



ACADEMIC SENATE

Regular Meeting – October 3, 2025

Time – 9:00AM - 11:00AM

Hyflex Meeting – Room OC1068 and Via Zoom in
accordance with AB2449: Information below
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/85429414044?jst=1>

Meeting ID: [854 2941 4044](https://miracosta-edu.zoom.us/j/85429414044?jst=1)

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AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of September 19, 2025
 - B. Approve Minutes of the Senate Retreat of August 8th, 2025
 - C. Salary Advancement Committee Handbook
 - D. Ratify Faculty Committee Assignment
- VII. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. BP 4070 Course Auditing and Auditing Fees - Fallstrom [9:20; 3 minutes]
Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.
 - B. AP 4070 Course Auditing and Auditing Fees - Fallstrom [9:23; 5 minutes]
Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies for student prep. and success
6. Governance structures, as related to faculty roles
7. Accreditation processes, including self-study and annual reports
8. Faculty professional development policies
9. Processes for program review
10. Processes for institutional planning and budget dev.
- +1 Academic calendar •
Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

- C. AP 4020 Program and Curriculum Development - *Fallstrom* [9:28; 2 minutes]

Description: CCLC language required update.

VIII. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

- A. AP 4222 Developmental Coursework - *Fallstrom* [9:30; 5 minutes]

Description: The AP added in the references elaborates on the policy and the committee found it to be an important resource; Reference to AP 3715 - Intellectual Property added

- B. AP 4220 Standards of Scholarship - *Ante-Contreras* [9:35; 2 minutes]

Description: Minor edit to align with Title V.

- C. BP 4220 Standards of Scholarship - *Ante-Contreras* [9:37; 3 minutes]

Description: Updated language to align with Title V.

- D. AP 3710 Securing of Copyright - *Ante-Contreras* [9:40; 3 minutes]

Description: Added "AP 3715 - Intellectual Property" under References

- E. 2026-2027 Academic Calendar Adjusted to Meet CCCCCO Approval - [10:15; 30 minutes]

Description: After the Academic Senate approved Option 1 on August 22nd and the Board of Trustees approved Option 1 on September 11th, the California Community College Chancellor's Office (CCCCO) has taken issue with the FLEX days scheduled on September 8th in the fall and April 29th in the spring and requires further changes to the FLEX schedule prior to their approval.

IX. Information

- A. VP of Administrative Services - Annual Facilities Plan Update [9:45; 30 minutes]

Description: The Vice President of Administrative Services will provide an annual Facilities Plan Update.

X. Reports (Written, Included Via Links Below)

- A. Academic Senate President – *mittchell* ([access report](#))
B. College Superintendent/President – *Cooke* ([access report](#))
C. Classified Senate – *Streagle* ([access report](#))
D. Associate Student Government – *James* ([access report](#))
E. Senator Reports – ([access report](#))

To submit a Senator Report, contact the Academic Senate Administrative Assistant and share your report in writing before the meeting.

XI. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside,

California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at alocke@miracosta.edu.



UNOFFICIAL MINUTES

Acronyms used in minute-keeping:

ASP [Academic Senate President]

M [Motion], S [Seconded],

U [Unanimously approved], P [Passed by majority], F [Failed by majority]

I. The meeting was called to order at 9:04am.

II. Remote Member Attendance

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

None

III. Roll Call

Present: curry mitchell (ASP), Jim Sullivan (President-elect), Robin Allyn (Coordinating Officer), Alexis Tucker Sade, Ghada Osman, Julie Graboi, Leigh Cotnoir, Brian Page, Katrina Tamura, Kristine Arquero, Sean Davis, Afifa Zaman.

Absent: Sunny Cooke (ex-officio), Jeff Murico

Online: Rick White, Adrean Askerneese, Dr. Rich Dicker, Krista Warren, Mary Gross, Stacey Hull, Xuchi Eggelton.

IV. Persons Wishing to Address the Senate

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

Public Comment: An employee from UPRISE shared information about upcoming activities and events for undocumented students during Student Success Week and Latinx Heritage Month, which runs through October 15. Planned events include a series of "Know Your Rights" workshops and the Nuestras Historias, Nuestro Arte Monarch Galleries, scheduled to be showcased on all campuses October 6–8. In addition, UndocuOutreach: Access and Support to Higher Education workshops will be offered on October 13. A packet containing the event calendar, flyers, and complimentary copies of *Dear America: Notes of an Undocumented Citizen* by José Antonio Vargas was distributed.

Public Comment: Senator Tamura read a poem titled Embodied Path by student Riaz Zuberi, who contributes two pieces each year. She emphasized the importance of amplifying student voices, noting that many of her students come from outside the United States and bring diverse, often hidden talents. She also reflected on the late Jon Fuzell, who dedicated his career to supporting students in the Continuing Education Centers. Finally, Expressions announced that the 2025 awardee is Paul Wu and a planned celebration at the CLC Campus is scheduled for Saturday, September 20th and open to all.

V. Changes to Agenda Order

None.

VI. Consent Calendar

- A. Approve Minutes of the Regular Meeting of September 5, 2025

The Academic Senate unanimously approved the Consent Calendar.

VII. Action Item, Second Read (Vote Required)

- A. AP 7211.2: Minimum Qualifications and Equivalencies - *Davis* [9:20; 5 minutes]

A motion was made to approve AP 7211.2 MSU Cotnoir/Tucker Sade.

Discussion: None.

- B. 2025–2028 Student Equity Plan - *Londy and Stewart* [9:25; 10 minutes]

A motion was made to approve the 2025-2028 Student Equity Plan MSU Allyn/Graboi.

Dr. Stewart clarified that the Student Equity Plan format is dictated by the Chancellor's Office, which limits how data can be reported. Senators raised concerns about equity gaps in online/hybrid courses for Latinx and Black Students and with MOE's support, IDEA added a strategy in the Course Completion, Persistence, and Transfer-Level Math/English section to address these gaps. Dr. Stewart stressed the Plan is ongoing, with more work coming in spring, and acknowledged committee feedback. ASP mitchell sought clarification, and Dr. Stewart confirmed the strategy was incorporated into four of the five required metrics within the Plan's character limit.

VIII. Second Read Review – Academic Senate Rules and Bylaws (Vote Required)

- A. Proposed Changes to Align Academic Senate Bylaws with Robert's Rules - *Fallstrom* [9:35; 10 minutes]

A motion was made by Graboi/Davis to hear this item. The motion to approve the proposed changes to Align Academic Senate Bylaws with Robert's Rules Failed MSF [Vote: 1 in favor, 7 opposed, 3 abstentions].

Discussion: President-elect Sullivan reported that only two known curriculum committees in the state use the model where chairs vote fully because they are the sole representatives of their disciplines. He expressed strong opposition, noting MiraCosta faces the opposite situation and that the proposed change could increase the power of chairs unnecessarily. **Arquero** shared a constituents's question on how the change would work with co-chairs, while **Tucker Sade** requested background context to avoid making an arbitrary decision. **Fallstrom**, referencing training from the Curriculum Institute, explained that he previously updated CPC's handbook to align with the "make or break a tie" model and suggested Senate do the same. **Davis** raised concerns about pressure to vote and sought clarification on the chair's rights; **Sullivan** confirmed current practice already allows chairs to vote yes or no.

Several senators, including Tucker Sade, Allyn, Page, Zaman, Cotnoir, and Osman, raised questions about consistency with Robert's Rules, the relative power of chairs compared to members, and the broader implications for all committees. Members noted both potential benefits and risks of expanding chair voting authority. **Tucker Sade**, ultimately suggested the need for a larger review of voting structures across committees.

Action Item, First Read

- A. BP 4070 Course Auditing and Auditing Fees - *Fallstrom* [9:45; 5 minutes]

Fallstrom reported that the CPC collaborated with institutional partners to draft AP/BP 4070, which establishes policy and procedures for course auditing. The CCLC requires that, if permitted, the policy state that students may audit courses. A fee is included, aligned with practices at neighboring colleges such as Palomar, to ensure consistency across the region.

- B. AP 4070 Course Auditing and Auditing Fees - *Fallstrom* [9:50; 15 minutes]

Fallstrom presented AP 4070, clarifying that instructors may permit auditing at their discretion, audit records will not appear on transcripts, and credit students retain enrollment priority. CPC

voted not to require prerequisites, leaving that decision to faculty and departments.

Discussion: Senators raised questions about student eligibility, counselor tracking, auditor participation in coursework and Canvas, faculty evaluations, and potential behavioral or collusion issues. Fallstrom responded that many details will be addressed through implementation by Student Services and instructor discretion, noting that Ed Code sets some limits. **A motion to extend time was approved [Page/Graboi]**. With no objections, AP 4070 will return for second read and vote at the next meeting.

C. AP 4020 Program and Curriculum Development - *Fallstrom* [10:05; 5 minutes]

Description: CCLC language required update.

Discussion

- A. Enrollment Management Institute, Faculty Report and Discussion - *Ngo, Askerneese, Davis* [10:10; 40 minutes]

Ngo, Askerneese, and Davis proposed a pilot model for developing a year-long, data-informed schedule rather than a semester-by-semester approach, aiming to improve student access and completion. Key considerations included balancing faculty workload, maintaining flexibility for low-enrolled sections, ensuring early release of the academic calendar, and addressing mid-year scheduling issues.

