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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 **[9:10; 15 minutes]**  
*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 Jan 17th
  - B. Curriculum Packet #2  
Description: *We will be covering the second Curriculum Packet, updates on legislative components (AB1705, AB1111 (CCN) Phase 1, 2 and 3, (AB928), AP/BP considerations, what's happening in the Spring Term, and CPC handbook changes.*
- 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. Updated Academic Calendar 2025-2026 - Hull **[9:35; 5 minutes]**  
Description: *Corrections have been applied to meet the requirements for total number of days accounting for the Monday of Finals Week*
- VIII. Information / Discussion
  - A. Updates by CPC Leadership including CCN Implementation **[9:40; 30 minutes]**  
Description: *Information will be shared regarding the second Curriculum Packet, updates on legislative components (AB1705, AB1111 (CCN) - phase 1, 2, and 3, AB928), AP/BP considerations, what's happening in Spring term, and CPC handbook changes.*

### 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.

B. Contextualized Learning and Light the Fire - Ha [10:10; 30 minutes]

Description: *Dr. Thao Ha will share information on Contextualized Teaching, which promotes career and employable skills development in classrooms, and the upcoming spring and summer Light the Fire professional development events.*

C. Follow up AI 5th Friday [10:40; 20 minutes]

Description: *Reflections on the day, the topics, and the options to follow through including discussion of ongoing role of the AI Taskforce as well as the potential impacts of a designated professional development day scheduled after classes begin (New FLEX Calendar model)*

IX. Reports (Written, Included Via Links Below)

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

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

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

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

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

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

X. 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](mailto: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](mailto:alocke@miracosta.edu).



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**UNOFFICIAL MINUTES**

- I. **Call to Order Academic Senate** curry mitchell, respectfully acknowledged 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. The meeting was called to order at 1:03pm.
- II. **Remote Member Attendance** Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. **Roll Call: Members present** curry mitchell (President), Daniel Ante-Contreras, Sunny Cooke, Leigh Cotnoir, Erica, Duran, Jim Julius, Jeffrey Murico, Ghada Osman, Nate Scharf, Alexis Tucker Sade, Afifa Zaman, Robin Allyn, Sarah Gross, Brian Page, Krista Warren.  
**Members Absent:** Sean Davis, Robyn Allyn, Julie Graboi.  
**Others Present:** Jose Sanchez, Chris Tarman, Kellita Felton, Rick White.
- IV. **Persons Wishing to Address the Senate [Time 1:10; 15 minutes]**  
*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. None*
- IV. **Changes to Agenda Order** - Time certain were noted.
- V. **Consent Calendar**
  - A. Approve Minutes of the Regular Meeting of Dec 6th
  - B. Approve Minutes of the Special Meeting of Dec 13th
  - C. Equivalencies - Davis

Description: *Approve one equivalency in Noncredit ESL and one in Business*  
Consent Calendar items A, B and C were approved by unanimous consent.
- VI. **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. [WASC AHS Accreditation Report](#) - Duran and Sanchez **[Time 1:25; 5 minutes]**  
Description: *The WASC (Western Association of Schools and Colleges) AHS (Adult High*

**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.

School) Accreditation Report came to Senate for a first read in November and now for approval. It will then go to the Board of Trustees. The report is due by March 25, 2025. MSP {Scharf / Warren} {Duran abstained}  
No discussion ensued.

## VII. 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. Updated [Academic Calendar 2025-2026](#) - Hull [Time 1:30; 10 minutes]

Description: *Description: Corrections have been applied to meet the requirements for total number of days accounting for the Monday of Finals Week*

- VP Pescarmona presented changes, including the reinsertion of January 27th. Dr. Stuart of the IDEA college was referenced as suggesting the need for a more inclusive and ADA compliant calendar; one with more versatility. The executive office is in agreement with the request to modernize the academic calendar.
- A discussion ensued with regards to veterans day observance and how changing the observance date may result in an additional Tuesday holiday. The matter will be forwarded to the Board of Trustees for further deliberation.
- Murico discussed the December 8th Finals conflict and the request to review the Monday / Wednesday finals schedules. Many students have back to back finals these days - presents challenges. Issue acknowledged and senate is committed to exploring solutions; Pescarmona discussed Finals Week is dissolving as of 2026 Fall; 2026-27 calendar will address and resolve inclusivity and accessibility issues. The current calendar is for general awareness of hard deadlines, however exceptions to the rule exist. Official drop dates are based on students' surf roster and other factors. VP and President will discuss recommended calendar adjustments with the Board; target date is January Board Item.

### B. Academic Senate Faculty Awards - [Stanback Stroud Diversity Award](#) - Julius

Description: *The Academic Senate for California Community Colleges (ASCCC) has called for nominations for the 2024-25 Stanback Stroud Diversity Award, which "honor the cadre of committed faculty who consistently rise to meet the challenges our students face." Given the submission deadline of February 9th, we will be asked to suspend our rules of two reads and approve the Awards Committee recommendation.*

Two honorees were selected for the ASCCC Award, Maria Figueroa was chosen.

