Salary Advancement Committee Regular Meeting
Friday, March 27, 2026 10:00-12:00 PM
Hyflex Meeting – Room OC1002
1 Barnard Drive, Oceanside, CA 92056
and Hyflex Room SAN1116
3333 Manchester Avenue, Cardiff, CA 92007

Join Zoom Meeting: https://miracosta-edu.zoom.us/j/89450606496
Meeting ID: 894 5060 6496

AGENDA

I. Call to Order

II. Roll Call

III. Persons Wishing to Address the Committee

IV. Changes to Agenda Order

V. Consent Calendar
   Approval of the Minutes of the Meeting of October 21, 2025

VI. Reports
   Salary Advancement Committee Chair – *Angela Senigaglia*

VII. New Business
   A. Review and Consider Applications for Advancement on the Salary Schedule
   Description: The Salary Advancement Committee (SAC) will review eight (8) Applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule and (1) Application for Amendment. The committee will vote on applications and will review the timeline for submitting any revisions before forwarding them to the Academic Senate for approval.
   1. Overview
   2. (8) Applications for Course review
   3. (1) Application for Course amendment

   B. **Information**
      A. Class V Doctorate Update
      Description: Update on earned doctorate requirements for vocations where this credential may not be applicable.

   C. **Discussion**
      A. Committee Evaluation Form
      Description: Review of Evaluation Form, requirements and feedback from committee.

      B. Sample Report to Academic Senate
      Description: The committee will preview the SAC 2025-2026 EOY report to the Academic Senate.

   D. **Adjournment**

Salary Advancement Committee Regular Meeting
Thursday, October 21,, 2025 9:00-11:00 AM
Hyflex Meeting – Room OC14293
1 Barnard Drive, Oceanside, CA 92056
and Hyflex Room SAN1116
3333 Manchester Avenue, Cardiff, CA 92007
Via Zoom in accordance with AB2449

UNOFFICIAL MINUTES

I. **Call to Order**
Committee Chair, Angela Senigaglia called the meeting to order at 9:05am.

II. **Roll Call**
Members Present: Donny Munshower, Janeen Apalatea, Angela Senigaglia, Wendy Horton, Eric Snortum, Sam Arenivar.
Members Absent: Lilia Vidal
Public : JahB Prescott, Nicole Miller

III. **Persons wishing to address the Committee**
None

IV. **Changes to Agenda Order**
None

V. **Consent Calendar**
A. Approve Minutes of the Regular Meeting of April 3, 2025
A motion to approve (**MSU Goulette / Senigaglia)** Consent Calendar item A was adopted unanimously.
Discussion: Munshower asked for a correction to his Report, to reflect that he didn't try to recruit associate faculty members but that he observed that we [the salary advancement committee] had more applications submitted from associate faculty than in past years.

VI. **Reports - Senigaglia**
She and Administrative Assistant completed revisions to the SAC Handbook and Application Forms over summer, and met with Academic Senate President, curry mitchell for discussion around Chair support and committee member delegation. Handbook changes were brought forward to the Academic Senate on October 17th as a Consent Item for approval. Senigaglia offered several support workshops to faculty between FLEX Week Fall '25 and September 30th to which she noted were perceived as helpful. She was surprised to learn of how many doctorate degree earners work for the college and was intrigued to learn of how many colleagues were unaware of the course unit requirement to salary advance to Class 5. Overall, the start of her Committee Chair role has been successful and she looked forward to a great year.

VII. **New Business**
A. Salary Advancement Application Review
A motion to approve **(MSP Munshower/Snortum) [Arenivar Abstained]** to nine Salary Advancement Applications as presented with some follow-up to

applicants per notes below was adopted.

Application Notes:
Sam Wohl - application approved without revision.
Shaylah Turk - the 12 semester unit courses Shaylah listed on her application were approved. Any others that she provided course descriptions for, if taken, will need to be applied to a new application and she can reapply in Spring '26.

Isabella Janovick - the 12 semester units that she listed on her application were approved.

Laura Waterman - the 35 qtr units she listed on her application were approved; without revision.

Torey Romero - application approved without revision.

Sam Arenivar - application approved without revision.

Sean Wilkinson - the 42 semester units listed on the application are approved without revision.

Iris Ayala Swindell - [pending, need to listen to recording]

Miles Albrook - application disregarded; already obtained doctorate. Must finish salary advancement process directly with HR [Holly Walker] was notified.

Sinclaire Tirona - application approved with minor adjustment – updated course descriptions to those from Fresno State's listed description instead of those listed by @One's.

Discussion: the committee suggested to add counseling to the drop-down menu on the applications for salary advancement as the current application does not have a category for non-classroom faculty applying for advancement. The committee shared some discussion on Master's Degrees, asking for an extended description next to this selection in Section I of the application, stating that adding "In progress or completed" next to the Master Degree checkbox would clarify some of the confusion.

B. Course Amendment Application Review
A motion to approve **(MSU Horton/Apalatea)** one Course Amendment Application as presented was adopted.
JahB Prescott - application approved without revision.

VIII.   **Information/Discussion**
A The Role of Department Chair
Description: Review of Department Chair inclusion in the salary advancement application process.
Senigaglia asked for input from the committee on the change that was made based on the role of the Chair in the Salary Advancement process. After careful review of the faculty bargaining agreements, and the handbook and BP/APs around salary advancement, no where was it mentioned that the Chair needed to be notified or included in the process of a faculty member's

decision to pursue salary advancement. It was kept on the application to honor past practice and allow for purposes of mentorship and other department advancements. Snortum shared that he agreed it should be optional, stating that if it is not required by BP/AP or CBA or FA then why would we include the department chair. Munshower shared that he agreed it should not be required. Discussion ensued around the privacy of one's own professional learning, emphasizing that the world is privy to any faculty members professional pursuit of education in pursuing salary advancement and the disadvantages of this. Senigaglia acknowledged the opinions of committee members in regards to this change and was given permission to share or inquire further with department chairs at the upcoming retreat if there would be significant value to be gained by sharing.

B. Class VI Doctorate Discussion

Description: Earned doctorate requirements for vocations where this credential may not be applicable.

Senigaglia shared the feedback of a counselor who attended one of her workshop sessions that there is a limitation on faculty members who want to pursue Class 5 salary advancement but who are not in pursuit of a doctorate degree because there discipline does not require it. The current classifiication system honors a traditional advancement system and one that excludes some disciplines such as Counseling, or Career Education. Committee members shared that this may be a Faculty Assembly issue that the Salary Advancement Committee may need to bring up to negotiations. Munshower agreed to look into this within other colleges in the SoCal region to support Senigaglia bringing forward an evidence-based claim to the negotiation committee after a first review of the evidence with the Salary Advancement Committee in Spring 2026.

C. Support of Academic Senate Goals

Description: The role of committee members meeting Academic Senate's primary focus area for 2025-2026 AY.

Briefly mentioned, will revisit in Spring 2026.

IX.   **Meeting adjourned at 9:36am**

Timestamp	Email Address	Name:	Position:	Which MiraCosta College School does your department or discipline fall under?	I. Educational Objectives Check the appropriate area(s):	Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of the following. This coursework will:	Coursework - Please use the formatting as indicated above and one line per course.	Anticipated Date of Completion for Salary Advancement	Notes: Semester or Quarter Units requested	Salary Advancement Application Status
1/13/2026 7:41:40	jprescott@miracosta.edu	JahB Prescott	Full-time Faculty	Humanities, Communication Studies & Mathematics	Improve in the teaching field, Obtain	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve., Benefit my department.	3 SEM -UM, Columbia: **ISLT 9910**- Design and Analysis Research in Information Science and Learning Technologies, Fall 2025 3 SEM -UM, Columbia: **ISLT 9461** Interaction Design, Fall 2025 3 SEM -UM, Columbia: **ISLT 9471**Instructional Systems Design, Fall 2025	June 30th, 2026	9 semester; one active application in progress, no duplication	
1/14/2026 16:07:3	sturk@miracosta.edu	Shaylah Turk	Full-time Faculty	Continuing Education	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve., Benefit my department.	3 sem -FPU: **TEC-1848** - Introduction to Course Design, Spring 2026 3 sem - FPU: **TEC-1809** - Introduction to Teaching with Canvas, Spring 2026	June 30th, 2026	3 semester; one active application in progress, no duplication	
1/29/2026 17:49:2	aburd@miracosta.edu	Abby Burd	Full-time Faculty	Counseling	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve., Benefit my department.	4 sem - USD: **EDC-X759Z** - Neurodiversity, Equity and Trauma Informed Approaches for Higher Education Professionals, Spring 2026 4 sem - MiraCosta: **SPAN 201** - Intermediate Spanish 1, Fall 2026 4 sem - MiraCosta: **SPAN 202** - Intermediate Spanish 2, Spring 2027	June 30th, 2027	12 semester; one active application in progress no duplication	
2/18/2026 12:51:0	asolis@miracosta.edu	Ariana Solis	Full-time Faculty	Counseling	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve.	3 sem- University of LaVerne- **EDUC_710B**, I'm So Stressed I Could Scream! Spring 2026 3 sem- University of LaVerne- **EDUC_718U**, Cultivating Emotional Resilience in Educators and Students, Spring 2026	June 30th, 2026	6 semester	
2/24/2026 14:59:2	drbrown@miracosta.edu	Dailyn Brown	Associate Faculty	Continuing Education	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve., Benefit my department.	3 qrt - UCSD: **EDUC 42446** - AFT: The Summer Institute, Summer 2023 3 sem - FPU: **HBM-1659** - Equitable Grading Strategies, Fall 2023 3 sem - FPU: **TEC-1841**-Equity & Culturally Responsive Teaching in the Online Learning Environment, Spring 2025 5 sem - **FPU: TEC-1821** -Online Teaching & Design, Spring 2025	June 30th, 2026	14 semester	
2/26/2026 10:56:2	adealba@miracosta.edu	Lilian Alexa De Alba	Associate Faculty	Counseling	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve., Benefit my department.	3 sem - FPU: **TEC - 1841** Equity & Culturally Responsive Teaching in the Online Learning Environment 3 sem - FPU: **TEC - 1809** Introduction to Teaching With Canvas 3 sem - FPU: **TEC - 1825** Online College Counseling	June 30th, 2026	9 semester, one active application in progress	
2/26/2026 22:08:5	amariscal@miracosta.edu	Apolinar "Polo" Marisca	Full-time Faculty	Humanities, Communication Studies & Mathematics	Improve in the teaching field	Contribute to my professional development.	3 sem - FPU: **HBM 1659** - Equitable Grading Strategies, August 2025 3 sem - FPU: **TEC 1631** - Introduction to Asynchronous Online Teaching & Learning, August 2025 3 sem - FPU: **TEC 1841** - Equity & Culturally Responsive Teaching in the Online Learning Environment, August 2025 [1]	June 30th, 2026	9 semester	
2/27/2026 14:37:5	avivasorozco@miracosta.e	Abigail Vivas-Orozco	Associate Faculty	Counseling	Improve in the teaching field	Contribute to my professional development., Enhancement my work at the college., Benefit the students I serve.	3 sem - FPU: TEC -**1841** Equity & Culturally Responsive Teaching in the Online Learning Environment @one/Fresno Pacific University 3 sem - FPU: TEC - **1809** Introduction to Teaching With Canvas - @one/Fresno Pacific University 2 sem - FPU: HBM 1713 - Navigating the Future: Open Education with Generative AI- @one/Fresno Pacific University 2 sem - FPU: HMB 1695 - Teaching with OER and Open Pedagogy for Equity- @one/Fresno Pacific University	June 30th, 2027	10 semester units	

[1] Responder updated this value.