Discussion: **ASP mitchell** sought clarification on whether the proposal to build a year's long schedule verses semester by semester was fast-tracked and what supports were needed if the consensus was to move on this quickly. **VPI Pescarmona** clarified that the pilot is focused on knowledge building, not a finalized proposal, and that department chairs retain primacy in schedule development. Strategies discussed included modeling after the Academic Calendar Taskforce process, incorporating troubleshooting sub-processes for mid-year adjustments, and ensuring early release of the academic calendar to support enrollment planning. **Davis** - in favor of moving forward with established trackers and timelines, strong communication plan and a focus on ensuring that any changes equate filling classes. **Cotnoir** - asked if we were able to scale the pilot to cover all disciplines. **Zaman** - appreciates the work, summary and attention of the proposal and wants everyone to understand that conceptually what sounds great often negatively impacts students practically. She raised concern regarding incorrect audits, noting academic maps that are static – in favor of an early release of the academic calendar which supports early enrollment dates and allows counselors to be better serve students. Final remarks concluded with utilizing Chair/Deans standing meetings and Academic Senate meetings as format for continued discussions. **Askerneese** - adding that he appreciated the work of the Calendar TaskForce and would like to mimic that same process within the Enrollment Management Plan. While no formal action was taken, the discussion highlighted replication of the pilot across all disciplines. and ongoing collaboration between Academic Senate, department chairs, counselors, and the Office of Instruction. **A motion to extend discussion was approved at 10:49am [Graboi/Davis]**

IX. Reports

- A. Academic Senate President – *mitchell* ([access report](#))

At the last board meeting, Trustees approved the recommended calendar, which will now be forwarded to the Chancellor's Office for approval. ASP mitchell noted that additional work is needed to prepare for this, including understanding changes to Title V and coordinating with union representatives, as some items are subject to negotiation. He encouraged all senators to review the materials and be prepared for discussions in upcoming meetings.

- B. College Superintendent/President – *Cooke* ([access report](#))

ASP mitchell encouraged all to read Sunny's report.

C. Classified Senate – *Streagle* ([access report](#))

Jennifer Streagle shared that Kimberly Holmes will be the next Caring Campus Lead and acknowledged Mitchell, noting that his contribution for the day, “walking students to their destinations” was a perfect example of what it means to be a Caring Campus.

D. Associate Student Government – *James* ([access report](#))

No report given.

E. Senator Reports – ([access report](#))

Senator Gross reported on a proposal for a single statewide policy allowing students to petition multiple times with a minimum of 12 units, a 2.0 GPA, and no waiting period between petitions. While the policy is progressive and generally aligned with current practice, she noted concerns that the 12-unit requirement could delay some students by up to two years, especially in programs requiring fewer than 12 units. In response, she drafted a public comment to the Board recommending that the threshold be lowered to 6 units. Her draft comment is attached, and she invited senators to contribute additional comments. The submission deadline is early October.

X. Periodic Review – Academic Senate Rules and Bylaws

XI. The meeting adjourned at 10:59am.



SENATE RETREAT MINUTES

- I. Call to Order
- II. Roll Call

Present: curry mitchell, Jim Sullivan, Sunny Cooke, robin Allyn, Afifa Zaman, Alexis Tucker Sade, Jeff Murico, Brian Page, Leigh Cotnoir, Katrina Tamura, Kristine Arquero, Ghada Osman, Krista Warren, Sarah Gross

Absent: Julie Graboi

Others: Adrean Askerneese, rob bond, scott fallstrom, Polo Mariscal, Ashley Davis, Israel Pastrana, Aaron Roberts, Daniel Ante-Contreras, Jim Julis, Nadia Khan, Janelle West, Theresa Bolanos, Ticey Hosley, Erica Duran.
- III. Information/Discussion:
 - A. The Academic Senate Mission 2025-2026

Description: Faculty leaders (with guests) will join Senators (new and seasoned) to build community, form agreements & procedures, and set a shared mission for the academic year.

Senators discussed priority areas for the upcoming year and the role of the Academic Senate in guiding institutional work. Key themes included: Institutional Systems & AI, Student Leadership, Academic Freedom, Collaboration with Student Leadership, and Scheduling & Enrollment. It was noted that Dual Enrollment/Concurrent Enrollment and Strong Workforce Partnerships were not selected as priorities since clear plans already exist. Former AS President Mike Fino's model of engaging Department Chairs was cited as an example for shaping Senate direction. Senators also raised concerns about accessibility of All College Day for associate faculty if sessions are not available online. It was decided that the core area of focus for the 2025-26 academic year would be developing a Student-Centered Schedule.
- IV. Adjournment - the meeting adjourned at 12:00pm for lunch.



Salary Advancement Handbook

Application and Report Procedures
Guide for Faculty

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Introduction and General Information

This booklet has been prepared by the Salary Advancement Committee (SAC). The mission of SAC is to ensure the integrity of the professional growth process and support the professional development of faculty by assisting those colleagues in the preparation of quality applications and reports of activities undertaken for advancement on the salary schedule.

Professional Standards

Unit credit for advancement on the salary schedule is a privilege, not a right, granted to the faculty by the Board of Trustees. All applicants for advancement are expected to respect this privilege. As such, all applicants are trusted to do the following:

- ◆ Understand the guiding principles for Salary Advancement according to the appropriate contract or collective bargaining agreement;
- ◆ Prepare comprehensive, professional-quality applications and reports that clearly communicate and demonstrate the purpose, objectives, activities, and documentation for advancement on the salary schedule;
- ◆ Complete the required forms available below, and on the [Salary Advancement Committee SAC\) webpage](#) by the given deadlines and submit the forms and any supporting documentation to the SAC Academic Senate Administrative Assistant at mail station #8C.

Google Forms (updated Fall 2025)

The Salary Advancement Applications have been converted to Google Forms effective Fall 2025. Applicants will continue to provide supporting details and documentation as outlined within this handbook. These forms can be accessed here:

- [Salary Advancement Application](#)
- [Salary Advancement Amendment Application](#)

SAC Application Details

Advancement on the Salary Schedule happens only once per year, but the committee will meet twice a year to grant approval for the coursework needed for advancement.

The Fall semester deadline for approval is **October 1st** and the Spring semester deadline for approval is **March 1st**. Coursework for Salary Advancement must be completed by **June 30th** for the advancement to take effect on a contract in the subsequent fall semester.

The following information will be required on all Salary Advancement Application:

I. Educational Objectives

Each application must have one or more recognized objective(s) that would lead the applicant toward one of the following:

- A. Master's or Doctoral Degree
- B. A credential other than teaching
- C. Improvement in the teaching field

II. Purpose and Benefits

The application must include a Statement of Purpose addressing the benefits of the proposed coursework to one or more of the following:

- A. The applicant's professional development as a discipline expert or college instructor.
- B. The applicant's work at the college.
- C. The applicant's students.
- D. The applicant's department.

Please note: This narrative should be taken seriously and should reflect a level of attention and professionalism appropriate for the request of a formal salary advancement. Please be aware that these narratives are reviewed by both the SAC committee and the Academic Senate.

III. Courses

The following details the course options or training that may be submitted for the purpose of salary advancement. Please be aware that these options cannot be funded by MiraCosta College in any way. This includes any professional development funds, department funds, stipends, etc. used to take courses or receive training, as well as any courses for which the applicant has received an enrollment fee reimbursement.

Eligible course types:

- A. Graduate or upper division courses** are highly recommended for salary advancement.
- B. Accredited international college or university courses** are permitted based on prior review by SAC and approval by the Academic Senate and the Superintendent/President before the courses are taken. Units may require transcription and fees will be the responsibility of the applicant.
- C. Lower division courses**, up to a maximum of eight (8) semester units, taken at accredited colleges or universities may be granted credit toward salary advancement. The applicant should obtain prior approval from SAC before starting any lower division courses.
- D. Vocational/Technical** courses or training, up to a maximum of eight (8) semester units, may be granted credit toward salary advancement. One semester unit of credit may be awarded for each forty-eight (48) hours of verified work. The applicant should obtain prior approval from the SAC before starting any vocational/technical coursework or training intended for salary advancement. The applicant should also verify that the vocational/technical training completed will be available on a transcript upon completion. Certificates are not sufficient.

Note regarding extension courses:

If a faculty member enrolls in an extension course partnered with a regionally accredited university, the faculty member must dual-enroll in the course at the partnered university to receive credit. (For example @ONE coursed through Fresno Pacific University.) A separate fee due to the university may apply. This statement does not guarantee that every extension course offers this dual enrollment option. The faculty member should check the availability of this option for each class in which they will enroll.

Upon completion of any coursework/training, official transcripts will be required before any final determination on salary advancement can be made. Certificates or other unofficial documents are not sufficient. The applicant/faculty member is solely responsible for obtaining these transcripts and submitting them to Human Resources in a timely manner.