Motion to suspend rules MS (Warren / Page)

Motion to approve Maria's nomination MS (Tucker Sade / Duran)

Discussion: She's a wonderful candidate.

## VIII. Information / Discussion

### A. AI Task Force Updates and Discussion for the AI 5th Friday Conference - Julius [Time 1:40; 10 minutes]

Description: *Updates from the AI Taskforce on planning and preparations for the 5th Friday Conference on AI Tools and Topics*

Guest Speaker Fabiola Torres who is an AI expert will be one of the panelists speaking at the engagement. Joint sessions will be held from 10am-11:30am for all MCC employee groups followed by break out sessions 12:30pm-3:30pm. As of this meeting, the call for proposals is still open and all are encouraged to RSVP even with online attendance.

**Discussion:** There is an appetite from faculty on utilizing AI Tools as an integrated approach to teaching. Department Chairs want to educate faculty on the best tools to use with students for engagement i.e. Playlab that supports building customized chatbox is an app favored by many and is one of relevance for this conference. Cotnoir discussed the current lawsuit between the NY Times and ChatGPT and asked to keep abreast of the outcome which may affect the libraries of AI tools like Microsoft's CoPilot and ChatGPT among others. These topics and more like these are the vision for the afternoon. Question arose as to consensus on students attending.

Perspective: Faculty may feel uncomfortable with students in these sessions to

divulge true feelings around AI usage.

Deadline for proposals: Friday, 1/17/25. We may extend.

185 reserved for in person and 98 reserved for online. Considering alternate streaming locations. Event programming is managed by Denee, Jim and Melanie.

B. Review of [Academic Senate Organizational Structures](#) - Osman, Sharff, Warren, mitchell, Tucker-Sade **[Time 1:50; 30 minutes]**

Description: *The AS workgroup researching statewide Academic Senate constituencies will share initial findings and insights followed by discussion*

- mitchell shared a statistic around Miracosta college's unique senate structure in comparison with other CA community colleges. Discussion focused on whether reorganization could make the AS more representative and impactful. Tucker-Sade outlined the highlights of her evidence-based report and encouraged senators to read it thoroughly and take into consideration the proposed structural changes and the benefit to all faculty. mitchell agreed to share his report with senators and include it with the agenda minutes.
- Discussion ensued with ideas around restructuring in support of guided pathways, dual-enrollment and further inclusivity for teaching groups i.e. non-credit, counseling and learning support instructional staff.
- Warren discussed challenges embedded in the current MCC climate / certain cultural attitudes that may resist the idea of associate faculty members representing a department. Warren cited the website [contingentworld.com](http://contingentworld.com) as a resource for the committee.
- Osmand discussed the idea to survey faculty in the Fall of 2025 to gather a pulse on how the collective body feels about representation.
- Discussion among senators Cotnoir and Tucker Sade revealed that a restructuring of the senate at-large could disrupt the unification of the current faculty body, while the potential of not restructuring could leave the senate vulnerable to potential committee stacking. Referring to a practice of deliberately selecting members for a committee who are likely to align with a particular perspective, agenda, or outcome.
- Final Ideas shared were the recommendation to add additional representation for groups like non-credit, librarians, counselors to the existing model so as not to disrupt current unification.
- mitchell proposed one next step is to focus on communication strategies to be the focus of the next Senate retreat and recommended more time to explore senate reorganization including a consideration of models from ASCCC and the Faculty Assembly, bodies that do designate certain membership to be recruited/elected from specific departments, divisions, and areas

C. Review of [Spring Agenda Topics and Senate Roles](#) - mitchell **[Time 2:20; 30 minutes]**

Description: *After a brief overview of the spring agenda, Senators will be asked to reflect on the format of Senate meeting presentations and make recommendations*

A worksheet is passed out for senators to complete. A write up of the discussion along with a copy of Senators' completed worksheets are included with these minutes

**IX. Reports (Written, Included Via Links Below)**

- A. Academic Senate President – mitchell ([access report](#))
- B. College Superintendent/President – Cooke ([access report](#))
- C. Classified Senate – Banks ([access report](#))
- D. Associate Student Government – *position currently unfilled* ([access report](#))

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

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

X. **Adjournment** Meeting adjourned at 3:04pm

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.

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# Recommended Format for Agenda Item Discussion

## Clarify Context (guidance for agenda item speakers)

Ask speakers to begin presentations by

- stating their purpose for bringing an action item or information item to the Academic Senate
- clarifying how the Academic Senate may act upon or may benefit from the information they plan to provide

Questions that explore context:

- What are you asking of the Academic Senate?
  - Do you need feedback?
  - Do you need action?
  - Does the Senate simply need to be informed?
- Why is your agenda item important to faculty at large?
  - What are the 2-3 key points Senators should share with constituents?
- How does your item impact matters under 10+1? Which area(s) will we be discussing?

