

MiraCosta College
Academic Affairs Committee Regular Meeting
October 11, 2024
9:00 – 11:00 am, OC3515



[Link for remote viewing and public comment](#)

Meeting ID: 821 7914 8944

- I. **Call to Order**
- II. **Remote Member Attendance**
Description: AAC will consider remote participation of members under the provisions of AB2449, if any.
- III. **Roll Call**
- IV. **Public Comment**
- V. **Changes/Additions to the Agenda**
- VI. **Minutes of the Sept 13, 2024 Regular Meeting: Review and Approval (attachment)**
- VII. **Subcommittee Memberships: Updating Academic and Board Policies (AP/BP), 26/27 Calendar Development, Textbook Affordability, SURF Updates, Syllabus Checklist**
- VIII. **Reports**
 - a. **Hiring (Hull)**
 - b. **Calendar (Hull)**
 - c. **Textbook Affordability (Pescarmona)**
 - d. **SURF Updates (Hull)**
 - e. **Updating Syllabus Checklist (Hull)**
 - f. **Redesigning the Student Experience (Pescarmona)**
- IX. **New Business**
 - a. **Recommended Prioritization of Full-time Faculty Requests (Hull – 1 hour)**
Description: The hiring prioritization workgroup will present their recommendation to the entire committee for review and discussion. Please read the attached document and be ready to vote, so AAC can forward to the Academic Senate in accordance with the hiring timeline
- X. **Old Business**
 - a. **AP/BP 4300: Field Trips and Excursions**
Description: Revision of procedures for out-of-state and international travel for field trips. Returning to AAC for 3rd read and vote before forwarding recommendation to Academic Senate. (see attachment)
 - b. **AP 5530: Student Rights and Grievances**
Description: Update to the conflict resolution section related to resolving any issue with a faculty member. Part B now includes “department chair or faculty designee” as some programs do not have a department chair. Returned by Academic Senate for further discussion. Vote before forwarding recommendation to Academic Senate. (see attachment)

XI. Adjournment

Next Meeting: November 8, 2024

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 open 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 Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance.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 and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 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 and its subcommittees 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 Committees website at <https://www.miracosta.edu/governance/academic-senate/committees.html>. Such writings will also be available at the meetings. 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 meetings may be available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.

**MiraCosta College
Academic Affairs Committee
Meeting Minutes**

September 13, 2024

9:00 – 11:00 am

OC3515

- I. **Call to Order** – 9:04am
- II. **Remote Member Attendance** – Tacey Hosley, Kathy Rodriguez
- III. **Roll Call**- Adrean Askerneese, Lauren Greenwald, Robert Kelley, Shafin Ali, Tracy Williams, Tyrone Nagai, Christopher Sleeper, Claudia Flores, Denee Pescarmona, Daria Davis, Darlene Burke, Julie Cord, Lauren McFall, Sylvia Harrington, John Makevich, Stacey Hull (Chair), Kyle Arriola

Members absent- Giana Carey and Kris Peck
- IV. **Public Comment**- None
- V. **Changes/Additions to the Agenda**
Redesigning the Student Experience – Adrian will provide an update today, but moving forward Denee will be providing the report. Adrian has stepped down from his leadership position with Redesigning the Student Experience.
Nick Mortaloni will join at 9:30am for review of AP43XX: Student Travel Guidelines and he will be able to answer questions.
- VI. Approve minutes of the regular meeting on May 10, 2024 - **[Cord/Ali] MSP approval May 10, 2024 minutes.**
- VII. **Orientation for AAC Members**
Hull provided an orientation for new members. Some important information provided: AAC is a subcommittee of the Academic Senate, brief explanation of AAC responsibilities, committee make-up (16 faculty (usually 15), 3 administrators, 2 classified staff and 1 student (currently trying to identify student)), ACC meetings will happen the 2nd Friday of the month from 9-11am (to participate via Zoom members should have their camera on), all meetings will include a section of reports, timelines of the responsibilities of AAC. Next meeting members will start signing up / volunteering for updates on AP/BP. Rodriguez request to add BP/AP 5010, BP 5011, BP/AP 5015 and BP/AP 5020.
- VIII. **Reports**
 - a. **Hiring** (Hull) - The FT faculty prioritization workgroup has one more week to complete independent reading of plans and is scheduled to discuss and prioritize on Friday, Sept. 20th and 27th. Pescarmona will confirm the number of faculty that notified HR of retirement by the deadline and will have a number before the next meeting.
 - b. **Calendar** (Hull) - Classified Senate completed negotiations with the district and December 24th is now an official holiday for classified staff. This update was included in the 25-26 calendar approved by Academic Senate.
 - c. **Textbook Affordability** (Pescarmona) - Update on AB 607 (Course Materials Cost Publication). 40% of our classes need to have cost associated with them in SURF by January 2025.
 - d. **SURF Updates** (Hull) – Workgroup will be meeting twice a semester for the 24-25 academic year.
 - e. **Updating Syllabus Checklist** (Hull) – Workgroup will discuss the possibility of updating the Syllabus Checklist twice during the academic year (once each semester). Updates come in from various groups each time the Checklist is distributed to the campus community at the start of the semester.

- f. **Redesigning the Student Experience (Askerneese)** – Askerneese is stepping down from the Redesigning the Student Experience team and Hilda Gomez and Dr. Ailene Crakes will be part of the team.

