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AGENDA

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. To efficiently manage the business of the committee, the committee chair may limit the amount of time.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of May 3, 2024
 - B. Equivalencies – Ihara **[Time certain 9:15am]**
Description: *Approve one equivalency each for Business, Noncredit ESL, and Dance.*
- 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. Academic Calendar 2025-26
Description: *AAC has forwarded the proposed 2025-2026 Academic Calendar to Academic Senate for approval. This is a first read.*
 - B. AP4010 Academic Calendar – Hull **[Time certain 9:45am]**
Description: *Updates to include a classified senate representative as a resource member of the taskforce and removal of operating principle of Veteran's Day being observed on the federal holiday as our current practice includes asking veteran students for feedback on which of the pre-approved days from the Chancellor's Office they would prefer to observe the holiday.*
 - C. AP5530 Student Rights and Grievances – Hull **[Time certain 9:45am]**
Description: *Update to the conflict resolution section related to resolving any issue with a faculty member. Part B now includes "department chair or department faculty designee" as some programs do not have a department chair.*
- IX. Information / Discussion
 - A. Full-time Faculty Hire Evaluation Prioritization: Timeline and Areas of Consideration – Hull **[Time certain 9:45am]**
Description: *The Fall 2024 timeline for full-time faculty hire plan prioritization and areas of consideration for evaluation and prioritizing full-time faculty hire requests will be presented.*

B. Syllabus Checklist Updates – Hull [Time certain 9:45am]

Description: AAC Chair, Stacey Hull, will present updated to the syllabus checklist.

C. Calendar Taskforce Final Recommendation – Mitchell

Description: Members of the Calendar Taskforce will share their final recommendation for making changes to MiraCosta's Academic Calendar. This recommendation with all supporting information will be published on [The MiraCosta Calendar Project website](#) following the Senate meeting.

D. Legislative Liaison Updates – Fallstrom [Time certain 9:30am]

Description: Since the last legislative liaison update, Sacramento has been quite busy. Scott Fallstrom will bring forward a group of bills that impact the college, as well as mentioning their status and if any are currently supported by faculty groups across the state. NOTE: these are for information only, as required, so only factual information can be presented. Opinions or personal preferences cannot be discussed.

E. Noncredit Presentation – Noncredit Faculty [Time certain 10:00am]

Description: The Academic Senate theme for the month of May is noncredit. Faculty from Continuing Education (noncredit programs) will return for a second session and discussion with the Academic Senate body regarding a variety of courses and programs offered, the diversity of the student population served, and the successes and challenges of teaching in Continuing Education.

X. Senator Reports

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

XI. 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, asked Senate members to observe a moment of silence in honor of Dr. Raymond Clark. She noted that flowers were sent to Dr. Clark's family with deepest condolences from Academic Senate. She then opened the meeting and 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 **9:03am**.

II. Remote Member Attendance

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

No members of Academic Senate requested remote participation under the provisions of AB2449.

III. Roll Call

Members present: Robin Allyn, Daniel Ante-Contreras, Sunny Cooke (ex-officio), Angela Beltran-Aguilar, Shawn Firouzian, Julie Graboi, curry mitchell, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker Sade, Krista Warren

Members absent: Erica Duran, Jim Julius, Done Love

Others present: Eduardo Aguilar, Carl Banks, Theresa Bolaños, Julie Cord, Scott Fallstrom, Tori Fishinger, Ruth Gay, Trisha Hoste, Stacey Hull, Jeff Ihara, Shannon Na, Valeria Pineda, Jim Sullivan, Cynthia Vasquez Gonzeles, Rick White

IV. Persons Wishing to Address the Senate

Krista Warren read an invitation for volunteers for commencement noted that in a bold and highlighted section, it said, "in our experience, it makes the most sense for full-time faculty to volunteer in the morning, since they have a role in the ceremony by walking the procession and sitting behind the graduating class." She further read a section of the ASCCC part-time rights, rules and governance section which says that there is a myth of part-time faculty not wanting to be included in college governance and activities due to multiple factors including systematic restrictions, policies, practices, constitutions and bylaws, lack of compensation for participation and lack of intentional invitation to participate. Warren encouraged that MCC remember AF and to make it intentional to include them. If the college does not want to say all faculty, then write full-time faculty and associate faculty noting that associate faculty teach more than half the classes at MCC.

Alexis Tucker Sade made a comment as a follow up to the discussions at the last Senate meeting where she had input from constituents. The biggest concerns of all faculty are related to teaching and learning, specifically, whether students are learning and are faculty providing students opportunities to learn. Further, how are faculty critically examining how students are actually learning and using data on student success as well as instructor workload to assess faculty positions on in-person and online learning modalities. She proposes creating a survey for all faculty rather than filling out SLOs to reflect on workload when teaching online classes, perception of student success, and what they think the challenges are. She noted a need to be evidence-based.

