MiraCosta College
Academic Affairs Subcommittee Regular Meeting
March 12, 2021 - 9:00 – 11:00 am
Via Zoom: https://miracosta-edu.zoom.us/j/98344724076?pwd=Nkt3YkI0NjRnWWlOMkN1cXdRaHk0dz09
Passcode: 497370

I. **Call to Order**

II. **Public Comment**

III. **Changes/Additions to the Agenda**

IV. **Minutes of the February 05, 2021 Regular Meeting: Review and Approval (**attachment**)**

V. **Reports/Discussion**
   a. **Hiring** (Bonds-5 min)-Discuss draft of hiring ranking timeline, and the hiring prioritization guide. Seeking consensus before disseminating these documents.
   b. **Calendar (**Bonds/Fohrman- 5 min)-Affirm next calendar subcommittee meeting date and time.
   c. **Textbook Affordability (**McFall-10 min**)**
   d. **SURF Updates (**Willis-5 min**)**
   e. **Updating Syllabus Checklist (** -0 min)-
   f. **Redesigning the Student Experience** (Dieckmeyer /Fohrman *-5 min*)

VI. **New Business**
   a. **AP/BP 4010 Academic Calendar** (Bonds-10 minutes)
   Description: The CCLC does not recommend any particular modifications to these. We're opening discussion to consider any possible modifications. Our goal is to forward an approved version of the updated documents to the Academic Senate after our April, or May meeting.

   b. **AP/BP 4250 Probation, Disqualification, and Readmission** (Bonds-5 minutes)
   Description: The CCLC does not recommend any particular modifications to these. We're opening the discussion so it can return in April, or May before AAC forwards the updated AP/BP documents to the Academic Senate.

VII. **Old Business**
   a. **Academic Calendar 2022-23** (Bonds-15 minutes)
   Description: Continue discussion of the draft options of the proposed calendar for the 2022-23 term. Our goal is to forward an approved version of the academic calendar to the Academic Senate after our April meeting.

   b. **BP 4300 Field trips and Excursions** (Fohrman /Bonds-10 minutes)
   Description: The CCLC does not recommend any particular modifications to this BP. We're reviewing the changes the subcommittee recommends. AAC can vote to forward the updated BP document to the Academic Senate.

   c. **BP 4030 Academic Freedom** (Bonds/McFall/Ante-Contreras-15 minutes)
   Description: The CCLC does not recommend any particular modifications to this AP. We're reviewing the changes the subcommittee made. AAC can vote to forward the updated BP document to the Academic Senate.

VIII. **Information**
   a. **Ethnic Studies Department/AS Resolution** (López/Figueroa-10 minutes)
   Description: Alicia and Maria Figueroa are with us to discuss the AS approved resolution to create an Ethnic Studies Department and support a new faculty position in this area. (***Time Certain: 9:15am***)
   b. **Implementing Credit for Prior Learning** (Dieckmeyer -5 minutes)
   c. **Back to Campus Plans** (Dieckmeyer -10 minutes)
   d. **Educational Master Plan Update** (Dieckmeyer/Tarman -10 minutes)

IX. **Future Agenda Items**
   a. **AP 5070 Attendance Accounting**
   Description: We're waiting for feedback. It can return in April for a second read before AAC votes to forward the updated AP document to the Academic Senate.

DRAFT 1 **Academic Affairs Subcommittee Hiring Taskforce**
Fall 2021 Timeline for Full Time Faculty Hire Plan Prioritization

Ranking of all full-time faculty requests for both new 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 10, 2021): 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 Subcommittee Chair via email that their program is submitting a plan form to request a faculty position. **Retiring faculty must submit their notification to HR by this deadline** in order for a replacement position to be considered and ranked as such, rather than as a new faculty request.

Weeks 4-5 (September 13-24): The AAC hiring taskforce members will individually review all requests and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the position requests in priority order, and will keep notes on rationales for each ranking.

Week 6 (September 27-October 1): The AAC hiring taskforce will meet to discuss each plan and determine a recommended priority ranking and write a rationale for each position's ranking.

Week 7 (October 8): The Academic Affairs Subcommittee votes on the prioritization of the hiring requests.

Week 8 (October 15): The Academic Affairs Subcommittee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 11 (November 5): The Academic Senate votes on the prioritization of the hiring requests 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.