Salary Advancement Application

Step 1: Read the Salary Advancement Handbook located on the [SAC Website](#).

Step 2: Refer to the appropriate contract or collective bargaining agreement for details related to salary advancement:

- Associate Faculty [Collective Bargaining Agreement 2024-2026, Section 12.6](#)
- Full-time Faculty [2025-2028 District FA Contract, Section D.1.4](#)

Step 3: 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.

Step 4: Review the SA Handbook for salary class details. Contact an HR representative at hr_department@miracosta.edu, for your individual salary class details to determine the units needed to advance.

Step 5: Prepare the appropriate application documents: Statement of Purpose & Course Details.

Step 6: Submit a completed application by the appropriate deadline.

*Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

drbrown@miracosta.edu

Guidelines:

1. Salary Advancement Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to share with your department chair, and to allow for any future references or revisions you may need to make to your application.

Name: *

Dailyn Brown

Position: *

🔘 Associate Faculty

⚪ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Continuing Education   ▼

Application Process Agreement

Several steps are recommended in Section IV of the SAC handbook. The items below are most important.

Please affirm your understanding of, and participation in, the following: *

	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

Next Steps
If you answered "Yes" to all the above statements, please continue with this form. If you answered "Not yet," please consider completing these tasks and returning to this form when you are done. If the SAC chair or Administrtive Assistant can help in any way, please reach out. We are here to support you!

Application Part 1

I. Educational Objectives *
Check the appropriate area(s):

☑ Improve in the teaching field

☐ Obtain a credential other than teaching

☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.* *

📄 MC Statement of...

⬆ Add file

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of the following. This coursework will: *

☑ Contribute to my professional development.

☑ Enhancement my work at the college.

☑ Benefit the students I serve.

☑ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 qrt - UCSD: EDUC 42446 - AFT: The Summer Institute, Summer 2023
3 sem - Fresno Pacific University: HBM-1659 - Equitable Grading Strategies, Fall 2023
3 sem - Fresno Pacific University: TEC-1841-Equity & Culturally Responsive Teaching in the Online Learning Environment, Spring 2025
5 sem - Fresno Pacific University: TEC-1821 -Online Teaching & Design, Spring 2025

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

[✒ MC Class III to IV…]

[⬆ Add file]

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026   ▾

Application Part 3

Important Deadlines:
Please once again note the following important deadlines related to completed SA applications:

- **October 1st** / **March 1st** – Application forms due.
- **May 15th** – If approved, Letter of Intent due to HR.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

○ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon completion of the coursework, and in accordance with the deadlines required by this process. *

◉ Yes

○ Other: _____

This form was created inside of MiraCosta College.

Google Forms

Statement of Purpose for Salary Advancement at MiraCosta College from Class III to Class IV

As an ESL professor specializing in supporting English Language Learners and teaching multiple online courses over the past six years, my proposed coursework directly advances my professional growth. It strengthens my role in supporting the college's commitment to equity, inclusion, and high-quality online education. Each course I completed enhanced my ability to create equitable, culturally responsive, and well-designed learning environments—benefiting not only my own practice, but also my students, my department, and the college as a whole.

Benefits to My Professional Development

The coursework I pursued deepened my expertise in three crucial areas of contemporary teaching: equitable grading, culturally responsive pedagogy, and high-quality online course design. Through *The Summer Institute* (TSI), I strengthened my skills in building humanized learning environments and designing activities, assignments, and assessments that center on diversity and inclusion. The *Equitable Grading Strategies* course helped me critically examine traditional grading practices and adopt more accurate, student-centered approaches that emphasize learning rather than privilege. *The Equity & CRTL Online Teaching* course enabled me to analyze my own assumptions, redesign my syllabus with an equity-minded lens, and create an action plan to continually refine my practices. Additionally, renewing my online teaching certification through the *Online Teaching and Design* course updated my knowledge of instructional design and accessibility standards, advanced Canvas tools, and the OEI Rubric. Collectively, these courses significantly expanded my pedagogical toolkit and helped me stay current in a rapidly evolving instructional space.

Enhancement of My Work at the College

The skills I gained directly enhance the quality of instruction I provide at the college, particularly given the diversity of our student population, especially within the ESL department, and the increasing demand for effective online learning. My improved ability to intentionally integrate technology, design accessible online content, and employ inclusive communication strategies aligns with the college's mission to prioritize equitable educational experiences. By implementing the equitable grading and CRTL practices I learned, my courses now better reflect students' learning, reduce barriers that disproportionately affect minoritized students, and foster classroom environments rooted in belonging and respect. These improvements contribute to stronger student outcomes and reinforce the college's core values of access, equity, and social justice.

Benefits to Students

Students directly benefit from the fairer, more accurate, and more motivating grading practices I now use, which honor student agency and growth. The inclusive design principles and culturally responsive strategies I implemented have led to higher engagement, greater clarity, and more supportive learning environments—both online and in person. My revised, equity-minded syllabus and redesigned course modules help students feel welcomed, represented, and empowered to succeed from the very beginning of the term. The intentional use of technology, combined with humanizing practices, strengthens student connection, reduces feelings of isolation in online environments, and improves overall learning outcomes.

Benefits to My Department

My enhanced skills support not only my own teaching but also the broader efforts of the English/ESL department to promote equitable, inclusive, and effective instruction. The practices I've learned contribute to departmental goals around culturally responsive pedagogy, student retention, and high-quality online education. I am now better able to contribute to departmental discussions about grading reform, course accessibility, and equity-minded syllabus design, and can serve as a resource for colleagues seeking to adopt similar strategies. In this way, the coursework strengthens departmental capacity to meet the needs of our diverse student population and uphold high academic standards.

Course Descriptions for Salary Advancement at MiraCosta College from Class III to Class IV

AFT: The Summer Institute – UCSD Course EDUC 42446

Course Description

This course is designed to provide the most innovative and up-to-date information on methods for refreshing our curriculum and creating a sense of community in an ever- changing classroom environment to help increase student motivation, retention, and success in their academic endeavors. Participants in this course will attend a series of interactive workshops offered over four days focused on solid techniques of teaching led by some of the most creative faculty across disciplines. Time and space to innovate in a supportive environment in collaboration with presenters and colleagues will be provided throughout each day. Participants will be given the support and gain the skills necessary to incorporate learned techniques as they plan their summer or fall courses and have a strong start before summer vacation begins!

Learning Outcomes

Participants will be able to:

1. Incorporate anti-racist, equitable, student-centered course content with a focus on representation.

2. Design creative assignments and assessments that engage student voice

3. Engage effectively in challenging conversations and frame interactions using a trauma-informed approach

4. Create dynamic and flexible learning communities that center the whole student.

5. Mindfully utilize technology and other educational tools for authentic connections and an enhanced, humanized experience.

[Equitable Grading Strategies Fresno Pacific University HBM 1659](#)

Course Description

What do grades **really** measure? Is there a more accurate indicator of our students' skills and abilities? The traditional grading system used in higher education in the U.S. is often more a measure of privilege or personality than of learning. It also creates a competitive, chilly course climate that can undermine efforts to build community with students and positions instructors as gatekeepers, as opposed to partners. In this course we will investigate alternative strategies for indicating student learning that are more equitable, more accurate, and more effectively promote student agency and motivation . We will also discuss some simple changes instructors can make to their syllabus policies and course design that can increase grading equity and student engagement with the learning process.

Learning Goals

To successfully complete this course, participants will:

- Critically investigate traditional grading as a source of power that privileges some students and leaves others out.
- Reflect on the inequities in your current grading practices.
- Apply grading strategies that can make your course more equitable.

Equity & Culturally Responsive Online Teaching
Fresno Pacific University
TEC 1841

Course Description

This course will guide you through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, you will apply principles of Culturally Responsive Teaching and Learning (CRTL) to your online course. In a collaborative peer-to-peer learning environment, you will analyze your core teaching values, interrogate your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to advance equity in your course and institution.

Learning Goals

To successfully complete this course, participants will:

- Analyze your assumptions and beliefs about the diverse students served by California community colleges;
- Interrogate the alignment of your teaching values and teaching practices;
- Apply principles of Culturally Responsive Teaching & Learning (CRTL) to your online course;
- Identify and discuss course-level barriers that disproportionately impact minoritized students including unconscious bias, microaggressions, stereotype threat, and privilege and power;
- Create an equity-minded course syllabus leveraging peer feedback that welcomes and supports all students;
- Write an action plan that describes how you will continue to advance your equity-minded online teaching practices.

Online Teaching & Design Course - Fresno Pacific University TEC 1821

Course Description

Whether building your first online course or revising an existing one, this 12-week series will show you how to create the course you've always dreamed of teaching. You'll explore online learning theory, approaches to online course design, and strategies for supporting student success from within the structure of the four sections of the Online Education Initiative's Course Design Rubric:

A. Course Design

B. Interaction

C. Assessment

D. Accessibility

The learn-by-doing focus will have you building a powerful sample course in Canvas Sandbox, which you can then use as your own personal course creation blueprint. Fast- paced and innovative, this course is perfect for instructors new to Canvas and/or online teaching while providing innovative ideas for enhancing existing courses.

Course Objectives (By the end of the course, you will be able to:)

- develop a comprehensive course plan for a fully online or hybrid course
- use the core features of the Canvas course management system to design an online or hybrid course
- develop an introductory orientation module
- develop a learning unit with clear objectives aligned with the course outcomes
- design accessible course content
    - integrate Open Educational Resources and other material curated from the internet to support student learning
    - design formative and summative assessments to support and measure student learning
    - use a variety of communication tools, both within and external to Canvas, to support student success

- 3 qrt - UCSD: EDUC 42446 - AFT: The Summer Institute, Summer 2023
- 3 sem - Fresno Pacific University: HBM-1659 - Equitable Grading Strategies, Fall 2023
- 3 sem - Fresno Pacific University: TEC-1841-Equity & Culturally Responsive Teaching in the Online Learning Environment, Spring 2025

- 5 sem - Fresno Pacific University: TEC-1821 -Online Teaching & Design, Spring 2025

Salary Advancement Application

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Step 6: Submit a completed application by the appropriate deadline.

*Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

drbrown@miracosta.edu

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Name: *

Dailyn Brown

Position: *

◉ Associate Faculty

○ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Continuing Education   ▼

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	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

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Application Part 1

I. Educational Objectives   *
Check the appropriate area(s):

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☐ Obtain a credential other than teaching

☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.*   *

🖊 MC Statement of…

⤒ Add file

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☑ Contribute to my professional development.

☑ Enhancement my work at the college.

☑ Benefit the students I serve.

☑ Benefit my department.

