson and advocate for the Academic Senate and the faculty in academic and professional concerns.
7. Engage in ongoing discussions with faculty on the issues of the day and facilitate development and airing of faculty perspectives.
8. Attempt to resolve concerns of individual faculty members.
9. Meet with new full-time faculty members in the fall and in the spring, if applicable, for the first year to discuss any problems and to further familiarize them with collegial governance.
10. Register Academic Senate endorsement of certain important documents sent to relevant authorities (e.g., 50% Law, Student Equity and Achievement Program, accreditation self-studies and reports).
11. Identify and address regulatory issues (e.g., Education Code, Title 5) as they relate to academic and professional matters, and organizes a faculty response in a collegial and timely manner.
12. Initiate identification and pursuit of important institutional issues.
13. Participate in the joint development of institutional policy (e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review and faculty service areas, faculty evaluation procedures).
14. Participate in the search and selection of candidates to fill the positions of Superintendent/President and Vice Presidents.
15. Convene, develop agendas for, and conduct meetings of the Academic Senate.
16. Attend and participate in meetings and retreats of the MiraCosta Community College District Board of Trustees.
17. Provide leadership to Academic Senate subcommittees to ensure productive and efficient completion of tasks.
18. **The Academic Senate President shall write and publish an annual report of the Academic Senate work and accomplishments in the spring of each year, which shall include all subcommittee reports (see S.78).**

19. Designate Academic Senate Members as official liaisons of the Academic Senate to groups or committees (e.g., department chair liaison, subcommittee chair liaison, Classified Staff Committee liaison, Associated Student Government liaison.).
20. Meet with the Superintendent/President, the Vice Presidents, and with other administrative staff as needed.
21. Sit as a member of College Council, the Budget and Planning Committee, and the Administrators Committee.
22. Participate in the evaluation of administrative staff.
23. Allocate the secretarial support of the Academic Senate.
24. Ensure that minutes of Academic Senate meetings are published in a timely manner, and that they accurately reflect the actions taken at the meetings.
25. The Academic Senate President shall engage in Academic Senate correspondence.
26. Conduct orientations to explain the functions of the Academic Senate.
27. Assign faculty office space.
28. Assist in the orderly transfer of authority to the Academic Senate President Elect.
29. Attend, participate in, and serve as the MiraCosta College delegate for the fall and spring plenary sessions and Area D meetings of the Academic Senate for California Community Colleges (ASCCC).
30. Interact with the ASCCC and academic senates of other California Community Colleges.
31. Attend conferences and seminars of statewide organizations that relate to California community colleges (e.g., ASCCC Leadership Institute, Faculty Association of California Community Colleges (FACCC) Conference, Community College League of California (CCLC)).
32. Keep abreast, and inform all faculty, as appropriate, of communications and deliberations of organizations that impact on California community colleges (e.g., ASCCC, CCLC, Chancellor's Office, Board of Governors, California Community College Trustees, FACCC, legislative committees).
33. Recruit and appoint, as appropriate, faculty for statewide service through ASCCC committees and initiatives.
34. Allocate, in consultation with the Academic Senate, Academic Senate reassigned time that is not specifically allocated by position.

D. Duties of the Academic Senate President Elect (Article 5, Sec. III, Bylaws) The President Elect shall:

1. Act as President in the absence of that officer.
2. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
3. Serve as a member of the College Council, and of the Budget and Planning Committee.
4. Serve as the Academic Senate's formal liaison to the Faculty Assembly Council and MiraCosta College Academic Associate Faculty CCA/CTA/NEA Executive Board.
5. Take the office of Academic Senate President after the term ends, or when the President resigns.

E. Duties of the Academic Senate Vice-President (Article 5, Sec. IV, Bylaws) The Vice President shall:

1. Act as President in the absence of that officer.
2. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
3. Serve as a member of the College Council, and of the Budget and Planning Committee.
4. Serve as the Academic Senate's formal liaison to the Faculty Assembly Council and MiraCosta College Academic Associate Faculty CCA/CTA/NEA Executive Board.

F. Duties of the Academic Senate Coordinating Officer (Article 5, Sec. V, Bylaws) The Coordinating Officer shall:

1. Serve to coordinate and advance the annual goals of the Academic Senate.
2. Chair the faculty awards subcommittee.
3. Assist the Academic Senate President in maintaining faculty governance, Academic Senate subcommittee, and advisory committee rosters and terms of service.
4. Monitor student and associate faculty membership sought for Academic Senate committees and recruit as necessary.
5. Assist the Academic Senate President in communicating regularly with committee chairs to ensure a proper flow of issues and materials to the President and Senate.
6. Arrange the Academic Senate Subcommittee Chair Retreat and build agenda with President.
7. Communicate with all faculty several times per academic year in order to raise faculty awareness and engagement with the work of the Academic Senate and its subcommittees (e.g. Newsletter, short video, or an infographic.)
8. Collaborate with the President and Vice President/President Elect to identify and pursue important institutional issues related to academic and professional matters (10+1).

G. Duties of Academic Senate Members (Article 4, Bylaws) Each Academic Senate Member shall:

1. Attend Academic Senate meetings regularly.
2. Review thoroughly all Academic Senate materials sent to them before the meeting in which the materials will be discussed.
3. Read everything received if it is in regard to their job as a senator.
4. Ensure that in both open and closed sessions, only documented facts are raised and discussed. Personality conflicts, feelings, impressions, and hearsay about others are irrelevant, and shall not be raised or discussed during Academic Senate meetings.
5. Read and follow all Academic Senate-approved documents containing policies and procedures in which the Academic Senate has a role.
6. Help identify, prioritize, and accomplish the Academic Senate's annual goals.
7. Represent Academic Senate as liaisons to groups or committees as authorized (e.g., department chair liaison, Classified Staff Committee liaison, Associated Student Government liaison)

Each Academic Senate Member with a constituent group shall:

1. Keep constituents informed of Academic Senate issues and decisions.
2. Solicit input from constituents when the Academic Senate or President has instructed them to do so.
3. Accept input from constituents without regard to medium (e.g., voice mail, phone conversation, face-to-face discussion, email, letter), and act as a representative to constituents by relaying such input at Academic Senate meetings.
4. When requested, maintain the confidentiality of constituents providing input.
5. Inform a constituent immediately that an item will not be taken to the Academic Senate if a constituent's identity cannot be protected if confidentiality was requested, or if an item a constituent asks to be presented to the Academic Senate is inappropriate for Academic Senate review.

