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AGENDA

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

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate **[Time 9:10; 15 minutes]**
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- V. Changes to Agenda Order
- VI. Consent Calendar
A. Approve Minutes of the Regular Meeting of February 7, 2025
- VII. Action Item, First Read
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
A. Recommendation to Compress the Academic Calendar - mitchell [Time 10:05; 40 minutes]
Description: *The [MiraCosta Calendar Taskforce](#) recommends the adoption of a compressed academic calendar that reconfigures the schedule of final assessments and the distribution of FLEX days. Upon approval of this recommendation through local governance processes, AS leadership will partner with the Office of Instruction to submit an official request to the CCC Chancellor’s Office to implement the new calendar for the 2026/2026 academic year.*
- VIII. Information / Discussion
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
A. US Education Department’s Office of Civil Rights Letter to Colleagues - Cooke [Time 9:25; 40 minutes]
Description: *The Civil Rights Office of the US Department of Education sent a letter to*

BP 2510: Collegial Governance and Participation in Local Decision Making

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

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

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

schools nationwide on February 14th, 2025 prohibiting considerations of race in decisions pertaining to all “aspects of student, academic, and campus life.” MiraCosta leaders will discuss next steps and their ongoing commitment to pursuing MiraCosta’s mission and vision within the context of state law and changing federal regulations.

B. Updates on CCN Implementation - mitchell [Time 10:45; 10 minutes]

Description: *Updates from senate members and leadership about the ongoing implementation of AB 1111, [Common Course Numbering](#).*

IX. Reports (Written, Included Via Links Below)

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

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

X. Adjournment

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

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu

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



ACADEMIC SENATE

Regular Meeting – February 7th, 2025
9:00am – 11:00am
Hyflex Meeting – Room OC1068 and Via
Zoom in accordance with AB2449:
Information below
1 Barnard Drive, Oceanside, CA 92056

Unofficial Minutes

I. Order

ASP mitchell called the meeting to order at **9:00am**

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449.*
Senator Krista Warren was approved to attend remotely per AB2449.

III. Roll Call

Members present: Daniel Ante-Contreras, Leigh Coitnor, Sean Davis, Erica Duran, Jim Julius, Jeffrey Murico, Ghada Osman, Nate Scharf, Alexis Sade Tucker, Afifa Zaman, Robin Allyn, Sarah Gross, Brian Page, Krista Warren, curry mitchell.

Members Absent: Sunny Cooke

Others Present: Adrean Askerneese, Daria Davis, Jose Mota, Mary Gross, Rick White, Sofia James, Z Gardner, Sinar Lomeli.

III. Persons Wishing to Address the Senate [9:10; 15 minutes]

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IV. Changes to Agenda Order

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of January 17, 2025

B. Curriculum Packet #2 - *Theresa Bolanos , Scott Fallstrom*

Description: We will be covering the second curriculum packet, updates on legislative components (AB1705, AB1111 (CCN) Phase 1,2 and 2, (AB928), AP/BP considerations, what’s happening in the Spring Term, and CPC handbook changes.

Consent calendar items A and B were approved by unanimous consent.

Action Item, Second Read (Vote Required)

Updated Academic Calendar 2025-2026 - Hull [9:35; 5 minutes]

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

MSP (Page / Sade Tucker) [Murico, Graboi and Duran voted no; Davis, Zaman and Osman abstained] to approve the Academic Calendar 2025-2026.

Discussion: Murico asked if anything has been done to address the issues for Wednesday's scheduled final exams, and stated concerns Faculty are alone in solving scheduling conflicts. Murico also observed that the 2025/2026 Calendar will cause the same problems for faculty next year. VPI Pescarmona appreciates these concerns and reminded that she had sent guidance in her Week 1 email and can also resend this guidance. It was perceived that the vote resulted in a tie, so ASP Mitchell cast an aye vote to break the tie; however, upon review of the recording, the actual vote count was 9 in favor, 3 abstentions and 4 no; the tie vote was not needed.