Application Part 2

III. Courses:
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Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
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3 sem - Fresno Pacific University: HBM-1659 - Equitable Grading Strategies, Fall 2023
3 sem - Fresno Pacific University: TEC-1841-Equity & Culturally Responsive Teaching in the Online Learning Environment, Spring 2025
5 sem - Fresno Pacific University: TEC-1821 -Online Teaching & Design, Spring 2025

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

> 📎 MC Class III to IV…

⬆ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026   ▼

Application Part 3

Important Deadlines:
Please once again note the following important deadlines related to completed SA applications:

- **October 1st** / **March 1st** – Application forms due.
- **May 15th** – If approved, Letter of Intent due to HR.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

⦿ Yes

◯ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon completion of the coursework, and in accordance with the deadlines required by this process. *

⦿ Yes

◯ Other: _____

This form was created inside of MiraCosta College.

Google Forms

Statement of Purpose for Salary Advancement at MiraCosta College from Class III to Class IV

As an ESL professor specializing in supporting English Language Learners and teaching multiple online courses over the past six years, my proposed coursework directly advances my professional growth. It strengthens my role in supporting the college's commitment to equity, inclusion, and high-quality online education. Each course I completed enhanced my ability to create equitable, culturally responsive, and well-designed learning environments—benefiting not only my own practice, but also my students, my department, and the college as a whole.

Benefits to My Professional Development

The coursework I pursued deepened my expertise in three crucial areas of contemporary teaching: equitable grading, culturally responsive pedagogy, and high-quality online course design. Through *The Summer Institute* (TSI), I strengthened my skills in building humanized learning environments and designing activities, assignments, and assessments that center on diversity and inclusion. The *Equitable Grading Strategies* course helped me critically examine traditional grading practices and adopt more accurate, student-centered approaches that emphasize learning rather than privilege. *The Equity & CRTL Online Teaching* course enabled me to analyze my own assumptions, redesign my syllabus with an equity-minded lens, and create an action plan to continually refine my practices. Additionally, renewing my online teaching certification through the *Online Teaching and Design* course updated my knowledge of instructional design and accessibility standards, advanced Canvas tools, and the OEI Rubric. Collectively, these courses significantly expanded my pedagogical toolkit and helped me stay current in a rapidly evolving instructional space.

Enhancement of My Work at the College

The skills I gained directly enhance the quality of instruction I provide at the college, particularly given the diversity of our student population, especially within the ESL department, and the increasing demand for effective online learning. My improved ability to intentionally integrate technology, design accessible online content, and employ inclusive communication strategies aligns with the college's mission to prioritize equitable educational experiences. By implementing the equitable grading and CRTL practices I learned, my courses now better reflect students' learning, reduce barriers that disproportionately affect minoritized students, and foster classroom environments rooted in belonging and respect. These improvements contribute to stronger student outcomes and reinforce the college's core values of access, equity, and social justice.

Benefits to Students

Students directly benefit from the fairer, more accurate, and more motivating grading practices I now use, which honor student agency and growth. The inclusive design principles and culturally responsive strategies I implemented have led to higher engagement, greater clarity, and more supportive learning environments—both online and in person. My revised, equity-minded syllabus and redesigned course modules help students feel welcomed, represented, and empowered to succeed from the very beginning of the term. The intentional use of technology, combined with humanizing practices, strengthens student connection, reduces feelings of isolation in online environments, and improves overall learning outcomes.

Benefits to My Department

My enhanced skills support not only my own teaching but also the broader efforts of the English/ESL department to promote equitable, inclusive, and effective instruction. The practices I've learned contribute to departmental goals around culturally responsive pedagogy, student retention, and high-quality online education. I am now better able to contribute to departmental discussions about grading reform, course accessibility, and equity-minded syllabus design, and can serve as a resource for colleagues seeking to adopt similar strategies. In this way, the coursework strengthens departmental capacity to meet the needs of our diverse student population and uphold high academic standards.

Course Descriptions for Salary Advancement at MiraCosta College from Class III to Class IV

AFT: The Summer Institute – UCSD Course EDUC 42446

Course Description

This course is designed to provide the most innovative and up-to-date information on methods for refreshing our curriculum and creating a sense of community in an ever- changing classroom environment to help increase student motivation, retention, and success in their academic endeavors. Participants in this course will attend a series of interactive workshops offered over four days focused on solid techniques of teaching led by some of the most creative faculty across disciplines. Time and space to innovate in a supportive environment in collaboration with presenters and colleagues will be provided throughout each day. Participants will be given the support and gain the skills necessary to incorporate learned techniques as they plan their summer or fall courses and have a strong start before summer vacation begins!

Learning Outcomes

Participants will be able to:

1. Incorporate anti-racist, equitable, student-centered course content with a focus on representation.

2. Design creative assignments and assessments that engage student voice

3. Engage effectively in challenging conversations and frame interactions using a trauma-informed approach
4. Create dynamic and flexible learning communities that center the whole student.
5. Mindfully utilize technology and other educational tools for authentic connections and an enhanced, humanized experience.

[Equitable Grading Strategies Fresno Pacific University HBM 1659](#)

Course Description

What do grades **really** measure? Is there a more accurate indicator of our students' skills and abilities? The traditional grading system used in higher education in the U.S. is often more a measure of privilege or personality than of learning. It also creates a competitive, chilly course climate that can undermine efforts to build community with students and positions instructors as gatekeepers, as opposed to partners. In this course we will investigate alternative strategies for indicating student learning that are more equitable, more accurate, and more effectively promote student agency and motivation . We will also discuss some simple changes instructors can make to their syllabus policies and course design that can increase grading equity and student engagement with the learning process.

Learning Goals

To successfully complete this course, participants will:

- Critically investigate traditional grading as a source of power that privileges some students and leaves others out.
- Reflect on the inequities in your current grading practices.
- Apply grading strategies that can make your course more equitable.

Equity & Culturally Responsive Online Teaching
Fresno Pacific University
TEC 1841

Course Description

This course will guide you through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, you will apply principles of Culturally Responsive Teaching and Learning (CRTL) to your online course. In a collaborative peer-to-peer learning environment, you will analyze your core teaching values, interrogate your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to advance equity in your course and institution.

Learning Goals

To successfully complete this course, participants will:

- Analyze your assumptions and beliefs about the diverse students served by California community colleges;
- Interrogate the alignment of your teaching values and teaching practices;
- Apply principles of Culturally Responsive Teaching & Learning (CRTL) to your online course;
- Identify and discuss course-level barriers that disproportionately impact minoritized students including unconscious bias, microaggressions, stereotype threat, and privilege and power;
- Create an equity-minded course syllabus leveraging peer feedback that welcomes and supports all students;
- Write an action plan that describes how you will continue to advance your equity-minded online teaching practices.

[Online Teaching & Design Course - Fresno Pacific University TEC 1821](#)

Course Description

Whether building your first online course or revising an existing one, this 12-week series will show you how to create the course you've always dreamed of teaching. You'll explore online learning theory, approaches to online course design, and strategies for supporting student success from within the structure of the four sections of the Online Education Initiative's Course Design Rubric:

A. Course Design

B. Interaction

C. Assessment

D. Accessibility

The learn-by-doing focus will have you building a powerful sample course in Canvas Sandbox, which you can then use as your own personal course creation blueprint. Fast- paced and innovative, this course is perfect for instructors new to Canvas and/or online teaching while providing innovative ideas for enhancing existing courses.

Course Objectives (By the end of the course, you will be able to:)

- develop a comprehensive course plan for a fully online or hybrid course
- use the core features of the Canvas course management system to design an online or hybrid course
- develop an introductory orientation module
- develop a learning unit with clear objectives aligned with the course outcomes
- design accessible course content
  - integrate Open Educational Resources and other material curated from the internet to support student learning
  - design formative and summative assessments to support and measure student learning
  - use a variety of communication tools, both within and external to Canvas, to support student success

- 3 qrt - UCSD: EDUC 42446 - AFT: The Summer Institute, Summer 2023
- 3 sem - Fresno Pacific University: HBM-1659 - Equitable Grading Strategies, Fall 2023
- 3 sem - Fresno Pacific University: TEC-1841-Equity & Culturally Responsive Teaching in the Online Learning Environment, Spring 2025

- 5 sem - Fresno Pacific University: TEC-1821 -Online Teaching & Design, Spring 2025

Salary Advancement Application

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- Full-time Faculty [2025-2028 District FA Contract, Section D.1.4](#)

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Step 4: Review the SA Handbook for salary class details. Contact an HR representative at hr_department@miracosta.edu, for your individual salary class details to determine the units needed to advance.

Step 5: Prepare the appropriate application documents: Statement of Purpose & Course Details.

Step 6: Submit a completed application by the appropriate deadline.

Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

adealba@miracosta.edu

Guidelines:

1. Salary Advancement Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to share with your department chair, and to allow for any future references or revisions you may need to make to your application.

Name: *

Lilian Alexa De Alba

Position: *

(●) Associate Faculty

(○) Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   (⌄) Dropdown

Counseling   ▼

Application Process Agreement

Several steps are recommended in Section IV of the SAC handbook. The items below are most important.

Please affirm your understanding of, and participation in, the following: *

	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

Next Steps

If you answered "Yes" to all the above statements, please continue with this form. If you answered "Not yet," please consider completing these tasks and returning to this form when you are done. If the SAC chair or Administrtive Assistant can help in any way, please reach out. We are here to support you!

Application Part 1

I. Educational Objectives *
Check the appropriate area(s):

- ☑ Improve in the teaching field
- ☐ Obtain a credential other than teaching
- ☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.*

| ⟲ Statement of Pur… |

| ⬆ Add file |

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of *
the following. This coursework will:

- ☑ Contribute to my professional development.
- ☑ Enhancement my work at the college.
- ☑ Benefit the students I serve.
- ☑ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:

3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026

2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *

Please use the formatting as indicated above and **one line per course**.

3 sem units - Fresno Pacific University: TEC - 1841 Equity & Culturally Responsive Teaching in the Online Learning Environment

3 sem units - Fresno Pacific University: TEC - TEC-1809 Introduction to Teaching With Canvas

3 sem units - Fresno Pacific University: TEC-1825 Online College Counseling

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Provide a link to the descriptions of proposed coursework: *

(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

> 🔵 @one courses_F...

> ⬆ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026 ▼

Application Part 3

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I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

◯ Other: _____

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◉ Yes

◯ Other: _____

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The proposed coursework will support my professional growth at MiraCosta College by providing me with additional skills to support our students. As a counselor and future counseling instructor, my work directly impacts students and their experience. My goal in my role is to provide equitable counseling and teaching practices all while humanizing our students and their intersecting identities. The courses proposed will enhance my knowledge, strategies and perspective that can contribute to a culture of continuous improvement that in turn will benefit our students and department.

3 semester units - TEC - 1841 Equity & Culturally Responsive Teaching in the Online Learning Environment - @one/Fresno Pacific University
End date - March 1, 2026

Course description - This course will guide you through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, you will apply principles of Culturally Responsive Teaching and Learning (CRTL) to your online course. In a collaborative peer-to-peer learning environment, you will analyze your core teaching values, interrogate your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to advance equity in your course and institution.

3 semester units - TEC - TEC-1809 Introduction to Teaching With Canvas - @one/Fresno Pacific University
End date - March 1, 2026

Course description - This 4-week course will introduce you to the beauties of using Canvas in online, hybrid, and face-to-face classes. These simple, hands-on lessons give you the chance to master Canvas in your own practice course to build a home page, content page, discussion, and quiz, while also exploring how to use Canvas communication tools.