H. Nomination and Election of the Officers and Full-Time Faculty Members to the Academic Senate (Articles 4 and 7, Bylaws)

1. Full-time faculty members who have been granted tenure or will be granted tenure by the start of the following academic year by the MiraCosta College Board of Trustees are eligible to be officers or members of the Academic Senate.
2. Full-time faculty members who have been granted tenure or will be granted tenure by the start of the following academic year by the MiraCosta College Board of Trustees are not

eligible to run when there is a foreseeable disruption in service during the service term. Examples of foreseeable disruption in service include sabbaticals or un-banking of a full load during a semester.

3. By the beginning of the fourth week of classes of the spring semester, the Elections Subcommittee shall establish an election timeline consistent with the procedure described below.
4. By the beginning of the sixth week of classes of the spring semester, the Elections Subcommittee shall put out a call for nominations for the office of either President Elect or Vice President (in alternate years) to all full-time faculty members, and to all faculty members, both full-time and associate, for the office of Coordinating Officer. The nomination period lasts approximately two weeks (not including spring break should it be during the nomination period) while classes are in session. Only those faculty members nominated within the nominations period, and who meet the eligibility requirements (Article 4, Bylaws) shall be considered for the ballot.
5. The Elections Subcommittee shall verify the eligibility of each nominee and notify each eligible nominee via email. Any member of the Elections Subcommittee who accepts a nomination shall resign from the subcommittee, and be replaced by appointment by the Academic Senate President if necessary. Nominees will have at least one week from the close of nominations to accept the nomination, and to submit a candidate statement (and possibly other requested materials) via email to the designated person on the Elections Subcommittee. If at one week from the close of nominations there are no more bona fide candidates than the number of seats for a particular position on the Academic Senate to be filled, the candidate(s) shall be declared winner(s) by the Elections Subcommittee and no election for such position(s) shall be held. Any process noted here may be done through automated or electronic means.
6. If an election is to be held, within two working days after the deadline to submit candidate statements, the Elections Subcommittee shall make an Election Brochure available online via the Academic Senate website. It may also be distributed electronically or in print. The Elections Subcommittee shall notify all faculty members how and when to access the brochure.
7. Ballots shall be distributed within three working days after the election brochure is available. Once the ballots are distributed, faculty members shall have at least three working days (weekdays when classes are in session) in which to submit their votes and at least five working days from the date the brochure was made available. In the race for full-time faculty members of the Academic Senate, a single paper or electronic ballot shall list all candidates and voters shall be instructed to vote for candidates equaling the number of vacant seats on the Academic Senate. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee according to the election timeline. Votes for candidates who are not listed on the official ballot shall not be counted or considered.
8. After the deadline for submission of ballots according to the timeline established by the Elections Subcommittee, the Elections Subcommittee shall count the ballots according to Bylaw Article 5, Sections III.B., IV.B and V.B. Ballot counting may be done through automated means using appropriate technology.
 - a) Full-time faculty Academic Senate member seats shall be filled by those candidates who win the highest number of votes in the initial election. In case of a tie for the last position, within a week, a runoff election shall be held.
 - b) As winning candidates are determined, the Elections Subcommittee shall notify all faculty members of the results for each position (President Elect, Vice President, Coordinating Officer, Academic Senate member).

9. Any candidate may request a recount of the votes. In the case of this request, each candidate in that race may be present during the recount and may inspect the Elections Subcommittee security for the paper or electronic ballots. In the case of a mistake in counting the votes or a breach of security, the Elections Subcommittee may amend the results of the election to declare the candidate who received the majority of the votes cast to be elected or may conduct a new paper or electronic ballot if a security breach compromised the results of the election.
10. Vacancies shall be filled in one of two ways:
 - a) Those vacancies that occur for Vice President, Coordinating Officer, or Academic Senate members while half or less of the term is unserved shall be filled by appointment by the Academic Senate President and confirmation of the Academic Senate.
 - b) Those vacancies that occur while more than half of the term is unserved, or a vacancy in the office of Academic Senate President Elect, shall be filled by special election using the same process as for the general election in points H.1-H.7 above, but with an adjusted timeline as determined by the Elections Subcommittee. Once the ballots are tabulated and the winner with the most votes declared, the winner shall take office immediately.

I. Nomination and Election of the Associate Faculty Members to the Academic Senate (Articles 4 and 7, Bylaws)

1. Any person currently employed as an associate faculty member who has served for at least five semesters in the last four years at MiraCosta College is eligible for election as an associate faculty member or Coordinating Officer of the Academic Senate. Summer is an intersession and does not count for the purpose of counting five semesters.
2. If an associate faculty member of the Academic Senate ceases employment in the district during the academic year, the Academic Senate seat is immediately forfeit.
3. The associate faculty members of the Academic Senate are elected to two-year terms by those associate faculty currently employed. The terms for associate faculty Academic Senate members shall begin on the first day of June following completion of the election and end two years later on May 31st.
4. Each associate faculty member shall have a full vote in electing associate faculty Academic Senate members. By the beginning of the sixth week of classes of the spring semester, the Elections Subcommittee shall put out a call for nominations to all associate faculty members. The nomination period lasts approximately two weeks while classes are in session. Only those faculty members nominated within the nominations period shall be considered for the ballot.
5. The Elections Subcommittee shall verify the eligibility of each nominee and notify each eligible nominee via email. Nominees will have at least one week from the close of nominations to accept the nomination, and to submit a candidate statement (and possibly other requested materials) via email to the designated person on the Elections Subcommittee. If at one week from the close of nominations there are no more bona fide candidates than the number of seats for a particular position on the Academic Senate to be filled, the candidate(s) shall be declared winner(s) by the Elections Subcommittee and no election for such position(s) shall be held. Any process noted here may be done through automated or electronic means.
6. If an election is to be held, within two working days after the deadline to submit candidate statements, the Elections Subcommittee shall make an Election Brochure available online via the Academic Senate website. It may also be distributed electronically or in print. The Elections Subcommittee shall notify associate faculty members how and when to access the brochure.