X. Information / Discussion

A. Updates by CPC Leadership including CCN Implementation [9:40; 30 minutes]

Fallstrom / Bolanos shared a presentation covering a detailed forecast on legislative updates regarding the following:

AB 1111: enacted in 2021, mandates the implementation of a student-facing Common Course Numbering (CCN) system across all California Community Colleges by July 1, 2027. Thereby streamlining transfers to four-year institutions and minimizing redundant credit accumulation. The CA Chancellor's Office has outlined a phased approach which Fallstrom / Bolanos shared with AS. As part of phase I, MCC will adopt new course numbers and titles effective Fall 2025. 400 courses identified for deactivation, based on non-use, low enrollment and/or CCN affected, faculty were notified. **AB 928:** known as the Student Transfer Achievement Reform Act of 2021, introduces significant changes to streamline the transfer process. Key changes include: the mandate to create a single lower-division gen-ed pathway, Cal-GETC. This replaces both the CSU GE-Breadth and IGETC patterns. Miracosta's Plan A, B and C will still have catalog rights. Plan A will be renamed to MC GE, the differences are a minimum of 34 GE units for Cal-GETC and a minimum of 21 GE units for MC GE. These changes aim to simplify the transfer process, reduce unnecessary coursework, and enhance coordination between CA's higher public education systems. A recommendation was made to connect with ASCCC representatives to share concerns as several senators posed questions relative to how this could negatively impact students current education plans. **AB 1705:** signed into law in September 2022, builds upon foundational changes introduced by former bills which aim to ensure students enroll in courses where they have the highest likelihood of completing a degree and transfer. The legislation restricts colleges from enrolling students in remedial courses that do not contribute directly towards degree requirements. Fall 2025 implementation will affect STEM majors mainly, specifically those required to take calculus (Math 150, Math 155).

Miracosta will have to develop co-requisite models or other strategies to aid students who need direct level transfer to meet the implementation of AB 1705.

Motion to extend discussion by 5 minutes. (MS Duran / Graboi)

VP Sean Davis thanked Fallstrom and Bolanos for their detailed presentation, his concern is with students and their pathways. He invites counselor Zaman to speak to the convergence of switching to Cal-GETC. How are counselors handling some of the issues that have been presented and will be presented. Zaman shared an example from the student experience lens of an education plan and the confusion that may take place being that certain courses e.g. Eng 100, Math 103 will not be reflected. She spoke to the impacts that these types of legislative changes have on the end-user and how colleges should consider plans of actions to support these impacts before implementing the changes or provide guidance on how to best absorb the impact. It is important to note that the later a catalog is released the later that it is implemented into the ed plan the more margin of error occurs.

BP/AP Updates: (14) board and administrative policies were highlighted and will require updates in the coming months. [See slide 7 of the presentation for more information]. Specifically, BP 4070 on auditing. MCC has a large number of academic and CE programs with very low or no completers over the past few years which indicates an update may be needed on AP 4021.

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

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

Discussion: Professor Ha discussed contextualized learning sharing an example of how sociology can be integrated with the health sciences. Contextualized learning offers so many benefits that reach beyond content knowledge and prove to be important for student learning and within specific demographic groups. **Comments:** Senator Graboi acknowledged that Ha's work on this contextualization is brilliant. ASP affirmed that we want a 'learn & teach' methodology encouraging senators to send their peers to continue igniting interest within the faculty body. Ha shared she is reading *Sharks don't sink* by author Jasmine Graham. The Spring Light the Fire Institute date is Saturday, March 29, 2025 location TBD and the Summer invitation will be released soon. Several senators from CLC and Work Based Learning are interested in partnering with Ha to bring contextualized learning to their programs, specifically within our Adult High School, and courses teaching employability skills. It is

important to note that contextualized courses will not be tagged in Surf within a specific grouping, these are unpaired, separate courses.