IX. Old Business

a. **AP43XX: Student Travel Guidelines**

Nick Mortaloni joined the AAC meeting to answer questions from the committee on the new Academic Policy. [Burke, Flores] **MSP Approve the changes made to AP43XX.**

b. **AP/BP 4300: Field Trips and Excursions**

Discussion focused on a concern that the following statement in the last paragraph removed faculty autonomy in the classroom: “Students on College-Authorized field trips will not be penalized for absences incurred in other classes during the field trips”. After robust discussion, a motion was made to remove the AP and BP from actionable items and continue discussion at the October meeting.

[Pescarmona, Cord]

c. **AP4026: Philosophy and Criteria for International Education**

Description: AP underwent a comprehensive review in Spring 2023 with CPC. Here we are suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph.

[Flores, Cord] **MSP Approve the changes made to AP4026.**

d. **AP 5530: Student Rights and Grievances**

Description: Update to the conflict resolution section related to resolving any issue with a faculty member. Part B now includes “department chair or faculty designee” as some programs do not have a department chair. Returned by Academic Senate for further discussion and discussion will take place at October meeting. (see attachment).

X. Adjournment 11:04

RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 27, 2024

In this hiring cycle, 17 departments requested a total of 25 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC prioritization taskforce read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration for evaluating and prioritization provided to plan authors. On September 20, 2024, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors, the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 27, 2024 to continue discussions and complete the final prioritization. The taskforce's rationales for prioritization are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shafin Ali, Economics

Kris Peck, Student Accessibility Services

Kyle Arriola, Chemistry

Robert Kelley, Psychology

Denée Pescarmona, VP Instruction

Tyrone Nagai, Letters

Lauren McFall, Library

Alketa Wojcik, VP Student Services

Stacey Hull, Biology

Christopher Sleeper, History

Lauren Greenwald, Art

1. Ethnic Studies (1 of 2)

In Fall 2022, a new Ethnic Studies Department was created at MiraCosta College, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, one full-time faculty in their third year of tenure review, one full-time faculty in their first year of tenure review, and four associate instructors are teaching courses in Ethnic Studies, and the new hire is being sought to directly support the two full-time faculty members to develop this new program, course offerings, and future certificate program.

For Fall 2024, ETHN 100 had the 12th highest enrollment numbers across the college. There were 403 enrollments (up from 109 in Fall 2023) across 11 sections of ETHN 100. There was a fill rate of 93% and 54 waitlisted enrollments. When the new PACS 100, NAIS 100 and BLST 100 are approved for Area F Ethnic Studies and CSU/UC Transfer, the department anticipates an increase in the numbers of sections offered and expects courses to have a similar fill rate. In addition, the Ethnic Studies Department will need to expand its offerings of ETHN 100 to meet increased student demand as the amount of SOC 207 course offerings will decrease once it is no longer cross-listed with Ethnic Studies in Fall 2025.

Given the unique situation that Ethnic Studies is a brand-new department, the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Starting this semester (Fall 2024), California community colleges now require the completion of one ethnic studies course as a general education requirement and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one untenured full-time Ethnic Studies faculty serving as the department chair and another full-time faculty in their first cycle of tenure, there is a significant unmet need in the department.

2. Biology (Human Physiology)

The Biology department is requesting a replacement position for their retiring faculty member, John Thomford in Spring 2025. John has been the long-standing lead instructor for BIO220, Human Physiology, which is a critical component of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. This is by far the largest student population the Biology department serves; approximately 70% of course sections are in the pre-health pathway and they had 1846 enrollments in these classes in AY22/23, and in the physiology discipline alone, there were 377 enrollments across 16 sections in AY 23/24.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that Biology is a thriving department that maintained stronger enrollments than the college as a whole throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-health pathway course and the nursing and healthcare related programs that it serves. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success, and to facilitate dialogue and collaboration with the Nursing Programs at MiraCosta, CSUSM, as well as other programs at the four-year institutions our students transfer to.

Leading this curriculum requires expertise not only in Human Physiology, but Human Anatomy as well. In the past, full time faculty have taught 4 of the 8 physiology sections the department offers per semester. This semester (Fall 2024), full time faculty taught 2 (25%) of the 8 physiology

sections offered, representing a significant loss of full-time faculty leadership. One associate faculty member is currently teaching overload to cover two sections due to the difficulty we have in recruiting associate faculty with physiology expertise. Without a full time, faculty replacement for the physiology lead instructor, part time associate faculty will teach 100% of these course sections and the loss of faculty leadership in this large pre-health course sequence would be catastrophic.

3. Biology (Human Anatomy and Physiology)

The Biology Department is requesting a replacement position for the Human Anatomy and Human Physiology Faculty Co-lead. MiraCosta's friend and colleague Raymond Clark had served in this role until he passed away in spring of 2024. BIO210-Human Anatomy and BIO220-Human Physiology are two critical components of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. The department had 1846 enrollments in these classes in AY22/23. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success and retention. The department offers 18 sections of anatomy and 16 sections of physiology each year and coordinating instruction across these large multi-section lab-based courses requires leadership by full time faculty. Prior to the loss of our colleague, full time faculty taught 33% of anatomy sections and 50% of physiology sections. This semester, the first without Raymond, full time faculty taught 2 of 9 anatomy (22%) and 2 (25%) of the 8 physiology sections we offered, representing a significant loss of full-time faculty leadership in these important pre-health sequence courses. Without a full-time faculty replacement for the human anatomy and human physiology co-lead, part time associate faculty will be teaching 78% of anatomy sections and 75% of physiology sections (if the department is successful in the physiology hire replacement request). The loss of faculty leadership in this large pre-health course sequence would be devastating to our program.