7. Ballots shall be distributed within three working days after the election brochure is available. Once the ballots are distributed, associate faculty members shall have at least three working days (weekdays when classes are in session) in which to submit their votes and at least five working days from the date the brochure was made available. In the race for positions on the Academic Senate, a single paper or electronic ballot shall list all candidates and voters shall be instructed to vote for candidates equaling the number of vacant associate faculty member seats on the Academic Senate. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee according to the election timeline. Votes for candidates who are not listed on the official ballot shall not be counted or considered.
8. After the deadline for submission of ballots according to the timeline established by the Elections Subcommittee, the Elections Subcommittee shall count the ballots. Ballot counting may be done through automated means using appropriate technology.
 - a) Associate faculty Academic Senate member seats shall be filled by those candidates who win the highest number of votes in the initial election. In case of a tie for the last position, within a week, a runoff election shall be held.
 - b) As winning candidates are determined, the Elections Subcommittee shall notify all faculty members of the results for each position (President Elect, Vice President, Coordinating Officer, Academic Senate member).
9. Vacancies shall be filled in one of two ways:
 - a) Those vacancies that occur while half or less of the term is unserved shall be filled by appointment by the Academic Senate President and confirmation of the Academic Senate.
 - b) Those vacancies that occur while more than half of the term is unserved, shall be filled by special election using the same process as for the general election in points I.1-I.8 above, but with an adjusted timeline as determined by the Elections Subcommittee. Once the ballots are tabulated and the winner with the most votes declared, the winner shall take office immediately.

J. Campaigning

1. Academic Senate is a legislative body, and the political use section of Administrative Procedure 3720 (Computer and Network Use) applies. Individual candidates may not use MiraCosta College District email, MiraCosta College District distribution lists, or other MiraCosta College District mass media tools for campaigning.
2. Candidate debates/forums can be requested by any voter or candidate and held prior to the voting period, subject to candidate and venue availability. Candidates can also be contacted directly by voters.
3. All candidates shall have the opportunity to submit official candidate statements that will be published in the election brochure, online and distributed electronically to all faculty.
4. Campaigning must be free of elements that interfere with the education process, endanger/slander persons, or damage property; candidate behavior must comply with Board Policy and Administrative Procedure 3050-Institutional Code of Ethics.

K. Decorum Policy

1. **The Academic Senate is committed to the principles of respect and decorum. Senators will conduct themselves in a manner that is respectful of others, recognizing that disagreement and debate can occur without demeaning and disparaging one another.**
2. **The Academic Senate adopts the Decorum Policy outlined in Board Policy 2355 for its own use.**

3. Speakers shall speak to the issues and refrain from using defamatory or abusive personal remarks that disturb or impede the meeting or exceed the bounds of civility necessary to the conduct of the business of the Academic Senate and its subcommittees.
4. Senators shall follow the procedures in Robert's Rules of Order unless otherwise provided for in the Academic Senate Bylaws and Academic Senate Rules.
5. As described in Robert's Rules Revised, Senators may bring a Point of Order motion when they believe there is an error in procedure or a lack of decorum in debate. The President is then required to make an immediate ruling on the question involved.
6. As outlined in Board Policy 2355, a member who continues to disrupt a meeting after receiving a warning may be removed from the meeting by a vote.
7. Violations of this Decorum Policy may lead to disciplinary measures including but not limited to censure, recall, or removal.

L. Censure of Academic Senate Officers and Members

1. Censure is a disciplinary measure which the Academic Senate may use to reprimand a Senator for inappropriate conduct. Censure serves as a warning that if certain behavior continues, the next step is recall or removal.
2. A Senator may bring a motion to censure any Senator for inappropriate conduct, including but not limited to misconduct at meetings, and violations of the constitution, bylaws, rules, motions, resolutions, and policies of the Academic Senate as well as all applicable state and federal laws.
3. The Senator will be censured upon a two-thirds vote of those Senators present and voting.
4. Censure is not a prerequisite for recall or removal.

M. Recall of Academic Senate Officers and Members

1. To initiate a recall of any Academic Senate officer (President, President Elect, Vice President, or Coordinating Officer) a written petition bearing the signatures of at least 20 percent of the full-time faculty members and an equal number of associate faculty members must be presented to the Elections Subcommittee. A separate petition is required for each officer being recalled. A recall may not be held if three months or less remain in the officer's or full-time faculty member's term.
2. To initiate a recall of a full-time faculty Academic Senate member, a written petition bearing the signatures of at least 20 percent of full-time faculty members must be presented to the Elections Subcommittee. **A recall may not be held if three months or less remain in the associate faculty Academic Senate member's term.**
3. To initiate a recall of an associate faculty Academic Senate member, a written petition bearing the signatures of at least the number of associate faculty members, as calculated by 20 percent of full-time faculty members, must be presented to the Elections Subcommittee. A recall may not be held if three months or less remain in the associate faculty Academic Senate member's term.
4. If a valid petition is received, the Elections Subcommittee shall establish a nominations period of no less than two weeks and issue a call for nominees. **If no one accepts a recall nomination, then no recall shall be held.**
5. If at least one full-time faculty member accepts a recall nomination, then the Elections Subcommittee shall distribute paper or electronic ballots to the appropriate group of faculty members (full-time faculty or associate faculty). The ballot shall contain two questions per position subject to recall: (1) "Shall [name of officer or member] be recalled?" and (2) "If [name of officer or member] is successfully recalled, which of the following candidates should replace them?"

6. All ballots shall be returned either in person, via campus mail, or electronically to the chair of the Elections Subcommittee or designee within five class days.
7. If the first question is successful, the candidate receiving the majority of the votes shall be declared the winner. If there is no majority in the initial balloting, within a week, a runoff election shall be held between the two candidates who received the highest number of votes. The person who receives the majority in the runoff shall be declared the winner.
8. The winning candidate shall serve for the remainder of the recalled officer's term, effective immediately on declaration of a winner by the Elections Subcommittee.