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

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

ASP mitchell asked CO Julius to kick-off the discussion; thanks were given to VPI Pescarmona, EAs Gonzales and Haynie for their efforts in planning and executing a successful conference. A run-down of the tasks completed per the original charge were shared with the committee. Feedback included the need to incorporate student voices in the next AI conference, expand the discussion on cultural & educational biases in AI technology, and encourage faculty to submit proposals for critical voices so that we can sustain dialogue.

Senator Duran shared that she held a session on biases in AI and it was not well attended (7) faculty attended in comparison to (40) faculty attending sessions on generative AI tools and implementation. Suggestion made to senators to share with constituents the conference recordings of her session for those interested in hearing the discussion on educational biases in AI. ASP mitchell shared the current leadership roles for the new academic year. More information is available on the AS webpage. ASP mitchell final comments, "we are looking at a new calendar paradigm, new Flex calendar, new AI landscape. These leaders will be the ones to represent our interests going into this new paradigm."

Reports (Written, Included Via Links Below)

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

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

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

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

Senator Reports ([access report](#))

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Adjournment Meeting adjourned at 11:02am

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MiraCosta's Academic Calendar Taskforce Final Recommendation

The Taskforce

There have been many efforts in the past to review the academic calendar at MiraCosta College. Building on these prior efforts, [an interdivisional, Academic Calendar Taskforce](#) formed last fall (2023) and took up a charge to sustain a transparent, inclusive process of research, outreach, and collaboration to recommend an academic calendar that reflects the shared values of our MiraCosta community.

Our Process

The following recommendations for MiraCosta's academic calendar—which we propose will be implemented in the 2026/2027 academic year—are based on a year's long process of comprehensive knowledge building and community outreach.

We as a Taskforce initially organized ourselves according to [4 essential tasks](#) informed by [our composition, charge, and timeline of work](#). We spent the first month informing ourselves of [Title V regulations and guidelines](#), [California district calendars \(from K-12 to higher ed, local and state-wide districts\)](#) and prior [results of MiraCosta calendar surveys](#). We published our findings in [an FAQ page](#) to share our understanding of what we can do and what we cannot do to change an academic calendar with all MiraCostans throughout the district.

We developed and deployed a [Values & Impacts](#) survey to gauge the campus community's opinions on what principles and what outcomes should be reflected in and managed by MiraCosta's academic calendar. Members of the Taskforce worked directly with academic departments to listen to [feedback on the pedagogical value of a scheduled final exams week](#). Taskforce leadership met with various divisional leaders

across campus—department chairs, Student Services, facilities and technologies management, in addition to academic and district committees—to be informed about potential impacts to college operations as well as to surface unforeseen working conditions issues.

Guided by research, principles, and feedback, the taskforce designed [3 calendar models](#). **We met first with students to discuss these models.** We hosted a focus group of 12 students of diverse identities, lived experiences, and educational goals who could speak on behalf of key programs and cohort groups across our 3 campuses. We then presented our 3 calendar models to the Associated Student Government body who discussed the tradeoffs of: eliminating finals week, taking a week for fall break, and holding a winter intersession. We finally hosted two townhall discussions with all district community members to discuss key topics: 16-week terms, FLEX, finals week, start and end dates, holiday breaks, and intersessions.

Throughout our process—and especially while listening to our colleagues’ responses to the changes we proposed—we have been reminded that there is no perfect configuration of an academic calendar that will meet every individual’s need and vision. Every choice is a trade-off, and any recommendation we make will be disruptive by degrees to all programs, departments, and district community members. We are humbled by this knowledge. We have done our best to center the values we share for students and student learning.

Some important decisions that exceed the charge and the purview of the Taskforce have yet to be made about the final configuration of the academic calendar. For instance, the number of FLEX days and when to schedule FLEX days is a matter for the PDP committee to decide. Likewise there are many downstream impacts that will be negotiated by each constituent group. **For this reason, the Taskforce will not provide a graphical display of the calendar we recommend as these pending decisions and negotiations cannot be accurately captured by a graphical view of our**

recommendations. Instead, we provide the following table outlining our recommendations followed by further explanations below to understand the full intent for each recommendation.