4. Career Studies (Experiential Education Specialist)

The purpose of this request is to hire a replacement for MiraCosta College District's only career counseling faculty member/experiential education specialist, Donna Davis, who is retiring in December 2024.

The career counseling faculty member/experiential education specialist serves as liaison to faculty colleagues regarding experiential education and work-based learning; interprets and advises District leadership and appropriate governance committees regarding implementing and complying with Title 5 sections 55250-55254; authors and updates AP4103, the District's Experiential Education Handbook, and the curriculum and SLOs across all disciplines for internship studies, occupational work experience education, and general work experience education courses; and provides orientations to new experiential education instructors, also known as faculty mentors, each semester, across all disciplines.

The career studies department's program review data reveal that student enrollment in experiential education classes have increased 60.32% over the previous two years and 49.21%

over the past year. The department has also exceeded projected completion and SLO outcomes, with overall completion rates of 88% and retention rates of 76%, which exceeded the district's corresponding 83% and 70% rates.

While the focus of this faculty position is primarily on experiential education, this unique position allows students to access other core services such as employment preparation and career assessment. In addition to teaching experiential education, internship, work education classes and providing leadership in events such as MajorFest, Free LinkedIn Photo Shoots, and the Job & Internship Fair, the new hire will not only help MiraCosta students find relevant work experience/internships, but also, paid relevant work experience and internships to provide equitable opportunities, particularly for our disproportionately impacted students.

5. History

In the wake of the loss of Dr. Brad Byrom, a long-term faculty member who passed away in the summer of 2024, the department is seeking a "replacement" hire. At this time, the department seeks a full-time faculty who is equipped to provide full-time leadership for Hist 145 and Hist 146 classes: African American History to, and from, 1877. This is a series of classes we have found difficult to staff and have, at times, even had to cancel as a result. The person hired would round out their schedule by teaching Hist 110 and Hist 111: United States History to, and from, 1877. Hist 145, 146, 110 and 111 all meet the American Institutions requirement and consistently see high student demand. The department will also seek a candidate with teaching experience in multiple modalities to best serve our diverse student population.

In bringing permanent FT presence and subject expertise to Hist 145/146, the department hopes to further demonstrate that we take very seriously the college's commitment to equity, as stated in the diversity, equity and inclusion statement of BP 3400: "MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves; and where their experiences are recognized and valued." It also shows that the department recognizes the importance of courses focused on Black history, a field whose value has been supported in our discipline since it was built by Dr. Carter G. Woodson. Our community of Black students, though small, deserve to feel confident that 145/146 will be consistently taught by someone with training in the field. Reliable helming of 145/146 will also be of great value in serving history majors, students interested in present day-race realities, and sociology and ethnic studies majors who want a deeper understanding of the historical background behind their subjects.

Bringing FT presence to Hist 145/146 will inform and empower students in ways that allow them to be active participants in MiraCosta's stated efforts to create a "racially just campus." The hire would deepen the History Department's well-established support of the developing Ethnic Studies program, engaging in discussions to find ways in which our efforts can support the experts in that discipline. The hire would likely become involved in the campus BSU, Umoja, and Black Alliance communities; participate in SJEC events; and support college participation in other

north-county community-focused efforts—such as commemorations of Black History Month, Juneteenth, and MLK Jr. Service Day events.

6. Philosophy

This Philosophy position is a replacement for soon-to-be retired faculty member Dr. Isabel Luengo. The Philosophy and Religious Studies (PHREL) Department consists of two totally independent disciplines – religious studies and philosophy – with separate designators, program reviews, associate faculty pools, and different ACPs. With Dr. Isabel’s retirement in Spring 2025, there will be only one (as of yet) untenured FT Faculty member left teaching and managing the entire Philosophy discipline. That means 70.5% of FTEF for Philosophy will be taught by AF. The pool of highly qualified AF is very limited because people with graduate degrees in Philosophy are highly marketable.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. With high enrollment, Philosophy students are still achieving an academic success rate of 76% (compared to MiraCosta’s rate of 70%). In addition, students from all demographics are showing good success rates in Philosophy classes. With transfer changes due to CalGETC, the department has worked to modify their PHIL 100 course to fulfill the critical thinking and writing component, which provides one alternative to ENGL 201 and 202 within the same area. There is no way Philosophy can sustain their efforts with only 1 FT faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning.

7. Automotive Technology (1 of 2)

The Automotive Technology department requested a full-time faculty hire due to the retirement of Steve Vail in Spring 2025. Replacing the outgoing faculty member with a replacement hire will continue the current and new direction of improving the program to enable students to complete the cycle of training to employment in a quick and reasonable amount of time. During the past 18 months, the department has partnered with 5 manufacturers including Audi, Mercedes-Benz, Toyota/Lexus, Ford/Lincoln and Subaru. These manufacturers offer their online training resources and some equipment, which are integrated into curriculum and courses and leads to better success with mastering manufacture specific training objectives/skills. In turn, this leads to higher job placement rates for students.