## Information Distribution (improve meeting preparations workflow)

Ask speakers to share information in its fullest form the week prior to the meeting, so senators have adequate time to understand and reflect

Establish a method as a senate for senators to seek further information, contexts, and perspectives prior to a meeting when desired

Ask senators to share feedback with agenda speakers prior to the meeting by submitting questions, comments, and concerns to the Academic President who will forward them to speakers

Ask speakers to structure interactive discussions and limit slidedeck presentations to key points and highlights only during the meeting

## Discussion (improve senate norms and practices)

Designate a consistent, welcoming space in the meeting room for agenda speakers

Structure more inclusive discussions by relying on suggested practices

- Round robin style share-outs by each senator with time constraints
- Allow time for senators to break out into small groups
- Allow time for reflective writing
- Promote practices that encourage senators to be mindful of the diversity of voices heard in a given discussion (self-regulated discussion)

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

- Less slide decks - so much seems to just be set/decided information; I'd like more open-ended discussions

- Sometimes we don't have full context, which becomes a problem (eg Tim Flood presentation)
- ~~Some~~ Presenters should come w/ less "certainty," more convo

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

- I mostly talk to others about the information since there just doesn't seem to be adequate time in senate
- I feel passive in the meeting because of the onslaught of info

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

- More small group conversation
- Slide decks given early for reading, so we have more time to engage w/lo stretching time
- Games / activities



## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

- + I like the idea of a welcoming/consistent space for speakers.
- I think providing people w/ the chance to comment or share reports @ the beginning. ~~at the~~
- + Stating purpose + any desired outcomes

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

I take notes, try to maintain a neutral or warm affect for presenters/speakers, make note of questions or any areas I feel strongly about asking questions on. As appropriate, I consider impact/relevance to constituents and what I would relay to them. Prepare to convey highlights/answer questions they may have for me.

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

We could round robin responses w/ a time constraint vs open dialogue where someone may speak 3-4 times and others zero. This may not be the right "fit" - just an idea. Perhaps it would help stay focused vs going off topic/ relevance to the speaker.

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

- maybe start presentations w/ why they are sharing & how it ties to Senate? - context
- limited PowerPoints / less density
- what are they asking from us?
  - Do they need our feedback?
  - Do they need our ideas?
  - Is it to just inform?

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

- Active listening & note-taking
- Contemplate the "purpose" of the presentation
- Take-in various opinions & questions/critiques
- How does the topic affect students & faculty?
- ASK questions when appropriate & on-topic

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

- speak w/ purpose

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

— Start with this —

- Why is this important for faculty to know?
- What are the major (bullet point) take aways you want us to share to constituents?

(This is how major journals start articles so readers don't get lost in the weeds)

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

- What is my role — who know?
- What ought my role be —

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

- identify the changes, benefits, and challenges for both students and employees for the presentation topic

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

- ask questions from the perspective that the presenters likely have discussed the issue somewhat already → ask to hear what they've already considered

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

I like the current format.

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

1. Listen, read to understand their presentation
2. Critically engage (while taking notes) with expectation of formulating questions
3. Seek to support rather than deconstruct

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

We could create a shared drive/doc to provide feedback/ask follow-up questions.

1/17/25

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

- 2) what is our action item?  
How do we shorten presentations?
- 1) why are you here? / purpose
- 3) what are the key takeaways

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?



As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

To listen and learn & to dig deeper when necessary... to be a better representative

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

a system like CPC ~~or~~ where they give us feedback in advance so presenters come prepared → maybe this is a space where we just ask questions & those are passed on

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

- space in the room!
- Assign one person to reach back out w/ notes/feedback



## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

I frankly don't have a problem with the current method.

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

I listen. I absorb. I consider with an open mind. I then formulate critical questions & listen to see if they are answered. If not, I ask the questions.

Then I bring stuff to constituents.

Then cycle through their feedback.

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

I like the idea of better physical presentation for the speaker

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

The 10+1 seems like our "mission" - ~~the~~ some kind of pre-thought/work with guests to help them understand that and use it as a lens for information-sharing and inquiry seems worth exploring.

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?

~~My critical thinking~~ Critical thinking + evaluate, consider 10+1 impacts, consider my particular college role & expertise.  
My critical thinking questions - how do we know what we know? What's the evidence? How does this 'fit in' to existing understanding? Could this have gone differently? Who cares, what difference does this make?

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

Ensuring diverse voices are heard.  
Self-regulating  
Community taking ownership of equitable dialog.  
Having access to materials ahead of time and having a channel for questions. (Brown Act-compliance)  
Less info-dump more authentic discussion.  
Less focus on info, more on implications/actions

→ A dedicated  
agenda space

## January 17th Review of Spring Topics and Senate Roles Worksheet

As a senate, how do we want to be engaged by presenters from various college departments and divisions? What mission statement can we craft or what presentation format can we recommend to our agenda item speakers so they can prepare to engage us effectively?