Academic Affairs Subcommittee Hiring Taskforce
Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests

Area 1: Departmental and Institutional Planning
1. How does this full-time faculty hire request align with current short and long term departmental and institutional goals?
2. Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?
3. Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?
4. How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?
5. How have college planning processes and data analysis been used to justify the hire request?
6. Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?
7. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

Area 2: Student Success and Equity
1. What key trends have been noted in student success and equity data indicators such as:
    a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
    b. Successful course completion
    c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
    d. Utilization of support services
2. What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
3. In what ways is the department or program working to close equity gaps for students?
4. In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?
5. In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

Area 3: Leadership
1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?
3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?
5. Are availability of associate faculty or other alternatives to hiring full-time faculty limited?

Area 4: Campus Impact and External Factors
1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Area 5: Program Quantitative Data
1. Over the past three years, what trends have been observed in the following program efficiency and demand indicators?
    a. Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio
    b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?

The MiraCosta College Academic Calendar is reviewed and developed annually by a subcommittee of the Academic Affairs Committee. This subcommittee shall be comprised of members of Academic Affairs plus additional resource members. These resource members should include the Professional Development Program (PDP) Coordinator, representatives of the Offices of Instruction and Student Services, 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. Spring break is scheduled for one week following the eighth week of instruction during the spring semester.

Timeline

A.   In the spring semester, the Academic Affairs Committee develops an academic calendar for the year after the next academic year and proposes it to the Academic Senate Council.

B.   By mid-September, the Academic Senate Council 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.

By the end of September of each year, the superintendent/president shall, in consultation with the Academic Senate, submit to the Board of Trustees for approval an academic calendar for the year following the next academic year.

See Administrative Procedure 4010.

This administrative procedure applies to college-credit students only.

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

B.   Progress Probation – A student shall be placed on progress probation if they have attempted a total of at least twelve (12) semester units and fifty percent (50%) or more of units attempted resulted in grades of "W"–withdrawal, "I"–incomplete, "NC"–no credit, or "NP"–no pass.

C.   Academic and Progress Probation are calculated for the spring and fall semesters on the basis of the student's enrollment after the deadline to drop without a "W." Summer grades are included in overall calculations for the spring and fall semesters. Probation is posted on the student's permanent record.

D.   The Admissions and Records Office shall make every reasonable effort to notify a student of academic and progress probation in a timely manner. Upon notification of probation, the student shall be directed to see a counselor prior to the next registration period to discuss ways in which the student can overcome his/her academic deficiencies. Information on support services and appeal procedures will be included in the notification.

E.   A student who is placed on probation may submit an appeal to the Committee on Exceptions.

Probation

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

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

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

Dismissal

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

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

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

Readmission

A student who has been dismissed may be reinstated when the student:

A. Does not attend for one semester.

B. Consults with a counselor to determine whether the reasons that led to dismissal have been corrected sufficiently to enable improved performance.

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

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

Disqualification from Veterans Administration Educational Benefits

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

See Administrative Procedures 4250 and 4255, Disqualification and Dismissal.

2022 - 2023 Academic Calendar

Begin both semesters on Saturday to get the 16 Saturdays for labs

June 2022

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

July 2022

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

hool could begin on 6/6 so it ends on 7/29

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

S	M	T	W	Th	F	S	
			1	2	3	4	2
5	6	7	8	9	10	11	3
12	13	14	15	16	17	18	The 17th has options but this is the only 4-day
19	20	21	22	23	24	25	weekend option
26	27	28					

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

August 2023

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

Legend

Color	Description
	Finals
	Graduation& Finals
	Spring Break
	Summer Intersession
	Flex
	All College Day
	Non-class days
	Mandated Holidays

Created 11/25/2020

3/1/20213/1/2021

June 2022

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

July 2022

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

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

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

March 2023

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

April 2023

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

May 2023

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

2022 - 2023 Academic Calendar

Begin both semesters on Saturday to get the 16 Saturdays for labs

June 2022

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

July 2022

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

:hool could begin on 6/6 so it ends on 7/29

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

S	M	T	W	Th	F	S	
			1	2	3	4	2
5	6	7	8	9	10	11	3
12	13	14	15	16	17	18	The 17th has options but this is the only 4-day
19	20	21	22	23	24	25	weekend option
26	27	28					6