Industry relationships, outreach, equipment choices and grants are ongoing and require constant management. These include annual Perkins and Strong Workforce grant requests and their quarterly reports; research and writing Program Review narratives and requests, and new and evolving technologies which require curriculum updating. Diverse input and opinions are necessary to maintain and equip the large physical instructional space of approximately 10,000 sq. ft. (not including the outside instructional areas (5 lifts) and parking compound). Many grant requests related to facilities, instructional areas and equipment are outside the support staff’s duties and/or fall under the purview of full-time faculty.

The automotive technology program annually ranges from an average 55% to a high of 62% Latinx population (higher than the college average of 44%). Additionally, the department serves many in the Veteran population and are observing an increase in female enrollment. The department has procured modern equipment, technology, and staff trainings that close equity gaps for our students by providing higher-level skills that lead to higher paying jobs. The new hire will help support the department's efforts with all of this.

8. Earth Science, Geology, and Oceanography

The Earth Sciences, Geology, and Oceanography (EGO) department is seeking a replacement hire for John Turbeville, who is retiring at the end of Fall 2024. Without a replacement hire, the total percentage of these sections taught by associates would rise to about 64%. The fill rate of these course offerings, 77%, indicates a stabilization of post-pandemic losses. Additionally, the hiring of associate faculty to teach these sections is incredibly difficult, as there are very few people in San Diego County who have a Master's in Earth Science, Geology or Oceanography who are not already employed full time.

Beyond the classroom, the department contributes to the college's offering of programs (e.g., the Oceanography program is the only GE lab science option offered as part of the Business Administration for Transfer Program at the San Elijo campus), clubs (e.g., Sustainability Club), advisory boards (e.g., Sustainability Advisory Committee), no-cost and low-cost course materials (e.g., free access is provided to students to comprehensive online textbooks for Earth Sciences, Geology, and also Oceanography), and aids in both the new Roots of Justice Program and the Scripts GEO-Scholar Program. A replacement hire is needed to maintain this active level of involvement. Finally, with a replacement hire, having three faculty enables each to provide leadership for one of the three disciplines (Earth Science, Geology, and Oceanography), such as scheduling, associate faculty staffing and program review, in addition to priorities such as equity, CSLOs, compliance with lab and field trip safety, student success and retention, and no-cost/low-cost student materials.

9. Biology (Majors Evolution/Biodiversity/Organismal)

The purpose of this request is to replace one of the department's retiring faculty members, Jeff Ihara, who has been the long-standing lead instructor for BIO202. This course is the Evolution/Biodiversity/Organismal Biology half of a two course sequence biology majors take before transfer. Most of the students who take the majors series are biology majors intending to transfer to a four-year institution as a biology or related major (eg. agriculture, conservation/resource management, environmental studies, cognitive science, bioengineering). Many of our students intend to pursue post-graduate or professional degrees. A smaller proportion are returning students who already have a bachelor's degree but are changing career paths and applying to post-graduate professional programs like Physician Assistant or Physical Therapy programs and need these classes to satisfy prerequisites before they apply. Biology

majors make up a significant proportion of the students that are served and full-time faculty leadership is critical for maintaining the high quality program currently offered.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that we are a thriving department that maintained stronger enrollments than the college throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-transfer course and the biology related degrees that it serves. The expertise required to lead this diverse curriculum is significant, and it is extremely difficult to recruit associate faculty with expertise in all three of these biology sub-disciplines. As a result, the department has a hard time staffing BIO202 sections, which often leads to the FT faculty lead taking on overload to teach 3 of the 4 sections. Without a replacement, the loss of faculty leadership would be catastrophic for our biology majors pre-transfer program, and would endanger our ability to serve our students enrolled in the Biology Associate's Degree for Transfer.

10. Career Studies (ACP Career Counselor)

The purpose of this hire request is to support student success and retention by requesting an ACP career counselor position that is supported in the Five-Year Plan for Guided Pathways.

While academic counselling can do some career counselling, a trained career counsellor follows the Pathways Navigation Project's stance of career planning before education planning, helping students find out who they are, what their skillsets are likely to be and what would be a good major for them, and therefore works with them at a much more granular level. Students are benefitted as they have an opportunity to explore careers and commit to a career before they commit to a major and their path. In addition, the ACP career counselor also will collaborate with ACP academic counselors, Instructional Faculty Liaisons on ACP Success Teams, colleagues in the Career Studies Department, and the greater campus community of faculty and professional staff to develop and deliver high impact services to close disproportionately impacted students' equity and achievement gaps. Thus, this faculty will contribute to the new initiative of serving disproportionately impacted students who are Black/African American, Latinx, and over 25 years of age being served through the ACP Success Teams, enabling them to make informed choices about their major and career options available to them.

Since the Academic and Career Pathway (ACP) Success Teams were implemented in 20-21, the demand for career counseling has exploded. Year over year since 20-21 the number of students receiving career counseling has increased between 22% to 32% each year. In the two-year period from 20-21 to 22-23, career counseling increased by nearly 40% (39.22%) and from 20-21 to 23-24, it more than doubled (386 to 834, RPIE). The new hire will actively work towards meeting the nearly 40% increase in demand created by ACP Success Teams. The department's three-year comprehensive program review data indicate that this demand will only continue to increase in the current post-Pandemic economy.

