



OFFICIAL MINUTES

I. Call to Order

The meeting was called to order at 9:01am.

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any. Cotnoir and Arquero are approved to attend the meeting remotely by unanimous consent.*

Senators Cotnoir and Arquero were approved for remote attendance under the provisions of AB2449.

III. Roll Call

Present: curry mitchell (President), Jim Sullivan (President-Elect), Robin Allyn (Coordinating Officer), Alexis Tucker Sade, Julie Graboi, Afifa Zaman, Sean Davis, Leigh Cotnoir, Kristine Arquero, Jeff Murico
Absent: **Krista Warren, Brian Page**, Sunny Cooke (ex-officio)

Others: Daria Davis, Billy Gunn, Mary Gross, Rodrigo Gonzales, Ellie Keene, Christina Zafra Lopex, Olivia Elmer, Erica Duran, Michelle Farnam, Rick White, Julia Roth, Kristina Duarte, Shayla Turk.

Note: Senators Warren and Page missed roll call but attended at 9:04am and were present for the remainder of the meeting.

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.

Senator Tucker Sade acknowledged Thursday, November 20th, as National Transgender Day of Remembrance and encouraged everyone to recognize the ongoing challenges faced by the trans community. She highlighted the work of the Oceanside LGBTQ+ Resource Center and reflected on a message shared at their event the previous evening: that allies must show up in meaningful ways—beyond symbolic gestures like stickers—by engaging in conversations with family and friends and expressing gratitude for the trans community.

Coordinating Officer Allyn attended the recent Classified Senate meeting, and from Ingrid Phillips shared a Kwanzaa Fundraiser and Celebration for Umoja Students. Check out her Senator report for the flyer.

V. Changes to Agenda Order

ASP mitchell acknowledged a time certain presentation for 9:15am by Health Services. There were no objections to this agenda change.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of November 7, 2025

B. Equivalency Application in Psychology

Senators approved items A and B unanimously and Equivalency Committee and Chair, Ashley Davis were given thanks for the continuous work on equivalency matters.

VII. Action Item, First Read

A. AP 4236 Advanced Placement Credit [9:30; 5 minutes]

Description: Small language adjustment to clarify that some credits may be transferred, rather than that they will be. Also clarified to suggest that students need to submit AP information to be considered.

During the first read of AP 4236, senators reviewed proposed language changes intended to clarify that AP credits *may* transfer rather than *will* transfer, and that students must submit official AP documentation to be considered for credit. Senator Page asked why the change was necessary, whether there had been issues with transferability, and if the revision would affect baccalaureate programs. VPI Pescarmona explained that problems have occurred—particularly with Calculus—when a student was granted local credit that did not transfer to a university. The goal is to ensure students meet with counselors first so faculty do not inadvertently jeopardize transfer eligibility. Senator Zaman pointed out that the AP could more explicitly distinguish whether the credit being awarded applied to local and/or transfer requirements and that there’s a distinction or limits to this. Specifically adding wording between the 3rd and 4th paragraphs could distinguish that AP credit may apply toward **local or transfer** requirements, but that final transfer applicability is determined by the receiving institution. Senator Arquero requested clarification on how equivalencies are determined. Pescarmona explained that discipline faculty determine course-to-course equivalency for AP, IB, and CLEP exams, but acknowledged that faculty may not always have the same insight into transfer implications as counseling faculty. She suggested it may be valuable for department chairs and counselors to collaborate more closely. Senators also referenced the catalog pages (36–40) outlining AP/IB/CLEP credit and noted recent additions—such as an AP credit section—that help students understand how their credits apply locally.

B. BP 5500 Standards of Student Conduct [9:35]

Description: No changes

No changes were proposed to the policy. However, senators discussed whether the policy should more explicitly protect faculty—particularly regarding the risks associated with being recorded in online environments. Several senators noted that the current language may not be inclusive enough given that approximately 50% of courses are now offered online, and suggested adding language that clearly covers online, in-person, study abroad, and other instructional modalities (Murico/Tucker-Sade). Davis noted that, upon reading the policy, the protections already appear to apply to online instruction and expressed concern about creating an expectation to digitize all materials.

C. AP 5500 Standards of Student Conduct [9:35; 5 minutes]

Description: Changes made to account for new state policies regarding the inclusion of hazing in this policy; references regarding Title IX added; some small changes made, especially in aligning language now used (unlawful rather than illegal)

Changes to the AP were presented to reflect new state requirements, including the addition of hazing as a prohibited behavior, updates related to Title IX, and several small language adjustments (e.g., using “unlawful” rather than “illegal”). Nick explained that the updates aim to make the student conduct policy clearer and more trauma-informed while ensuring compliance with state law. The revisions also clarify expectations for programs with external licensing or governing bodies, such as Nursing. **MSP (Warren/Graboi) Sullivan opposed** to extend time for discussion.

D. AP 5520 Student Conduct Procedures [9:40; 5 minutes]

Description: Some changes to language (such as inimical to harmful) to align with other policies; references regarding

Title IX added; further explanation of the role of advisors within student conduct procedures given; clarification of process about appeals

Item tabled until December 5th.

VIII. Information / Discussion

A. Update from CPC - Fallstrom [9:15; 15 minutes]

Description: Phase 3 timeline and changes (including proposed revision to the CHLD/CDEV designator), upcoming proposal to deactivate 296 courses, and an update on when course auditing will be active. Additionally, the timeline modifications for new curriculum based on technology implementation.