4
5

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

August 2023

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

Legend

Color	Meaning
	Finals
	Graduation & Finals
	Spring Break
	Summer Intersession
	Flex
	All College Day
	Non-class days
	Mandated Holidays

Created 11/25/2020

2022 - 2023 Academic Calendar

June 2022

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

July 2022

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

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

S	M	T	W	Th	F	S	
			1	2	3	4	2
5	6	7	8	9	10	11	3
12	13	14	15	16	17	18	4
19	20	21	22	23	24	25	The 17th has options but this is the only 4-day weekend option
26	27	28					5

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

August 2023

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

Legend

- Finals
- Graduation & Finals
- Spring Break
- Summer Intersession
- Flex
- All College Day
- Non-class days
- Mandated Holidays

Created 11/25/2020

2022 - 2023 Academic Calendar

Begin both semesters on Saturday to get the 16 Saturdays for labs

June 2022

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

July 2022

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

hool could begin on 6/6 so it ends on 7/29

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

S	M	T	W	Th	F	S	
			1	2	3	4	2
5	6	7	8	9	10	11	3
12	13	14	15	16	17	18	The 17th has options but this is the only 4-day
19	20	21	22	23	24	25	weekend option
26	27	28					6

4
5

March 2023

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

April 2023

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

May 2023

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

Legend

Color	Description
Finals	
Graduation & Finals	
Spring Break	
Summer Intersession	
Flex	
All College Day	
Non-class days	
Mandated Holidays	

Created 11/25/2020

June 2023

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

July 2023

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

August 2023

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

The superintendent/president shall establish procedures that regulate the use of district funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

Field trips are viewed as an extension of the classroom, and they must be approved in advance by the appropriate dean and/or superintendent/president and be supervised by district faculty or staff members.

The district may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

If a trip destination for a class field trip or a student organization activity is outside the state of California, the written approval for the trip must be obtained from the appropriate vice president and/or the superintendent/president. In addition, the director of risk management must be informed in writing. Detailed guidelines for field trips will be maintained in district administrative procedures.

Travel to restricted states (AB 1887) is not permitted with state categorical funds and other funds, unless it meets the allowable exceptions and must be approved by the division vice president and superintendent/president. Although AB 1887 does not apply to California Community Colleges, as explained by the California Attorney General's Restricted Travel List Memo, state categorical funding cannot be used for travel to these eleven (11) states listed below. MiraCosta College is honoring the legislation by voluntarily imposing the travel restrictions and allowable exceptions described in AB 1887.

The following is the current list of states subject to California's ban on state-funded and state-sponsored travel:
Alabama
Iowa
Kansas
Kentucky
Mississippi
North Carolina
Oklahoma
South Carolina
South Dakota
Tennessee
Texas

See Administrative Procedure 4300.

Academic freedom represents an understanding of mutual respect in valuing how faculty and students engage in conversations and learning.

For students, academic freedom is the right to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.

For faculty in the classroom setting, academic freedom is the right to interpret their fields and to communicate conclusions without interference or penalty even when these conclusions are at variance with those of constituted authorities, organized groups, or individuals.

For faculty outside of the classroom setting, academic freedom is the right to research, present, and publish without interference or penalty, subject to the adequate performance of their other academic duties. Research for financial gain should be based upon an understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

Academic freedom carries with it community responsibility. This responsibility emphasizes the obligation to study facts, to present and interpret ideas concerning human society and all fields of knowledge, and to share those ideas with consideration for the impact on students and colleagues. While showing respect to others and striving to avoid bias on controversial topics, faculty members may present conclusions and interpretations supported by the evidence, both in the classroom and outside of it. Both faculty and students are free to compare and contrast issues and concepts taught in a course with any field of human expression and/or time period.

Faculty members are citizens, authorities of their discipline, and community representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their unique position in the community imposes corresponding obligations.

Faculty, staff, students, and administrators should at all times strive for accuracy and engage in respectful discourse, especially when opinions differ.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.

Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds his/her freedom of expression attacked or curtailed.