11. Art

This full-time faculty request is for a discipline-specific area lead in 2D Art with an emphasis in Painting. The Art Department currently has 5 full-time studio art instructors teaching individual areas of specialization: Drawing, Design, Photography, New Genre, and Ceramics / Sculpture. There is no discipline lead in Painting or Printmaking. There is significant need for additional full-time faculty to provide leadership in these existing areas as well as spearhead other avenues of anticipated growth. The Art Department has historically had a full-time instructor in Painting until 2021, when the last Painting lead retired. The 2D Art instructor would oversee management of the curriculum and associate faculty for all painting classes, as well as providing additional support for the printmaking and drawing classes. This position would have significant long-term institutional value, as it would also strengthen our community partnerships and college visibility while also advancing the college's commitment to diversity, equity, and inclusion.

This full-time faculty request aligns with the following short-term goals for the department: to further diversify our faculty to reflect the needs of our disproportionately impacted students. Among these goals are adding more 2D courses during the academic year and in summer, serving student requests and economic developments, and ensuring critical full-time faculty support for the 2D Area. This hire would also be responsible for furthering our commitment to community programming and engagement, with initiatives such as partnerships with service learning and the career center, and public events that serve our student population while bringing the broader community to campus, while also contributing to other areas of need like overseeing the Public Art collection and the Gallery operations.

From a long-term perspective, this faculty member will revise existing and develop future curricula to allow for growth in the 2D area, integrating illustration and digital components and increased collaboration with Media Arts & Technologies (MAT). The department seeks to better serve our transfer students as well as local degree-seeking students. Painting and drawing remain a foundational requirement for the majority of students majoring in 2D art. Areas of interest range from painting and drawing, life drawing, and human figure studies, to animation, illustration, and printmaking.

12. English as a Second Language (ESL) Noncredit

The noncredit English as a Second Language (ESL) program has experienced rapid and major growth in recent years, and a full-time faculty hire is necessary to address the current and long-term program needs to serve English language learners in the community. Currently, 78% of the noncredit ESL sections are being taught by associate faculty. This situation is not equitable and negatively impacts ESL students, given the importance of full-time faculty in promoting student success, retention, course completion, and attainment of student learning outcomes. Additionally, fill rates are high (82.2 - 80.6%) and there is student demand for an increase in course offerings (with 80 students on the waitlist waiting to be placed in classes). Demand for ESL teachers throughout the country is high, further adding to the difficulty in staffing and offering much needed sections to the ESL student population (e.g., especially evening in-person sections).

ESL students are among those most in need of equitable assistance. Many of the noncredit ESL learners experience very volatile life situations, as immigrants and refugees at various stages of language proficiency and cultural adjustment. The noncredit ESL program provides citizenship courses to meet students' needs. Full-time faculty organize several CLC/noncredit events (Diversity Day, Reading Festival, National Adult Education Honor Society, Expressions publication). In terms of noncredit students in general, in 2022-23, there were 994 CARE referrals submitted in support of basic needs, with 7,368 visits to the CLC Food Pantry. The majority of ESL learners are adult women, juggling other adult responsibilities including employment and parenting on a daily basis; the noncredit ESL program requests a new full-time hire, as it strives to meet these students' needs by offering diverse teaching modalities (synchronous online instruction, in-person, hybrid, and hyflex) to provide equitable access to education.

13. Library (Equity and Student Engagement Librarian)

The purpose of this plan is to hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services is correlated with a higher proportion of course completion, number of units taken, and overall degree completion compared to the college average. In addition, the Library serves a higher proportion of students compared to the college from almost every disproportionately impacted group. This position will continue to build on our existing foundation ensuring MiraCosta College students are information literate, which is an essential critical thinking skill for future academic goals, job markets, and everyday life. This position will accomplish this through consistent and purposeful outreach to both students and faculty as well as the re-envisioning and development of library orientations and student success workshops.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion. The librarian will also increase information literacy instruction and ensure it is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIA+, and others. The department lost a full-time librarian due to retirement in 2022, which reduced the number of full-time librarians by 20%. This is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning.

14. Student Accessibility Services (SAS)

This position is for a full-time Student Accessibility Services (SAS) Counselor, who will work primarily at the Community Learning Center (CLC), where an office is assigned to SAS, providing consistent service to the CLC as an SAS liaison for staff, faculty, and administrators, and supporting noncredit and adult high school students. This SAS counselor will also support students enrolled in or planning to enroll in credit courses and support efforts to bridge noncredit and credit enrollment for students with disabilities.

This past year saw the highest number of MiraCosta students ever in need of SAS services, and the trend is only expected to increase going forward. Present staffing, with reliance upon multiple associate faculty in lieu of full-time faculty is not sustainable at the level needed to ensure the timely, reliable, predictable and consistent levels of services to potential, new and continuing students as well as an appropriate level to support District colleagues. This challenge is compounded by the fact that competition for qualified associate and full-time SAS counselors is high, making the hiring and retaining of well qualified associate faculty SAS counselors much more difficult.

This position is requested to be partially funded through a combined use of categorical funding (50% funded through annual DSPS Allocation) and General College Funds (50%). Given MiraCosta College's SAS student population growth, there is a strong need to increase support for students with accessibility issues. These students with disabilities, when participating with SAS, are in general successfully completing courses, earning academic degrees, and certificates, and transferring at the same rate as their peers.