Scott Fallstrom said he would like to see the business of AS addressed before informational pieces and move reports to the end of the meeting so it doesn't impact the number of people who may have to wait while informational discussions are going on. CPC had two reads and sent out information to the entire campus about what was coming through. There were no comments nor issues. Things passed and came to Senate where discussion and additional comments took place. This was not the place for that. He encourages folks to attend the committee meetings when those initial conversations

are taking place so the committee can bring the formal proposal forward that reflects all people's comments and to avoid these discussions at AS.

V. Changes to Agenda Order

Several time certain on the agenda were noted.

Item D. BP7400 Employee Travel under Information/Discussion is removed from the agenda.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of April 19, 2024

B. Ratify Office Assignments for Full-time Faculty for the 2024-25 Academic Year

C. Curriculum Packet #3 – Theresa Bolaños, Scott Fallstrom

Description: *Every year CPC reviews curriculum and submits it to Academic Senate for approval. For this third curriculum packet, CPC needed to review nursing curriculum outside of the regular curriculum cycle due to Title 5 mandated changes to our local GE plan.*

D. 2024-2025 Credit and Noncredit Discipline Lists – Scott Fallstrom [Time certain 9:15am]

Description: *The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring (April), working with discipline faculty, the CPC reviews and updates these lists and forwards the updated lists to Academic Senate. Once approved by Senate, the updated lists are distributed to department chairs, instructional deans, and Human Resources and are posted on the CPC Portal site.*

E. Equivalencies – Jeff Ihara [Time certain 9:35am]

Description: *Approve one equivalency in Computer Sciences and two equivalencies in Noncredit ESL.*

One equivalency for noncredit ESL for Aida Vasquez was pulled from the agenda for further discussion based on the recommendation of the Equivalency Committee and in consultation with Tricia Hoste, chair of Noncredit ESL.

Consent calendar items A., B., C., D., and E. to include the equivalencies for Computer Sciences and one Noncredit ESL for Shelly Ibri, were approved by unanimous consent.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, noted that she, Jim Julius, and Curry Mitchell attended ASCCC Plenary where they engaged in many good conversations. Congratulations were extended to Luke Lara who was elected as the southern representative of the ASCCC. Another highlight was a resolution for the creation of an AI certificate in colleges. Many argued that a minimum qualification would be a master's degree in math or computer science. However, the resolution says that the minimum qualification would be a master's in artificial intelligence, computer science, electrical engineering and computer science, data science and cognitive science together. There were a number of resolutions about AB1705. There were long conversations about Palestine and Israel regarding academic freedom of faculty and students on campus.

She also attended the event concerning sexual assault awareness on April 24th. Alexis Tucker Sade sent an email announcing the documentary, To Kill A Tiger. The film can be viewed through the MiraCosta Library or on Netflix.

Thao Ha sent an email inviting faculty to the Light the Fire Summer event. RSVP by May 10th. This will be hosted in collaboration by HSI and the Guided Pathway leadership team. It is an opportunity for professional development in a social environment and dedicating more time to redesigning curriculum and implementation for the fall. There is a \$1200 stipend through a grant for all full-time and associate faculty who attend.

A reminder was given for May 17th. After the regular meeting AS will have a celebration in the same room, OCT200, from 11am – 12pm. AS will acknowledge and celebrate outgoing and incoming senators, retirees, award winners, and faculty leaders.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, also congratulated Luke Lara for being selected for the Southern regional role with ASCCC. Congratulations to all faculty who were recognized at the spring celebration of excellence. She noted that folks are needed on committees and encourages folks to join.

C. Classified Senate

Classified Senate Vice President, Carl Banks, recognize Diana Soto as the outstanding employee of the semester who also celebrated 35 years at MCC. CS President, Omar Ramirez, has designated in June and July as the time when CS will reimagine itself. All classified are welcome to join.

D. Associate Student Government

ASG representative, Valeria Pineda, had no report.

VIII. Old Business

A. AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education –

Scott Fallstrom

Description: *Modified (simplified) the title. Added course approval process, which is reports. Replaced “U.S. regionally accredited” with “accredited by an agency recognized by the U.S. Secretary of Education” to align with recent legislative changes. Added a bachelor’s degree satisfies the lower-division GE requirement, per legislative changed. Added references. This aligns with Title 5, sections 55060 and 55062. This AP was tabled at the last meeting and sent back to CPC for minor changes to the wording as noted.*

MSU (Owens / Alexis) to approve AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education as presented.

B. BP4100B Graduation Requirements for Baccalaureate Degree and General Education –

Scott Fallstrom

Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced “US regionally accredited” to “accredited by an agency recognized by the U.S. Secretary of Education” to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060. This BP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

MSU (Beltran-Aguilar / Graboi) to approve BP4100B Graduation Requirements for Baccalaureate Degree and General Education as presented.

C. AP4100B Graduation Requirements for Degrees and Certificates – Baccalaureate in Science Degree –

Scott Fallstrom

Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced “US regionally accredited” to “accredited by an agency recognized by the U.S. Secretary of Education” to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060. This AP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

MSU (Page / Owens) to approve AP4100B Graduation Requirements for Degrees and Certificates with a friendly amendment to correct the wording under point A.2.b. from “nationally recognized accrediting agency” to “agency recognized by the U.S. Secretary of Education.”

D. BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates –

Scott Fallstrom

Description: *A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement. No additional changes have been made after the 4/19/24 AS meeting, as determined by the Adult High School department chair and instructional dean. This BP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

MSU (Warren / Ravanbaksh) to approve BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates as presented.

E. AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates –

Scott Fallstrom

Description: *A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement. Also updated competency requirements per Title 5. No additional changes have been made after the 4/19/24 AS meeting, as determined by the Adult High School department chair and instructional dean. This AP was tabled at the last meeting and sent back to CPC for minor updates.*

MS (Beltran-Aguilar / Owens) to approve AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates as presented.

F. AP4040 Library and Other Instructional Support Services – Hull [Time certain 9:30am]

Description: *An update was made to the section titled “Academic Support and Tutoring Services” due to learning center reorganization.*

MSU (Owens / Graboi) to approve AP404 Library and Other Instructional Support Services as presented.

G. AP5070 Attendance Accounting – Hull [Time certain 9:30am]

Description: *Minor updates were made to align with the CCLC template.*

MSU (Beltran / Page) to approve AP5070 Attendance Accounting as presented.

H. AP7211.2 Minimum Qualifications and Equivalencies - Ihara [Time certain 9:35 am]

Description: *The Equivalency Committee has drafted a revision to our AP on Equivalency in order to comply with statewide Academic Senate standards regarding qualification by eminence while providing objective and measurable alternative guidelines that can replace eminence for those disciplines in which eminence has historically been used to qualify. A document of Section A – Alternative Equivalency Guidelines for Specific Disciplines is also attached. After a suggestion by Academic Senate, one small wording change was made; “MiraCosta Community College” replaces “MiraCosta College” from the draft submitted at the April 19th meeting of AS. The updated version of this AP comes back for approval.*

MSP (Ante-Contreres / Sade Tucker) [Nate Scharf abstained] to approve AP7211.2 Minimum Qualifications and Equivalencies as presented.

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

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

MSP (Owens / Graboi) [Angela Beltran-Aguilar and curry mitchell abstained] to approve the full-time faculty list for emeritus status consideration for Susan Simpson as presented.

J. Associate Faculty Retiree List for Emeritus Status Consideration – Leila Safaralian

Description: *Each year the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualification for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to [AP 7780.5](#) Employee Recognition: Associate Faculty. This is the second read.*

It was noted that Lisa Lane was listed for emeritus status consideration as an associate faculty member, in error. It was discovered that Lane was already granted emeritus status as a full-time faculty member by the Board of Trustees on May 18, 2023. Lane served at MiraCosta as a full-time history instructor for 33 years and retired in July 2022. Therefore, her name is being removed from the list of associate faculty being considered for emeritus status.

MSU (Ravanbaksh / Graboi) to approve the corrected associate faculty retiree list for emeritus status consideration for Frederica Carr, Joseph Chirra, Kerry Ferreirae, and Andrew Freedman.

X. Information / Discussion

A. AI Taskforce Update – Jim Sullivan

Description: *Jim Julius and Jim Sullivan will provide an update on the work of the AI taskforce to date. They will seek to clarify the Senate’s intentions for the work of the taskforce.*

mittchell supplied a little framing for this topic. The taskforce has been working and are seeking clarity as to what their task is. They will not specifically address AI but, instead, ask for the charge of the taskforce. The work will continue next year and it does not need to be resolved right now but only to supply them with what the task should be, what should this taskforce be doing that can help faculty, and what questions the Senate can offer them.

Jim Sullivan shared what has been done. They struggled to find a structure for having a conversation and settled on institutional values. For each value they asked how is AI a challenge and how can AI contribute. As they have been talking, there is a lot of anxiety about AI for instructors and students and they seek guidance. Some folks on the committee are reluctant to go to institutional values because they don’t know what AI is and so there is some reluctance to offer structured guidance. What could the guidance be and how do you do guidance about something that is about thinking. There is consensus that as a college we want AI to support the development of our students. One idea supported is making it clear to faculty that they should have an AI policy to communicate to students in their class and make clear to students what their expectations are in terms of AI. Different disciplines may look at AI differently and so we cannot tell our students it is going to be just one way. So there seems to be a consensus about the need for faculty to develop their thinking about this and communicate it to students, either as a policy in their syllabus or something that works in their class.