Required Course Information:

- A. Course :** Course numbers, titles, and units must match the official transcript. Incomplete or inaccurate information could result in a delayed or denied application.
 - ◆ Unit (Quarter or Semester unit must be identified)
 - ◆ Institution
 - ◆ Course #
 - ◆ Course title
 - ◆ Completion date (anticipated)
- B. Catalog descriptions:** An accurate description for each course listed on the application should be provided. Applicants are discouraged from including catalog pages with courses which do not

apply, or that distract from the necessary information. This information must be uploaded, linked, or otherwise attached to the application before it can be reviewed. Incomplete, inaccurate, or unorganized information could result in a delayed or denied application.

Note regarding course completions:

Applicants should submit for approval of courses or training to be used for salary schedule advancement **prior** to enrollment in the course or start of activity. However, occasionally applications will be submitted for coursework that has been completed in the past. Please note that past courses must have been completed within the previous five years and be from an accredited institution, or have been completed within the previous two years for courses or training completed somewhere other than an accredited institution, in order to be considered.

IV. Application Process

Applicants should do the following as they prepare to submit a complete salary advancement application for review:

1. Read this handbook and utilize the SAC Website as you work through this process.
2. Email your department chair with your intent to apply for Salary Advancement, to create awareness of your process, and to allow for the opportunity for mentorship/support, as needed.
3. Contact Human Resources technician Holly Walker hwalker@miracosta.edu to determine your current salary class and for support in verifying the number of units needed to advance classes. Salary schedules can be found here and class details can be found in APPENDIX C of this document.
**Please note that an individual's salary class information is not provided to, or available from, members of the Salary Advancement Committee.*
4. Verify that the types of courses completed, or to be completed, fall into one or more of the eligible categories explained in Section III of this handbook.
5. Thoughtfully compose a Statement of Purpose according to the guidelines in Section II. Incomplete or underdeveloped statements may lead to a delayed or denied application.
6. Gather the necessary course information and descriptions. Please make note of the specific instructions detailed in Section III. Required Course Information. Inconsistent or inaccurate numbering, titles, or course descriptions may lead to a delayed or denied application.
7. Complete the appropriate Salary Advancement Google Form and attach all supporting documentation.
8. SAVE the Google Form summary that will be sent to your email; send a final copy of your application and supporting documents to your department chair for review.

V. Approval

Following Department Chair review, applications that successfully met the October 1st or March 1st deadline will undergo the following process for approval :

1. The SAC Academic Senate Administrative Assistant and SAC chair will work together to do a preliminary review of each application to ensure it is complete and consistent with the guidelines herein. Any missing or incomplete information will be solicited, time permitting, from the applicant *prior* to the committee evaluation period and meeting.

2. All complete packets eligible for review will be sent to HR to verify and confirm the total units the applicant may obtain for that specific salary advancement application.
3. The SAC will set an appropriate meeting date for the fall and one for the spring to review all complete packets and make a determination as follows:
 - A. Approval - These applications will be forwarded to the Academic Senate.
 - B. Postponement - The SAC chair and/or Administrative Assistant will work with the applicant to make any modifications or adjustments to the packet in time for the next appropriate review cycle.
 - C. Denial - The SAC chair and/or Administrative Assistant will contact the applicant with details regarding the determination.
4. Final determinations on approved packets will be communicated to each applicant by the SAC Academic Senate Administrative Assistant following the appropriate Academic Senate meeting.

VI. Salary Adjustments

Salary adjustments are only made one time per year. This happens in late summer, and before fall contracts are sent out. Applicants interested in having the adjustment reflected in the subsequent school year should be prepared to complete some final steps:

1. Letter of Intent - Sent as an attachment, this letter will be added to a BOT agenda for approval. Sample letters may be found in APPENDIX A of this handbook.
2. Course completions by June 30th, and official transcripts to HR are required. Transcripts can be sent in multiple ways:
 - A. Electronic transcripts are preferred and can be sent to hr_department@miracosta.edu.
 - B. Official hardcopy, sealed transcripts can be hand-delivered or sent directly to: MiraCosta College, c/o Human Resources, 1 Barnard Drive, Oceanside, CA. 92056

SCHEDULE of DEADLINES	
October 1 st and/or March 1 st	Application for Salary Advancement due Application for Salary Advancement Amendment due
May 15 th	If approved, Letter of Intent due to HR or Superintendent/President
June 30 th	Courses for salary advancement must be completed for advancement for the following year
September 5 th	Official transcript(s)* due to HR

Note regarding advancement adjustments:

Failure to meet these deadlines will result in postponement of advancement on the salary schedule by a full year. Applicants who submitted a Letter of Intent to HR by the May 15th deadline, but who will not complete the appropriate course(s) in time should notify the SAC committee & HR immediately, and prior to the start of the new term, or the signing of a fall contract, whichever comes first.

VII. Procedure for Amending an Approved Proposal

The Salary Advancement Amendment Application should be used by applicants who need to make a change to a previously approved proposal. Applications will need to provide detailed reasoning for amending an approved proposal and should apply the same level of care and attention to course details and descriptions as was provided on the original, approved application.

Amendment applications must be submitted for review and approval within the same Fall and Spring deadlines as other applications. Amendments may include changes to courses, semester or quarter units, completion dates, or a combination of all.

Following the granting of such approval, the amended proposal will once again be routed to the Academic Senate and the Superintendent/President for approval.

VIII. Applying Advanced Coursework Toward Salary Advancement During Sabbatical Leave

A full-time faculty member who wishes to apply advanced coursework towards salary advancement is allowed to do so during their sabbatical leave. Please note that being approved to study at a foreign institution of higher education as part of your sabbatical leave does not imply that such study will be approved for advancement on the salary schedule. Please consult with the Chair of the Salary Advancement Committee for information on the types of work that will qualify (<https://www.miracosta.edu/governance/salary-advancement-committee/index.html>).

IX. Completing Additional Degrees

Additional Master's degrees: Faculty who are eligible to advance to Salary Class 5 (highest salary class without a doctorate), must submit an application for approval of coursework to allow advancement. The petition can be submitted as the faculty member is completing the coursework (to advance as they complete the courses), or when the degree is completed.

Completing a Doctorate degree: If a faculty member is eligible for advancement to Salary Class 5, they must submit an application for approval of coursework to allow advancement while they are completing the courses. If a faculty member is already at Salary Class 5 (the highest salary class without a doctorate), a salary advancement application is not necessary. The faculty member would submit a salary advancement request directly to Human Resources. Salary advancement would be effective as of the first of the month following Governing Board approval. An official transcript must be submitted to Human Resources within 30 days of Board approval.

SAMPLE:

Full-Time Faculty Letter of Intent to submit to Human Resources

[Date] Governing Board
MiraCosta College One Barnard Drive Oceanside, CA 92056

Dear Members of the Governing Board:

This letter serves as notice of my intent to advance on the Academic Salary Schedule from Class ____ to Class ____, effective July 1st, 20__, due to completion of SAC approved coursework.

I will submit official transcripts to the Human Resources Office no later than the September 5th, 20__ deadline.

Sincerely,

SAMPLE:

Associate Faculty Letter of Intent to submit to Human Resources

[Date] Governing Board
MiraCosta College One Barnard Drive Oceanside, CA 92056

Dear Members of the Governing Board:

This letter serves as notice of my intent to advance on the Associate Faculty Salary Schedule from Class _ to Class _____, effective July 1st, 20__, due to completion of SAC approved coursework.

I will submit official transcripts to the Human Resources Office no later than the September 5th, 20__ deadline.

Sincerely,

Role of Department Chair, SAC, AS, Superintendent/President, and Board of Trustees

Department Chair or Supervisor:

To review the application based on the following factors:

- ◆ Contribution to the professional development of the applicant
- ◆ Enhancement of the individual in their work at the college
- ◆ Benefits to the students subsequently enrolling in their courses
- ◆ Benefits to the faculty member's colleagues
- ◆ Benefits to the department to which the faculty member belongs

Salary Advancement Committee (SAC):

- ◆ To ensure the quality, integrity, and appropriateness of each proposed project and report
- ◆ To encourage and facilitate the preparation of clear and complete documents
- ◆ To make recommendations for or against applications and reports for advancement on the salary schedule
- ◆ To forward the SAC recommendations regarding those applications and reports to the Academic Senate (AS) for approval
- ◆ To recommend changes in policy and procedure as needed
- ◆ To revise the SAC Handbook as necessary

Academic Senate (AS):

- ◆ To make recommendations, as appropriate, for approval of the Board of Trustees

Superintendent/President:

- ◆ To recommend approval or disapproval to the Board of Trustees regarding advancement applications and reports
- ◆ To arbitrate any disputes using the District Grievance Policy

Board of Trustees:

- ◆ To approve or disapprove applications and reports of all requests for advancement on the salary schedule forwarded to the Board of Trustees by the Superintendent/President

Salary Classes for Non-CE and Career Technical Education Positions

(Consult the most current bargaining agreements)

Full-time Faculty: Faculty Assembly Agreement (pg. 164)

Associate Faculty: Collective Bargaining Agreement (pg. 54)

Non-CE (Non-Vocational) Teaching Positions

Class I:

Minimum qualifications or equivalent

Class II:

Master's or Bachelor's degree + 36 semester units of upper division or graduate coursework

Class III:

Master's with a total of 48 semester units of upper division or graduate coursework

Class IV:

Master's with a total of 60 semester units of upper division or graduate coursework

Class V:

Master's with a total of 72 semester units of upper division or graduate coursework

Class VI:

Earned Doctorate

Note:

Lower division courses, up to a maximum of eight (8) semester units, taken at accredited colleges or universities may be granted credit toward salary advancement. The Applicant should obtain prior approval from SAC before starting any lower division courses.

