



OFFICIAL MINUTES

Key Terms

**M (Motion), S (Second), U (Unanimous)
A (Abstained), P (Passed)**

- I. Call to Order
The meeting was called to order after the reading of the Land Acknowledgement at 9:00 a.m.
- II. Roll Call
Present: Robin Allyn (coordinating officer), Alexis Tucker Sade, Leigh Cotnoir, Brian Page, Katrina Tamura, Julie Graboi, Krista Warren, Ghada Osman, Sarah Gross, Jeff Murico, Kristine Arquero, Afifa Zaman, Jim Sullivan (president-elect) curry mitchell (president)

Absent for Roll Call / Present: Sean Davis

Absent: Sunny Cooke (ex-officio)

Public: Denee Pescarmona, Alketa Wojick, Emanuel Price. Erica Duran, Daniel Ante-Contreras, Rick White, Paul Clarke, Joanne Gonzales
- III. Persons Wishing to Address the Senate
Sullivan spoke against the college’s decision to discontinue institutional funding for the Title V HSI Coordinator position following the loss of approximately \$6 million in HSI grant funding. He acknowledged Isabel’s leadership and the impact of her work supporting MiraCosta’s Latinx community through initiatives such as Cariño. Sullivan also raised concern about sustaining HSI-related work and commitments without placing additional responsibility on faculty and staff already engaged in those efforts.

Joyful Teacher, Erica Duran echoed concerns raised regarding the district’s decision to discontinue funding for the Title V HSI Coordinator position, noting that the college has the resources to continue supporting the role. She spoke to the importance of faculty using public comment to communicate institutional priorities and referenced recent discussions around online proctoring as an example of faculty advocacy influencing college dialogue. Duran also thanked outgoing faculty leaders for their service and encouraged continued mentorship and support for emerging leaders. She concluded by inviting colleagues to attend the Adult High School Education Commencement Ceremony on Thursday, May 21 at 5:00 p.m.
- IV. Changes to Agenda Order
None
- V. Consent Calendar
Mitchell pulled Item E from the Consent Calendar for separate consideration.
Allyn pulled Item A for separate consideration.
Consent Calendar Items B–D and F–H approved by unanimous consent.
A motion to table Item A MSU (Allyn/Tamura).
Discussion identified missing elements in the minutes to be completed before May 15th meeting.

A motion to approve Item E MSU (Sullivan/Page).

Discussion followed regarding the August meeting schedule and the February start of the Spring semester calendar. Sullivan also referenced a proposed faculty town hall planned for the final day of Spring Flex Week. Page asked how the vacant full-time faculty seat would be filled; Mitchell and Davis clarified the relevant Senate Bylaws and procedures regarding vacancies occurring beyond the midpoint of a term.

- A. Approve Minutes of the Regular Meeting of April 17, 2026
- B. Faculty Committee Assignments 2026-2027
- C. OC and SEC Offices for Full-time Instructional Faculty
- D. Fall 2026 and Spring 2027 – FTE/LHE Reassigned Time for AS Leadership
- E. Academic Senate Composition and Calendar for 2026-2027
- F. Academic Calendars for 2027-2028
- G. Academic Calendars for 2028-2029
- H. Equivalency Requests:
 - Psychology
 - Earth Science

VI. Action Item, Second Read

- A. BP 4225: Course Repetition - Fallstrom [9:30; 2 minutes]

Description: Updates remove information that is already in AP 4225 and add Title 5 references to sections 55041, 55044, and 58161.

MSU (Murico/Graboi) to approve BP 4225. No discussion.

- B. AP 4225: Course Repetition - Fallstrom [9:32; 2 minutes]

Description: Changes clarify definitions of satisfactory and substandard grades and note that the MW grade should be counted the same as an EW grade. Other edits update Ed. Code references and clarify language on repetition and CRCs.

MSU (Page/Cotnoir) to approve AP 4225. No discussion.

- C. MiraCosta Academic Senate Hyflex Recommendations - Julius [9:35; 5 minutes]

Description: Originally to help guide MiraCosta's transition from remote instruction to onground, HyFlex course offerings, these recommendations have been updated to reflect emerging, effective teaching and learning practices in order to further strengthen hyflex instruction.

MSU (Sullivan/Cotnoir) to approve MCC Hyflex Recommendations. Sullivan thanked Jim Julius and the online education team who worked on the guidelines.