3 units - TEC-1825 Online College Counseling - @one/Fresno Pacific University
End Date - May 3, 2026

The College Counseling Online course introduces experienced college counselors to the practices and standards required for providing effective online counseling to community college students.

Salary Advancement Application

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Email *

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Name: *

Apolinar "Polo" Mariscal

Position: *

○ Associate Faculty

◉ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Humanities, Communication Studies & Mathematics   ▾

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☐ Obtain a credential other than teaching

☐ Obtain a Master's / Doctoral Degree

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⟍ Statement of Pur…

⬆ Add file

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the following. This coursework will:

☑ Contribute to my professional development.

☐ Enhancement my work at the college.

☐ Benefit the students I serve.

☐ Benefit my department.

Application Part 2

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2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 sem - Fresno Pacific University: HBM 1659 - Equitable Grading Strategies, August 2025

3 sem - Fresno Pacific University: TEC 1631 - Introduction to Asynchronous Online Teaching & Learning, August 2025

3 sem - Fresno Pacific University: TEC 1841 - Equity & Culturally Responsive Teaching in the Online Learning Environment, August 2025

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

⟩ Course Descripti...

⬆ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026   ▼

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◉ Yes

◯ Other: _____

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◉ Yes

◯ Other: _____

Statement of Purpose

As a math faculty member at MiraCosta College, my primary goal has always been to support student learning in a meaningful, equitable, and sustainable way. Teaching mathematics presents unique challenges, especially in a community college setting where students have diverse academic backgrounds, life experiences, and levels of preparation. My motivation for pursuing this coursework comes from my deep commitment to improve my teaching practices so that all students, regardless of the modality they engage in, their background, or their prior experience, have equitable opportunities to succeed. The courses I completed, Equitable Grading Strategies, Equity & Culturally Responsive Teaching, and Introduction to Asynchronous Online Teaching & Learning, directly align with my professional growth as an instructor and support MiraCosta College's ongoing efforts to become a more equitable institution.

I currently teach math courses both online and in-person, working with students who represent a wide range of identities, responsibilities, and learning needs. Over the years, I have developed a strong interest in incorporating technology into my teaching to enhance more access, engagement, and clarity for my students. This includes using learning management systems like Canvas, free digital assessment tools like MyOpenMath, and instructional technology like Desmos to support multiple learning pathways. However, I have also come to recognize that effective teaching is not solely about content delivery or technological proficiency; it is equally about how our pedagogical choices and instructional design impact student equity and success.

My professional experience has highlighted persistent equity gaps in mathematics, particularly in our historically underserved student populations. These realities motivated me to reflect critically on my own practices, including my grading policies, course design, and communication strategies. Through my work at MiraCosta College, I have looked for opportunities to understand better how institutional structures and classroom practices can unintentionally disadvantage students. This reflection gave me the foundation for pursuing coursework that would provide both theoretical understanding and practical tools to address these challenges.

The courses in equitable grading and culturally responsive teaching significantly expanded my understanding of how grading systems, classroom norms, and instructional assumptions affect student motivation and learning. I learned how traditional grading practices can sometimes prioritize compliance and speed over mastery and growth, particularly in mathematics. These realizations encouraged me to rethink assessment design, feedback practices, and opportunities for revision, to center learning rather than punishment. These courses have strengthened my equitable understanding as an instructor who is committed to continuous improvement.

The combination of Equitable Grading Strategies, Equity & Culturally Responsive Teaching, and Introduction to Asynchronous Online Teaching & Learning courses was particularly meaningful and timely for my work at MiraCosta College. As the college continues to expand online offerings and emphasize equity-centered practices, these courses provide an integral and complementary framework for professional growth. The equity-focused courses deepened my understanding of the systemic inequities and culturally responsive pedagogy, while equitable grading offered great strategies for aligning assessments with these values.

The introduction to asynchronous online teaching further complemented my learning by addressing how course design and instructional presence can either support or affect student success in an online environment. I was able to learn practical tools to create well-structured, accessible, and engaging online courses that promote student autonomy while maintaining clear expectations. These courses equipped me with a more complete approach to teaching, one that incorporates equity, assessment, and modality in intentional ways to better serve our students.

My professional goal is continue to redesign my courses with equity in mind, including redesigning my assessments. I am particularly interested in developing grading and assessment practices that more accurately

reflect student learning while reducing unnecessary barriers to success. Moving forward, I plan to continue refining my course structures to emphasize clarity, accessibility, transparency, and flexibility, especially for students balancing school with work and family obligations.

Additionally, I will continue to aim to further integrate culturally responsive teaching practices into both my online and in-person courses. This includes valuing students' lived experiences, using inclusive examples, and fostering a classroom environment where students feel respected and supported. In the long term, I hope to contribute to broader departmental and college-wide conversations about equitable teaching practices, sharing strategies and insights gained through this coursework.

The coursework I completed has had a direct and lasting impact on my professional development as a math instructor at MiraCosta College. It has strengthened my ability to design equitable learning environments, implement more meaningful grading practices, and support students across instructional modalities. Most importantly, it has reinforced my commitment to continue my professional growth. I am looking forward to continuing to apply and share what I have learned, contributing to a more equitable and student-centered learning experience for all of our MiraCosta College students.

Course Description

These courses are from the approved SAC Coursework ([Fresno Pacific University Catalog @One](#))

HBM 1659 - Equitable Grading Strategies - 3 Units

Course Description: What do grades really measure? Is there a more accurate indicator of our students' skills and abilities? The traditional grading system used in higher education in the U.S. is often more a measure of privilege or personality than of learning. It also creates a competitive, chilly course climate that can undermine efforts to build community with students and positions instructors as gatekeepers, as opposed to partners. In this course, we will investigate alternative strategies for indicating student learning that are more equitable, more accurate, and more effectively promote student agency and motivation. We will also discuss some simple changes instructors can make to their syllabus policies and course design that can increase grading equity and student engagement with the learning process.

TEC 1631 - Introduction to Asynchronous Online Teaching & Learning - 3 Units

Course Description: This course provides an overview of online instructional techniques for faculty who are considering teaching online. You will learn what distinguishes distance learning from face-to-face instruction, strategies for online learning, the realities of course design, and the nuts and bolts of implementation and evaluation. You will also get tips on course management software options, building community online, and learning styles. Using a historical perspective of the dynamic evolution of online teaching, you will leave this course with your own plan for a distance learning course or program. ***This course was previously called Introduction to Online Teaching and Learning. Students may not register twice in the same course for credit, regardless of the change.***

TEC 1841 - Equity & Culturally Responsive Teaching in the Online Learning Environment - 3 Units

Course Description: This course provides community college instructional faculty with an introduction to Culturally Responsive Teaching and Learning (CRTL) pedagogy in the online learning environment. Utilizing an equity framework, the course provides strategies and recommendations for embedding CRTL and other high-impact practices in course design and online classroom practices.

Salary Advancement Application

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*Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

jprescott@miracosta.edu

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Name: *

JahB Prescott

Position: *

○ Associate Faculty

◉ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Humanities, Communication Studies & Mathematics   ▼

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⋂ Statement of Pur...

⤒ Add file

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of the following. This coursework will: *

- ☑ Contribute to my professional development.
- ☑ Enhancement my work at the college.
- ☑ Benefit the students I serve.
- ☑ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 SEM -University of Missouri, Columbia:ISLT 9910- Design and Analysis Research in Information Science and Learning Technologies, Fall 2025

3 SEM -University of Missouri, Columbia: ISLT 9461 Interaction Design, Fall 2025

3 SEM -University of Missouri, Columbia: ISLT 9471Instructional Systems Design, Fall 2025

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

⋃ SISLT Courses a…

⤒ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026   ▾

Application Part 3

Important Deadlines:
Please once again note the following important deadlines related to completed SA applications:

- **October 1st / March 1st** – Application forms due.
- **May 15th** – If approved, Letter of Intent due to HR: ATTN Holly Walker.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR: ATTN Holly Walker.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

○ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon   *
completion of the coursework, and in accordance with the deadlines required by this process.

◉ Yes

○ Other: _____

ISLT 9910 Design and Analysis Research in Information Science and Learning Technologies

Deciding to write a dissertation while teaching is a challenge worth completing because I have a passion for what I'm writing about. I think about the access our students have to books that could assist with unlocking their connection to their personal and cultural heritages. I am a proponent and researcher of culturally responsive and culturally relevant text. I was introduced to this pedagogy by the works of Gloria Ladson Billings and have been utilizing the practices in the classroom using texts to connect students to their personal and cultural heritage. This practice aligns with the English C1000 Student Learner Outcome 3: at the end of instruction students will be able to interpret texts with an awareness of the ways their cultural and/or personal experiences inform their reading. I'm further inspired by the number of students who have reported transforming from reluctant readers to aware readers ready to search for a variety of texts to incorporate into their own writing as our Student Learner Outcome 2 suggests in C1000.

ISLT 9910 offers the opportunity to explore the topic of culturally responsive and culturally relevant texts and their impact for online undergraduate students through direct scholarly research. I have been researching these ideas on my own through learning about and the implementation of alternative grading practices within my department. I also introduced the idea of remaining culturally responsive and culturally relevant in my previous role as a Juntos Podemos Co-Facilitator which aligned with the Pedagogy of Carino initiative of teaching from the heart. My work there has inspired our colleagues to think about how their textbook choices and use of scholars who may represent a majority impact their students of color. My overview of the past 5 years of research on culturally relevant and culturally responsive literature includes findings directly aligned with the college's commitment to a socially just campus.

This course is a cornerstone to beginning dissertation research as a doctoral student. I hope my research will provide future instructors the opportunity to explore culturally relevant and culturally responsive literature supported by a pedagogy that affirms its use for BIPOC students from K-Adult Education whether onground or online.

ISLT 9461 Interaction Design

I never thought I had the ability or the desire to design applications and learning technologies. I thought these skills were far beyond me and reserved for the aspiring computer scientists of the world. ISLT Interaction Design has assisted my role as an instructor as I continue to incorporate instructional design approaches into gamifying my online asynchronous and onground courses. Gamification has remained a part of my course utilizing applications like *No Red Ink* to assist with paragraph and structure in paragraphs or *NearPod* and *Classroom Dojo* which work as ways to facilitate conversations in live classrooms. I'm interested in how these

tools could be made more equitable for students and where representation exists in the interaction design. In addition, I would like the opportunity to prototype my own application to work in both onground and asynchronous classrooms.

This course also provides instruction on the use of Heuristics in Instructional Design. A concept that was novel to me until I had to use it practically. My favorite moment was when our Administrative Assistant was attempting to build a more intuitive Spend Authorization and had queried faculty for their help. I was able to apply the instruction from this course to provide her with valuable feedback on training she was doing in relation to my learning and that would directly support all faculty by providing access to Professional Development spending in a more fluid way.

The theories and practice behind design for learning have often come to me by way of my role on MiraCosta Online Educators. Jim Julius and Nadia Khan do amazing work guiding our committee toward retaining the path for all instructors to be prepared to offer equitable learning environments to MiraCosta Students. My role on MOE initially began because of my interest in teaching online, but now has evolved to guiding principles related to online learning and identifying appropriate practices to support students in learning online successfully. Interaction Design provides the foundations of how online learning spaces are created to support students and instructors. I believe I am in a unique position to provide insight from both perspectives as a lifelong learner and instructor in the classroom.