~~Send us questions~~

- We read
- we send questions
- presenters prepare answers

I want content early

- Student population → access + care + equity
- What increases out time and bandwidth
- in the face of disruption, how do we continue center learning

As a senator, what is your role when hearing a presentation during a senate meeting? What do you do actively to perform this role?



If slide deck

- First share the question/problem you are addressing
- Set the purpose
- here's what we are looking for from senate.

1. Why important for faculty to hear.
2. What bullet points should senators share.

What do you know?  
What don't you know?

Can we do anything to improve the way we share our insights, questions, and recommendations with our agenda item speakers during the meeting so we may engage with their purpose for coming to the senate fairly?

- Create a shared drive or doc

**2025-2026 Curriculum Approvals**  
**Effective: August 2025**  
*Part II*

<b>I. Credit Course Level</b>						
<b>A. New Courses</b>						
<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Additional Approvals</b>	<b>Course Title &amp; Catalog Description</b>	<b>Units</b>	<b>Date Approved</b>
				None.		
<b>Total Credit Course Additions: 0</b>						

**2025-2026 Curriculum Approvals**

**Effective: August 2025**

*Part II*

<b>I. Credit Course Level</b>						
<b>B. Modified Courses</b>						
<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Additional Approvals</b>	<b>Course Title</b>	<b>Units</b>	<b>Date Approved</b>
SSCI	ANTH	102	O/GE	Cultural Anthropology	3	11/14/2024
SSCI	ANTH	103	O/GE	Introduction to Archaeology	3	11/14/2024
ART	ART	159	O/GE	Pre-Columbian Art	3	11/14/2024
ART	ART	259	O/GE	History of Renaissance to Modern Art	3	11/14/2024
ETHN	BLST	100	O/GE	Introduction to Black Studies	3	11/14/2024
BTEC	BTEC	300	O	Supply Chain and Enterprise Resource Planning in Biomanufacturing	3	11/14/2024
BTEC	BTEC	330	O	Advanced Topics in Quality Assurance and Regulatory Affairs	4	11/14/2024
CS	CS	138	O	Programming with Python	3	11/14/2024
CSIT	CSIT	123	O/GE	Introduction to Data Analytics	3	11/14/2024
CSIT	CSIT	155	O	Social Media for Business	3	11/14/2024
CSIT	CSIT	186	O	Cybersecurity: Analyst	3	11/14/2024
CSIT	CSIT	188	O	Cybersecurity: Ethical Hacker	3	11/14/2024
DESN	DESN	107	O/GE	History of Western Architecture - A Sustainable Perspective	3	11/14/2024
DESN	DESN	108	O/GE	World Architecture	3	11/14/2024
DESN	DESN	201	O	Advanced AutoCAD Computer-Aided Design and Drafting	3	11/14/2024
DESN	DESN	204	O	Modeling, Prototyping, and Manufacturing	3	11/14/2024
DESN	DESN	207	O	Revit Building Information Modeling	3	11/14/2024
DNCE	DNCE	101	O/GE	Dance History	3	11/14/2024
DNCE	DNCE	105	O/GE	Dance Cultures of the World	3	11/14/2024
DNCE	DNCE	121	O	Hip Hop I	1	11/14/2024
DNCE	DNCE	122	O	Hip Hop II	1	11/14/2024
DNCE	DNCE	130	O	Middle Eastern Dance (Belly Dance) I	1	11/14/2024
DNCE	DNCE	131	O	Middle Eastern Dance (Belly Dance) II	1	11/14/2024
DNCE	DNCE	134	O	Pacific Island Dance I	1.5	11/14/2024
DNCE	DNCE	135	O	Pacific Island Dance II	1.5	11/14/2024
DNCE	DNCE	221	O	Hip Hop III	1	11/14/2024
DNCE	DNCE	222	O	Hip Hop IV	1	11/14/2024
DNCE	DNCE	230	O	Middle Eastern Dance (Belly Dance) III	1	11/14/2024
DNCE	DNCE	231	O	Middle Eastern Dance (Belly Dance) IV	1	11/14/2024
DNCE	DNCE	234	O	Pacific Island Dance III	1.5	11/14/2024
DNCE	DNCE	235	O	Pacific Island Dance IV	1.5	11/14/2024
THEATR	DRAM	227	O	Dramatic Improvisation	1	11/14/2024
PSYC	GERO	250	O/GE	Intergenerational Issues	3	11/14/2024
LIBR	LIBR	201	O	Media & Information Literacy	3	11/14/2024
LIBR	LIBR	201H	O	Media & Information Literacy (Honors)	3	11/14/2024
ETHN	NAIS	100	O/GE	Introduction to Native American and Indigenous Studies	3	11/14/2024
ETHN	PACS	100	O/GE	Introduction to Pacific Islander and Oceania Studies	3	11/14/2024
CS	CS	101	O/GE	Introduction to Computer Science Principles	3	11/14/2024
CSIT	CSIT	165	O/GE	Living in an Online World	3	11/14/2024
ADM	ADM	210	O	Criminal Procedures	3	12/5/2024
PHSC	ASTR	101	O/GE	Descriptive Astronomy	3	12/5/2024
BUS	BUS	132	O	Marketing	3	12/5/2024
BUS	BUS	136	O	Human Relations in Business	3	12/5/2024
BUS	BUS	138	O	Business Promotion	3	12/5/2024
BUS	BUS	141	O	Logistics and Transportation Management	3	12/5/2024
BUS	BUS	143	O	Warehousing and Inventory Management	3	12/5/2024
BUS	BUS	144	O	Budgeting Basics	1	12/5/2024
BUS	BUS	152	O	Business Idea Generation and Feasibility Analysis	2	12/5/2024
BUS	BUS	153	O	Business Startup Fundamentals	1	12/5/2024
BUS	BUS	154	O	Funding the Entrepreneurial Venture	1	12/5/2024
BUS	BUS	155	O	Business Plan Development	2	12/5/2024
BUS	BUS	205	O	Manufacturing and Operations Management	3	12/5/2024
CHLD	CHLD	230	O	Family Engagement in Early Childhood Programs	3	12/5/2024
CRLP	CRLP	101	O	Introduction to Career Planning	1	12/5/2024