N. Removal of Academic Senate Members and Officers

1. Academic Senate officers and members are expected to fulfill all duties of their office and to act in accordance with the constitution, bylaws, rules, motions, resolutions, and policies of the Academic Senate as well as all applicable state and federal laws.
2. There may be situations where violations of the constitution, bylaws, rules, motions, resolutions, Academic Senate policies, and state and federal laws require immediate removal of an Academic Senate member or officer.
3. Senators may initiate removal proceedings by submitting a signed petition of two-thirds of Academic Senators to the Senate President. If the petition is for the removal of the Senate President, it must be submitted to the Senate Vice-President.
4. Any member of the Academic Senate, including officers, may be removed from office by a two-thirds vote of those Senators present and voting.
5. Before the removal vote may occur, the reasons for removal must be provided to the Senator facing removal. The Senator facing removal shall be provided a chance to answer to the reasons for the removal prior to a vote.
6. Vacancies shall be filled in one of two ways:
 - a) Those vacancies that occur for Vice President, Coordinating Officer, or Academic Senate members while half or less of the term is unserved shall be filled by appointment by the Academic Senate President and confirmation of the Academic Senate.
 - b) Those vacancies that occur while more than half of the term is unserved, or a vacancy in the office of Academic Senate President Elect, shall be filled by special election using the same process as for the general elections in Sections **H and I**, but with an adjusted timeline as determined by the Elections Subcommittee. Once the ballots are tabulated and the winner with the most votes declared, the winner shall take office immediately.

O. Resignation of Academic Senate Members and Officers

1. In order to resign their position, an Academic Senate member or officer must send a message of resignation to the President of the Academic Senate that also specifies their last date of service. If the officer resigning is the Academic Senate President, the message shall be sent to the President Elect or Vice President. This message must be sent via MiraCosta College email.
2. The resignation and its effective date shall be official once the Chair of the Elections Subcommittee has verified the message and replied to the Academic Senate member or officer via MiraCosta College email. A simultaneous copy of the reply will be sent to the Academic Senate President (or President Elect or Vice President, if the officer resigning is the Academic Senate President).
3. Once a resignation message has been verified, it is not possible to rescind this resignation.

P. Constituent Groups of the Academic Senate (Article 4, Sec. II, Bylaws)

1. All Academic Senate members shall represent specific groups of faculty constituents.
2. Academic Senate officers shall not represent specific groups of constituents, but will instead represent the entire faculty.
3. Full-time Faculty Constituent Groups: Constituent groups of approximately equal size shall be created and shall consist of full-time faculty members.

- a) Full-time faculty members may elect to join one of the constituent groups by informing the Academic Senate President. The Academic Senate President may assign new full-time faculty members to the constituent groups and may also reassign full-time faculty members to constituent groups in order to keep the several groups approximately equal in size.
 - b) Following the election of the Academic Senate, the Academic Senate President, in consultation with the Academic Senate, shall assign each full Academic Senate member to represent one of the constituent groups. Such assignment shall automatically make the Academic Senate member a member of the constituent group they represent.
4. Associate Faculty Constituent Groups: Constituent groups for associate faculty will receive information in a format determined by the collective of associate faculty Senators. Information will be distributed to all associate faculty from the collective. Associate faculty constituents will be divided into groups by the first letter of their last name. Associate faculty Senators will be assigned a constituent group to receive feedback. Associate faculty may contact the Senator of their constituent group or any other associate faculty Senator to provide input on matters of the Academic Senate.

Q. Terms of Office for Academic Senate Members (Article 7, Bylaws)

1. Each member of the Academic Senate, with the exception of the President Elect, Vice President, and Superintendent/ President or their delegate, shall serve two years with approximately half of the members being elected each year.

R. Placing of Items on the Agenda of the Academic Senate (Article 6, Sec. I.E, Bylaws)

1. Faculty members may submit items to be included on the Academic Senate agenda. An item may be placed on the agenda by contacting the Academic Senate Administrative Assistant for an "Agenda Item" form (also available on the Academic Senate website). This form is to be filled out and returned to the Academic Senate Administrative Assistant by 4:00 p.m. six working days prior to an Academic Senate meeting. Each agenda item may have documentation. If appropriate, documentation must be submitted to the Academic Senate Administrative Assistant by 4:00 p.m. six working days prior to an Academic Senate meeting. If appropriate documentation is not submitted in a timely manner, the Academic Senate President may delay the agenda item until information is provided.

S. Subcommittees of the Academic Senate (Article 10, Bylaws)

1. All full-time and associate faculty members are eligible to serve on subcommittees of the Academic Senate.
2. Subcommittees or taskforces may be established as required to perform necessary Academic Senate functions. The purview of such committees shall be internal to the Academic Senate and shall not duplicate the functions or assignments of college committees.
3. The Academic Senate President shall maintain an accurate and current membership list of both subcommittees and taskforces of the Academic Senate.
4. Taskforces (ad hoc groups) may be created by the Academic Senate President with the concurrence of the Academic Senate. Taskforces serve at the pleasure of the Academic Senate President and Academic Senate. During the first two weeks of May for each taskforce, the Academic Senate President shall disband the taskforce or recommend the committee's conversion to a subcommittee (see S. 5.).

~~5. Taskforces may be created by the Academic Senate President with the concurrence of the Academic Senate. The Academic Senate President shall disband the taskforce during the first two weeks of May or direct the taskforce to continue as a subcommittee.~~

~~6.5.~~ The Academic Senate President shall assign faculty members to the subcommittees of the Academic Senate, including the chairs. Those assignments shall be subject to approval by the Academic Senate.

~~7.6.~~ Each subcommittee shall draft its mission, functions, and membership (i.e., number of faculty, ex-officio, resource members, and other representative members) to be approved by the Academic Senate within one month of the subcommittee's creation. The committee chair or designee shall present the proposed mission and functions to the Academic Senate. The mission, functions, and membership of each subcommittee shall be posted on the Academic Senate website within two weeks of receiving Academic Senate approval. ~~Any revisions to a subcommittee's mission, functions, and/or membership (e.g., composition or voting rights) shall be brought to the Academic Senate for approval in April (see S. 8.).~~

~~8.7.~~ In April of each year, the Academic Senate President or designee shall request and gather from the chair of every subcommittee and taskforce a report of the group's accomplishments and work over the past academic year, along with the group's projected agenda items for the next academic year. At this time subcommittee chairs are encouraged to submit any proposed revisions to committee status, mission, membership, terms of service, or functions.

~~9.8.~~ All Academic Senate Subcommittees must conduct business in public in accordance with the Ralph M. Brown Act, other state and local laws and regulations, and the Academic Senate Meeting Guidelines.

MiraCosta College Academic Senate Bylaws

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ARTICLE 1 Name

The name of this organization shall be the ACADEMIC SENATE OF MIRACOSTA COLLEGE.