ISLT 9471 Instructional System Design

Dashboards are a part of my regular routine of reflection. Before, During, and After the Semester, I check the dashboard in order to gauge how changes I have implemented are impacting my students. The practice with reflecting on my data has created lessons that are equitable and authenticated student voice in my classroom design. I collaborate with my colleagues across disciplines to assess and analyze courses, curriculum, instruction, and student centered approaches. I continued this work across the ESL; Ethnic Studies; and Letters Departments as a Data Coach in Juntos Podemos. Instructional System Design will add the ADDIE Model to my Understanding Backward (By) Design Framework that I've utilized to build lesson plans since I became a teacher in 2012. The ADDIE model was designed for Instructional Designers to lead training sessions in Instructional System Design. As the Data Coach Co-Facilitating in Juntos Podemos, I planned and demonstrated the Data Dashboard's for faculty cohort members as well as lead discussions on how adaptive challenges in data can be met with an equitable mindset reflected in the Pedagogy of Carino.

I wish I had the ADDIE Model in my toolkit when I took on the role of Co-Facilitator of the Former Cultural Curriculum Collective in 2021. Applying it now allowed me to analyze the training with a fresh perspective. Unfortunately, the cancellation of Title 5 funding impacted implementing the new training. ISLT 9471 still has value in the new opportunities I'm creating for students to access elements of Canvas to build their Expository Research Projects and

develop stronger writing with claims. Equity and accessibility in online learning for me means a student shouldn't have to shift their device, software, or location to participate or create the way another student with access can. Information System Design works to build strong surveys that address the questions of training and prepare instructors to examine how "trainees" are adapting. This is not dissimilar to how student centered classrooms work where the instructor examines how students are reacting to a lesson, through reflection poses questions to scaffold or remediate the lesson, and utilizes student voice regularly to guide lessons within the curriculum. Establishing more opportunities outside of evaluation to dig deeper into data through authenticating student voice is valuable to developing onground and online courses that are equitable to student success and retention.

ALL SISLT Courses & Descriptions:
https://cehd.missouri.edu/information-science-learning-technologies/mlis-courses/

IS_LT 9910: Design and Analysis of Research in Information Science and Learning Technologies

Design and analysis of academic research in the domains of library and information science, learning science, and learning technologies. Students will analyze published literature in their fields, write a systematic literature review, research question, and research proposal, as well as engaging in extensive peer review. Graded on A-F basis only.

Credit Hours: 3
Recommended: Course is restricted to doctoral students only, except by permission of instructor

IS_LT 9461: Interaction Design

Students will learn the basic concepts of interaction design, then focus on usability engineering and prototyping principles to support the design process for learning and performance based technologies.

Credit Hours: 3

IS_LT 9471: Instructional Systems Design

Develop knowledge and skills related to the systematic design of instruction. Learn to analyze, design, develop, implement, and evaluate learning systems and instruction. Identify appropriate technologies to support learning and explore alternative models of instructional design.

Credit Hours: 3

SA Amendment Application

🔴 STOP - This form is for an **amendment** to a previously approved application only.

Step 1: Read the Salary Advancement Handbook located on the SAC Website.

Step 2: Locate and utilize your previously approved application, if possible.

Step 3: Prepare the appropriate amendment documents: Revised Statement of Purpose & New Course Details.

Step 4: Submit a completed application by the appropriate deadline.

Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

tromero2@miracosta.edu

Guidelines:

1. Salary Advancement Amendment Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to allow for any future references or revisions you may need to make to your application.

Name: *

Torey Romero

Position *

🔘 Associate Faculty

⚪ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Humanities, Communication Studies & Mathematics   ▾

Application Part 1

Reason for amending a previously approved application: *

○ Course(s) no longer offered

○ Course(s) no longer relevant to faculty position

◉ Course(s) changes in semester or quarter units

○ Other: _____ .

If "other," please provide more details below:

_____ .

II. Statement of Purpose – This application requires a revised statement of purpose explaining the revisions, as well as the benefits of the newly   *
proposed coursework. *Remember, these statements are reviewed by both SAC and the Academic Senate.*

◖ Salary Advance…

⬆ Add file

Based on your revised statement of purpose, please indicate the related benefits of the amended coursework to one or more of the following. This   *
coursework will:

○ Contribute to my professional development.

○ Enhance my work at the college.

◉ Benefits the students I serve.

○ Benefit my department.

Application Part 2

III. Courses:

All courses listed in an Amendment Application must meet the same guidelines as those approved in the original application. For more detailed information, see
Section III of the SAC Handbook.

Course/activity details from the previously approved application must be provided on this amendment, so please have them handy.

Previously **Approved** Coursework –
Please use following formatting and **one line per course.**

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026

Fresno Pacific University HBM 1659 Equitable Grading Strategies: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/hbm-1659/ Summer 2025

Fresno Pacific University LCM 1014 10-10-10 Communication that Matters: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/lcm-1014/ Summer 2025

Fresno Pacific University TEC 1717 Creating Accessible Course Content: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1717/ Summer 2025

Fresno Pacific University TEC 1850 Humanizing Online Teaching and Learning: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1850/ Summer 2025

Fresno Pacific University TEC 1900 Advanced Techniques with Canvas: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1900/ Summer 2025

Provide a link to previously approved application, if possible.

⬆ Add file

Proposed **Amended** Coursework –
Please use the formatting as indicated above and **one line per course.**

Fresno Pacific University TEC 1841 Equity and Culturally Responsive Teaching Online: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1841/ Fall 2025

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

Ⓤ MiraCosta Cours…

⬆ Add file

Anticipated Date of Completion for Salary Advancement *

◉ June 30th, 2026

◯ June 30th, 2027

◯ June 30th, 2028

◯ June 30th, 2029

◯ June 30th, 2030

Application Part 3

Important Deadlines:
Please note the following important deadlines related to completed SA application:

- **October 1st** / **March 1st** – Application forms Due

- **May 15th** – If approved, Letter of Intent due to HR.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

○ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon completion of the coursework, and in accordance with the deadlines required by this process. *

◉ Yes

○ Other: _____

Amendment: Upon submitting my initial salary advancement statement of purpose and coursework, I have since completed another course through Fresno Pacific University/@ONE: Equity and Culturally Responsive Teaching Online. This course contributed significantly to my professional development by deepening my understanding of equity minded pedagogy and prompting meaningful, practice changing reflection. Through the guidance of the course and engagement with concepts such as intersectionality, representation, and culturally responsive teaching, I critically examined power dynamics embedded in my online teaching practices. In doing so, I realized that my syllabus contained punitive and unwelcoming language that could unintentionally intimidate students, or make them feel unwelcomed and unsupported. As a result, I completed a full syllabus overhaul to better reflect inclusive, supportive, and transparent expectations that aligned with equity centered values. This process strengthened my commitment to creating learning environments that affirm students' lived experiences and support their academic success, while providing a clear action plan for continuing to center diversity, equity, inclusion, and accessibility in my teaching.

I have bolded all changes to my original submission throughout the document.

Course Descriptions:

Fresno Pacific University

HBM- 1659

Equitable Grading Strategies

Completed 08/10/2025

What do grades **really** measure? Is there a more accurate indicator of our students' skills and abilities? The traditional grading system used in higher education in the U.S. is often more a measure of privilege or personality than of learning. It also creates a competitive, chilly course climate that can undermine efforts to build community with students and positions instructors as gatekeepers, as opposed to partners. In this course we will investigate alternative strategies for indicating student learning that are more equitable, more accurate, and more effectively promote student agency and motivation . We will also discuss some simple changes instructors can make to their syllabus policies and course design that can increase grading equity and student engagement with the learning process.

Fresno Pacific University

TEC-1850

Humanizing Online Teaching

Completed 06/29/2025

Are you looking for the secret sauce for building community and fostering meaningful student-student interactions? Well, you've found it. Research shows that online students are more

invested in a class when they have an instructor who cares about their learning success and this relationship is even more important for underserved students. But conveying your human presence, empathy, and awareness in an online class requires intention and a toolkit of effective practices. In this class, you will be immersed in a supportive online learning community as you develop humanized practices for your online course that will lay an inclusive foundation for community building and collaboration.

Fresno Pacific University

LCM-1014

10-10-10 Communication that Matters

Completed 08/10/2025

First impressions really do count, and the first ten minutes a student is in your course can make or break their experience. Designing your course with the needs of diverse students in mind allows you to hit just the right note for that crucial first "introduction" and build intuitive elements that support each student's success.

You'll discover the power of three important "tens" in your students' interaction in the course--the first 10 minutes, the first 10 hours, and the first 10 days. You'll leave with strategies to authentically welcome students, design impactful home pages and syllabi, and create compelling activities that help your students form a meaningful learning community.

Fresno Pacific University

TEC 1900

Advanced Canvas Techniques

Completed 06/29/2025

This 4-week course builds on your experience with Canvas and helps you make more sophisticated use of the Canvas environment to enhance student success. We will explore strategies for using Canvas tools to support effective course design, from making the most out of Modules to using CSS to add visual flair in the Rich Content Editor. You will learn effective practices in assessment, from Quizzes to the Assignments page. By the end of the course, you will be ready to take your Canvas course design to the next level of expertise.

Fresno Pacific University

TEC 1717

Creating Accessible Course Content

Completed 08/31/2025

Creating Accessible Online Courses provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including your course management system (CMS), to create accessible resources, to retrofit existing resources, and to

curate new resources. The focal point of the course is learning how to use editors (both in your CMS and in common software, such as Microsoft Word) to enhance accessibility.

Fresno Pacific University

TEC 1841

Equity and Culturally Responsive Teaching Online

Completed 11/23/2026

This course will guide you through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, you will apply principles of intersectionality, critical race theory, and culturally responsive teaching to your online course. In a collaborative peer-to-peer learning environment, you will analyze your positionality and how it influences your core teaching values, interrogate the power at play in your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to center diversity, equity, and inclusion in your teaching and institution.

HBM 1659 Equitable Grading Strategies: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/hbm-1659/

LCM 1014 10-10-10 Communication that Matters: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/lcm-1014/

TEC 1717 Creating Accessible Course Content: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1717/

TEC 1850 Humanizing Online Teaching and Learning: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1850/

TEC 1900 Advanced Techniques with Canvas: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1900/

TEC 1841 Equity and Culturally Responsive Teaching Online:
https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1841/

Statement of Purpose:

This proposal outlines a series of professional development courses I completed through @ONE and Fresno Pacific University during Summer 2025 and Fall 2025 to enhance teaching effectiveness and support student success across both in-person and online communication courses. The courses I took include: Humanizing Online Teaching and Learning, 10-10-10: Communication that Matters, Advanced Canvas Techniques, **Equitable Grading Strategies, Equity and Culturally Responsive Teaching Online**, and Creating Accessible Course Content. The primary objectives of my proposal are: 1. To strengthen my instructional design and delivery skills with a focus on accessibility, equity, and student-centered learning. 2. To enhance my ability to foster connection and belonging in online and in person classroom environments. 3. To continue building inclusive, culturally responsive classrooms that support student engagement and persistence. 4. To ensure my grading practices align with research based strategies that reduce barriers and promote growth and align with Rendóns Validation Theory. 5. To increase the accessibility of my Canvas course and course materials. These goals directly align with my role as a faculty member teaching public speaking and interpersonal communication, where student success relies on trust, clarity, and the ability to participate fully and meaningfully. Each course I completed supports specific areas of my instruction and helps me create more effective, inclusive, and equitable learning environments.