Another area is our need to teach students we won't be able to come to these answers for a while but that it is going to be a dialogue and to teach our students there isn't one way to do this. The main thing we want to know today, is this what do you want us to do, is what you're hearing the direction you want us to move in, thinking about the broad guidelines that can help the committee work through this. It was asked if there will there be an opportunity for faculty to be trained to use AI in order to be confident in helping their students. AI is changing so rapidly and there are very few people with expertise. Let's get back to broader values and principles. That is all we can really do right now. Rick White explained that the reason for the discovery lab was to just try to use AI, to use the tools and to see how they fit into your practice. As we evolve our relationship with the tool, we can help you accelerate through the things that are challenging and the tool itself will do that, as well. There is a lot of tech overload and would help is to know which platform should be used. There are many tools such as open AI's ChatGPT which is the model Microsoft is using as a baseline. Copilot is integrated into your tools with which you can do a lot of things. It's not amazing but is a step forward. As everyone develops their own individual styles we will learn together. It will only continue to advance and get better in days or weeks, when it will get significantly better. It was asked if the campus has rules, regulations, and limitations of what students can do. There is resistance to that because of the legal complexities of enforcement and every discipline wanting to use it in different ways. We do not have institutional policies just yet. Another concern is working conditions and how this will affect faculty. Could syllabus be uploaded into AI? People can take our voices and faces. It is suggested to work with FA and all employee representatives to come up with a MCC policy to protect all employees of the college. It would really helpful if the Senate decides that is something they want to do. That would change the conversation and the mission dramatically. It would be helpful if the Senate would be clear on what they want. It is believed the college does not maintain any copyright to any of our work as faculty and so the rights to our likeness or any of that would be excluded from that. Sean Davis noted that for the taskforce, they would like guidance on what they need to do right now; what do our faculty and students need right now and what would AS want to see out of the group? Leila read part of an article about cheating with AI. In AI those tools are changing every week about cheating the system. AB3270 was noted that it prohibits any job replacement with AI. mitchell suggested what would benefit the taskforce is to know what is not on their plate so when issues come up, they know someone else is taking care of that piece such as the AI discovery lab and so they know their charge is something else. This is leadership the Senate can provide. If Senate takes this up next year, how do we organize faculty groups around AI and establish and support those groups? As new needs emerge, we identify them. This can be something that you decide to be a focus, what are all faculty doing, how are we organizing ourselves, where are those spaces, what are the needs that that way we can tell the taskforce, all we need you to do is to look at this. Lastly, it was noted that Senate has complete control over the taskforce but the discovery lab is not under their purview.

B. Innovation Grant – Tori Fishinger

Description: As we head into commencement season and celebrate our students, we are thinking of next fiscal year and how the MiraCosta foundation can partner with our faculty/staff to continue to support academic programs and student needs through our innovation Grants. Associate Director of Development for the Foundation, Tori Fishinger, will present information on applying for grants ranging from \$500 to \$5,000.

Fishinger came to the meeting to plant a seed for faculty that as they plan for next year they have the ability to apply for and receive \$500 to \$500 to enhance their classes in some way. The Foundation can work to help faculty get applications to go through. They are hoping for more participation. Look for email from Fishinger with more information.

C. Noncredit Presentation – Noncredit Faculty

Description: The Academic Senate theme for the month of May is noncredit. Faculty from Continuing Education (noncredit programs) will present a variety of courses and programs offered, the diversity of the student population served, and the successes and challenges of teaching in Continuing Education.

The following noncredit faculty joined the meeting to give their presentation: Julie Cord, Trisha Hoste, Shannon Na, Ruth Gay, Eduardo Aguilar, and Cynthia Vasquez Gonzeles.

For the full audio/video of this discussion, visit this link:

[AS Meeting 05-03-24 Session 1 Noncredit.mp4](#)

Noncredit faculty will return to the next meeting of Academic Senate on May 17th for further discussion with Senate colleagues.

D. BP7400 Employee Travel – Tim Flood

Description: *BP7400 Employee Travel comes to Academic Senate for information only. CCLC recommended removal of optional language the district chose not to include in the BP. This is a reference update only and there are no changes to the BP.*

This information/discussion item was removed from the agenda.

E. Academic Senate Annual Report - Safaralian

Description: *On April 21, 2023, the Academic Senate approved submitting an end-of-the-year report at the end of each spring instead of a program review. This is the second Academic Senate Annual Report being submitted. Safaralian noted that this is the second annual report of the Academic Senate including reports from all subcommittees of AS. This comes for information only.*

XI. Senator Reports

Hossein – Has been 40 years since 10 Iranian women gave their lives for freedom and justice. On June 2nd they will be commemorated at the Encinitas Community Senior Center. Their only sin was to teach children who were removed by force. They were raped as a lesson to other women. Thousands of women have now stood up. Send Hossein a message if you'd like to attend.

Robin Allyn was scheduled to attend the Friday, May 10th meeting of ASG at the SEC but is unable to attend. Sean Davis will attend in her place and Alexis Sade Tucker may also attend at 10am in room SAN3111.

Owens announced a celebration last Friday for EOPS students who are graduating. Today, there is an event to give out free caps and gowns to our students until 1:30pm.