ARTICLE 2 Purpose

It shall be the purpose of the Academic Senate to,

- A. Represent the faculty of MiraCosta College and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic, and professional matters, as outlined in BP/AP 2510 on Collegial Governance and Participation in Local Decision Making.
- B. Promote and preserve the integrity of the educational program.
- C. Facilitate communication between the faculty and the Board of Trustees.
- D. Develop equitable policies and procedures related to academic and professional matters, and promote their implementation.
- E. Assist the members of the faculty of MiraCosta College in exercising their voice in academic and professional matters.
- F. Develop, communicate, and encourage ethical and professional conduct.
- G. Advise, and make recommendations to, the Administration and Board of Trustees on academic and professional matters.
- H. Establish and maintain a productive, collegial relationship with the Faculty Assembly for full-time faculty and the MiraCosta College Academic Associate Faculty/CTA/NEA for associate faculty intended to produce consensus between the bodies when deliberating lines of authority in relation to matters that involve both working conditions, and areas of academic and professional matters as defined by AB 1725 and MiraCosta Community College District Board Policies and Administrative Procedures.
- I. Represent the faculty of MiraCosta College to other faculties, to the local Academic Senates of other colleges and universities, and to the Academic Senate for California Community Colleges, the Faculty Association for California Community Colleges, and other appropriate state and national organizations, concerning academic and professional matters.

ARTICLE 3 Functions

- A. The Academic Senate shall provide a forum for discussion of matters of interest to members of the faculty.
- B. The Academic Senate shall jointly develop with the Board of Trustees and the Superintendent/President, policies and procedures relating to academic and professional matters.
- C. Pursuant to the California Education Code and Academic Senate Bylaws, the Academic Senate President and/or Vice President/President Elect shall represent faculty in collegial consultations with the Superintendent/President on personnel matters that are not under the jurisdiction of the Faculty Assembly for full-time faculty or the MiraCosta College Academic Associate Faculty/CTA/NEA for associate faculty.

- D. The Academic Senate shall review all proposals routed through the governance process. In academic and professional matters, the Academic Senate shall make final recommendations to the Superintendent/President and/or the Board of Trustees, as appropriate.
- E. Under all conditions provided for in Title 5, California Code of Regulations, the Academic Senate may carry its recommendation(s) directly to the Board of Trustees.
- F. The Superintendent/President is requested to inform the Academic Senate regarding budgetary matters, and the Academic Senate shall make recommendations concerning them.
- G. The Academic Senate shall consider, in a timely matter, resolutions proposed by individual faculty members. Any action by the Academic Senate on recommendations and/or resolutions submitted by members of the faculty shall be recorded in the meeting minutes in which the action took place.
- H. Academic Senate shall conduct an annual review of the Academic Senate Bylaws and Academic Senate Rules. Whenever the Academic Senate Bylaws and/or the Academic Senate Rules are changed, both should be reviewed to ensure consistency.

ARTICLE 4 Membership and Constituent Groups

Section I: Membership of the Academic Senate

- A. Full-time faculty members who have been granted tenure by the MiraCosta College Board of Trustees are eligible to be officers of the Academic Senate.
- B. Associate faculty members currently employed by MiraCosta College, who have served at least five semesters in the past four years, are eligible to be members and the Coordinating Officer of the Academic Senate. Summer is an intersession and does not count for the purpose of counting five semesters.
- C. The Academic Senate shall consist of 17 members, 16 of whom are voting members.
- D. The Academic Senate shall consist of three officers and fourteen members. The officers shall be: President, President Elect or Vice President, and the Coordinating Officer. The thirteen members shall consist of eight full-time faculty senate members elected at large by full-time faculty members, five associate faculty senate members elected at large by associate faculty members, and the Superintendent/President or their delegate (non-voting). The President, President Elect, and Vice President shall be full-time faculty members. All faculty members, both full-time and associate, are eligible for the office of Coordinating Officer.
- E. Nomination and election of the full-time faculty members to the Academic Senate shall be carried out according to Senate Rules. (See Senate Rule H.)
- F. Nomination and election of the associate faculty members to the Academic Senate shall be carried out according to the Academic Senate Rules. (See Senate Rule I.)
- G. The duties of the Academic Senate officers and members are enumerated in the Academic Senate Rules. (See Senate Rules C – F for officers, and Rule G for members.)
- H. The Superintendent/President or their delegate shall serve as an *ex officio*, non-voting member of the Academic Senate. All other Academic Senate members shall have one full vote. The Academic Senate President votes only to break a tie.
- I. All faculty officers and members of the Academic Senate are subject to recall (See Senate Rule M).

Section II: Constituent Groups of Academic Senate Members

- A. Academic Senate members, except the Academic Senate President, the President Elect, the Vice President, the Coordinating Officer, and the Superintendent/President, represent faculty constituency groups, assigned according to the Academic Senate Rules. Full-time faculty Academic Senate members represent full-time faculty constituent groups and associate faculty Academic Senate members represent associate faculty constituent groups. (See Senate Rule P.)

ARTICLE 5 Officers

Section I: List of Officers

- A. The Officers of the Academic Senate shall include the President, President Elect or Vice President (in alternating years), and Coordinating Officer.
- B. No individual may hold more than one officer position simultaneously.

Section II: President

- A. The Academic Senate President Elect will take the office of President at the end of the current President's term, or when the Academic Senate President resigns or is recalled. The duties of the Academic Senate President are enumerated in the Senate Rules. (See Senate Rules C and G.) The Academic Senate President shall take office on June 1.
- B. The Academic Senate President shall be the spokesperson for the Academic Senate.
- C. Term of Office: The Academic Senate President shall serve a single two-year term, including two summers, effective June 1 through May 31 of the second year.

Section III: President Elect

- A. Full-time faculty and Associate faculty shall elect the President Elect from the ranks of full-time faculty in the spring of alternating years. Each faculty member shall have a full vote.
- B. A candidate running unopposed shall be declared the winner, and an election need not be held. If an election is required, full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the President Elect from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the President Elect are enumerated in the Senate Rules. (See Senate Rules D and G.)
- D. Term of Office: The Academic Senate President Elect shall serve a one-year term beginning on June 1. The President Elect will succeed to the office of President when that officer's term ends and will serve a two-year term as President.

Section IV: Vice President

- A. Full-time faculty and Associate faculty shall elect the Vice President from the ranks of full-time faculty in the spring of alternating years (those years when the President Elect is currently serving). Each faculty member shall have a full vote.
- B. A candidate running unopposed shall be declared the winner, and an election need not be held. If an election is required, full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the Vice President from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the Vice President are enumerated in the Senate Rules. (See Senate Rules E and G.)
- D. Term of Office: The Vice President shall serve a single, one-year term beginning on June 1.