The @ONE courses I completed directly support my current assignment as an instructor teaching both in-person and online modalities. Each course enhanced my ability to design and deliver equitable, engaging, and accessible learning experiences that align with the diverse needs of my students. The Humanizing Online Teaching and 10-10-10 Communication That Matters courses helped me strengthen instructor presence and build early connection with students which are both key to increasing engagement and retention, especially in asynchronous formats. These practices are vital in communication courses, which require vulnerability, self-reflection, and interaction. The Advanced Canvas Techniques course provided strategies for organizing content and using Canvas tools more effectively, making it easier for students to navigate course materials and stay on track. The Creating Accessible Course Content course supported my efforts to remove barriers and ensure all students, including those with disabilities, can fully access and participate in my classes. Additionally, I learned how to make supplemental materials such as word documents, PDFS, and PowerPoints accessible which is crucial considering I provide material in these formats to students. **The Equity and Culturally Responsive Teaching online course helped me focus on ensuring my online classroom is an equitable and culturally responsive environment in the online classroom to meet the needs of the diverse student population we serve in the CCC system. I also learned of the importance of making sure students see themselves reflected in the course material, and have an opportunity to relate their learning to their own specific lived experiences. I also realized that my syllabi held some punitive, unwelcome language thanks to the Equity and Culturally Responsive Teaching course, so I did a complete syllabus overhaul guided by what I learned during the course.**

Finally, Equitable Grading Strategies reinforced my commitment to grading practices that support learning, reduce student anxiety, and promote persistence. I have already begun

implementing these strategies in my courses by incorporating flexible deadlines and a 50% floor policy. Together, these trainings directly support my instructional goals, enhance my teaching practice, and help improve student outcomes by fostering inclusive, supportive, and culturally responsive learning environments.

The proposal supports my continued growth as an instructor by deepening my ability to design equitable, accessible, welcoming, and engaging learning environments across all modalities. As someone who teaches a general education requirement (COMM C1000) under the new CAL-GETC pathway and other courses that support student goals in in person, online, and hybrid modalities, it is imperative that I stay current with best practices in online instruction, inclusive pedagogy, and student-centered course design.

The courses I completed through @ONE/ Fresno Pacific University had a direct impact on my teaching. I've implemented strategies that help reduce barriers for students such as a flexible late work policy and a 50% floor grading model, **designing a welcoming and non punitive syllabus** ,accessible course materials, and intentionally designed opportunities for connection and belonging. These changes not only support disproportionately impacted students, but also enhance learning for all students in my classroom. This proposal benefits my students by providing them with a more inclusive, organized, and supportive learning experience. It also supports the colleges broader goals related to equity, retention, persistence, and student success by helping to foster culturally responsive teaching practices and increasing instructor presence. Additionally, the skills and strategies I've gained through this training allow me to contribute more meaningfully to department and college conversations regarding accessibility, assessment, and pedagogy. Overall, this proposal reflects my commitment to continuous improvement, student success, and to actively contribute to a campus culture that values equity, persistence, and student success.

HBM 1659 Equitable Grading Strategies: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/hbm-1659/

LCM 1014 10-10-10 Communication that Matters: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/lcm-1014/

TEC 1717 Creating Accessible Course Content: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1717/

TEC 1850 Humanizing Online Teaching and Learning: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1850/

TEC 1900 Advanced Techniques with Canvas: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1900/

TEC 1841 Equity and Culturally Responsive Teaching Online: https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/one-online-courses/tec-1841/

Salary Advancement Application

Step 1: Read the Salary Advancement Handbook located on the <u>SAC Website</u>.

Step 2: Refer to the appropriate contract or collective bargaining agreement for details related to salary advancement:

- Associate Faculty <u>Collective Bargaining Agreement 2024-2026, Section 12.6</u>
- Full-time Faculty <u>2025-2028 District FA Contract, Section D.1.4</u>

Step 3: 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.

Step 4: Review the SA Handbook for salary class details. Contact an HR representative at <u>hr_department@miracosta.edu</u>, for your individual salary class details to determine the units needed to advance.

Step 5: Prepare the appropriate application documents: Statement of Purpose & Course Details.

Step 6: Submit a completed application by the appropriate deadline.

Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

asolis@miracosta.edu

Guidelines:

1. Salary Advancement Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to share with your department chair, and to allow for any future references or revisions you may need to make to your application.

Name: *

Ariana Solis

Position: *

○ Associate Faculty

● Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Counseling   ▼

Application Process Agreement

Several steps are recommended in Section IV of the SAC handbook. The items below are most important.

Please affirm your understanding of, and participation in, the following: *

	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

Next Steps
If you answered "Yes" to all the above statements, please continue with this form. If you answered "Not yet," please consider completing these tasks and returning to this form when you are done. If the SAC chair or Administrtive Assistant can help in any way, please reach out. We are here to support you!

Application Part 1

I. Educational Objectives *
Check the appropriate area(s):

☑ Improve in the teaching field

☐ Obtain a credential other than teaching

☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.*

⟩ Salary Adancem...

⬆ Add file

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of the following. This coursework *
will:

☑ Contribute to my professional development.

☑ Enhancement my work at the college.

☑ Benefit the students I serve.

☐ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 sem- University of LaVerne- EDUC_710B, I'm So Stressed I Could Scream!
Spring 2026
3 sem- University of LaVerne: EDUC_718U, Cultivating Emotional Resilience in Educators and Students, Spring 2026

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

| ⟩ EDUC_710B (1) - … | ⟩ EDUC_718U - Ari… |

⬆ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2026 ▼

Application Part 3

Important Deadlines:
Please once again note the following important deadlines related to completed SA applications:

- **October 1st** / **March 1st** – Application forms due.
- **May 15th** – If approved, Letter of Intent due to HR.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

○ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon completion of the coursework, and in accordance with the deadlines required by this process. *

◉ Yes

○ Other: _____

This form was created inside of MiraCosta College.

Google Forms

Statement of Purpose:

As a counseling faculty member, the core of my work involves navigating the complex emotional landscapes of students while maintaining a high standard of pedagogical and clinical support. I am seeking to enroll in **Cultivating Emotional Resilience for Educators** and **I'm So Stressed I Could Scream** to bridge the gap between theoretical psychology and the daily, high-pressure realities of the modern collegiate environment.

1. Contribution to Professional Development

While my foundational training provides a strong basis for counseling, the academic landscape is shifting. These courses will allow me to:

- **Integrate Systems Thinking:** Move beyond individual student interactions to understand how institutional systems impact emotional health, as outlined in the "Cultivating Emotional Resilience" curriculum.
- **Acquire Evidence-Based Tools:** Gain access to world-renowned research and practical exercises that I can use to audit my own professional boundaries and endurance.
- **Master Stress Response:** "I'm So Stressed I Could Scream" provides a specific focus on the unique stressors of the teaching profession, allowing me to refine my self-regulation techniques.

2. Enhancement of Work at the College

My role extends beyond the classroom to collaborating with colleagues and contributing to the college's overall wellness culture.

- **Co-worker Synergy:** By applying the tools from these courses, I can help foster a more positive, resilient environment among faculty. This is critical for preventing burnout and high turnover within our department.
- **Modeling Healthy Leadership:** Using these strategies allows me to lead by example, demonstrating how to handle high-stakes academic cycles (like finals or admissions) with composure and clarity..

3. Direct Benefit to Students

The ultimate beneficiaries of this training are the students I serve.

- **Classroom Environment:** I will implement specific exercises to create a "psychologically safe" classroom space where students feel empowered to take risks and engage deeply with the material.
- **Improved Guidance:** By managing my own stress more effectively, I can provide more focused, empathetic, and present support during one-on-one counseling sessions.

By completing these courses, I will be better equipped to serve as a stable, resilient pillar for my students and a more effective collaborator for my colleagues. Investing in these competencies ensures that I can continue to provide high-level support without compromising my own professional longevity.

Vision, Mission, and Core Values of the University of La Verne

Vision
The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.

University Mission
The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners, preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

Core Values

Ethical Reasoning
The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity
The university supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.

Lifelong Learning
The university promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Civic and Community Engagement
The university asserts a commitment to improving and enhancing local, regional, and global communities.

University Diversity Statement
The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff. Diversity is an active and intentional practice that supports difference and multiplicity to expand knowledge, educate capable citizens, develop the whole person and serve our local and global communities. Promoting and sustaining diversity is a commitment to educational quality and the creation of positive, respectful learning communities.

Course Description
When you started teaching, what did you imagine? Did you dream about a classroom that flowed effortlessly and the ability to reach even the most hard-to-reach student? Somewhere along the way, this dream may have shifted, but your desire to succeed for your students remained constant. You are now ready to reinvigorate your career as a teacher or education professional, overcome stress, and thrive. But, how do you reach the next level?

This course is designed for educators and administrators of every experience level. You will learn and practice ways to thrive in the classroom, to feel energized and joyful in your work, and to feel fully present in your profession.

Cultivating Emotional Resilience in Educators and Students will guide you through a series of practical projects and activities to develop resilience through 12 essential habits, uncover your true self and potential, use your energy where it counts, adopt a mindful approach to communication, adopt tools to make teaching fun and enriching for yourself and your students, decode body language and nonverbal communications, and much more.

Students will benefit from extensive world-renowned research in emotional resilience, psychology, and systems thinking. Students will also be able to apply powerful tools and exercises found within the texts that can be used at every stage of their career to create a more positive and rewarding environment in the classroom and with their co-workers. Upon completing this course, you will be excited to share your practices and experiences with your colleagues to cultivate your school's resilience!

Goals
- Increase self-knowledge
- Understand emotional intelligence
- Facilitate collective empowerment
- Build community
- Practice mindfulness
- Better deal with disillusion
- Stay positive
- Cultivate compassion
- Learn to deal better with unwanted change
- Learn to play again
- Practicing gratitude
- Revitalize lesson plans
- Reinvigorate their emotional resilience

Course Material
- Textbooks: *Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar and *The Onward Workbook: Daily Activities to Cultivate Your Emotional Resilience and Thrive* by Elena Aguilar.

Material Content
- Know yourself
- Understand emotions
- Tell empowering stories
- Build Community
- Be Here Now
- Take care of yourself
- Focus on the bright spots
- Cultivate Compassion
- Be a learner
- Play and create
- Ride the waves of change
- Celebrate and appreciate
- Conclusion: Onward to freedom

Classwork Assignments

The course has five assignments:
1. Onward: Cultivating Emotional Resilience in Educators
   Total Assignment Value: 30%
   75 Short answer and multiple choice questions.
2. Onward: Chapter 1 Short Essay
   Total Assignment Value: 10%
   1 Page essay.
3. Onward: Chapter 2 Short Essay
   Total Assignment Value: 15%
   2-Page essay.
4. The Onward Workbook: Daily Activities
   Total Assignment Value: 30%
   Complete 25 questions from the Onward Workbook.
5. Essay. Reviving More than Just Your Lesson Plans
   Total Assignment Value: 15%
   4 Page essay.