15. Ethnic Studies (2 of 2)

The series of state and local-level efforts to drive antiracist education and Ethnic Studies throughout our education system has already led to a dramatic increase in enrollment for one of our Area F/CSU Ethnic Studies requirement courses (ETHN 100: Introduction to Ethnic Studies).

While this past year, the Ethnic Studies Department has relied on one full-time ethnic studies faculty member and two associate faculty members to teach the Introduction to Ethnic Studies courses and full-time and part-time faculty members in Sociology to teach the cross-listed ETHN/SOC 207 course, this arrangement is not sustainable. Currently, MiraCosta offers 4 courses that meet the Area F Ethnic Studies requirement: ETHN 100, CCS 232 (Critical Issues in Chicana and Latina Studies), CCS 100 (Introduction to Chicana/o Studies), and ETHN 207/SOC 207 (Race and Ethnic Relations). Beginning in Fall 2025, the ETHN 207 cross-listing will be deactivated, and SOC 207 will remain as a sociology course. This move aligns with state-wide Ethnic Studies recommendations not to cross Ethnic Studies courses with other departments and focus on developing new curriculum and supporting existing Ethnic Studies course enrollment. This semester, Fall 2024, there were 6 ETHN/SOC 207 courses offered. The department expects to increase offerings of ETHN 100 to meet increased student demand.

This semester, the department will submit three new courses, NAIS 100 Introduction to Native American and Indigenous Studies, PACS 100 Introduction to Pacific Islander and Oceania Studies and BLST Introduction to Black Studies for Area F Ethnic Studies for CSU and UC transfer beginning Fall 2025.

The submission of this Hire Request for a new faculty member aligns with current short and long-term departmental goals - to meet the resolutions and institutional goals and step up to the

occasion as our nation, state, and students demand. We need the support of an additional full-time Ethnic Studies faculty member that will be invested and dedicated to growing Ethnic Studies at MiraCosta. If the department does not hire a new faculty member, they risk falling short of the needs and expectations of students, as well as missing the historical opportunity.

16. Nursing and Allied Health (Psychiatric Technology)

The Psychiatric Technologist program is a new program to MiraCosta College. This program has been developed in response to strong community requests from various agencies in our surrounding districts. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requires a Program Director to submit for final approval. The curriculum for this program has been developed and NAAH is ready to submit for approval, but NAAH will need a Program Director on board prior to submitting for approval from the BVNPT. Without this full-time faculty position NAAH will not be able to secure approval to launch the Psychiatric Technologist program.

There is a significant behavioral health professional need in the community. This need has been identified by the agencies the Nursing Department works with, by the San Diego Workforce Partnership, who states the county is 8,000 workers short of the 25,000 behavioral health workers needed, and the Bureau of Labor statistics. Currently, there are no community colleges in San Diego County that offer this program. The closest program is being offered at San Bernardino Valley College.

17. Letters (1 of 2)

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators (the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

18. Computer Science

Computer Science is requesting a full-time faculty hire to teach core transfer and career readiness courses. This new hire is intended to be an additional generalist who could help with the revision of their C++ courses, which have been almost exclusively taught by associate faculty since the retirement of a full-time faculty member in December 2019, to lead a Zero Textbook Cost project for CS150 (C++ Programming), and to integrate culturally sustaining content and practices. In this way the hire request directly relates to the institution's goal of increasing transfers and the student equity plan through CRP/CSP.

Computer Science anticipates continued growth in both their own program enrollment for the AS-T and AA degrees and also through tangential means, such as a new Data Science program requiring some CS courses and requests for dual enrollment courses at area high schools. Workforce demand indicates an expected continued growth in software developers and computer programmers which align with the two associate degrees. Computer Science expresses interest in increasing industry partnerships to increase job and internship opportunities. An additional full-time faculty member would provide bandwidth and increase capacity for the aforementioned programs and outreach.

Computer Science intends on closing equity gaps with a new hire via multiple mechanisms, i.e. mentorship of associate faculty, revision of curriculum, continuing work that has already been awarded grant funding, and more. The load of closing equity gaps would be more manageable by distributing that load over a greater number of full-time faculty.

19. Nursing And Allied Health (LVN)

NAAH is requesting a position to support the growth of the LVN program. The LVN program has been a standard at MiraCosta since 1965. Over the years, this program has evolved from being one part time program at MiraCosta, supported by 4 FT faculty members to our current state of a part time program and a full-time program supported by one FT faculty member and a 30% release time Director (1.3 FT faculty). The current need is for a second full time faculty member to support the LVN program. The nursing department currently runs two LVN programs, a part time program which is geared towards working individuals and a full-time program which runs over 4 semesters. Full time faculty presence is needed in both these programs to ensure proper representation of the programs, program continuity, and ensuring appropriate program rigor. The full-time program is an expansion program which started Summer 2023 and has full enrollment. Filling this FT Faculty role will help meet the demand for admission to all the

MiraCosta Nursing programs, including the expansion of the LVN program, which in turn helps the nursing employment needs in our county and the state.

Without this full-time faculty hire the LVN program will continue to be understaffed by qualified full time faculty members. Currently, NAAH has shifted roles and responsibilities of designated RN faculty to support the LVN program. This is done on overload and is creating challenges in appropriately staffing both the RN and LVN program. Currently one full time RN faculty is unable to teach the clinical component of their course due to their support of the LVN program. In addition, there is only one full time faculty member teaching clinical in the LVN program. It is important for full time faculty to have oversight for each cohort of students. In our current state, only one cohort is adequately supported by full time faculty.