XII. Adjournment – The meeting was adjourned at 11:15m.

MiraCosta College 2025-2026 Academic Calendar

Summer Session 2025 June 2025

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July 2025

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Fall Semester 2025 August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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Spring Semester 2026 January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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83 Days of Instruction • 5 Days of Flex

IMPORTANT DATES

SUMMER

June 9 Start of Summer 8-week Intersession
June 9 Start of Summer 6-week Intersession
August 2 End of Summer Intersession

FALL

Aug 15 All-College Day
Aug 18 Classes Begin
Aug 29 Last Day to Add Classes
Aug 29 No "W" Deadline*
Sept 2 First Census
Nov 14 75% Withdrawal Deadline**
Dec 8-13 Final Exams
Dec 13 Pass/No Pass Deadline***
Dec 13 End of Semester
Dec 25-Jan 1 Campus Closed

SPRING

Jan 20 Classes Begin
Jan 30 Last Day to Add Classes
Jan 30 No "W" Deadline*
Feb 2 First Census
Mar 16-21 Spring Break
Apr 24 75% Withdrawal Deadline**
May 19-22 Final Exams
May 22 Pass/No Pass Deadline***
May 22 Commencement

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

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

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

June 19 Juneteenth (Legal Holiday)
July 4 Independence Day (Legal Holiday)
Sept 1 Labor Day (Legal Holiday)
Nov 10 Veterans Day (Observance)
Nov 27 Thanksgiving Day (Legal Holiday)
Nov 28 Fall Break (Local Holiday)
Dec 25 Christmas (Observance)
Dec 25-31 Winter Closure
Jan 1 New Year's Day (Observance)
Jan 19 Martin Luther King, Jr. Day (Legal Holiday)
Feb 13 Lincoln Day (Observance)
Feb 16 Washington Day (Legal Holiday)
Mar 19-20 Thursday/Friday of Spring Break (Local Holiday)
May 25 Memorial Day (Legal Holiday)

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

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



The MiraCosta College Academic Calendar is reviewed and developed annually by a taskforce of the Academic Affairs Committee (AAC). This taskforce will be composed of members of AAC plus additional resource members. These resource members should include the Professional Development Program (PDP) Coordinator, Associated Student Government (ASG), Office of Instruction, **Classified Senate Representative** and Office of Student Services representatives, and others as needed.

Regulatory Variables

- A. Per California Code of Regulations (CCR) §55701, the academic year consists of a minimum of 175 days of instruction. Note that both assessment and “flex” days (as arranged through the Flexible Calendar Program per CCR §55720) are included within the 175 days.
- B. Primary terms of the academic year are fall and spring semesters. The academic year begins with the fall semester.
- C. There must be sufficient time to meet the minimum required instructional hours for each course, in accordance with the course outline of record.
- D. All state and federal holidays are scheduled on the specified days/dates (with the exception of Veterans Day and Lincoln Day, which generally have allowable options). Refer to Education Code §79020 for the list of official academic holidays and laws regulating the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends. The Board of Trustees may declare other days to be holidays, but must maintain the minimum required 175 days of instruction.

Operating Principles

~~A. Veterans Day is observed on the federal holiday if all other regulatory constraints are met.~~

B.A. Spring break is scheduled for one week following the eighth week of instruction during the spring semester.

Timeline

- A. In the spring semester, the AAC develops an academic calendar for the year after the next academic year and proposes it to the Academic Senate.
- B. By mid-September, the Academic Senate approves the recommended academic calendar.
- C. The superintendent/president submits the Academic Senate's recommended academic calendar to the Board of Trustees for their approval; the board adopts the academic calendar by the end of October.

The purpose of this procedure is to provide an efficient and equitable means of resolving student grievances. This procedure is available to any student who believes a decision or action by an instructor, college official, or by another student has adversely affected their status, rights, or privileges as a student.

Grievances related to course grades are addressed in Board Policy 4231: Grade Changes and Administrative Procedure 4231: Grade Changes.

For grievances related to sexual harassment, sexual assault, or discrimination (i.e. age, ancestry, citizenship status, color, physical disability, mental disability, ethnic group identification, sex, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or military and veteran status, or because they are perceived to have one or more of the foregoing characteristics), students should contact the Title IX Coordinator, Deputy Title IX Coordinators, and/or the MiraCosta College Police Department. Staff members in those areas will assist students with the correct processes for resolution. Complaint and investigation policies and procedures related harassment and discrimination (including sexual assault, sexual violence, dating violence, stalking and domestic violence) can be found in Board Policy 3433: Prohibition of Sexual Harassment under Title IX, Administrative Procedure 3433: Prohibition of Sexual Harassment under Title IX, Administrative Procedure 3434: Responding to Harassment under Title IX, and Administrative Procedure 3435: Discrimination and Harassment Complaints and Investigations.

This procedure does not apply to the following:

- A. Student conduct, which is covered under Administrative Procedure 5500: Standards of Student Conduct, and Administrative Procedure 5520: Student Conduct Procedures.
- B. Traffic tickets. Those complaints must be made to the local courts.
- C. Parking tickets. Those complaints must be made at the College Police Office.
- D. Grievances related to sexual harassment, sexual assault, or discrimination.

Definitions

- A. The college: This means MiraCosta Community College District.
- B. Grievance: A statement of a complaint about something believed to be wrong or unfair.

A student who has a concern or complaint should follow the conflict resolution process, which is described below. The Student Affairs department can assist a student with this process.