- D. MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessments - Julius [9:40; 5 minutes]

Description: Commitments articulated in this document have been updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments while adhering to the principles stated in Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy.

MSP (Sullivan/ Murico) to approve MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessment. [Tucker Sade Abstained]. No discussion.

VII. Action Item, First Read

- A. AP 4022: Course Approval Process - CPC Committee [9:45; 5 minutes]

Description: Updates reflect changes to CPC's membership structure and processes for reviewing DE criteria; minor changes address clarity.

Pescarmona was available to answer questions in Fallstrom's absence. *Mitchell* directed senators to review the Title 5 curriculum language linked through the QR code on the name tents. *Sullivan* noted the proposed changes were originally faculty-driven and stated that implementation will likely evolve over several years as colleges work through how to meaningfully integrate the concepts into

curriculum. *Murico* shared that recent discussions with Jeff Higgenbottom framed the issue around incorporating UDL into every course, while *Davis* and *Sullivan* noted that the primary areas impacted would likely be methods of delivery and methods of assessment. *Mitchell* stated that CPC continues to grapple with how these changes can reasonably apply across all disciplines and programs. *Page* asked how the proposal intersects with Student Accessibility (SAS) accommodations, prompting discussion distinguishing UDL as course design rather than individualized accommodation. *Warren, Cotnoir and Tucker Sade* shared concerns about faculty preparation and training, particularly for associate faculty hired for subject matter expertise rather than pedagogical background, asking who would support faculty development in UDL practices, keep watch on the intersection of UDL, accommodations, and accountability within instruction. *Davis* noted that UDL, Dual Enrollment, and AI are major emerging areas where the college lacks sufficient organization and support structures to meet growing demands. Senators discussed the broader implications of embedding instructional practices into the Course Outline of Record (COR) while maintaining flexibility in pedagogy and modality. **A recommendation was made to add a direct Title 5 reference to the first new paragraph of the AP.** There were no objections to returning the item on a future agenda.

- B. BP 4020: Program and Curriculum Development - CPC Committee [9:50; 5 minutes]

Description: Updates to referenced sections of Title 5 based on CCLC guidance.

No discussion. Will see BP 4020 on the next agenda.

- C. AP 4020: Program and Curriculum Development - CPC Committee [9:55; 10 minutes]

Description: Updates comply with a 180-day implementation deadline to align curriculum development processes with universal design for learning standards specified in new Title 5 regulations.

No discussion. Will see AP 4020 on the next agenda.

- D. BP 4250: Academic and Progress Notice, Separation, and Readmission - Ante Contreras [10:05; 5 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

Discussion focused on language and framing within BP 4250, particularly around the use of the term "readmission." *Zaman* expressed that the language carries a deficit-based tone and suggested reframing the process as a "restart" opportunity for students. She also noted that the final paragraph appeared to omit the word "progress," and raised concerns that current academic progress and performance language can disproportionately impact students, particularly when students with otherwise strong academic records from other institutions are still placed into intervention processes. *Zaman* characterized this as a potential equity issue and questioned language that positions the college as a gatekeeper rather than supporting student re-engagement and success. *Ante-Contreras* shared that the revisions originated from work led by A/R Director Kathy Rodriguez and stated there was openness to revisiting the language and incorporating suggested edits. *MITCHELL* noted that **additional review through a future Senate/AAC workgroup may be appropriate, and Zaman recommended moving the BP forward at this time given current workload demands and returning later for broader reframing discussions.**

Will see AP 4020 on the next agenda.

- E. AP 4250 Academic and Progress Notice - Ante Contreras [10:10; 1 minutes]

Description: No changes recommended.

Will see AP 4250 for a vote on the next agenda..

- F. AP 4255: Academic and Progression Separation and Readmission - Ante Contreras [10:11; 2 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

Will see AP 4225 for a vote on the next agenda.

G. AP 5055 Student Registration Limitation and Priorities - Ante Contreras [10:13; 2 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" Changes also show addition of Umoja as a group receiving priority registration status.

Will see AP 5055 for a vote on the next agenda.

H. Educational Futures Plan - Pescarmona and Wojcik [10:15; 35 minutes]

Description: The college and the Ed Plan Taskforce have worked in the past two years to develop the 2035 Education Futures Plan. With input from many constituents in the past year, a draft of the plan is ready to be reviewed and considered for approval.