Career Technical Education (Vocational) Positions

Class I:

Minimum qualifications or equivalent

Class II:

Master's or Bachelor's degree + 36 semester units of upper division or graduate coursework

Class III:

Master's with a total of 48 semester units of upper division or graduate coursework

Class IV:

Master's with a total of 60 semester units of upper Division or graduate coursework

Class V:

Master's with a total of 72 semester units of upper division or graduate coursework

Class VI:

Earned Doctorate

Note:

Vocational/Technical courses or training, up to a maximum of eight (8) semester units, may be granted credit toward salary advancement. The applicant should obtain prior approval from the SAC before starting any coursework or training. One semester unit of credit may be awarded for each forty- eight (48) hours of verified work. Proof of completion needs to be provided to HR and the SAC.

~~Students may not audit courses.~~

Individuals may audit courses that have been designated by the College as eligible for auditing.

The fee for auditing courses shall be \$15 per unit.

Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

Auditors do not have enrollment priority over those taking a course for credit.

No auditor shall be permitted to change their enrollment status to receive credit for the course.

Classroom attendance of students auditing a course shall not be included in computing the apportionment due to a community college district.

The District shall allow individuals to audit eligible courses on a no-credit basis, subject to approval. In order to audit a course, the following course criteria must be met:

- Courses eligible for audit must be designated in the course outline of record (COR).
 - Departments can choose which courses are eligible for audit through the curriculum review process.
 - Courses with material fees, science labs, or that include field trips are not eligible for audit.
 - Textbooks and other required course materials are not included in the audit fee and must be paid separately by the course auditor.
- Permission to audit a class is required for each prospective auditor, is granted at the instructor's discretion, and requires approval from the instructor and appropriate dean.
- Auditing is allowed on a space-available basis, and priority in class enrollment shall be given to students taking the course for credit towards a degree or certificate. Students on a waitlist for the class must be given the option to join prior to adding any auditors.
- Auditors do not count in the minimum enrollment required to run a class and attendance of auditors shall not be included in apportionment or determining class size.
- An audit request may be submitted after the scheduled start date of the class.
- There are no limits on the number of times a course can be audited.

A. Requirements

Prospective auditors must meet the following requirements:

- Auditors must be eligible for admission as regularly enrolled students and be in good standing with no active holds on their account preventing enrollment (this excludes special admit students).
- Auditors are expected to participate in all class activities as required by the course instructor of record.
- Auditors should follow course syllabus requirements, including attendance, and follow the standards of student conduct (AP 5500). Those not meeting these

requirements may be removed from the class, at the discretion of the instructor, with no fee reimbursement.

B. Academic Record

- Instructors have no obligation to grade the assignments of auditors.
- Instructors will not provide a grade for auditors.
- No units will be awarded for auditing.
- No auditor shall be permitted to change the enrollment status for the course to receive credit.
- Audited courses will not be recorded on a transcript, and no attendance or academic record will be maintained. Verification of enrollment for audited courses is not available.
- Audited courses may not be used for salary advancement for faculty or classified staff.

C. Fees

The fee for auditing courses shall be \$15 per unit. Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

-
- All mandatory student fees including the Student Center Fee, Student Representation Fee, and Health Fee will be assessed at the time of enrollment in an audited course. Auditors may opt out of the Student Representation fee.
- Audited courses are not covered by a fee waiver or financial aid.
- Parking fees or a parking permit are required, if applicable.
- Any textbook costs, if applicable, are not included in the auditing fee and are the responsibility of the auditor.
- All fees are non-refundable unless the class being audited is cancelled or otherwise administratively altered.

Adoption History:

Periodic Review:

References: Education Code §76370

CCLC Update: #27, 10/15

Steering: CPC / AS

Credit Courses

~~Individual degree-applicable credit courses that are part of an educational program approved by the California Community Colleges Chancellor's Office (CCCCO) are submitted to the board of trustees according to the following procedure:~~

Credit courses and their affiliated **corresponding** student learning outcomes are proposed by faculty, **as described in Administrative Procedure 4020. Once submitted in the curriculum management system, credit course proposals are reviewed by the respective** department chair, **instructional** dean, **student learning outcomes coordinator**, articulation officer, and technical review **personnel** before being forwarded to the Courses and Programs Committee (CPC).

All district personnel involved in the **credit course** curriculum approval process, **including members of the CPC**, ~~have~~ receive training provided for in title 5 section 55100 regarding the rules, regulations, and local policies applicable to the approval of credit courses.

- ~~A. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~B. Courses are examined by the department chair, the department's dean, and the articulation officer.~~
- ~~C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.~~
- ~~D. Courses are evaluated, reviewed, and approved by the Courses and Programs Committee (CPC).~~
- ~~E. Courses~~

Upon CPC approval, **credit** courses are collected into a curriculum packet and recommended to the Academic Senate for ratification on its consent calendar and **then** forwarded directly to the board of trustees for final approval.

The CPC and board of trustees approve each credit course pursuant to title 5, sections 55002 and 55002.5, and the California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH). Their approval includes verification that each credit course adheres to the calculation of credit hours as codified in Administrative Procedure 4020.

Board-approved credit courses are promptly reported to ~~submitted for automatic inclusion in the~~ Chancellor's Office Curriculum Inventory and Management Information Systems. No course that has been previously denied separate approval by the Chancellor's Office may be offered pursuant to title 5 section 55100 unless the

proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and board of trustees.

The MiraCosta Community College District provides annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that it has complied with the regulatory requirements relating to the approval of credit courses.

~~Non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program may be approved locally and offered provided the district complies with the following requirements:~~

- ~~A. Individuals serving on the CPC and all others involved in the curriculum approval process have received training on the review and approval of courses not part of educational programs as provided for in title 5 section 55100.~~
- ~~B. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~C. Courses are examined by the department chair, the department's dean, and the articulation officer.~~
- ~~D. Courses are reviewed via a technical review process to ensure for compliance with local and state standards.~~
- ~~E. Courses are evaluated, reviewed, and approved by the CPC.~~
- ~~F. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.~~
- ~~G. No course that has been previously denied separate approval by the Chancellor's Office may be offered pursuant to title 5 section 55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and board of trustees.~~
- ~~H. Students may count no more than eighteen (18) semester units of stand-alone courses toward satisfying the requirements for a certificate or the completion of an associate degree.~~
- ~~I. When eighteen or more semester units of non-degree-applicable courses in the same TOPs code are linked to each other as prerequisite or corequisite courses, such courses are submitted to the CCCCO for approval as a program.~~

~~Board-approved credit courses are submitted for automatic inclusion in the Chancellor's Office Curriculum Inventory Management Information Systems.~~

Noncredit Courses

Noncredit courses and their affiliated **corresponding** student learning outcomes are proposed by faculty, **as described in Administrative Procedure 4020**. Once submitted in the curriculum management system, noncredit course proposals are reviewed by the **respective** department chair, dean of Continuing and Community Education, **student learning outcomes coordinator**, and technical review **personnel** before being forwarded to the CPC.

District personnel involved in the noncredit course approval process, including **CPC curriculum committee** members, receive training **provided for in title 5 section 55150** regarding the rules, regulations, and local policies applicable to the approval of noncredit courses.

Upon CPC approval, noncredit courses are collected into a curriculum packet and recommended to the Academic Senate for ratification on its consent calendar and **then** forwarded directly to the board of trustees for final approval.

The CPC and board of trustees approve each noncredit course pursuant to title 5, section 55002 and the PCAH. Their approval includes verification that each noncredit course adheres to the attendance accounting procedures codified in Administrative Procedure 5070.

~~including but not limited to the provisions of title 5 section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.~~

~~All noncredit courses are submitted to the board of trustees according to the following procedure:~~

- ~~A. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~B. Courses are reviewed by the department chair and dean of Continuing and Community Education.~~
- ~~C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.~~
- ~~D. Courses are evaluated, reviewed, and approved by the CPC.~~
- ~~E. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.~~

The district promptly reports all noncredit courses approved by the board to the Chancellor's Office Curriculum Inventory Management Information Systems.

In its annual certification to the Chancellor's Office before the conclusion of each academic year, the district verifies that it has complied with the regulatory requirements of title 5 section 55150 relating to the approval of noncredit courses.

~~Annual Curriculum Approval Certification~~

~~Each October, the superintendent/president, vice president of Instructional Services, Academic Senate president, and curriculum committee chair certify the integrity of all district approved curriculum by signing and submitting the Chancellor's Office Annual Curriculum Approval Certification form.~~

MiraCosta Community College District

Page 1 of 2

Effective Date: 1/19/10, 9/10/20, 6/23/22
Periodic Review: 5/14/12, 8/13/13, 4/14/15
References: Title 5 §§55100, 55150
CCLC Update: -
Steering: CPC / AS

DRAFT

Developmental coursework consists of non-degree-applicable basic skills courses.

A student's need for developmental coursework shall be determined using appropriate assessment methods or procedures.