Section V: Coordinating Officer

- A. Full-time faculty and Associate faculty shall elect the Coordinating Officer from the ranks of full-time faculty or associate faculty on a rotating two-year cycle. Each faculty member shall have a full vote. The inaugural cycle will elect a full-time faculty member. The subsequent cycle will elect an associate faculty member.
- B. A candidate running unopposed shall be declared the winner, and an election need not be held. If an election is required, full-time faculty votes shall be counted separately from Associate faculty votes. If a majority of votes of each faculty group favors the same candidate, then that candidate will be elected. If the majority of one faculty group favors a candidate other than that favored by a majority of the other faculty group, then the Academic Senate shall choose the Coordinating Officer from the list of all those receiving votes, provided that the number of votes cast by Associate Faculty is at least equal to the number of votes cast by full-time faculty. Otherwise, if the number of votes cast by Associate Faculty is less than those cast by full-time faculty, then all votes of both groups will be tallied together to determine the winner.
- C. The duties of the Coordinating Officer are enumerated in the Senate Rules (See Senate Rules F and G.)
- D. Term of Office: The Coordinating Officer shall serve for a two-year term beginning on June 1.

ARTICLE 6 Meetings, Quorum, and Voting

Section I: Meetings

- A. The Academic Senate shall meet regularly.
- B. The Academic Senate President shall call a meeting of the Academic Senate at their discretion, upon the request of the Academic Senate, or upon the written request of 21 full time faculty or 21 associate faculty members. This number will be reviewed annually and adjusted if needed.

- C. Academic Senate must conduct business in public in accordance with the Ralph M. Brown Act, other state and local laws and regulations, and the Academic Senate Meeting Guidelines.
- D. The President of the Academic Senate shall give public notice, and post meeting agendas, at least 72 hours in advance of regular meetings, or 24 hours in advance of special meetings (in accordance with the Academic Senate Meeting Guidelines and applicable laws and regulations).
- E. All faculty may submit items to be included on the Academic Senate Agenda as specified in the Senate Rules. (See Senate Rule R.)
- F. Robert's Rules of Order, revised shall provide procedures for governing meetings of this organization unless otherwise provided for in the Academic Senate Bylaws or Academic Senate Rules.

Section II: Quorum and Voting

- A. A majority of the members of the Academic Senate shall constitute a quorum at any meeting of the Academic Senate.
- B. Individual full-time and associate faculty members of the Academic Senate shall have equal voting strength.
- C. No Academic Senate member shall have more than one vote.
- D. Academic Senate members shall not vote by proxy or assign their votes to other Academic Senate members.
- E. Votes are recorded in accordance with the Ralph M. Brown Act and the Academic Senate Meeting Guidelines.

ARTICLE 7 Election and Terms of Office of Academic Senate Officers and Members

- A. Academic Senate members shall be elected according to the Academic Senate Rules, with the exception of the Academic Senate President and the Superintendent/President or their delegate. (See Senate Rules H and I)
- B. The terms of the Academic Senate officers shall be as follows: President—Two years; President Elect—One Year; Vice President—One year (only in years when there is no President Elect); Coordinating Officer—Two years.
- C. Full-time faculty members and associate faculty members of the Academic Senate shall serve for two- year staggered terms as specified by the Academic Senate Rules.
- D. A vacancy in office shall be filled in accordance with the Academic Senate Rules. (See Senate Rules H and I.)
- E. New Academic Senate officers and members shall take office on June 1.

ARTICLE 8 Amendments to Academic Senate Bylaws

- A. The Bylaws of the Academic Senate may be amended by a simple majority vote of the Academic Senate members present at a meeting of the Academic Senate. A copy of the proposed amendment must be sent two (2) weeks in advance to all faculty.

ARTICLE 9 Academic Senate Rules

- B. The purpose of the Academic Senate Rules is to codify rules and procedures that are not of sufficient importance to be included in the Academic Senate Bylaws.
- C. Academic Senate Rules may be amended by a simple majority vote of the Academic Senate members present at a meeting of the Academic Senate. A copy of any proposed change to Senate Rules must be sent out one (1) week in advance to all faculty.

ARTICLE 10 Subcommittees

- A. Subcommittees of the Academic Senate shall be created or disbanded by the Academic Senate President, with the approval of the Academic Senate. Committee status, description, mission, functions, terms of service, and membership are defined in the Senate Rules. (See Senate Rule S.)
- B. The authority of faculty members on Academic Senate subcommittees is subject to the restrictions of Senate members' authority put forth in the Senate Bylaws.
- C. Each faculty member of an Academic Senate subcommittee shall have one vote. Each subcommittee may determine the voting status of other members, including Ex-officio, resource members, and other representative members. Voting rights of other members shall be presented to the Academic Senate for approval. The chair votes only to break a tie.

Courses shall be graded using the grading system established by Title 5 as follows:

Evaluative Symbols

Symbol	Definition	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Less than satisfactory	1.0
F	Failing	0.0
P	Passing (at least satisfactory)	
NP	No Pass (less than satisfactory or failing)	
SP	Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).	

Nonevaluative Symbols

Symbol	Definition
I	Incomplete
IP	In Progress
RD	Report Delayed
W	Withdrawal
MW	Military Withdrawal
EW	Excused Withdrawal

I – Incomplete: The “I” symbol may be used to denote incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term – after the seventy-five percent (75%) or “W” deadline of the course. The student must demonstrate active participation and completion of required coursework up to the aforementioned threshold to be eligible for consideration.

The following documentation shall be maintained by Admissions and Records:

- The condition for the removal of the “I” symbol shall be stated by the instructor in a written record.
- The letter grade to be assigned when the stipulated work has been completed and/or the letter grade to be assigned if the work has not been completed within the designated time limit. record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal.

The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed.

A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be

~~made up no later than one year following the end of the term in which it was assigned.
The "I" symbol shall not be used in calculating units attempted nor for grade points.~~

MiraCosta Community College District

Page 1 of 2

Effective Date: 5/19/09, 6/21/18, 11/29/18, 4/7/22
Periodic Review: 7/7/15
References: Title 5, §55023; §55024; §55051; §55052; §55052.5
CCLC Update: #32, 4/18, #39, 10/21
Routing: AAC / AS

The "I" symbol may be made up no later than one year following the end of the term in which it was assigned.