Fallstrom reported that the statewide Phase III curriculum templates, originally expected in December 2025, are now delayed until at least February 2026 due to significant statewide prerequisite issues that have pushed some courses into later phases. The January curriculum packet will be the final packet affecting the 2026–27 catalog, and substantial revisions to Child Development programs (CDEV to ECE) are forthcoming. Locally, the college is continuing its transition to the Kim platform and proposing the deactivation of underused 296 courses, which no longer align with financial aid and transfer requirements. Departments have requested more flexible course options, though these must still be taught at least once every two years. Curriculum timelines are being revised to align with CSU GE requirements, with program review and CPC deadlines now spaced between March and May. Auditing (BP/AP 4070) is anticipated to launch in Fall 2027. Department chairs expressed confusion about 296 courses and concerns about overlapping deadlines, and there was agreement on the need for a clear annual planning timeline to support proactive department operations.

B. Updates from Health Service - Osman

Description: For a \$22/ semester health fee that credit students have paid at the start of the semester and that non-credit students can request to be covered, students are entitled to an array of mental wellness, case management, and medical services. This presentation would cover the services offered.

Senator Osman wanted to share some insight on how many students are seen in any given academic year: providing an overview of Health Services, which are funded by a \$22-per-semester student health fee for credit students (with options for noncredit coverage). From April to April, the department handled over 7,000 medical and wellness appointments in addition to 3,707 mental health sessions. Mental health services are delivered by post-master's associates with 3,000 hours of supervised experience, all working under Osman's license. Students can access multilingual services, group therapy, workshops, and same-day virtual connections with mental health professionals. Osman emphasized correcting misconceptions—students cannot pay for additional sessions beyond the six allotted—and encouraged faculty to help students find counselors who are the right fit. Clarification was also provided on the Care Referral system: "Threatening Behavior" should only be used when immediate violence is present, and "Critical" denotes life-or-death urgency; general referrals are still addressed within 24 hours. Health Services currently operates with a team of 30 and maintains a strong equity-focused approach. An informative slide deck was provided and is attached.

C. Update from PDP on FLEX Offerings and Implementing Title 5 Changes - Roberts

Description: Reflection on Fall, Planning for Spring, and Preparation to Implement Title 5 Changes to FLEX Regs.

The Fall FLEX Kickoff was well received, underscoring the value of holistic professional development. Highlights included Osman's yoga session and strong attendance at the September 26th workshop series hosted by DEqCC and MOE, which drew approximately 100 participants across multiple modalities. The success of mid-semester Flex opportunities was noted, despite their absence from the newly approved Flex calendar. Looking ahead to Spring 2026, FLEX programming will center on

four themes—Accessibility, Alternative Grading and Assessment, AI, and Communities of Care—reflecting ongoing shifts in how faculty approach student learning and evaluation. Plans are underway for a “Celebration of Teaching” day during Flex Week, featuring in-person teaching demonstrations, sessions on metacognition, and an online engagement shell developed to help faculty experience their courses from a student perspective.

Discussion continued with reflections on MiraCosta’s trajectory since the introduction of Achieving the Dream (ATD) in Fall 2022. Faculty noted that while ATD initially offered a framework, its long-term direction became less clear by Year 2, and new Title 5 requirements arriving in Fall 2025 now mirror many ATD concepts—creating a sense of rapid, disjointed change.

Concerns were raised about the emerging Professional Learning (PL) structure, including a forthcoming Director position and a committee whose role and authority remain undefined. A faculty member expressed apprehension that this could erode long-standing professional autonomy and shift PD toward institutional control rather than individually driven learning, which is central to Title 5 and faculty identity. Sullivan stressed that ATD’s intention to align PD with institutional vision differs philosophically from California’s individualized PD model, and warned that without clear safeguards, faculty authority over their own professional learning could be gradually diminished. Several senators affirmed that PD must remain grounded in disciplinary expertise and faculty governance, not directed by administrative interpretation of “professionalism.” Members noted that similar patterns of authority expansion have occurred in physical learning spaces like the Teaching and Learning Center (C3).

Senators agreed on the need to update AP 7160 to align with the Chancellor’s Office memo and Title 5 compliance requirements by March 15. A proposed timeline includes sharing draft revisions with Academic Senate on February 20 and final approval by March 6, potentially requiring a special meeting of PDP or AS. Additional discussion is planned with administration—particularly regarding the new classified PL position—to clarify roles and protect faculty purview.

D. Faculty Leadership ASCCC Plenary Reports - mitchell and Sullivan [10:25; 25 minute]

Description: Attendees of the ASCCC 2025 Fall Plenary will share highlights from notable sessions and resolutions and will engage senators in discussion about how our local senate can apply takeaways from the conference.

This item was tabled until December 5th.

IX. Reports

Academic Senate President - *mitchell* proposed a meeting change for Academic Senate to meet Thursday’s 1:00pm to 3:00pm. Changing the Academic Senate Meeting would establish Thursday afternoons as a time designated for 10+1 discussions and decisions. The Academic Senate would meet 1st and 3rd Thursdays, CPC would continue to meet 2nd and 4th Thursdays, and a 5th Thursday could be utilized for town-hall style discussions of salient 10+1 issues. The disadvantages currently are that the change does conflict with department chair/deans meetings so the change would require a shift among various groups. The ask is for senators to see this as a first read item on the agenda for December 5th in preparation of Spring 2026 schedule assignments.

College Superintendent/President – *Cooke* provided an update to her report read by VP Pescarmona who shared the release of just a few faculty positions but not the whole list– noting that it was important to release some of the positions ahead of the holidays. No reports were provided by Classified Senate or Associated Student Government representatives.

X. Adjournment

The meeting adjourned at 11:03am.