**I. Credit Course Level**  
**B. Modified Courses**

Department	Subject	Course #	Additional Approvals	Course Title	Units	Date Approved
PHSC	EART	106	O/GE	Earth and Space Science	3	12/5/2024
LTRST	LIT	250	O/GE	American Literature: First Contact Through the Civil War	3	12/5/2024
LTRST	LIT	251	O/GE	American Literature: Mid-1800s to the Present	3	12/5/2024
LTRST	LIT	271	O/GE	World Literature Since 1600	3	12/5/2024
MUS	MUS	110	O/GE	Theory/Musicianship I	3	12/5/2024
MUS	MUS	111	O	Music Theory II	3	12/5/2024
MUS	MUS	111L	O	Musicianship II	1	12/5/2024
MUS	MUS	166A	O	Vocal Jazz Ensemble I	1.5	12/5/2024
MUS	MUS	210	O	Music Theory III	3	12/5/2024
MUS	MUS	210L	O	Musicianship III	1	12/5/2024
MUS	MUS	211	O	Music Theory IV	3	12/5/2024
MUS	MUS	211L	O	Musicianship IV	1	12/5/2024
NAAH	NURS	151	O	Body Systems Survey for Health Professions	3	12/5/2024
NAAH	NURS	153	O/GE	Pathophysiology for Health Professions	3	12/5/2024
NAAH	NURS	160	O	Certified Nursing Assistant	6.5	12/5/2024
NAAH	NURS	280	O	Transition from LVN to RN	2.5	12/5/2024
NAAH	NURS	288	O	Nurse Externship	1-4	12/5/2024
PHREL	PHIL	100	O/GE	Critical Thinking and Argumentative Writing	3	12/5/2024
PHREL	RELG	105	O/GE	Eastern Religions	3	12/5/2024
SOC	SOC	102	O/GE	Contemporary Social Problems	3	12/5/2024
SOC	SOC	105	O/GE	Introduction to Justice Studies	3	12/5/2024
HORT	HORT	162	O	Organic Crop Production	3	1/23/2025
PHREL	PHIL	102	O/GE	Ethical Problems	3	1/23/2025
<b>Total Credit Course Modifications: 77</b>						

**2025-2026 Curriculum Approvals**

**Effective: August 2025**

*Part II*

<b>I. Credit Course Level</b>					
<b>C. Deleted Courses</b>					
<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Course Title</b>	<b>Units</b>	<b>Date Approved</b>
SSCI	ANTH	101LH	Biological Anthropology Lab (Honors)	1	11/14/2024
SSCI	ANTH	102H	Cultural Anthropology (Honors)	3	11/14/2024
SSCI	ANTH	105H	Evolution of Human Behavior (Honors)	3	11/14/2024
BIO	BIO	204H	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology (Honors)	4	11/14/2024
BIO	BIO	210H	Human Anatomy (Honors)	4	11/14/2024
BUS	BUS	120H	Introduction to Business (Honors)	3	11/14/2024
BUS	BUS	140H	Legal Environment of Business (Honors)	3	11/14/2024
BUS	BUS	204H	Business Statistics (Honors)	3	11/14/2024
BUS	BUS	290H	Business Communication (Honors)	3	11/14/2024
DNCE	DNCE	100H	Dance Appreciation (Honors)	3	11/14/2024
DNCE	DNCE	101H	Dance History (Honors)	3	11/14/2024
DNCE	DNCE	104H	Dance on Film (Honors)	3	11/14/2024
DNCE	DNCE	105H	Dance Cultures of the World (Honors)	3	11/14/2024
BIO	BIO	290	Human Dissection Laboratory	1	12/5/2024
COMM	COMM	150	Communication, Culture, and Leadership	3	12/5/2024
COMM	COMM	190	Introduction to Persuasion	3	12/5/2024
DNCE	DNCE	132	Afro-Cuban Dance I	1	12/5/2024
DNCE	DNCE	133	Afro-Cuban Dance II	1	12/5/2024
PHSC	EART	106H	Earth and Space Science (Honors)	3	12/5/2024
PHSC	GEOL	101H	Physical Geology (Honors)	3	12/5/2024
MUS	MUS	119H	Jazz History (Honors)	3	12/5/2024
MUS	MUS	161A	Concert Chorale I	1	12/5/2024
MUS	MUS	161B	Concert Chorale II	1	12/5/2024
MUS	MUS	261A	Concert Chorale III	1	12/5/2024
MUS	MUS	261B	Concert Chorale IV	1	12/5/2024
PHSC	PHSN	108	Introduction to Climate Change	3	12/5/2024
PHSC	PHSN	108H	Introduction to Climate Change (Honors)	3	12/5/2024
HORT	HORT	163	Organic Crop Production: Specialty Crops	2	1/23/2025
HORT	HORT	164	Organic Crop Production: Cool Season	2	1/23/2025
<b>Total Credit Course Deletions: 29</b>					