20. General Counseling

The counseling department occupies a unique role within the college, as they engage with student's multiple times throughout their academic journey—often in ways that no other instructional department does. Unlike other departments that may have limited touchpoints with students, counselors address changing student needs and demands across many visits, which can stem from academic challenges, evolving goals, or navigating complex processes involving forms, checklists, and course requirements. In addition to their primary role, students frequently seek out counseling for support with issues related to other departments, such as admissions, financial aid, international student services, evaluations, student life, technical issues (e.g., PeopleSoft, MyEdPlan), and more. While counselors do their best to direct students to the appropriate offices, they often invest time in ensuring that students' immediate concerns are addressed, especially when related to academic matters that fall within our expertise.

The demand for accessible, agile, and responsive counselors is high, and the current full-time faculty to student ratio reflects this need. With 18 full-time counselors—some of whom have reassigned duties that limit their direct student contact—each counselor is responsible for approximately 530 students. Additionally, while there are 25 associate counselors, they are often here for short periods, as many are in search of full-time positions elsewhere or are funded through temporary initiatives. This reliance on temporary staffing impacts the consistency of services provided to students.

This full-time faculty hire request aligns with both short-term and long-term departmental and institutional goals. In the short term, this hire will focus on supporting new and continuing students by helping them identify their academic and career goals, effectively utilize campus resources, and create personalized success plans that consider their unique life circumstances and comfort with online learning. These efforts directly contribute to student retention, completion, and the achievement of a livable wage post-graduation.

21. Nursing And Allied Health (LVN to RN)

Nursing and Allied Health is requesting a full-time faculty member to specifically support the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) students. Currently the LVN to RN students take one course over the summer or in the fall and are subsequently added to the existing RN cohort in the 3rd semester of the traditional RN program. Due to the unique needs of the LVN to RN students and to promote program expansion, NAAH is requesting a full-time faculty hire to support and manage the LVN to RN program. NAAH provides an example of the need for a full-time faculty member specifically dedicated to this unique group of students. For the first exam administered this Fall semester, six of the 32 students failed (did not reach the nursing minimum of 75%), of those six, one is currently experiencing a life crisis and the other five are LVN to RN students. A dedicated faculty member who can customize their teaching to this group of students will increase the success and retention rates. In addition, with this hire we can potentially increase our annual graduating RNs from a maximum of 64 to a maximum of 96.

All full-time faculty members of NAAH take lead positions in the LVN, LVN to RN, and RN programs. This is inclusive of but not limited to; developing individualized student success plans for students in need, developing and maintaining a relationship with clinical partners, participating in the development of skills and simulations days on campus, leading the team of AF associated with each theory course. Nursing is above the average for part time faculty use. Even with this potential hire, nursing will still be above average for use of associate faculty.

Providing FT Faculty support for the LVN to RN program ensures that NAAH is able to continue to provide programming that meets the needs of the working student, the student with outside priorities, and the student who is returning to school after a long period in the workforce. According to the Bureau of Labor Statistics' Employment projections 2022 - 2032, employment of registered nurses is projected to grow 6% from 2022 to 2032.

22. Transfer Center

The primary purpose of this request is to hire a full-time faculty member to address the growing needs of the department, particularly in supporting transfer focused students and disproportionately impacted students. This faculty member will play a crucial role in coordinating key programs such as the Transfer Success Program (TSP) and aiding the efforts of the honors programs, ACP STEM initiatives, and UC TAG programs. The hire is also intended to expand student services by enhancing communication methods, facilitating workshops, and providing targeted support for transfer and career guidance.

This aligns not only with the institutional goals of improving student success, retention, and equity, but also with supporting and increasing the transfer rate of marginalized populations and first-generation students, as per the new state mandate (Title V regulations for the Transfer Centers). With current faculty hours dedicated more towards the ACP project, the increase in student interactions (which jumped from an average of about 63% during 2019-2021 to about 80.5% during 2021 to 2023) require a new faculty to be dedicated to transfer, particularly to close equity gaps. In the last academic year alone, there were almost 5.5 thousand counseling/advisement sessions, building over 1500 comprehensive student plans, with

increased engagements with EOPS, PUENTE, UMOJA, RAFFY, MANA and ACP populations. In addition, the exponentially growing new CSU TSP program, necessitates a new hire to help serve this growing population and provide the necessary guidance and resources for these students.

23. Automotive Technology (2 of 2)

This request is for one of two new full-time faculty hire requests that the Automotive Technology Department is submitting.

The proposed full-time faculty hire will enhance the role of the Automotive Technology Department with the context of the wider campus community by: Committee participation and representation, networking, program development, state of the art and modernized instructional practices, and connections with industry contacts and relationships.

According to the most recent reports, approximately 14% to 20% of new car sales in San Diego County are for EV; that number is expected to be closer to 40% by some estimates in North County San Diego where Tesla charging stations are more prevalent. As the department progresses with transitioning to new technologies, such as EV technology, the department is focused on successful adoption and implementation of these technologies into the current program.

24. Sociology

The Sociology department is requesting a growth position to address the ever-growing demands on their full-time faculty. The huge student demand for ethnic studies classes has pulled two of the full timers away from core sociology classes. Though Sociology's intention is not to grow Race and Ethnic Relations (SOC 207), this class is a core class for sociology majors and the demand has grown as a result of the area F requirement. This demand has also caused a full-time faculty member to be completely anchored in ethnic studies courses.