Academic Honesty

Each student is responsible for performing academic tasks in ways that honesty is not in question. Unless an instructor specifically defines what is permissible in academic conduct, students are otherwise expected to maintain academic integrity in all their courses. When academic honesty is in question, faculty members may take appropriate disciplinary actions as outlined in the University Catalog.

Course Grade

The letter grade in this course will be set according to the University of La Verne Grading Policy as outlined below and in the University Catalog. Courses are designed to take

approximately 15 hours per credit to complete, 45 hours per three-credit course.

Grading Policy—Graduate

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

A ....4.0 quality points per semester hour.
A- ....3.7 quality points per semester hour.
Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.
B+ ....3.3 quality points per semester hour.
B ....3.0 quality points per semester hour.
B- ....2.7 quality points per semester hour.
Exhibits professional competence in the subject matter and in all written and oral communication.
C+ ....2.3 quality points per semester hour.
C ....2.0 quality points per semester hour.
Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.
F.........................0 quality points per semester hour.
Quality and quantity of work in and out of class are unacceptable.

Grading Scale:
A = 100-94 | A- = 93-90
B+ = 89-87 | B = 86-84 | B- = 83-80
C+ = 79-77 | C = 76-70
Less than 70 = Failing

Discussion Board

Student-to-faculty and student-to-student interactions are critical components of the learning process at the University of La Verne. To facilitate this process, this course utilizes a dedicated Discussion Board. Students can use the Discussion Board to ask questions and to post opinions related to the course material. The Discussion Board is accessed through your My Courses portal after enrollment.

Please limit the use of the board to academic matters related to the course. For all other matters contact the PDC office via phone, chat, or email. Be brief, direct, and use proper writing style. Respect diversity: Use no language that is-or that could be construed to be-offensive toward others. Be cognitive of academic integrity: Do not share responses to assignment questions or your papers on the discussion board or any other platform. You can help other students find the answer but not by giving them the answer. Be Patient: the instructor will respond to your questions in a timely manner, usually within 24 hours.

Notice: University of La Verne Instructors regularly change both assessments and materials in order to keep courses current and relevant. Information regarding course contents and activities of participants is subject to change without notice.

Evidence of Learning Outcomes

Upon completing this course, the student will have processed new ways of dealing with stress in the classroom and will demonstrate their comprehension of the author's tools by answering questions. He or she will also demonstrate critical thinking and incorporation of skills by completing projects and analyzing information, as evidenced by completing the final essay.

Course Contact Information

For general course support, please contact a PDC Specialist at 833-858-7327, available Monday through Friday 7:00 to 5:00 PST. You may also Live Chat on our website pdc.laverne.edu, or email lavernepdc@laverne.edu.

For more detailed course questions, grading questions, or to connect with your instructor please contact the PDC office at lavernepdc@laverne.edu.

UNIVERSITY OF LAVERNE - Professional Development Courses

Course Name: **I'm So Stressed I Could Scream**

Course Number: **EDUC 710B**   Semester Credits: 3

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The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility**.**

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The university asserts a commitment to improving and enhancing local, regional, and global communities**.**

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The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff. Diversity is an active and intentional practice that supports difference and multiplicity to expand knowledge, educate capable citizens, develop the whole person and serve our local and global communities. Promoting and sustaining diversity is a commitment to educational quality and the creation of positive, respectful learning communities**.**

Notice: University of La Verne Instructors regularly change both assessments and materials in order to keep courses current and relevant. Information regarding course contents and activities of participants is subject to change without notice.

Course Description

This course explores physiological causes of stress and various approaches to stress reduction. Events that trigger stress and identification of stress response are discussed, including special causes of stress for students. The teachers will learn to tailor a stress reduction program to meet their individual needs and the needs of their students.

Goals
- Gain an understanding of stress and relaxation.
- Learn to recognize stress responses.
- Develop a stress reduction program.
- Gain a better understanding of the causes of stress for students.
- Gain an understanding of the causes of stress for different populations.

Course Material
- Textbooks: *The Frazzled Teacher's Wellness Plan* by J. Queen and P. Queen and *The Relaxation and Stress Reduction Workbook* 7th Ed by Davis, Eshelman, & McKay

Material Content
- Understanding of stress and relaxation.
- How the body responds to stress.
- Specific approaches to stress reduction
- Causes of stress for children, those in mid-life, professionals, and elders.
- Identification of stress response

Classwork Assignments

The course has four assignments:
1. Stress Journal
   Total Assignment Value = 35%
   Choose a high stress time of day or a high stress condition to begin keeping your journal and monitor your stressful times for seven days.
2. The Frazzled Teacher's Wellness Plan
   Total Assignment Value = 20%
   Read the text *The Frazzled Teacher's Wellness Plan* and answer 45 short answer questions
3. The Relaxation & Stress Reduction Workbook
   Total Assignment Value = 25%
   Read the text *The Relaxation & Stress Reduction Workbook* and answer 77 short answer questions
4. Stress Reduction and Management Essay
   Total Assignment Value = 20%
   Write a four-page essay to summarize your stress journal

Academic Honesty
Each student is responsible for performing academic tasks in ways that honesty is not in question. Unless an instructor specifically defines what is permissible in academic conduct,

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students are otherwise expected to maintain academic integrity in all their courses. When academic honesty is in question, faculty members may take appropriate disciplinary actions as outlined in the University Catalog.

Course Grade

The letter grade in this course will be set according to the University of La Verne Grading Policy as outlined below and in the University Catalog. Courses are designed to take approximately 15 hours per credit to complete, 45 hours per three-credit course.

Grading Policy—Graduate

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

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A- ....3.7 quality points per semester hour.
Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.
B+ ....3.3 quality points per semester hour.
B ....3.0 quality points per semester hour.
B- ....2.7 quality points per semester hour.
Exhibits professional competence in the subject matter and in all written and oral communication.
C+ ....2.3 quality points per semester hour.
C ....2.0 quality points per semester hour.
Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.
F.........................0 quality points per semester hour.
Quality and quantity of work in and out of class are unacceptable.

Grading Scale:
A = 100-94 | A- = 93-90
B+ = 89-87 | B = 86-84 | B- = 83-80
C+ = 79-77 | C = 76-70
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Discussion Board

Student-to-faculty and student-to-student interactions are critical components of the learning process at the University of La Verne. To facilitate this process, this course utilizes a dedicated Discussion Board. Students can use the Discussion Board to ask questions and to post opinions related to the course material. The Discussion Board is accessed through your My Courses portal after enrollment.

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Please limit the use of the board to academic matters related to the course. For all other matters contact the PDC office via phone, chat, or email. Be brief, direct, and use proper writing style. Respect diversity: Use no language that is-or that could be construed to be-offensive toward others. Be cognitive of academic integrity: Do not share responses to assignment questions or your papers on the discussion board or any other platform. You can help other students find the answer but not by giving them the answer. Be Patient: the instructor will respond to your questions in a timely manner, usually within 24 hours.

Evidence of Learning Outcomes
Upon completion of this course, the student will have demonstrated knowledge of the physiological and cognitive bases of stress through answer sheets for provided books. The student will demonstrate synthesis and implementation skills by integrating information gained from readings and personal observation into projects designed to increase stress awareness and reduce the negative effects of stress.

Course Contact Information

For general course support, please contact a PDC Specialist at 833-858-7327, available Monday through Friday 7:00 to 5:00 PST. You may also Live Chat on our website pdc.laverne.edu, or email lavernepdc@laverne.edu.

For more detailed course questions, grading questions, or to connect with your instructor please contact the PDC office at lavernepdc@laverne.edu.

Salary Advancement Application

Step 1: Read the Salary Advancement Handbook located on the SAC Website.

Step 2: Refer to the appropriate contract or collective bargaining agreement for details related to salary advancement:

- Associate Faculty Collective Bargaining Agreement 2024-2026, Section 12.6
- Full-time Faculty 2025-2028 District FA Contract, Section D.1.4

Step 3: 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.

Step 4: Review the SA Handbook for salary class details. Contact HR representative Holly Walker hwalker@miracosta.edu, for your individual salary class details to determine the units needed to advance.

Step 5: Prepare the appropriate application documents: Statement of Purpose & Course Details.

Step 6: Submit a completed application by the appropriate deadline.

Reach out to the SAC Chair Angela Senigaglia, asenigaglia@miracosta.edu or the Administrative Assistant Arielle Locke alocke@miracosta.edu with any questions.

Email *

sturk@miracosta.edu

Guidelines:

1. Salary Advancement Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to share with your department chair, and to allow for any future references or revisions you may need to make to your application.

Name: *

Shaylah Turk

Position: *

○ Associate Faculty

◉ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Continuing Education ▼

Application Process Agreement

Several steps are recommended in Section IV of the SAC handbook. The items below are most important.

Please affirm your understanding of, and participation in, the following: *

	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

Next Steps
If you answered "Yes" to all the above statements, please continue with this form. If you answered "Not yet," please consider completing these tasks and returning to this form when you are done. If the SAC chair or Administrtive Assistant can help in any way, please reach out. We are here to support you!

Application Part 1

**I. Educational Objectives   *
Check the appropriate area(s):

☑ Improve in the teaching field

☐ Obtain a credential other than teaching

☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.*

[⤴ Statement of Pur…]

[⬆ Add file]

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of the following. This coursework will: *

☑ Contribute to my professional development.

☑ Enhancement my work at the college.

☑ Benefit the students I serve.

☑ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
- Insitution Name
- Course designator and number
- Course title
- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 sem - Fresno Pacific University: TEC-1848 - Introduction to Course Design, Spring 2026
3 sem - Fresno Pacific University: TEC-1809 - Introduction to Teaching with Canvas, Spring 2026

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

⤸ Course Descripti…

⤒ Add file

Anticipated Date of Completion for Salary Advancement *   ⊘ Dropdown

June 30th, 2026 ▼

Application Part 3

Important Deadlines:
Please once again note the following important deadlines related to completed SA applications:

- **October 1st** / **March 1st** – Application forms due.
- **May 15th** – If approved, Letter of Intent due to HR: ATTN Holly Walker.
- **June 30th** – Courses for salary advancement must be completed.
- **September 5th** – Official transcript(s) due to HR: ATTN Holly Walker.

I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

◉ Yes

◯ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon   *
completion of the coursework, and in accordance with the deadlines required by this process.

◉ Yes

◯ Other: _____

As I look ahead to next year, I plan to help develop resources within SAS to better support faculty and staff in navigating unique student situations. This spring, I will be taking two courses focused on course design and teaching in Canvas. My goal is to bring what I learn back to SAS and apply those lessons to enhance the tools and support we provide both for students in COUN 100 and for our colleagues across MiraCosta. I will need the collaboration and support of my team in creating and implementing these resources. Many of my colleagues are already engaged in similar work, and with the added focus from these courses, I hope we can create accessible content that effectively meets the diverse needs of our students and faculty alike.

TEC-1809

Introduction to Teaching With Canvas

3 Units

Online

Instructor: Marina Aminy

NOTE: Students must register for the course through @ONE PRIOR TO registering for college credit through Fresno Pacific University.