Conflict Resolution

To resolve any issues with a faculty member, the student should make a reasonable effort to follow the steps listed below:

- A. Contact the instructor in person, by email, or by telephone, unless there is a valid reason (student feels intimidated, instructor unavailable after several attempts, etc.) to omit this step.
- B. If the concern or complaint is not resolved satisfactorily by contacting the faculty member, contact the faculty member's department chair or department faculty designee in person, by email, or by telephone. The department chair or department faculty designee will determine if the student contacted the faculty and if applicable, explore their reasons not to do so.
- C. If the concern or complaint is still not resolved, contact the faculty member's dean in person, by email, or by telephone. The dean will determine if the student contacted the faculty and/or department chair and if applicable, explore their reasons not to do so.
- D. If the concern or complaint is still not resolved, contact the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center to explore other possible options to address the concern.

To resolve any issue with a staff member or administrator, the student should make a reasonable effort to follow the steps listed below:

- A. Contact the staff member or administrator with whom the student has the grievance in person, by email, or by telephone, unless there is a valid reason (student feels intimidated, staff member or administrator unavailable after several attempts, etc.) to omit this step.
- B. If the concern or complaint is not resolved satisfactorily, contact the appropriate supervisor in person, by email, or by telephone.
- C. If the concern or complaint is still not resolved, contact the appropriate dean or department head in person, by email, or by telephone.

- D. If the concern or complaint is still not resolved, contact the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center to explore other possible options to address the concern.

To resolve a conflict with another student, the student with the complaint should make a reasonable effort to follow the steps listed below:

- A. If appropriate, discuss the issue with the other student directly in person, by email, or by telephone unless there is a valid reason (student feels intimidated, other student unavailable after several attempts, etc.) to omit this step.
- B. Meet with the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center, or designee in person to explore other possible options to address the concern.

Academic Affairs Committee Hiring Taskforce Fall ~~2024~~ ~~2023~~ Timeline for Full Time Faculty Hire Plan Prioritization

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

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

Timeline:

End of Week 3 of the Fall Semester (Sept ~~6, 2024~~ ~~8, 2023~~): Departments who are requesting a full-time position submit their full-time faculty hire request, providing supporting evidence of need under the five areas of consideration. During these first three weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department chairs/plan authors notify the Academic Affairs Committee (AAC) chair via email that their program is submitting a plan to request a faculty position. **Retiring or resigning faculty must submit their notification to HR by this deadline** for the hire plan author to describe the requested hire as a replacement. Please note: all full-time faculty hire requests (growth and replacement) are reviewed and ranked using the same criteria as outlined in the AAC Hiring Prioritization Guide. Replacement requests are not guaranteed to rank higher than a growth position.

Weeks 4-5 (September ~~9-20~~ ~~11-22~~): The AAC hiring taskforce members will individually review all hire plans and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the hire plans in priority order and will keep notes on rationales for each ranking. At the end of week 5, the AAC hiring taskforce will meet to discuss each plan, collect any questions that the taskforce has for plans reviewed, and determine an initial priority ranking.

Week 6 (September ~~23-27~~ ~~25-29~~): The AAC chair will forward questions from the hiring taskforce to hire plan authors and relay answers to the taskforce. At the end of week 6, the AAC hiring taskforce will meet to continue hire plan discussions, determine a recommended priority ranking, and write a rationale for each position's ranking.

Week 8 (October ~~11~~ ~~13~~): The Academic Affairs Committee votes on the prioritization of the hire plans.

Week 9 (October ~~14~~ ~~16~~): The Academic Affairs Committee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 11 (November ~~1~~ ~~3~~): The Academic Senate votes on the prioritization of the hire plans and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.



Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does not constitute a binding contract with students -- a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

Instructors are encouraged to consult with the department chair and/or with the course lead instructor to determine if other discipline or course-specific elements should be included.

To assist in designing the style, tone, and other components of your syllabus (and/or your Canvas page), this checklist is organized into four sections:

1. **Required Syllabi Content**
2. **Suggested Syllabi Content**
3. **Recommended Language for Your Syllabus or Canvas Page**
4. **Helpful Links for Your Syllabus or Canvas Page**

1. Required Syllabi Content

About the Class:

- Course prefix and number (example: CHEM 101)
- Semester and year
- Any onsite meetings if this is a hybrid class.

About the Instructor:

- Instructor's Name
- Instructor's contact information (at minimum, email address and/or phone number). For your personal security and for FERPA compliance, please use your MiraCosta email address and not your personal email address.