The process for approval of our recommendations will begin in the fall 2024. Key governance and negotiating bodies engaging in the process will include: Academic Affairs Committee, the Academic Administrators committee, Associate Student Governance committee, Classified Senate, Classified Administrators committee, the Diversity Equity and Cultural Competency committee, Faculty Assembly, MiraCosta College Academic Associate Faculty, and the Professional Development Program committee. Following this process, the Academic Senate will complete the approval process as the academic calendar is a 10+1 matter at MiraCosta College.

Given this, and relying on all feedback received, the Academic Calendar Taskforce makes the following, unanimous recommendation, which we believe reflect our student centered values.

Our Recommendation

Weeks of Instruction	
Instructional Semester: 16 Weeks	
Recommendation Impacts & Decisions Opportunities	
Total Days: 176	
Fall, 88 Days	Spring, 88 Days
<ul style="list-style-type: none">• 82 Instructional Days (includes Saturdays, some designated as primary days and some as secondary days)• 5 FLEX Days• 1 All-College Day	<ul style="list-style-type: none">• 83 Instructional Days (includes Saturdays, some designated as primary days and some as secondary days)• 5 FLEX Days○ Commencement (on the last day of

instruction, a service day)

Start and End Dates

Academic Affairs Committee creates each year's Academic Calendar

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

AAC will determine the start and end dates for each academic year; the taskforce offers the following guidance

Fall Start:

- 2 weeks after summer session to allow for institutional resets

Spring Instruction Start:

- 4 weeks after New Years to accommodate a winter intersession

Fall End:

- 17 weeks after the start of the semester (16 instructional weeks plus fall break)

Spring End:

- Friday before Memorial Day; avoid Week 16 overlapping with high school AP exam

Holidays & Breaks

Legal/Observance Holidays:

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

- Juneteenth
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Christmas and New Years
- Martin Luther King Day
- Washington Day
- Lincoln Day
- Memorial Day

Local Holidays:

- Friday of fall break
- Friday of spring break
- Christmas Day to New Years or 1 day additional of spring break, depending on the calendar year (per the [Classified Employee Manual](#), section G.6.0)

Fall Break

- The week of the Thanksgiving

Spring Break

- The 9th week of the spring term

Finals Week

Eliminate finals week

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

End each term with final assessments during regularly scheduled classes

Flexible Calendar

Continue to participate in the flexible calendar system

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

A final decision about FLEX days is pending. The Professional Development Program committee working with the Academic Senate and the Faculty Assembly will determine the number of FLEX days, number of FLEX hours, and the scheduling of FLEX days in each Academic Calendar term through negotiations.

The taskforce recognizes the current agreement for FLEX is:

Number of FLEX Days: 10 FLEX Days

Number of FLEX Hours: 60 for full time or 2x per assigned classroom LHE

FLEX Days Scheduled: 1 Week before each semester

The taskforce encourages the above stakeholders to conduct additional inquiry in Fall 2024 to finalize a decision about FLEX.

Based on our research and outreach, the taskforce offers these options (with further explanations below this table) for consideration:

reduce FLEX week and schedule throughout the term: option, mid-term, wid-week programmed days; option, independent FLEX days

Intersessions and Institutional Resets

The Office of Instruction, in collaboration with academic departments, determines the courses offered during the intersession schedule

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

The academic calendar that we recommend allows for an 8 week summer

intersession and a 4 week winter intersession

We recommend time between sessions and semesters that allow for various, general operations such as hiring, training, facilities and technology management, and other important institutional resets

Semester Schedule

The Office of Instruction will determine the length of class meetings based on the term length multiplier once the FLEX schedule is established

[Recommendation](#) | [Impacts & Decisions](#)

The academic calendar that we recommend allows for various accelerated and late-start course intrasession offerings

8-week

12-week

15-week (or a modification)

Public Facing Calendar Display

The Academic Affairs Committee designs the public facing display of the academic calendar

[Recommendation](#) | [Impacts & Decisions](#) | [Opportunities](#)

We recommend a new design approach to display the academic calendar that is accessible and that serves the needs of multiple stakeholder audiences. We share examples of alternate formats in our explanation of our recommendation.