This growth position would add much needed full-time leadership for the courses currently offered. The new FT faculty would anchor statistics (SOC 125) and research methods (SOC 205), so that their current full-time faculty can focus more of their efforts in SOC 207 to better serve students.

25. Letters (2 of 2)

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators (the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in

many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

The district may conduct field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or performing arts activities or competitions to and from places in California, or any other state, the District of Columbia, or a foreign country.

The district shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the district.

The district shall, at the discretion of the appropriate vice president, offer several alternatives to transport students, instructors, supervisors, or other personnel. ~~district~~ District vehicles are available on a first-come, first-served basis and limited to the seven-county region (counties of San Diego, Los Angeles, Orange, Imperial, Riverside, San Bernardino, and Kern) for day trips. Review Administrative Procedure 6530, District Vehicles, for overnight trips and trips outside of San Diego County. District vehicles must be authorized by the director of facilities for travel into Mexico or areas outside of the seven-county region. Mexican auto insurance requirements apply. Options for field trip transportation may also include contracts with professional transportation services-

When a district vehicle is used, the district shall maintain liability insurance. If travel is to and from an international destination, the liability insurance shall be secured from a carrier licensed to transact insurance business in that country.

The district may pay expenses of instructors, chaperones, and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the vice president of business and administrative services. 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.

No student shall be prevented from making a field trip or excursion that is integral to the completion of the course because of lack of sufficient funds. The district shall coordinate efforts of community-service groups and / or the MiraCosta College Foundation to provide funds for students in need of them.

The following statement shall appear in the excursion liability release and agreement form:

MiraCosta Community College District

Page 1 of 2

Effective Date: 3/2/10, 12/1/15, 6/17/21
Periodic Review: 12/15
References: Education Code §35330(d)
Title 5, §55220
CCLC Update: #13, 8/07

Steering: AAC / AS/ADMIN

As a condition of my participation in these excursions, I understand that California Education Code §35330(d) provides that:

“All persons making the field trip or excursion shall be deemed to have waived all claims against the district, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims.”

Students participating in international education experiences must be enrolled at MiraCosta College or a consortium-member institution. Students enrolling in study-abroad experiences must be over the age of 18 (unless they are emancipated minors). The district considers all international activities to be part of a learning experience and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

If a trip is local and takes place during a scheduled class meeting, the instructor will submit, two weeks prior to departure, a completed and signed excursion liability release and agreement form(s) to the appropriate dean with a copy of the syllabus for the course. The risk and safety manager shall be notified in writing a minimum of thirty (30) working days prior to the departure date for all travel outside California or the United States

Instructors must include pertinent information for planned field trips in the class syllabus. Students are responsible for making their own transportation arrangements to and from field trips unless district-sanctioned vehicles will be utilized. All field trips, unless utilizing district-owned vehicles, will begin and end at the ultimate destination. A field trip that does not take place during normal class time and/or does not use district-sanctioned transportation, regardless of location, must be included in the class syllabus ~~or~~ and it will be considered optional, and alternative assignments must be given to students who cannot participate.

If the trip requires transportation using district vehicles, the instructor must arrange for district-approved drivers and reserve a district vehicle. (See Administrative Procedure 6530, District Vehicles.)

~~If the trip destination is outside California or involves travel to an international destination, prior written approval from the appropriate vice president and/or the superintendent/president is required. Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment approval prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district. All international travel must be approved by the appropriate vice president, superintendent/president and the board of trustees in advance of the travel start date.~~

Commented [DP1]: Revise out of state—VP. Out of country board approval

Commented [DP2]: Revise to update for out of country travel.

Excursion liability release and agreement form B-169 and form B-169M (for minors) can be found online on the Student Activities webpage.

For overnight field trips, the district strongly recommends students complete the participant's voluntary general information sheet found under the above webpage. These forms are destroyed after each field trip as the district does not retain any student medical information unless an incident requiring temporary retention of the form is needed in a student accident insurance claim report. This completed form would be submitted to the director of risk management for claims processing.

~~Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district.~~

Students on College-authorized field trips will not be penalized for absences incurred in other classes during the field trips. When possible, faculty members should make reasonable accommodations to allow students to complete work missed during a field trip. Faculty may request documentation of the field trip from students.

Commented [DP3]: Revise to update for out of country travel.

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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. If a trip destination for a class field trip or a student organization activity is outside the country, written approval for the trip must be obtained from the appropriate vice president and the superintendent/president. All out of country travel must be board approved in advance of the travel start date.

~~Travel to restricted states (AB 1887) is not permitted with state categorical funds and other funds unless it meets allowable exceptions and is approved by the division vice president and superintendent/president. Although AB 1887 does not apply to the California Community Colleges, as explained by the California Attorney General's Restricted Travel List Memo, state categorical funding cannot be used for travel to states subject to California's ban on state-funded and state-sponsored travel. States that are currently subject to California's ban on state-funded and state-sponsored travel are listed on the California State Attorney General website. MiraCosta College is honoring the legislation by voluntarily imposing the travel restrictions and allowable exceptions described in AB 1887.~~

See Administrative Procedure 4300.

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 faculty designee in person, by email, or by telephone. The department chair or 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.