About the Course Content:

- Required materials: (materials fees, textbook (full title), edition(s) and/or copyright year(s), and other course materials) (ISBN # is suggested, not required)
- Field trips or alternative assignments
- Student Learning Outcomes (from Course Outline of Record)
- Program Learning Outcomes (as applicable)
- Institutional Core Competencies (see "Important Links" below)

Additional requirements for online or hybrid courses: ¹

- Policy describing the frequency and timeliness of instructor-initiated contact.
- Policy describing how, where, when instructor provides feedback.
- Description of how, where, and when course documents are made available to students.
- Support services available to online students.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Student Learning Outcomes (SLOs) and Core Competencies

Accreditation requirements necessitate all faculty provide Core Competencies in their syllabi. Methods by which faculty may want to demonstrate the linkage between their Course SLOs (CSLOS) and the [MiraCosta's Core Competencies](#) utilizing one of the following methods:

- Method 1: Insert a table in your syllabus to highlight the alignment of your CSLOs to the College's Core Competencies. *See example below)

Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of BIO 220. These are assessed using exams, projects, and other assignments.	MCC Core Competencies are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in BIO 220.
SLO #1: Student will be able to evaluate a physiological event that disrupts homeostasis.	<ul style="list-style-type: none">• Critical Thinking,• Problem Solving,• Written Communication Skills
SLO #2: Student will be able to design a valid experiment which investigates a physiological process.	<ul style="list-style-type: none">• Critical Thinking,• Creative Thinking
SLO#3: Student will be able to defend structure-function relationships in the human body	<ul style="list-style-type: none">• Written Communication Skills

- * Please ensure the table is inserted with the proper accessibility requirements. Consider reaching out to [Student Accessibility Services](#) personnel for assistance.

- Method 2: Provide a [link](#).

- Method 3: Use written information to describe which of your CSLOs align to the College's Core Competencies. For example:

SLO #1: Students will be able to evaluate a physiological event that disrupts homeostasis.

This CSLO evaluates your ability in critical thinking, problem solving, and written communicating skills developed through assignments and exams in this course.

¹ MCC [AP 4105 \(Distance Education\)](#): Title 5, §55200 et seq.; [MiraCosta Online Class Quality Guidelines](#)

Program Student Learning Outcomes:

- PSLOs should be included on syllabi for courses that are part of the required core for that program and in the same discipline.
 - It is not necessary for other required courses in that program (i.e., courses in other disciplines, non-core courses in the same discipline) to list the PSLOs.
-

2. Suggested Syllabi Content

About the Class:

- Course Section number
- Course name
- Meeting days, times, and locations

About the Instructor:

- Office hours
- Response time to email or voicemail messages.

About Attendance:

- Policy on late arrivals or early exits
- Definition of excessive absences (as the instructor, you are responsible for establishing attendance standards appropriate to your discipline and pedagogy and communicating them to your students²).

About Dropping:

- Policy on dropping students from your class (it is the student's responsibility to drop or withdraw, unless you state you will do so upon certain conditions, such as no longer participating in the course. This includes, but is not limited to, excessive unexcused absences that must relate to nonattendance. In an online environment, nonparticipation in course activities will be interpreted as nonattendance²).

NOTE: It is strongly encouraged to clear your roster by dropping students who have stopped attending class and participating regularly by the 75% withdrawal date.

About Coursework and Grading:

- Grading/evaluation structure
- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating³
- Academic integrity
- Policy/expectations for the use of Artificial Intelligence
- Participation (if it is included in grading)
- Circumstances for Incomplete grade

² MCC [AP 5075 \(Course Add and Drops\)](#); Title 5, §§55024, 58004, 58161, 58509

³ MCC [AP 5500 \(Standards of Student Conduct\)](#); MCC [BP 5505 \(Academic Integrity\)](#)

About Your Expectations:

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect
- Inform students about the unit requirements and study hours outside of the classroom.

About the Course Content:

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- Assignments
- Calendar
- Tips for success in this course

About Support Services (see recommended language below):

- Student Accessibility Services (SAS) statement (Disability Accommodation)
- Academic support services (College Support Services)
- Student support services

Important Dates:

- [Important dates \(Admissions web page\)](#)
- 75% withdrawal deadline
- Final exam date and time
- Pass/No pass is the last day of instruction for your class.

3. Recommended Language for Your Syllabus or Canvas Page

Academic and Career Pathways

Academic and Career Pathways (ACPs) are collections of majors with related courses that fit within a career area. ACPs help guide you toward fulfilling careers through academic programs and integrated experiences and support services. You can narrow down your choice of major and begin developing an educational plan that leads to degree or certificate completion or transfer. You will also join a community of diverse individuals working toward similar academic and career goals. For more information, please visit the [ACP webpage](#)

Accessibility Statement

I have made every attempt to ensure this course is accessible for all students. If you encounter any accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so that we can investigate the matter further and provide equally effective alternatives, if needed.

Basic Needs

The benefits of including basic needs language in your course syllabi include:

- It destigmatizes basic needs concerns to promote student self-advocacy.
- It promotes better relationships between faculty and students.
- More students become aware and utilize support services that are offered.
- Students experience greater success when they have access to more information on educational and personal resources.

Option A

It can be difficult to be present and maintain focus if you have challenges meeting basic needs such as a place to live, access to food, consistent transportation, and more. These challenges may impact your personal and academic success and we are here to help. Our Campus Assessment, Resources, and Education (CARE) program helps locate resources on and off campus to meet those basic needs. I urge you to speak with me so that I may submit a CARE referral on your behalf. You may also visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the CARE Resource Guide for Basic Needs linked on their website.