The "I" symbol shall not be used in calculating ~~units attempted nor for grade point averages.~~

IP – In Progress:—The "IP" symbol shall be used only in courses which extend beyond the normal end of an academic term.—It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion.—The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation.—The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.—~~The "IP" symbol shall not be used in calculating grade point averages.~~—If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative ~~on~~-symbol (grade) to be recorded on the student's permanent record for the course.

The "IP" symbol shall not be used in calculating grade point averages.

RD – Report Delayed:—The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

The "RD" symbol shall not be used in calculating grade point averages.

W – Withdrawal:—The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

The "W" symbol shall not be used in calculating grade point average.

MW – Military Withdrawal:—The "MW" symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

The "EW" symbol shall not be used in calculating grade point average.

EW – Excused Withdrawal:—The “EW” symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

The “EW” symbol shall not be used in calculating grade point averages.

The superintendent/president shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- A. Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- B. The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- C. Limitations on access to grade records and grade storage systems.
- D. Disciplinary e-action shall be taken against ~~for~~ students or staff who are found to have gained unauthorized -access to grade records ~~without proper authorization~~ or to have changed grades without proper authorization.
- E. Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see Board Policy 3310, Records Retention and Destruction; Administrative Procedure 4231, Grade Changes; and Board Policy/Administrative Procedure 5040, Student Records.

Enrollment in specific courses or programs may be limited as follows:

- ~~A. A.~~ Students may register in no more than 18 credit units per semester and no more than 8 credit units per summer session. ~~Concurrently enrolled high school students may register in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students.~~ Students who have extenuating circumstances and who need to register in more than the allowed limit must meet with a counselor to discuss their options.

Concurrently enrolled high school students may register in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students.

- B. Registration may be limited to students meeting properly validated prerequisites and corequisites as outlined in Administrative Procedure 4260.
- C. Registration may ~~also~~ be limited due to the following ~~legal or practical considerations~~:
1. Health-and-safety considerations
 2. Facility limitations
 3. Faculty workload
 4. Availability of qualified instructors
 5. Funding limitations
 6. Regional planning constraints
 7. Legal requirements imposed by statutes ~~or r,~~ regulations;
 8. Contractual agreements~~or contracts.~~
- D. The college may establish audition or try-out as a limitation on enrollment for intercollegiate competition and public performance courses, or may establish a limitation on enrollment in honors courses, allocating available seats to those students judged most qualified. The specific criteria of the limitation shall be both well-defined and as measurably objective as possible.
- E. The college may limit enrollment to a cohort of students enrolled in two or more courses together provided a majority of all sections of each course do not have

Effective Date: 4/20/10, 5/14/12, 9/9/14, 6/10/16, 5/19/22

Periodic Review: 6/17/21

References: Title 5, §§51006, 58106, 58108

Education Code §66025.8, §66025.9, [§66025.91](#), [§66025.92](#), [§78211.5](#)

CCLC Update: #30, 4/17; #25, 11/14; #24, 4/14; #21, 9/12; #20, 3/12

Steering: AAC / AS

such restrictions. However, the college may limit enrollment in a course section to any group of students, with approval of the vice president of instructional services, if the college does not claim that course section for state apportionment.

- F. With respect to students on [probation-academic or progress notice](#) or subject to [dismissal-academic or progress separation](#), the college may limit enrollment to a total number of units or to selected courses for students who have appealed and been granted permission to set aside their [dismissal-academic or progress separation](#) as determined by the dean of counseling and student development.
- G. Enrollment in upper division courses is limited to students who are enrolled in the baccalaureate degree program [or with special permission from the department](#).

See Administrative Procedure 5052, Student Open Enrollment, for the enrollment-limitation challenge process.

Priority Registration System

Students will register in the order of priority listed below.

Group A Students who have completed all the [priority registration onboarding](#) steps (~~also known as matriculation placement process, orientation, and advisement~~) and are eligible under any of the following categorical programs:

- ~~1. A member of the Armed Forces of the United States and who is a resident of California. Member or former member of the armed forces of the United States and a resident of California (as determined by Admissions and Records) for any academic term within four years of leaving active duty or while receiving G.I. Bill benefits. Veterans who have been discharged within the last 15 years and have not taken advantage of priority registration for more than four years may request priority registration through the Admissions and Records Office.~~
- ~~2. A Veteran of the Armed Forces of the United States and who is a resident of California.~~
- ~~A student parent who has a child or children under 18 years of age who will receive more than half of their support from that student.~~

Foster youth and former foster youth [aged 25 years or younger at the commencement of the academic year \(up to and including the age of 24\).](#)
- ~~3. Unhoused/homeless youth or former unhoused/homeless aged 25 years or younger at the commencement of the academic year. Homeless youth (up to and including the age of 24).~~

- 4. ~~EOPS, CalWORKs/Tribal TANF, and Student Accessibility Services (SAS). Disabled student as defined by statute and upon the recommendation of Student Accessibility Services (SAS).~~

-

- 5. ~~Justice impacted students receiving services from the Transitions Scholars program. Disadvantaged student as defined by statute and upon the recommendation of Extended Opportunity Programs and Services (EOPS).~~

-

- 6. ~~CALWorks/Tribal TANF students.~~

To receive and maintain priority registration, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least ~~fifty~~ 50 percent (50%) of enrolled units, and not have exceeded 100-degree applicable units. For exceptions see loss of priority registration below.

Group B To receive and maintain priority registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least fifty percent (50%) of enrolled units, and not have exceeded 100-degree applicable units. For exceptions see loss of priority registration below.

B-1: —Student athletes, International students, PUENTE program, and students in the baccalaureate program who have completed the onboarding steps (placement process, orientation, and advisement).

B-2: Students new to the college or returning after two semesters who have completed the ~~priority registration~~onboarding steps (placement process, orientation, and advisement)also known as matriculation), which include student athletes and students in the baccalaureate program.

~~—To receive and maintain priority registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least 50 percent of enrolled units, and not have exceeded 100-degree applicable units (students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation).~~

Group C All ~~Continuing~~ students who have not completed the ~~priority registration~~onboarding steps (placement process, orientation, and advisement)matriculated) and new and returning students, including those in Group A and Group B who have not completed the priority registration steps (matriculated) or previously earned a bachelor's degree. For exceptions see loss of priority registration below.