**2025-2026 Curriculum Approvals  
Effective: August 2025**

**Part II**

<b>II. Certificate and Degree Level</b>						
<b>B. Modified Degrees and Certificates</b>						
<b>Department</b>	<b>Subject</b>	<b>Certificate Type</b>	<b>Degree Type</b>	<b>Certificate/Degree Title</b>	<b>Required Units</b>	<b>Date Approved</b>
CSIT	CSIT	COP		Administrative Assistant	15	11/14/2024
CSIT	CSIT	COA	AS	Computer Applications	25	11/14/2024
CSIT	CSIT	COP		Computer Applications Essentials	9	11/14/2024
CSIT	CSIT	COA	AS	Executive Administrative Professional	25	11/14/2024
LIBARTS	LIBARTS		AA	Liberal Arts: Elementary Subject Matter Education	64-65	11/14/2024
CSIT	CSIT	COP		Microsoft Office Expert	12	11/14/2024
CS	CS	COA	AA	Software Development	24-25	11/14/2024
ART	ART		AA-T	Studio Arts for Transfer	24	11/14/2024
DNCE	DNCE		AA	Dance	24	12/5/2024
DNCE	DNCE	COA		Dance Instructor	20.5	12/5/2024
ILNG		COA		Global Studies	18-19	12/5/2024
PSYC	PSYC		AA	Human Development	20	12/5/2024
MUS	MUS		AA	Music	27	12/5/2024
BUS	BUS	COA	AA	Supply Chain Management (SCM)	21	12/5/2024
COMM	COMM		AA-T	Communication Studies 2.0	18	12/5/2024
HORT	HORT	COA	AA	Nursery/Horticulture Crop Production	22	1/23/2025
HORT	HORT	COA	AS	Pest Control Advisor	41	1/23/2025
HORT	HORT	COA	AS	Sustainable Agriculture	25	1/23/2025
HORT	HORT	COA	AA	Sustainable Landscape and Turf Management	28	1/23/2025
HORT	HORT	COA	AS	Viticulture and Enology	25	1/23/2025
PHSN	PHSN	COA		Sustainability Studies	13	1/23/2025
MUS	MTEC	COA	AA	Music Technology	29-31	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Applied Health, Nutrition, and Kinesiology	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Arts and Humanities	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Business and Technology	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Creative and Applied Arts	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Mathematics and Sciences	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Multicultural Studies	18	1/23/2025
LIBARTS	LIBARTS		AA	Liberal Arts: Social and Behavioral Sciences	18	1/23/2025
<b>Total Modified Degrees and Certificates: 39</b>						



**2025-2026 Curriculum Approvals**  
**Effective: August 2025**  
**Part II**

<b>II. Certificate and Degree Level</b>						
<b>C. Deleted Degrees and Certificates</b>						
<b>Department</b>	<b>Subject</b>	<b>Certificate Type</b>	<b>Degree Type</b>	<b>Certificate/Degree Title</b>	<b>Required Units</b>	<b>Date Approved</b>
				None.		
<b>Total Deleted Degrees and Certificates: 0</b>						

## 2025-2026 Curriculum Approvals

Effective: August 2025

*Part II*

<b>I. Noncredit Course Level</b>					
<b>A. New Courses</b>					

Department	Subject	Course #	Additional Approvals	Course Title	Date Approved
				None.	
<b>Total Noncredit Course Additions: 0</b>					