No student shall receive more than 30 semester units for developmental coursework, subject to the following exceptions:

- A. A student who is enrolled in one or more courses of English as a Second Language is exempt from this unit limitation.
- B. A student who has been officially identified by the college as having a learning disability is exempt from this unit limitation.

Students who need more than 30 units to develop college-level basic skills will be restricted to taking only noncredit courses, non-degree-applicable courses that do not involve remediation, and those degree-applicable credit courses that do not have basic skills prerequisites or advisories on recommended preparation.

The district shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame of their initial attempt in the discipline.

The district shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year time frame or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year time frame.

The district shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. **High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the**

District may use guided placement or self-placement. When using multiple measures, the district shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

- A. Low performance on one measure shall be offset by a higher performance on another measure.
- B. Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.
- C. Any one measure may demonstrate a student's preparedness for transfer-level coursework.
- D. The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- E. The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the district places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the college shall determine the following:

- A. The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade point average and coursework.
- B. The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame.

The district may recommend ~~require~~ a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the college determines the support will increase their likelihood of passing the transfer-level English or mathematics course.

If the district places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the college shall determine the following:

- A. The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

- B. The enrollment will improve the student's probability of completing the first STEM calculus course.
- C. The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in this procedure:

- A. Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
- B. Students enrolled in a certificate program without English or mathematics requirements.
- C. Students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate.
- D. Students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes.
- E. Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
- F. Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
- G. Current high school students in dual enrollment or taking courses not available in their local high school.

A student who demonstrates significant, measurable progress toward the development of skills appropriate to enrollment in college-level courses may request a waiver of the limitations of this procedure. Such a waiver, if granted, will be given for specified periods of time or for specified units pursuant to standards approved by the MiraCosta College Board of Trustees.

If a student who has been **placed on academic or progress separation** ~~dismissed~~ due to lack of progress or substandard grades (see Board Policy/Administrative Procedure 4250 and Administrative Procedure 4255) successfully completes developmental coursework or demonstrates skill levels that assure success in college-level courses, they may petition the Committee on Exceptions for reinstatement to proceed with college-level coursework.

The MiraCosta College catalog shall include a clear statement of the limited applicability of developmental coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

MiraCosta Community College District

Page 3 of 3

Effective Date: 6/15/10, 5/16/19, 6/8/23

Periodic Review: 4/14/15, 3/18/16, 4/21/22

Reference Update: 4/15

References: Ed Code §§78212.5, 78213

Title 5, §§55035

Accrediting Commission for Community and Junior Colleges

CCLC Update:
Steering:

Accreditation Standard ~~II.A.4~~ **2**
#14, 2/08; #26, 4/15; #33, 10/18; **#44, 4/24**
CPC/AS

DRAFT

The superintendent/president shall establish procedures that establish standards of scholarship consistent with the provisions of title 5 sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050, et seq, and board policy.

These procedures shall address: grading **policies**, academic record symbols, grade point average, credit for prior learning, academic and progress notice, academic and progress separation, academic renewal, course repetition, limits on remedial coursework, and grade changes.

The procedures shall be described in the MiraCosta College catalog.

Matters identified by Title 5 as standards of scholarship are grading **policies, pass/no pass options**, credit for prior learning, standards for academic and progress notice and **separation, academic record** symbols, grade changes, course repetition, **and** academic **renewal**. Authority and responsibility is delegated to the assistant superintendent/vice president, Instructional Services, and the Academic Senate as described in the policies and procedures on Collegial Governance and Participation in Local Decision Making (see Board Policy and Administrative Procedure 2510).

The vice president, Instructional Services, shall be responsible for securing district copyright protection. Any royalties or revenue from said copyrights are to be for the benefit of the district. The district may use, sell, give, or exchange published materials and may license materials prepared by the district in connection with its curricular and special services. The vice president, Instructional Services, shall safeguard the district's rights to use, sell, give, exchange, or license such copyrighted materials.

2026-2027 Academic Calendar : 16 Weeks

Summer Intercession 2026

Jun 8	Summer Semester Begins
Jun 19	Juneteenth (Legal Holiday)
Jul 3	Independence Day (Legal Observance)
Jul 31	Summer Semester Ends

Fall 2026

Aug 10-13	Professional Learning (Flex)
Aug 14	All-College Day
Aug 17	Fall Semester Begins
Sep 7	Labor Day (Legal Holiday)
Nov 11	Veterans Day (Legal Holiday)
Nov 23-28	Fall Break
Nov 26	Thanksgiving Day (Legal Holiday)
Nov 27	Campus Closed (Local Holiday)
Dec 12	Fall Semester Ends
Dec 14	Professional Learning (Flex)
Dec 24	Christmas Eve (Local Holiday)
Dec 25	Christmas (Legal Holiday)
Dec 28-31	Campus Closed

Winter Intercession 2027

Jan 1	New Year's Day (Legal Holiday)
Jan 4	Winter Intercession Begins
Jan 18	Dr. Martin Luther King, Jr. Day (Legal Holiday)
Jan 25-29	Professional Learning (Flex)
Jan 29	Winter Intercession Ends

Spring 2027

Feb 1	Spring Semester Begins
Feb 12	Lincoln Day (Legal Holiday)
Feb 13	Campus Closed
Feb 15	Washington Day (Legal Holiday)
Mar 29 - Apr 2	Spring Break
Apr 2	Campus Closed (Local Holiday)
May 28	Spring Semester Ends
May 28	Commencement
May 31	Memorial Day (Legal Holiday)

Summer Session 2026

June 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
1	7	8	9	10	11	12
2	14	15	16	17	18	19
3	21	22	23	24	25	26
4	28	29	30			

Fall Semester 2026

August 2026					
S	M	T	W	Th	F
					1
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30	31				

Winter Session 2027

January 2027					
S	M	T	W	Th	F
					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31					

Spring Semester 2027

February 2027					
S	M	T	W	Th	F
1	2	3	4	5	6
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28					

July 2026						
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 2026					
S	M	T	W	Th	F
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30		

March 2027					
S	M	T	W	Th	F
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

KEY

	Legal/Local Holidays
	Non-class days
	Summer Intercession
	Fall Semester
	Winter Intercession
	Spring Semester
	Fall/Spring Break
	Commencement
	Professional Learning (Flex)
	All-College Day
	Winter Intercession & Flex

October 2026					
S	M	T	W	Th	F
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30
31					

April 2027					
S	M	T	W	Th	F
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

November 2026					
S	M	T	W	Th	F
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30				

May 2027					
S	M	T	W	Th	F
					1
3	4	5	6	7	8
10	11	12	13	14	15
16	17	18	19	20	21
23	24	25	26	27	28
30	31				



15 16 15 16 16 15+1

83 Instructional Days

(Includes 5 Instructional Saturdays)

1 All-College Day | 5 Days of Flex

15 16 16 16 15 14

83 Instructional Days

(Includes 5 Instructional Saturdays)

5 Days of Flex

Capital Improvement Program Update

Academic Senate Presentation

October 3, 2025



AGENDA

- Status of Projects
 - Community Learning Center
 - San Elijo Campus
 - Oceanside Campus
- Q&A



PROGRAM STATUS SUMMARY

Program Schedule Summary

5 Year Plan / Board Approved Projects

42

Active Projects = 17

Completed Projects = 25

Not Started = 0

Upcoming / Planned FMP Projects

18

Program Financial Summary

(August 2025 Month End)