Group D Any student who has been on [notice-probation](#) for at least two consecutive semesters, including students on academic [noticeprobation](#) (GPA based) or progress [noticeprobation](#) (based on [the](#) percentage of courses completed with an evaluative grade). [For exceptions see loss of priority registration below.](#)

Group E Students who have completed more than 100-degree applicable units (~~students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation~~) with a grade of A–F, P, or NP. Courses [that are](#) considered “basic skills” will not [be counted](#) toward the completion of units in this category [although they will](#), ~~but the units will~~ count [toward accumulation of units](#) in Group B and Group C. [For exceptions see loss of priority registration below.](#)

Group F Concurrently enrolled high school students.

Loss of Priority Registration

Admissions and Records will notify each student who is placed on academic or progress ~~probation, or notice~~ or earned ~~seventy-five 75~~-percent ([75%](#)) or more of the unit limit, of the potential for loss of priority registration.

A student is notified [in case of](#) ~~for~~ the loss of priority registration when placed on a second consecutive term of academic or progress [noticeprobation](#) or reaches the unit limit.

[Unhoused/homeless youth, students in the SAS and BS Biomanufacturing programs are exempt from the 100-unit limitation.](#)

[Foster youth and former foster youth are exempt from losing priority.](#)

Appeal of Loss of Priority Registration

Students may appeal to reinstate priority registration for the following reasons:

- The student is enrolled in a high unit major.
- The loss of priority is due to extenuating circumstances or a student with a disability applied for but did not receive ~~a reasonable~~[reasonable](#) accommodations in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student’s control.
- The student demonstrates significant academic improvement. Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, [Probation, Disqualification, and Readmission](#)[Academic and Progress Notice](#).

The dean of ~~Counseling and Student Student Development~~[Admissions and Student Support](#) or their designee will review the appeal.



Modified GE Plan A Proposal

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

**Forwarded to AS for
Consideration**



Modified Local GE Plan A - Proposal

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



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

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

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

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

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

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

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

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

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

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

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

Why the Change?

State Mandated Changes - need revised local GE Plan A

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

What is Changing?

Total Units

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

Ethnic Studies - **new requirement**

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

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

What is Changing in the Proposal?

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

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

Key Guiding Principle:

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

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

Annual Local GE “Completers”

** AY 20-21	AY 21-22	AY 22-23
221	230	219

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

Summer	Fall	Spring
41	79	118

Who earns an Associate's Degree using Plan A?

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

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

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

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

CPC Rationale - A Student Focused Local GE Plan

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

1. Limit unit requirement

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

2. Providing students the choice of electives

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

MIRACOSTA COLLEGE

Plan A: Advisement Sheet

MiraCosta College General Education Requirements • Fall 2024–Summer 2025

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

AREA 1—English Composition, Oral Communication & Critical Thinking

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

AREA 2—Mathematical Concepts & Quantitative Reasoning

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

AREA 4—Social & Behavioral Sciences

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

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

AREA 3—Arts & Humanities

A minimum of 3 semester units is required.

Select **one** course from any discipline.

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

AREA 5—Natural Sciences

A minimum of 3 semester units is required.

Courses with a laboratory component are highlighted.

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

AREA 6—Ethnic Studies

A minimum of 3 semester units is required.

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

IMPORTANT INFORMATION

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

DRAFT

MIRACOSTA COLLEGE

A

Plan A Frequently Asked Questions

MiraCosta College General Education Requirements

Associate Degree Requirements

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

General Education Requirements

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

Petition for Degree and/or Certificate

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

Next Steps

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

Thank you!

- *The Courses and Programs Committee*

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

Commented [CD1]: Moved from the AP

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

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

Commented [CD2]: Accreditation standard 2.3

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

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

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

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

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

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

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

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

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

Commented [CD4]: Specifics are in AP

Commented [CD5]: Required by Title 5

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

Commented [CD1]: Moved to board policy

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

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

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

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

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

General education at MiraCosta College introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. Students completing this program can demonstrate the following:

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

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

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

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

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

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

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

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

language toward the following for the student:

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

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

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

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

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

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

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

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

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

and creatively.

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

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

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

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

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

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

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

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

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

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

Commented [CD5]: Moved to next paragraph

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

Commented [CD6]: This is included in AP 4100

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

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

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

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

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

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

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

See Administrative Procedure 4100.

MiraCosta Community College District

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

Requirements for Graduation: Associate Degrees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Graduation: Associate Degree for Transfer (ADT)

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

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

Multiple Degrees

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

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

Requirements for Graduation: College Certificates

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

- A. Certificates of Achievement

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

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

B. Certificates of Proficiency

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

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

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

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

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

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

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

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

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

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

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

MiraCosta Community College District

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

“Course enrollment” occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a “W” symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075–Withdrawals). A grade of EW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

“Course repetition” occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.

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

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

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

CCLC Update:

#29, 10/16; #32, 4/18

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Definitions

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

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

Allowable Repetition

MiraCosta College, in accordance with Title 5, allows repetition **of credit courses, including work experience education and internship studies**, to occur only under the following circumstances.

- A. Course Has Been Designated as Repeatable (per Title 5 sections 55000, 55040(b)(1), 55041).** Credit courses are not allowed multiple enrollments unless they meet one of the following exceptions:

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

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

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

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

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

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

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

- D. Repetition to Alleviate Substandard Coursework (per Title 5 sections 55040(b)(2), 55042).** A student may repeat a nonrepeatable course in which they earned a substandard grade (less than C and including NP) at MiraCosta College or at any other accredited college or university.

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

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

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

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

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

E. Repetition Due to Significant Lapse of Time (per Title 5 sections 55040(b)(3), 55043). A student may petition to the Committee on Exceptions to repeat a course in which they earned a satisfactory grade if it has been at least 36 months since the student took the course and one of the following:

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

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

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

F. Repetition Due to Extenuating, Emergency, or Extraordinary Circumstances (per Title 5 sections 55040(b)(5), 55045). A student may petition to the Committee on Exceptions to repeat a course based on a finding that the student's previous grade (whether substandard or passing) is, at least in part, the result of extenuating, emergency, or extraordinary circumstances. An emergency or extraordinary condition is an event that prevents the district from maintaining instruction for at least 175 days during a fiscal year (per Title 5

section 58146, subdivision (b)). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the student's control. The student must provide the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to extenuating, emergency, or extraordinary circumstances.

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

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

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

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

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

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

Enrollment in Work Experience Education and Internship Studies

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

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