Taskforce Members Present and Approving of this Recommendation

The Taskforce Members (voting members)

Adrean Askerneese (counseling faculty)

Alison Phinney (Nursing faculty, Nursing & Allied Health Department Chair)

Alketa Wojcik (Vice President of Student Services)

Brian Page (Biology associate faculty)

curry mitchell - taskforce chair (Letters faculty, Academic Senate
President-elect)

Dara Perales (Letters faculty, Faculty Assembly Executive Committee Vice
President)

Denée Pescarmona (Vice President of Instruction)

Jennifer Streagle (Interim Early Childhood Education Program Specialist, Child
Development associate faculty)

Jonathan Fohrman (Dean of Instructional Services)

Kat Soto-Gomez (Sociology associate faculty)

Ruth Gay (Noncredit ESL faculty)

Stacey Hull (Biology faculty, Academic Affairs Committee Chair)

Standing Advisor to the Taskforce (nonvoting member)

Mike Dear (Director, Financial Aid & Scholarships, Admissions & Student
Support)

What follows are further explanations of our rationale behind each recommendation. We also provide our assessment of potential impacts caused by our recommendation and do our best to name the impacted groups. Furthermore, we document further questions, further opportunities, and further issues that have surfaced through our process but that exceed the scope and purview of our charge.

Term Length

We recommend the district adopts a compressed calendar with 16 Week instructional terms

Our reasons for this recommendation:

- The Values and Impact Survey:
 - The majority of respondents indicate that both the traditional and compressed calendars would benefit student learning
 - The significant amount of overlap between those two options means both an 18 weeks or 16 weeks semester warranted further research and consideration
- Regional colleges
 - All San Diego community colleges have adopted 16 week terms
 - Aligning more with regional community colleges has value and may benefit students and employee groups alike, especially associate faculty teaching at multiple, regional institutions
- Our research into the impacts of compressed calendars on students' success and persistence shows marginal upticks; most importantly, these studies show that a compressed calendar does no harm: no evidence of increased attrition or decreased success
 - see [our collection of reports and papers](#)
- In conversations with faculty who teach in district with compressed calendars we do find models of effective teaching practices, curriculum design, and learning
- A 16 week calendar does provide an opportunity for a winter intersession, if needed for students

Mindful of the split in faculty opinion over traditional/compressed options and weighing the reasons not to compress the calendar against all the above, we determined to take this direction.

Impacts and decisions:

MiraCosta's current Academic Calendar already schedules 16 weeks for instruction plus an additional 2 hours per course for a scheduled final exam and a week of 5 FLEX days scheduled prior to the start of instruction. We recommend eliminating the week of scheduled finals, and distributing FLEX days prior to and throughout the term. This will effectively compress the semester from 18 weeks to 16.5 weeks.

It is important to note that the number of instructional hours does not change in a compressed calendar. According to Title 5, we must schedule as many instructional hours needed to award units per course offered. In a flexible calendar system, we may take a certain number of FLEX days and hours in lieu of instructional days and hours.

The length of class meetings is determined by a formula based on the length of the term and number of FLEX days taken in lieu of instruction.

Given these parameters and decisions, the schedule of class meetings will change for all classes taught, and the degree of impact of how this change will be experienced differently by each department and program.

Opportunities, new questions, further action:

In the two years before the new calendar is implemented, academic departments and the Professional Development Program committee have an opportunity to engage in collaborative work in preparation to teach in the new compressed modality. Outreach to department chairs and colleagues who schedule classes and teach at our regional colleges who have operated within compressed semesters may be beneficial. Dedicating funds to compensate associate faculty in this work—especially to support associate faculty who may be asked to lead in this work—should be prioritized.