~~Definitions~~

~~Academic freedom in the classroom is the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups or individuals.~~

~~Outside the classroom, faculty members are entitled to full freedom in research and in the presentation and publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an~~

understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

Academic freedom carries with it corresponding responsibility. Academic responsibility emphasizes the obligation to study facts, to present and interpret ideas concerning human society and all fields of knowledge. Since human knowledge is limited and changeable, faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. However, controversial matters that bear no relation to the subject matter should not be introduced into classes.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times strive for accuracy, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.

Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds their freedom of expression attacked or curtailed.

The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.

A Resolution of the MiraCosta College Academic Senate
Creation of an Ethnic Studies Department (R. 1-21)

WHEREAS, California adopted AB 1460 in August 2020 (codified in California Education Code Section 89032), which created an Ethnic Studies general education graduation requirement for the California State University (CSU) that will commence in the 2021–22 academic year and which will require campuses to provide lower division courses meeting Ethnic Studies core competencies[1] that either have an Ethnic Studies prefix or are cross-listed with an Ethnic Studies course starting in Fall 2021; and

WHEREAS, the Academic Senate for California Community Colleges called "for developing Ethnic Studies as an AA degree discipline/program and/or a component of the General Education Curriculum" as far back as 1988 with Resolution Number 5.04 and as recently as the fall 2020 plenary adopted Resolutions Numbered 9.03 and 9.04[2], which respectively recommended "the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees" and establishment of "an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies"; and

WHEREAS, Ethnic Studies is an interdisciplinary academic discipline clearly defined by the California Community Colleges Chancellor's Office[3] focused on four historically defined racialized core groups— Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including Ethnic studies, Chicana and Chicano studies, Latina and Latino studies, African-American studies, Black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, Indigenous studies, Filipino studies, La Raza studies, and Central American studies; and

WHEREAS, establishing distinct epistemological and pedagogical practices aimed at transforming oppressive systems while improving student achievement outcomes is central to the historic mission and contemporary scope of Ethnic Studies[4], granting it greater "influence on course offerings," the "power to define itself intellectually and academically," and the ability "to build a sound, coherent, and intellectually challenging program" rather than a "haphazard sampling of whatever courses may be available through a number of different departments"; and

WHEREAS, MiraCosta College does not offer Ethnic Studies designated courses due to the limited number of Ethnic Studies discipline faculty among tenured and associate faculty who successfully meet the minimum qualifications; and

WHEREAS, creating an Ethnic Studies Department, especially with at least one full-time faculty expert to help lead the department, empowers faculty to work on curricular and programmatic innovations with Ethnic Studies pedagogy and paradigms, which would not be possible if Ethnic Studies was entirely reliant on existing subject areas/departments/disciplines and programs;

---

[1] https://calstate.policystat.com/policy/8919100/latest/

[2] https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf

[3] https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Educational-Programs-and-Professional-Development/Minimum-Qualifications

[4] See "The History, Development, and Future of Ethnic Studies" by Evelyn Hu-DeHart, "The Co-opting of Ethnic Studies in the American University: A Critical View" by Jesse M. Vazquez, and "What is and is NOT Ethnic Studies" Letter to the State Assemblymembers Medina and Weber by Kenneth Montiero.

WHEREAS, Ethnic Studies coursework and programming is in keeping with the MiraCosta College's Mission, Vision, and Values statements and commitment to becoming a racially just campus.

NOW THEREFORE, BE IT RESOLVED, that the MiraCosta College Academic Senate in accordance with the recent Academic Senate Resolution of the Declaration that Black Lives Matter and a Call to Action (R. 1-20), support the creation and expansion of Ethnic Studies courses with respect and acknowledgement of the academic field of study, historically rooted in distinct epistemological and pedagogical practices; and

BE IT FURTHER RESOLVED, that this resolution serve as the basis to establish high priority for one full-time Ethnic Studies faculty position in the upcoming faculty request ranking process; and

BE IT FURTHER RESOLVED, that the MiraCosta Academic Senate, in collaboration with relevant college governance committees and administration, support an independent Ethnic Studies workgroup led by a tenured faculty member who possesses the appropriate minimum qualifications in Ethnic Studies, to plan for meeting the needs of students and to grow and nurture Ethnic Studies course offerings in a sustainable way leading to the establishment of an Ethnic Studies Department at MiraCosta College.