\$467M
Commitments

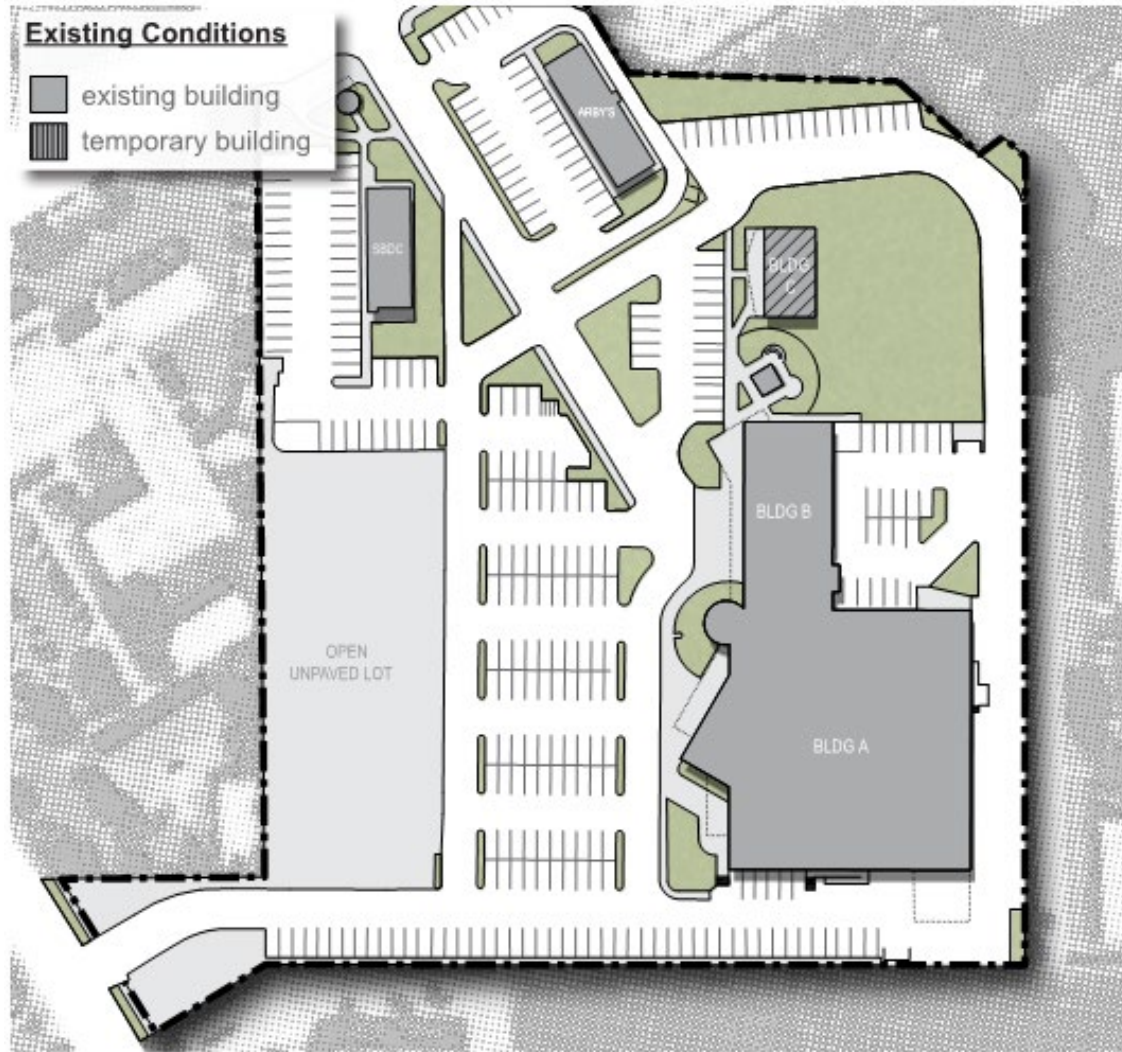
\$418M
Expenditures

Program by the Numbers



STATUS OF PROJECTS

COMMUNITY LEARNING CENTER



COMMUNITY LEARNING CENTER

COMMUNITY LEARNING CENTER	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Monument Sign and SBDC Demolition	\$1,051,443	Complete	Complete	COMPLETE
Arby's Building Demolition	\$122,245	Complete	Complete	COMPLETE
Building D (300) / New Student Services Building	\$12,005,686	Complete	Complete	COMPLETE
Parking Lot Renovation and Building C Demolition - PHASE I	\$251,860	Future	Future	COMPLETE
Building 100 & 200 Classrooms and Offices Renovation	\$11,045,149	Complete	Complete	COMPLETE
Solar Project	\$1,903,861	Started - Spring 2025	Fall 2025	CONSTRUCTION
Community Learning Center Total =	\$26,380,244			

CLC SOLAR PROJECT

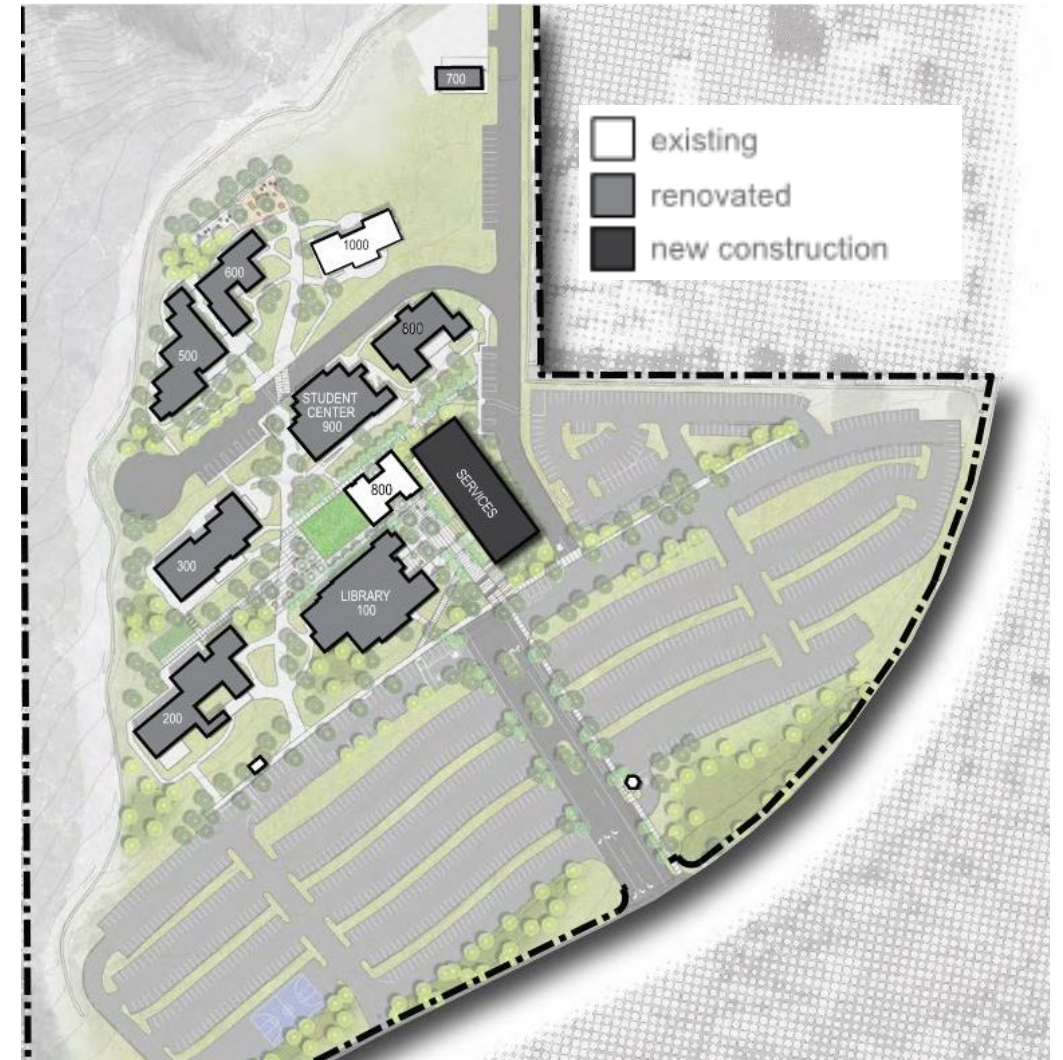
- **Phase:** Construction
- **Delivery Method:** Design Build
- **Current Budget:** \$1.9M
- **Funding:** Measure MM & Non-Bond
- **DBE:** Johnson Controls
- **Scope:** This project is planned to bring solar power to the Community Learning Center campus. Solar panels are anticipated to go over covered parking spaces on the north side of the new Student Services Building.
- **Status:** The parking lot is fully open, and the EV chargers are online and available for use. The project is expected to be complete and online towards the end of Fall semester, 2025. Awaiting SDG&E interconnection.



CLC SOLAR PROJECT



SAN ELIJO CAMPUS



SAN ELIJO CAMPUS

SAN ELIJO CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Building 600 Renovation	\$2,261,004	Complete	Complete	COMPLETE
Building 300 Renovation	\$2,678,463	Complete	Complete	COMPLETE
Building 500 Renovation	\$3,748,809	Complete	Complete	COMPLETE
Building 1100 New Student Services & Administration	\$13,870,156	Complete	Complete	COMPLETE
Building 200 Renovation	\$4,740,708	Complete	Complete	COMPLETE
Swing Space	\$2,566,352	Complete	Complete	COMPLETE
Underground Utilities Renovation	\$1,823,737	Complete	Complete	COMPLETE
Building 100 Library Renovation	\$6,015,189	Complete	Complete	COMPLETE
Building 900 Student Center Renovation	\$2,576,080	Complete	Complete	COMPLETE
Central Campus Quad Renovation and B800 Demo - PHASE I	\$454,715	Future	Future	COMPLETE
Building 400 Science Labs Renovation	\$4,629,526	Complete	Complete	COMPLETE
Miscellaneous Enhancements Project	\$1,966,191	Complete	Complete	COMPLETE
Path of Travel Upgrade	\$517,969	Complete	Complete	COMPLETE
Solar Project	\$3,851,074	Spring 2025	Spring 2026	CONSTRUCTION
San Elijo Campus Total =	\$51,699,973			10

SAN ELIJO SOLAR PROJECT

- **Phase:** Construction
 - **Delivery Method:** Design Build
 - **Current Budget:** \$3.8M
 - **Funding:** Measure MM and Non-Bond
 - **DBE:** Johnson Controls
-
- **Scope:** This project will bring solar power to the San Elijo campus. Solar panels are being installed in the current parking area on top of covered parking structures.
 - **Status:** Solar arrays are under construction. Anticipated completion Dec 2025 with SDG&E connection to follow. EV chargers are operational and approximately 60% of the parking is open for use. All parking stalls will be open for use before the start of the Spring semester.