<b>I. Noncredit Course Level</b>					
<b>B. Modified Courses</b>					

Department	Subject	Course #	Additional Approvals	Course Title	Date Approved
AHS	HSIFA	13	O	Beginning Film and Digital Media Production	12/5/2024
AHS	HSWFP	11	O	Applied Computer Skills	12/5/2024
NCSTV	NCHORT	5	O	Garden Planting and Maintenance	12/5/2024
NCSTV	NCVOC	31	O	Beginning Microsoft Word	12/5/2024
NCSTV	NCVOC	32	O	Intermediate Microsoft Word	12/5/2024
NCSTV	NCVOC	37	O	Microsoft PowerPoint	12/5/2024
NCSTV	NCVOC	38	O	Computer Basics/Keyboarding	12/5/2024
NCSTV	NCVOC	39	O	Beginning Microsoft Excel	12/5/2024
NCSTV	NCVOC	40	O	Intermediate Microsoft Excel	12/5/2024
NCGEN	NCWFP	11	O	Applied Computer Skills	12/5/2024
<b>Total Noncredit Course Modifications: 10</b>					

<b>I. Noncredit Course Level</b>					
<b>C. Deleted Courses</b>					

Department	Subject	Course #	Additional Approvals	Course Title	Date Approved

NCSTV	NCBOT	25		Basic Office Skills	12/5/2024
NCGEN	NCHAS	82		Tai Chi Chuan for Seniors, Intermediate	12/5/2024
NCSTV	NCHORT	10		Introduction to Sustainable Horticulture	12/5/2024
NCGEN	NCMUS	10		Music Appreciation for Seniors	12/5/2024
NCSTV	NCVOC	35		Internet	12/5/2024
NCGEN	NCWRT	13		Beginning Film and Digital Media Production	12/5/2024
<b>Total Noncredit Course Deletions: 6</b>					

**2025-2026 Curriculum Approvals**  
**Effective: August 2025**  
*Part II*

**III. Noncredit Program Level**

**A. New Program**

Department		Program	Date Approved
		None.	

**Total New Noncredit Programs: 0**

**III. Noncredit Program Level**

**B. Modified Program**

Department	Program Type	Program	Date Approved
AHS	COC	Basic Education for Academic or Workforce Preparation	12/5/2024

**Total Modified Noncredit Programs: 1**

**III. Noncredit Program Level**

**C. Deleted Program**

Department	Program Type	Program	Date Approved
NCGEN	COC	Horticulture Basics	12/5/2024

**Total Deleted Noncredit Programs: 1**

# MiraCosta College 2025-2026 Academic Calendar

## Summer Session 2025 June 2025

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

## July 2025

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		

## Fall Semester 2025 August 2025

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 2025

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

## October 2025

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

## November 2025

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

## December 2025

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			

## Spring Semester 2026 January 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

## February 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

## March 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				

## April 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		

## May 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						

15 16+1 16+1 16+1 15+1 16  
83 Days of Instruction • 5 Days of Flex

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

## IMPORTANT DATES

### SUMMER

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

### FALL

Aug 15 All-College Day  
Aug 18 Classes Begin  
Aug 29 Last Day to Add Classes  
Aug 29 No "W" Deadline\*  
Sept 2 First Census  
Nov 14 75% Withdrawal Deadline\*\*  
Dec 9-13 Final Exams  
Dec 13 Pass/No Pass Deadline\*\*\*  
Dec 13 End of Semester  
Dec 24-Jan 1 Campus Closed

### SPRING

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

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

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

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

June 19 Juneteenth (Legal Holiday)  
July 4 Independence Day (Legal Holiday)  
Sept 1 Labor Day (Legal Holiday)  
Nov 10 Veterans Day (Observance)  
Nov 27 Thanksgiving Day (Legal Holiday)  
Nov 28 Fall Break (Local Holiday)  
Dec 24 Christmas Eve (Local Holiday)  
Dec 25 Christmas (Observance)  
Dec 24-31 Winter Closure  
Jan 1 New Year's Day (Observance)  
Jan 19 Martin Luther King, Jr. Day (Legal Holiday)  
Feb 13 Lincoln Day (Observance)  
Feb 16 Washington Day (Legal Holiday)  
Mar 20 Friday of Spring Break (Local Holiday)  
May 25 Memorial Day (Legal Holiday)

<span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span> Legal/Local Holidays	<span style="display:inline-block; width:15px; height:15px; background-color:lightgreen; border:1px solid black;"></span> Spring Semester
<span style="display:inline-block; width:15px; height:15px; background-color:gray; border:1px solid black;"></span> Commencement	<span style="display:inline-block; width:15px; height:15px; background-color:purple; border:1px solid black;"></span> Flex
<span style="display:inline-block; width:15px; height:15px; background-color:lightblue; border:1px solid black;"></span> Final Exams	<span style="display:inline-block; width:15px; height:15px; background-color:yellow; border:1px solid black;"></span> Spring Break
<span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span> Summer Intersession	<span style="display:inline-block; width:15px; height:15px; background-color:lightgray; border:1px solid black;"></span> Non-class days
<span style="display:inline-block; width:15px; height:15px; background-color:lightblue; border:1px solid black;"></span> Fall Semester	<span style="display:inline-block; width:15px; height:15px; background-color:darkblue; border:1px solid black;"></span> All-College Day