This course introduces you to how to teach using the Canvas learning management system by Instructure. You will learn how the system works through a series of curated readings and recall what you have learned through formative quizzes. You will also practice what you have learned through a series of hands-on exercises focused on the subject you teach. Finally you will reflect on the tools in Canvas through a shared discussion with other participants sharing this part of our professional journey.

TEC-1848

Introduction to Course Design

3 Units

Online

Instructor: Marina Aminy

NOTE: Students must register for the course through @ONE PRIOR TO registering for college credit through Fresno Pacific University.

The power of an online course comes from careful planning and intentional design. Blending the concepts of backward design with universal design and with hands-on practice, you'll gain mastery in the skills needed to purposefully design and engaging, high-quality online course that captures--and keeps--your students' attention. You'll leave with a robust plan and the solid foundation of your newly envisioned course.

Salary Advancement Application

Step 1: Read the Salary Advancement Handbook located on the [SAC Website](#).

Step 2: Refer to the appropriate contract or collective bargaining agreement for details related to salary advancement:

- Associate Faculty [Collective Bargaining Agreement 2024-2026, Section 12.6](#)
- Full-time Faculty [2025-2028 District FA Contract, Section D.1.4](#)

Step 3: 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.

Step 4: Review the SA Handbook for salary class details. Contact an HR representative at [hr_department@miracosta.edu](#), for your individual salary class details to determine the units needed to advance.

Step 5: Prepare the appropriate application documents: Statement of Purpose & Course Details.

Step 6: Submit a completed application by the appropriate deadline.

*Reach out to the SAC Chair Angela Senigaglia, [asenigaglia@miracosta.edu](#) or the Administrative Assistant Arielle Locke [alocke@miracosta.edu](#) with any questions.

Email *

avivasorozco@miracosta.edu

Guidelines:

1. Salary Advancement Applications are accepted twice a year: Fall applications are due by 5:00pm on **October 1st.** Spring applications are due by 5:00pm on **March 1st.**
2. Upon completion, please **SAVE** the Google confirmation email you receive to share with your department chair, and to allow for any future references or revisions you may need to make to your application.

Name: *

Abigail Vivas-Orozco

Position: *

◉ Associate Faculty

○ Full-time Faculty

Which MiraCosta College School does your department or discipline fall under? *   ⊙ Dropdown

Counseling ▾

Application Process Agreement

Several steps are recommended in Section IV of the SAC handbook. The items below are most important.

Please affirm your understanding of, and participation in, the following: *

	Yes	Not yet
(3.) I have contacted HR to determine my salary status/placement and have determined the number of units needed to advance.	☑	☐
(4.) I have verified that all the courses on my application meet one or more of the course types in Section III of the SAC Handbook.	☑	☐
(5-6.) I have a Statement of Purpose and have compiled all the Required Course Information as outlined in Sections II and III of the SAC Handbook.	☑	☐
(8.) I understand that I should forward the Google Form Summary of my SA Application, along with all supporting materials, to my department chair for review.	☑	☐

Next Steps
If you answered "Yes" to all the above statements, please continue with this form. If you answered "Not yet," please consider completing these tasks and returning to this form when you are done. If the SAC chair or Administrtive Assistant can help in any way, please reach out. We are here to support you!

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Check the appropriate area(s):

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☐ Obtain a Master's / Doctoral Degree

II. Statement of Purpose – 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 SAC and the Academic Senate.*

| ∪ Statement of Pur… |

⬆ Add file

Based on your statement of purpose, please indicate the related benefits of the proposed coursework to one or more of   *
the following. This coursework will:

☑ Contribute to my professional development.

☑ Enhancement my work at the college.

☑ Benefit the students I serve.

☐ Benefit my department.

Application Part 2

III. Courses:
Courses to be used for salary advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution (see page three of the Handbook) in order to be considered.

Course/activity details **must match** the supporting documentation.

- Semester or Quarter Units
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- Anticipated date of completion

EXAMPLE:
3 sem – MiraCosta: SPAN 101 – Intro to Spanish, Spring 2026
2 qrt – UCR: EDUC X450 – Introduction to the Study of Race and Ethnicity for K12, Fall 2026

Coursework –   *
Please use the formatting as indicated above and **one line per course**.

3 semester units - TEC - 1841 Equity & Culturally Responsive Teaching in the Online Learning Environment @one/Fresno Pacific University

3 semester units - TEC - TEC-1809 Introduction to Teaching With Canvas - @one/Fresno Pacific University

Provide a link to the descriptions of proposed coursework: *
(EX: a shareable link to a single document with all course descriptions/details clearly outlined)

Ʋ C@one courses_...

⬆ Add file

Anticipated Date of Completion for Salary Advancement *   ⊙ Dropdown

June 30th, 2027 ▼

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I affirm that MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement. *

○ Yes

○ Other: _____

I certify that the information on this application is correct and that I will furnish Human Resources (HR) with both a Letter of Intent and official transcripts upon completion of the coursework, and in accordance with the deadlines required by this process. *

○ Yes

○ Other: _____

Statement of Purpose

To Whom It May Concern,

My name is Abigail Vivas-Orozco, and I serve as an Associate Counselor in the Transfer Center. I am writing to express my strong commitment to continued professional growth and to share how the proposed coursework will directly enhance my ability to serve our students more effectively.

As I advance in the field of academic counseling, I remain deeply committed to fostering equitable and inclusive environments where all students feel empowered to succeed. The reality of our work is that counselors are also educators. We teach students how to navigate complex systems, interpret academic requirements/ articulation agreements, and envision themselves at four-year, private, and out-of-state institutions. Because of this, coursework focused on equity, Open Educational Resources (OER), open pedagogy, and culturally responsive teaching practices is not only relevant to my role but it is essential.

In the Transfer Center, we curate and publish critical transfer information through our Canvas platform to ensure students have clear, accessible guidance throughout their transfer journey. However, without formal training in online instruction and digital pedagogy, I recognize there is room to strengthen how these resources are designed and delivered. These courses will equip me with the tools, strategies, and confidence necessary to create more engaging, accessible, and equitable learning materials for our diverse student population.

Investing in this professional development is an investment in our students. It will allow me to enhance the quality of the resources we provide, reduce barriers to information, and intentionally design counseling spaces, both virtual and in-person, where students feel seen, valued, and supported.

Thank you for your consideration and support of my continued growth as an educator and advocate for student success.

My best,

Abigail Vivas-Orozco

3 semester units - TEC - 1841 **Equity & Culturally Responsive Teaching in the Online Learning Environment** - @one/Fresno Pacific University

End date - March 1, 2026

Course description - This course will guide you through a critical journey of becoming an equity-minded educator with the goal of cultivating inclusive experiences that empower all students to achieve their full intellectual capacity. As a participant in this course, you will apply principles of Culturally Responsive Teaching and Learning (CRTL) to your online course. In a collaborative peer-to-peer learning environment, you will analyze your core teaching values, interrogate your online teaching practices, and leave the course with an equity-minded syllabus and an action plan to continue to advance equity in your course and institution.

3 semester units - TEC - TEC-1809 **Introduction to Teaching With Canvas** - @one/Fresno Pacific University

End date - March 29, 2026

Course description - This 4-week course will introduce you to the beauties of using Canvas in online, hybrid, and face-to-face classes. These simple, hands-on lessons give you the chance to master Canvas in your own practice course to build a home page, content page, discussion, and quiz, while also exploring how to use Canvas communication tools.

2 semester units- TEC **Navigating the Future: Open Education with Generative AI**- @one/Fresno Pacific University

End date - Fall

Course description - This course explores the connections between Generative Artificial Intelligence (AI), Open Educational Resources (OER), and Open Pedagogy. You will gain essential AI literacy and have the opportunity to practice using one or more AI tools as well as review the basics of OER and Open Pedagogy. Then, you will explore strategies for harnessing AI to create or adapt OER, while identifying opportunities to collaborate with students. You will also dig into the ethical considerations related to employing AI in open education as well as evolving practices for licensing and attributing work created with generative AI.

2 semester units- TEC **Teaching with OER and Open Pedagogy for Equity**- @one/Fresno Pacific University

End date - Fall

This course explores the connections between equity, Open Educational Resources (OER), open pedagogy, and culturally responsive pedagogy. You will look at a variety of real-world examples (e.g., non-disposable assignments, open student projects, open course design, culturally-relevant OER) and be asked to consider: how might you implement these approaches in your own teaching? What are some concrete actions you can take in your own course to create more culturally responsive spaces for your students and transform your teaching and learning using OER or open pedagogy?

	Doctorate degree required for final column	Doctorate degree not required for final column	salary schedule link	Specifics
Region X:				
SDCCD		X	Link	7 Classes; last 5 are unit based; 15 unit increases; max out at 105 units
GCCCD	X		Link	7 Classes; last 6 are unit based; 15 unit increases; max out at 90 units, and then Doctorate
SWCCD		X	Link	6 Classes; last 4 are unit based; 15 unit increases; max out at 90 units
Palomar	X		Link	7 Classes; last 5 are unit based; 24 unit increases; max out at 120 units, and then Doctorate (can also be approved with 2 Master's degrees)
Imperial Valley College	X		Link	7 Classes; last 4 are MA plus units; 15 unit increases; max out at 45 units, and then Doctorate
Region 4:				
Barstow	X		Link	7 Classes; 6 are MA related; 15 unit increases; max out at 90 units, and then doctorate
Kern CCD - Cerro Coso	X		Link	5 Classes; 4 are MA related; exceptions to units advancement
Chaffey	X		Link	4 Classes; 3 are MA related; 15 unit increments; max out at 60, and then doctorate
College of the Desert	X		Link; Descriptions	7 Classes; 5 are MA related; 15 unit increments; max out at 45 units, and then doctorate
Copper Mt. College	X		Link	7 Classes; 5 are MA related; 15 unit increments; max out at 45 units, and then doctorate
San Bernardino CCD - Crafton Hills & SBCC	X		Link; Descriptions	7 Classes; 6 are MA related; 15 unit increments; max out at 60 units, and then doctorate
Riverside CCD - Moreno Valley, Noco, Riverside City	X		Link	7 Classes; 6 are MA related; 15 unit increments, max out at 60, and then doctorate
Mt. San Jacinto College	X		Link	7 Classes; 6 are MA related; 12 unit increments; max out at 48, and then have doctorate
Palo Verde	X		Link	7 Classes; 6 are MA related; 15 unit increments; max out at 60, and then doctorate
Victor Valley		X	Link	5 Classes; 5 are MA related; 15 unit increments, max out at 60 or have doctorate
Region 8:				
Cerritos College				
Citrus				
Coastline				
Cypress				
Fullerton				
Golden West				
Irvine Valley/Saddleback				
Long Beach City				
Mt. San Antonio				
Orange Coast				
Rio Hondo				
Santa Ana				
Santiago Canyon				

Committee Evaluation Summary Form

Following dialogue regarding the committee evaluation, please briefly summarize member discussions and recommended improvements in the text boxes below to submit to College Council (this form should not be longer than one page in length).

Committee:

Date of Evaluation: March 13, 2026

Summary of Findings:

◇ **Committee Effectiveness**:

◇ **Committee Meetings**:

◇ **Committee Participation**:

◇ **Sub-Committee Outcomes**:

Recommended Improvements:

Click here to enter text.

Recommended Changes to the Governance Handbook (if any):

Click here to enter text.