OCEANSIDE CAMPUS



OCEANSIDE CAMPUS

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
North Storm Drain Replacement	\$768,081	Complete	Complete	COMPLETE
Track and Field and Support Building Renovation	\$9,889,811	Complete	Complete	COMPLETE
New North Campus Parking Lot 4C Ex - PHASE I	\$100,880	Future	Future	COMPLETE
New Parking Lot 5A	\$12,010,292	Complete	Complete	COMPLETE
Strong Workforce Development Lab/ Trailer	\$784,008	Complete	Complete	COMPLETE
Building 2000 Theatre Lighting	\$468,371	Complete	Complete	COMPLETE
Building 1200 Library Renovation	\$29,658,548	Complete	Complete	COMPLETE
Building 1000 Administration Renovation	\$10,874,664	Started - Summer 2021	Completed - Spring 2023	DSA CLOSEOUT
Building 5100 New Allied Health	\$29,763,333	Started - Spring 2022	Completed - Dec 2023	DSA CLOSEOUT
Building 5200 New Gymnasium and 5300 KHAN Building	\$41,372,096	Started - Spring 2022	Completed - Spring 2024	DSA CLOSEOUT
Building 1400 New Student Services (includes Veterans)	\$62,064,022	Started - Summer 2021	Completed - Winter 2024	DSA CLOSEOUT
Building 1300 New Chemistry & Biotechnology	\$47,271,154	Started - Fall 2022	Completed - Winter 2024/2025	DSA CLOSEOUT
Building 2800 Media Arts Complex	\$26,009,673	Started - Fall 2022	Completed - Winter 2024/2025	DSA CLOSEOUT

OCEANSIDE CAMPUS - Continued

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
Social Justice & Equity Center, Social Sciences Hub, and Student Life & Leadership - Includes renovation of Buildings 3400 and 3700 - Includes a new building replacing 3000, 3100, 3200 and 3300	\$69,446,329	Started - Fall 2024	Summer 2026	CONSTRUCTION
Solar Project	\$19,750,351	Started - Spring 2025	Spring 2026	CONSTRUCTION
Wayfinding and Signage	\$4,290,000	TBD	TBD	DESIGN
Building 4500 Science & Design Renovation	\$35,546,063	Summer 2026	Fall 2027	DESIGN
Security Infrastructure Project	\$1,267,420	Winter 2025	TBD	DESIGN
Building 4700 Renovation for Professional Development	\$4,716,462	TBD	TBD	DESIGN
Campus Wide Utility Infrastructure Renovation	\$2,478,155	Ongoing	Ongoing	ONGOING
Swing Space	\$9,984,938	Ongoing	Ongoing	ONGOING
Oceanside Campus Total =	\$418,514,651			

OC 3000 SERIES PROJECT

- **Phase:** Construction
 - **Delivery Method:** Design-Build
 - **Current Budget:** \$69.3M
 - **Funding:** Measure MM
 - **DBE:** Rudolph & Sletten / Gensler
 - **Building SQ FT:** 56,098 SQ FT
-
- **Scope:** This expansive project consists of renovating buildings 3400 and 3700 and replacing (4) aging buildings; 3000, 3100, 3200 and 3300. This will form a Communications Hub and create a cohesive space for the Social Justice and Equity Centers and provide for renovations to the existing Student Center. The scope will include classroom, office, study, and student group collaboration spaces.
 - **Status:** Structural framing, MEP rough-in, steel decking and roofing in progress. Installation of Densglass and waterproofing on the exterior has commenced.

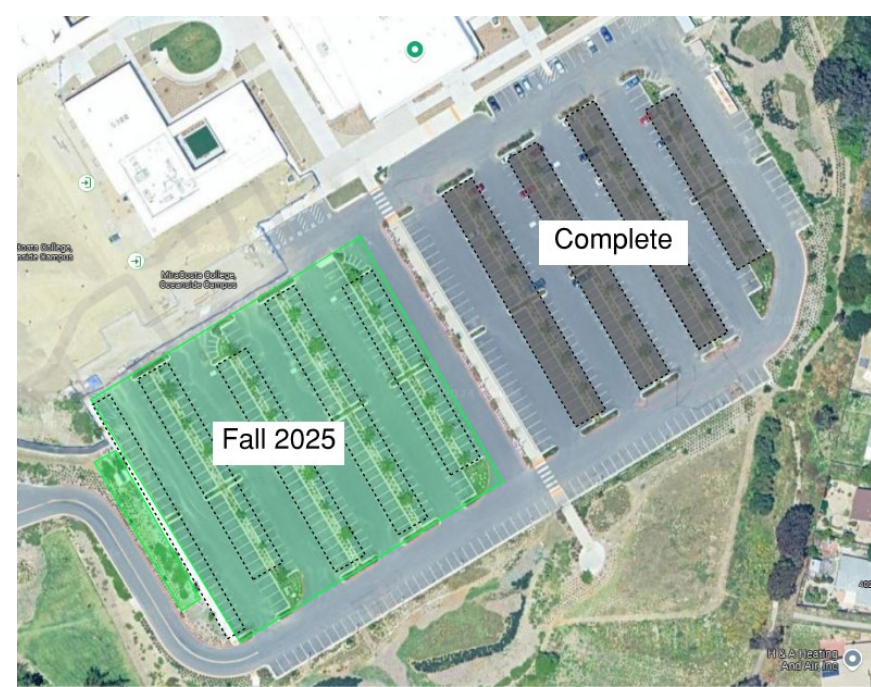


OC 3000 SERIES PROJECT



OCN SOLAR PROJECT

- **Phase:** Construction
- **Delivery Method:** Design Build
- **Current Budget:** \$19.7M
- **Funding:** Measure MM & Non-Bond
- **DBE:** Johnson Controls
- **Scope:** This project will bring solar power to the Oceanside campus. Solar panels will be installed over covered parking spaces in parking lot 5A and parking lot 4C.
- **Status:** Installation is underway with completion in Spring 2026. The first & second phases in parking lots 5A (50% open for parking use) and 4C (100% open for parking use) are complete. The work on the 2nd half of lot 5A started August 11th and will be available for parking after the holiday break and in time for Spring semester. EV charging stations ready for use by Spring semester



OCN SOLAR PROJECT

Parking lot 4C



Parking lot 5A



OC B4500 SCIENCE & DESIGN RENOVATION

Phase: Design

Current Budget: \$35.5M

DBE: Balfour Beatty-HMC

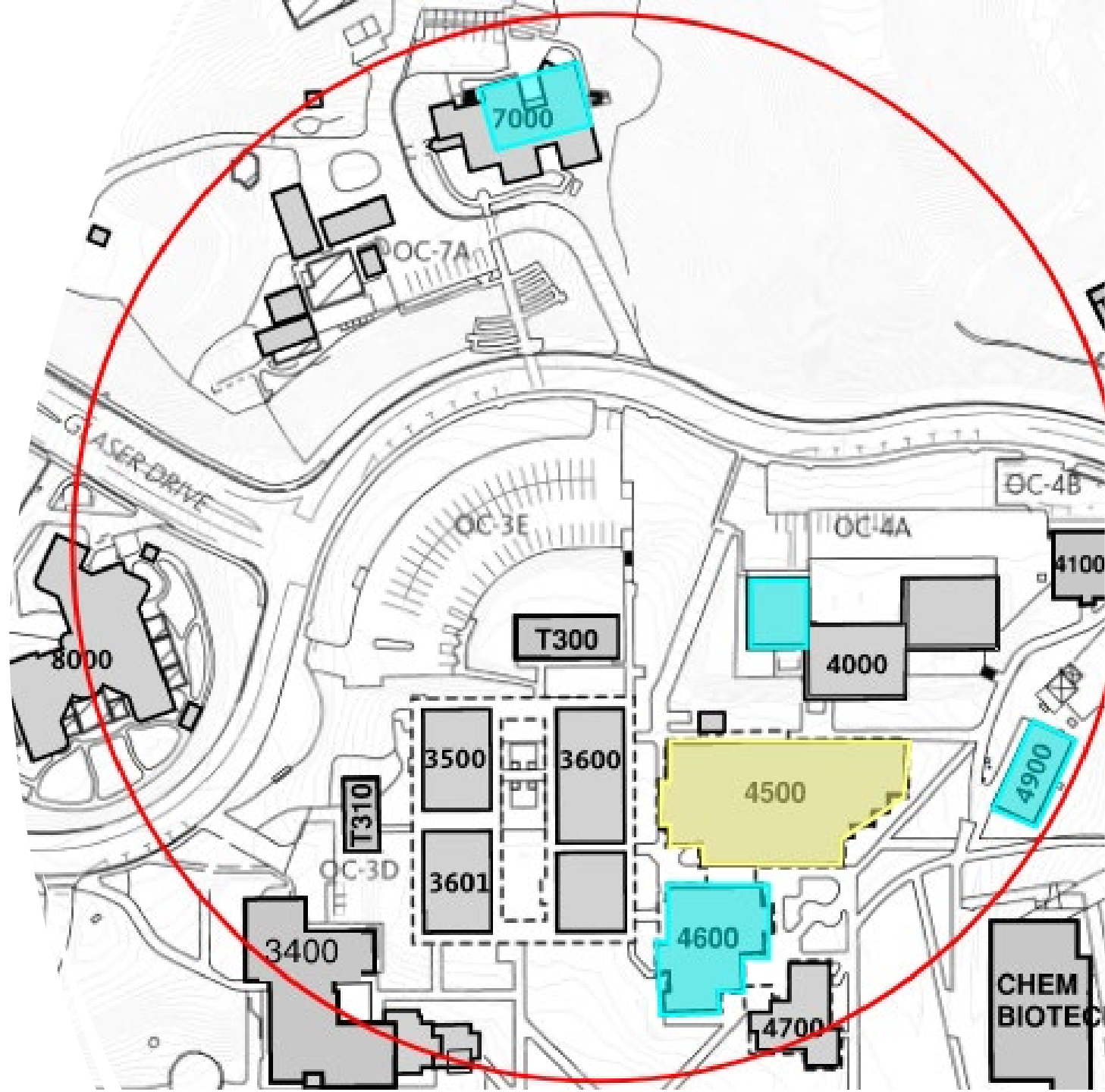
Construction Schedule: April 2026 – August 2027

- **Scope:** The project will provide a complete renovation of building systems and reconfigure the floorplan to create updated labs and teaching spaces for the Biology, Physical Science, and Design programs.
- **Status:** DSA review is underway with construction planned to begin Spring 2026.
- **Impacts:** During construction classes will be relocated to nearby spaces on campus. Parking lots OC-3E and OC-4A are anticipated to be impacted. Pedestrian walkway closures and detours are also expected and will be coordinated as we get closer to construction.