# **CPC Update to AS**

**February 7, 2025**

## Curriculum Packet - Status

- 2nd Packet at AS today(Early spring packet)
- Expect 3rd Curriculum Packet at AS - late spring
  - Will include Cal-GETC Accelerated Timeline Courses

# Curriculum Seeking Cal-GETC Approval - *Accelerated Curriculum Timeline*

End of February 2025	March 2025	April 2025	May & June 2025	July & Dec. 2025	Fall 2026
<b>Launch New Course in CurrlQunet</b>	<b>CPC Technical Review of New Course</b>	<b>Two Reads at CPC</b>	<b>Course to Academic Senate (May) &amp; The Board of Trustees (June)</b>	<b>Sent to UC for Articulation as elective (July) and GE approval (Dec)</b>	<b>Added to the catalog and scheduled!</b>  <i>If the regular NEW course timeline is followed (July 1 deadline), the course will be added to the catalog/scheduled in Fall 2027.</i>



# Legislative Updates:

## Common Course Numbering (AB 1111)

- **Phase 1 Courses are approved**
  - New Course Numbers are in the Future's Database
  - May be revised soon
  - Articulation?
- **Phase 2**
  - Some Surveys are wrapping up
  - UC - don't submit these courses for July 1
- **Phase 3**
  - No new information at this time - 50+ courses, list should be released soon

# Cal-GETC Update (AB 928)

- **Cal-GETC starts in fall 2025**

- All new students will use this one pathway for transfer GE.
- Timeline for GE approvals is now longer, which led CPC to create the accelerated timeline for transfer GE courses.

- **Plan A, B, and C will still have catalog rights**

- Students may opt into the new pathways
- Minimum of 34 GE units for Cal-GETC; minimum of 21 GE units for MCGE



# Equitable Placement Update (AB 1705)

- **Fall 2025 Implementation**
- **Affects mainly the STEM majors**
  - STEM majors affected are those requiring calculus (MATH 150 or MATH 150 and MATH 155)
  - Placement will be based on last HS math course.
  - Memo from last year was modified with a memo on Dec 10 - still a lack of clarity
  - Webinar coming 2/13 to attempt to clarify the main ideas
- **Cannot require students to retake courses they completed in high school\***
  -

# AP/BP Changes and Updates - coming soon

- [AP 4025](#) (affected by Cal-GETC) GE - local
- [AP 4025B](#) (affected by Cal-GETC) GE - Bachelors
- [BP 4100](#) & [AP 4100](#) (affected by Cal-GETC) Graduation Requirements
- [AP 4100B](#) (affected by Cal-GETC) Graduation Requirements - Bachelors
- [AP 4026](#) (periodic review) - International Education
- [BP 4050](#) & [AP 4050](#) (periodic review and AP affected by Cal-GETC) Articulation
- [AP 4101](#) (periodic review) Directed Studies
- [AP 4222](#) (periodic review; affected by CCLC spring 2024 update) - Developmental Coursework
- [BP4260](#) & [AP 4260](#) (periodic review) - Prerequisites and Corequisites
- [AP 5031](#) (periodic review) - Instructional Materials
- 4105 must be updated - off cycle.

# AP/BP - Additional Considerations

- CPC will be reviewing the **BP 4070** on auditing and will consider creating the corresponding AP if we move to offer auditing again.
- We have a large number of academic and CE programs (degrees and certificates) with very low or no completers over the few past years. This indicates an update may be needed on **AP 4021**.
  - While it mainly focuses on program discontinuance, this could be a good time to bring up ideas like program initiation, modifications, revitalization, and a review of our discontinuance process.

# Information about Spring 24

A detailed email provided faculty chairs with data needed to respond to:

- Materials Fees (2/14 deadline)
- Sunset Warning and Deactivation (3/14 deadline)
- Discipline Review (3/14 deadline)
- Biannual CE Degree and Program Completer and Prereq/Coreq Review (3/14 deadline)
- Typically Offered Review (3/31 deadline)
- Mandatory Course Update List (Fall deadline; possible deactivations required if not updated at 6 year mark)
- Also considering:
  - SLO changes
  - Honors Program changes
  - New Curriculum proposals - 5/1 deadline for notification, 7/1 deadline for submission
  - Program Review connections
  - Accelerated Timelines
  - Common Course Numbers - Phase 2 and potentially phase 3

# CPC Handbook Updates

The handbook will be updated with all modified language, as well as the required updates to Cal-GETC (transfer GE pathway) and MCGE (local GE pathway).

Additionally, the handbook will:

- Include a cover page using MAT student artwork
- Remove static images and screengrabs (more dynamic and digitally accessible)
- Be more easily updated (not printed anymore)
- Be easier for faculty to search for specific things
- Provide tabs for quick jumps in the document
- Integrate link to state/local documents for easier reference
- Include updated language based on CPC approved changes

*These changes will reduce the overall document length by more than 50 pages.*