Option B

If you or someone you know is experiencing difficulty meeting basic needs such as food, housing, transportation, mental health, or other personal and academic challenges; our Campus Assessment, Resources, and Education (CARE) program is here to support you with finding resources on- and off- campus to meet those basic needs. Please visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the CARE Resource Guide for Basic Needs linked on their website.

Option C

MiraCosta College offers its students incredible support services through the Campus Assessment, Resources, and Education (CARE) program. The CARE Team is committed to taking a holistic approach to help students succeed while addressing any challenges you may be experiencing to meet your basic needs such as food, housing, transportation, mental health, childcare, legal aid, etc. On-campus and off-campus resources are often provided to students to help meet your short-term and long-term needs with the goal of improving the outcomes of your academic and personal success. Here are a few ways that the CARE team can help:

- Linkage to referrals
- Free food and groceries
- CalFresh application assistance
- Connection to technology resources such as computers and hotspots
- And more depending on your needs!

To learn more about the services offered, please visit the [CARE web page](#) and check out the [CARE Resource Guide for Basic Needs](#). As your professor, I want to know how to support you in the best way possible. Please feel free to reach out to me if you have any questions about CARE and I can connect you with our amazing CARE team via the CARE Referral.

College Support Services

[The Learning Centers \(TLC\)](#) assist students by providing individual and group tutoring, writing feedback, drop-in appointments, and student success workshops. Services are free and available to all students at all MiraCosta College campuses and online through Zoom. The TLC includes the Academic Support & Innovations Center ([ASIC](#)), STEM Learning Centers ([STEMLC](#)), and Writing Center ([WC](#)) with current hours available on their websites. Additional [student support services](#) are also available including: [academic counseling](#), [military and veterans' services](#), [financial aid](#), [scholarships](#), [career counseling](#), [technical support](#), [computer labs](#), and support in [language courses](#). I highly encourage you to take advantage of these free support services.

Disability Accommodations

If you have a disability, IEP, 504 plan or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you're encouraged to contact the [Student Accessibility Services \(SAS\)](#) office. The SAS office can be reached at (760) 795-6658 or email sas@miracosta.edu. The SAS office will help

you determine what accommodations are available for you. If you're requesting my assistance utilizing any authorized accommodations, please contact me as soon as possible.

Diversity Statement:

Examples: It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I will strive to present materials and activities that are respectful of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel open to letting me know ways to improve the effectiveness of the course.

Hate Free Zone:

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listen to and appreciate differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. I thank you for honoring this practice and creating a brave space for us to learn and grow together.

Incomplete Grade

Students seeking a grade of Incomplete must have completed 75% of the coursework and request an incomplete prior to grades being submitted. See [Incomplete Grade Petition](#) under credit forms.

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are always connected to the Internet and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to monitor every computer at all times. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational trainings, scholarships for LGBTQIA+ students and their active allies, the [SPHERE Program](#), and the [Out@MiraCosta](#) online directory. Visit the MiraCosta College LGBTQIA+ Equity [web page](#) to learn more about LGBTQIA+ equity efforts, to view contact information for LGBTQIA+ student services specialists, or to speak with someone about an incident of bias.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. For more information, please visit the [Library webpage](#).

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's CARE Team is here to provide support and/ or help you get connected to appropriate resources.

You may fill out a [CARE referral form](#) to request assistance, or schedule free mental health counseling sessions at [Health Services](#) or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a [Petition for Pass/No Pass](#) to Admissions & Records by (*the last date of instruction for the course (specify the last date of instruction for your class)*). The petition [form](#) is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the [MiraCosta College catalog](#) or schedule for more detailed information.

4. Helpful Links for Your Syllabus or Canvas Page

MCC Administrative Procedures:

[AP 4105 Distance Education](#)

[AP 5075 Course Adds and Drops](#)

[AP 5500 Standards of Student Conduct](#)

[BP 5505 Academic Integrity](#)

Instruction:

[About The STEM Learning Center](#)

[Academic Counseling: \(Credit\)](#)

[Academic Counseling: \(Noncredit\)](#)

[Academic Support & Innovations \(formerly known as Tutoring & Academic Support\)](#)

[Academic Proctoring Center](#)

[Assistive Tools Available for Learning](#)

[Career Counseling/Services \(Credit\)](#)

[Career Services \(Noncredit\)](#)

[Core Competencies](#)

[Math Learning Center \(STEMLC\)](#)

[Library](#)

[Online Education Support Resources](#)

[Student Learning Outcomes](#)

[Writing Center](#)

Student Services

[Campus Assessment, Resources and Education \(CARE\)](#)

[Career Resources for Diverse Communities](#)

[Food Pantry & Food Distribution](#)

[Health Services](#)

[LGBTQIA+ Resources](#)

[Military and Veterans Services](#)

[Student Accessibility Services \(SAS\)](#)

[Student Forms](#)

[Student Resources](#)

Academic Success & Equity Programs:

[Puente](#)

[Mana](#)

[RAFFY \(Resources & Assistance for Former Foster Youth\)](#)

[Umoja](#)

[UPRISE \(Undocumented Student Rise in Solidarity and Empowerment\)](#)

[Transitions](#)

[SPHERE](#)