OC B4500 Swing Space

- Design department (CADD Labb, Makerlab, Drafting Lab) moved to B4600 during Summer 2025 (complete).
- Microbiology moved to B4000 during Summer 2025 (complete).
- Anatomy, Astronomy, Physics will move to B7000 (Horticulture) in December 2025.
- Ecomarine will move to B4900 in December 2025.
- Oceanography will move to B13 Chem-Bio in December 2025.



OC B4700 PROFESSIONAL DEVELOPMENT PROJECT

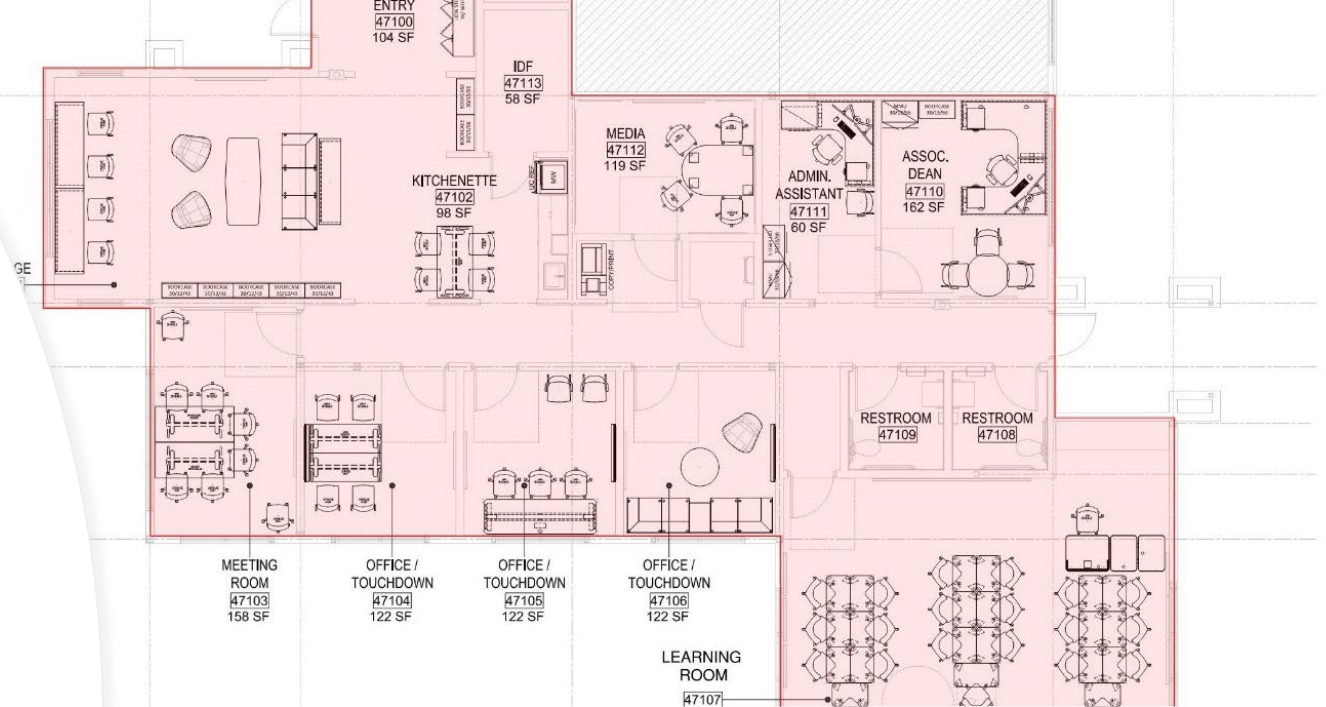
Phase: Design

Current Budget: \$4.7M

DBE: Align Builders / SGPA

Construction Schedule: May 2026 – February 2027

- **Scope:** The project will renovate the Career Services building to create a space for the Teaching & Learning Center and Online Education Department, supporting instructors with online tools, course development, workshops, and customized services.
- **Status:** DSA review is underway with construction planned to begin Summer 2026.
- **Impacts:** Prior to construction, the Honor's Lounge will move to their new home at the B30 Social Sciences Hub while the Language Lab moves to T220. Pedestrian walkway closures and detours are expected and will be coordinated as we get closer to construction.



OC Wayfinding and Signage

Phase: Design

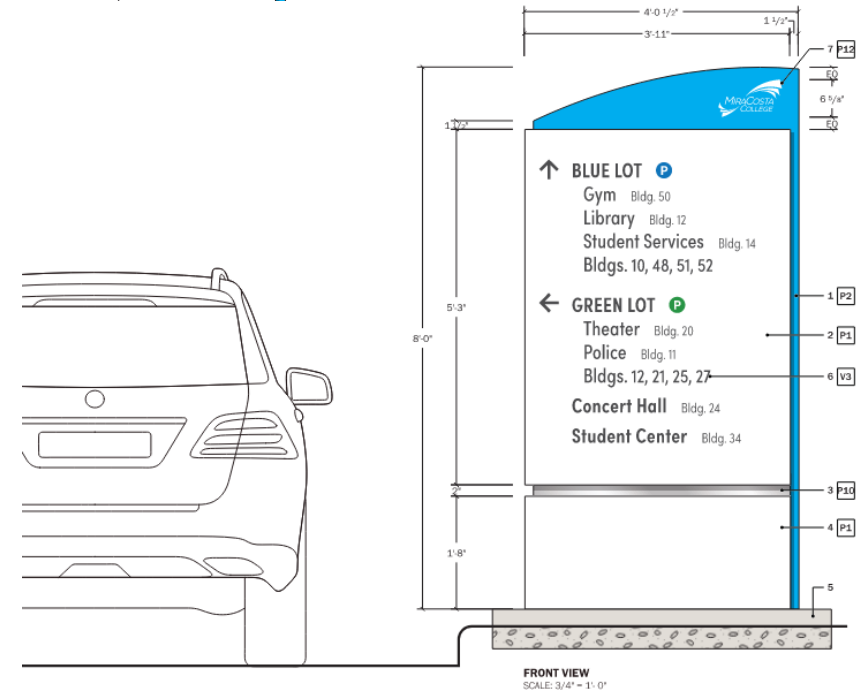
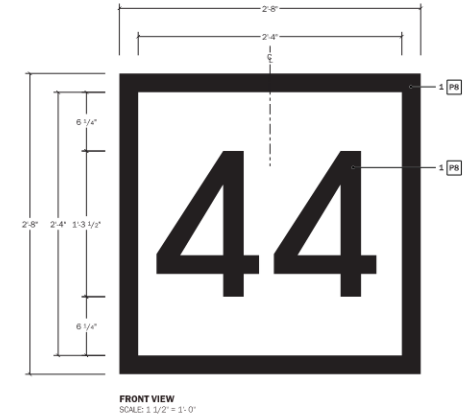
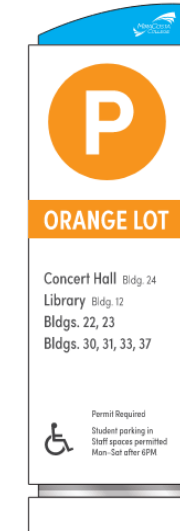
Current Budget: \$4.3M

Architect: DLR

Location: Campuswide

Construction Schedule: Summer 2026 (tentative start date)

- **Scope:** This project will enhance pedestrian and vehicular navigation across the Oceanside Campus by introducing new, standardized signs that are clearer, easier to follow, and designed to optimize wayfinding.
- **Status:** Design drawing preparation is underway with a goal to submit to DSA by the end of the year. The project team is simultaneously coordinating with various departments to help mitigate impacts to campus systems.
- **Impacts:** Building identification numbers will change from a 4-digit to 2-digit naming convention and therefore will require a well coordinated roll out to avoid wayfinding conflicts or administrative conflicts with backend systems. Physical construction impacts are anticipated to be minor.



Questions