Wojcik shared that the Educational Futures work began nearly two years ago through discussions centered on where MiraCosta College should be positioned as it approaches its 100-year anniversary. She explained that the taskforce engaged faculty, staff, administrators, and students through forums and iterative feedback processes, resulting in multiple revisions of the plan. The work examined several key areas while centering IDEA principles and racial justice throughout the process, particularly for Latinx and African American students. *Wojcik* reviewed the five interconnected Future Resilient Strategic Capabilities: Flexible Responsive Education Models; Human Connection in the Era of Advanced Technology (AI); Industry Partnership and Workforce Alignment; Interdisciplinary and Human-Centered Skills; and Community Resilience and Student Wellbeing.

Discussion included concerns about balancing technology and AI with human-centered education, ensuring students' basic needs are met, redesigning intake and scheduling systems, and preparing students for sustainable wages in North County. *Wojcik* stated that the themes are intentionally interconnected, explaining that issues such as hunger, transportation, and housing directly affect student learning outcomes regardless of modality or instructional design. She also shared that broad campus feedback reflected strong interest in human-centered learning and significant concern regarding AI and educational quality. Communities of Practice are planned for 2026–27 to continue deeper exploration and implementation of the themes, with student participation supported through compensation funding.

Several senators responded to the presentation with concerns and recommendations related to instructional quality, governance, technology access, and online education. *Davis* thanked the taskforce for centering equity during a politically challenging time and later argued that the college must invest more intentionally in the teaching profession and teaching and learning infrastructure. *Cotnoir* raised concerns that ZTC discussions often overlook software costs required in some disciplines and asked whether the college has assessed the financial burden of required software on students; *Wojcik* responded that conversations are underway with technology leadership to begin collecting that information and develop sustainable approaches. *Sullivan* requested stronger language around educational quality in the plan and cautioned against creating additional workgroups outside of governance structures, stating that new initiatives inevitably shift workload and priorities elsewhere on campus.

A significant portion of the discussion focused on online education and modality balance. *Tucker Sade* questioned whether current online practices are adequately evidence-based and expressed concern that students may be earning degrees without fully developing the skills needed to succeed beyond college. *Murico* stated that smaller disciplines are disproportionately pressured into online scheduling models due to enrollment and cancellation concerns, sharing that most Sociology offerings are now online and arguing for committed on-ground offerings within departments. *Davis* supported those concerns, describing the challenges faculty experience assessing student work in heavily online environments.

Wojcik clarified that student feedback connected to "flexibility" was often less about online instruction itself and more about access points, scheduling, and when students are able to begin coursework. *Page* added that the discussion reflects a broader institutional need for flexibility and responsiveness across modalities and systems, rather than solely online education. *Tucker Sade* shared that students in her six in-person courses consistently seek human interaction and

community, and cautioned against reducing opportunities for face-to-face learning. **Sullivan concluded by requesting possible revisions to Theme 1 language and asked whether the Educational Plan could provide Senate with a clearer framework for future governance and implementation work connected to the identified themes.**

MSU (mitchell/murico) to extend discussion by 5 minutes. *Murico* called for revisiting interdisciplinary learning communities and departmental collaboration models. *Cotnoir* raised concerns that transfer requirements limit the viability of compressed or convenience-based scheduling, noting that some course structures cannot be reduced without impacting transfer acceptance “*If you care about transfer, how ever can you compete with convenience? It is a losing proposition*” *Wojick* suggested the college may need to rethink traditional assumptions about scheduling, including start and end dates.

- VIII. Information
Faculty Recognition Ceremony, May 15th 11:45am-1:00pm, OC28 Courtyard - Mitchell [Time 10:50; 1 minutes]
Description: Save the date.
Senators were reminded of this event and encouraged to attend in support of faculty colleagues who will be recognized for their contributions to the college and beyond.
- IX. Reports
mitchell shared that his report is available to read ([access report](#)), noting that Senators accomplished a lot today to include the approval of a first-time ever two academic calendar vote, thanking AAC for all of their hard work to ready these items ahead of summer. Cooke’s report is available to read ([access report](#)). Streagle’s report included a brief update to Classified Senate leadership changes noting that a new President, Treasurer and four Senator positions were elected ([access report](#)) Associate Student Government – *Jaimes* ([access report](#)) is also available to read. No Senator Reports were given.
- X. The meeting adjourned at 11:00am.