The AAC committee will review the policies and guidelines for compressing the academic calendar and adding the full week break in the Fall. These changes may require approval from the chancellor's office, and AAC will help to steer that process. In addition, the BP/APs below will need to be updated:

- AP 4010 (to add to the section of Operating Principles)

Start and End Dates

Choosing the start and end days for each new calendar year is a local decision determined by the Academic Affairs Committee as part of their 10+1 charge to build the academic calendar; the academic calendar at MiraCosta College falls under the 11th (or +1) area of purview as agreed upon by the governing board and the academic senate.

According to our research and review of many community college calendars, we recommend AAC relies on the following to make their determination:

For fall: recommend counting backwards from the Christmas Holiday week to hold at least 1 full week with no instruction offered between the end of the semester and the holiday break

For spring: recommend counting backwards from memorial day weekend; ending after Memorial Day may interfere with divisional operations and community events (such as attending the National Conference on Race and Ethnicity) that have become normalized practices and opportunities for individual and institutional growth

For choosing Saturdays as primary or secondary days: recommend designating Saturdays as secondary instructional days when they occur before the start of a

late start session, when they occur on long holiday weekends, and when they occur between the 8 week sessions

- **Important note:** changes to the number of primary and secondary Saturdays must be set in consultation with the Faculty Assembly to ensure the total number of days for the academic year is 176 and reflects what is stated in the collective bargaining agreement

Impacts and decisions:

Many operations across the district are potentially impacted by the start and end date of the academic semester

- Critical services related to matriculation, admissions, grades, financial aid, counseling, and enrollment
- Hiring and training new faculty, classified professionals, and administrators
- Facilities maintenance, demolition and renovation, new construction, and reconfiguration
- Technologies infrastructure updates and/or replacement, including software and hardware
- Community outreach, programs, and events

Opportunities, new questions, further action:

In our process of reviewing the academic calendar, we realize that there is no policy for determining when asynchronous classes begin and end. We recommend this matter be studied and addressed by AAC.

The following BPs/APs may need to be update:

- AP 4010
- AP 6200
- AP 5070

Breaks and Holidays

Legal and Local Holidays

Title 5 requires the college to close or “hold proper exercises commemorating the day” for certain identified legal holidays, the requirements and procedures for which are outlined in [Chapter 8 – College Terms – Article 3 Holidays & Observances](#).

Local holidays may be observed; however, before a day can be added to the number of designated local holidays, approval from the Chancellor’s Office is required.

Fall Break

The decision to take a full week during the holiday of Thanksgiving is supported by the responses to our Values and Impacts survey. 75-77% of respondents believe extending the Thanksgiving holiday will benefit students and said so in multiple open ended comments.

By compressing the calendar, we mitigate the impacts of the start and end dates of the term that would otherwise need to change to accommodate the full week break.

Spring Break

The placement of spring break as the 9th week in the semester is important to the operations of noncredit and other programs that rely on the 8-week formats. The gap between their 8 week intercessions affords time for faculty, students, and student services to wrap up the first term and prepare for the second.

Impacts and decisions:

The decision to observe a local holiday can create issues, especially for taking attendance for classes that meet regularly each week. Taking an additional Monday as a local holiday, for example, would disrupt the procedures used to count attendance for classes that meet regularly on Wednesdays (called the "weekly census procedure").

Likewise, when new legal holidays are determined by the state, this may disrupt the typical days taken as holidays, say during the winter seasonal break. AAC will continue to address changes in mandated holidays from the Chancellor's office and negotiated local holidays for each employee group.

Opportunities, new questions, further action:

While it is impractical to meaningfully observe every culturally significant day as a local holiday, it is still beneficial to identify and increase awareness for days of remembrance, celebration, and sacred practice. We offer the following questions for further work pursuing these matters of diversity, equity, and inclusion

- Whose holidays are acknowledged/observed?
- What equitable practices can we adopt to honor and respect a plurality of sacred and/or special days?
- How might the creation and publication of a widely accessible, All Days and Events, comprehensive calendar be of value to MiraCosta district communities and members?

A plurality of holidays reflect our students and the community we serve. We should continue to have thoughtful conversations around how to increase visibility and meaningfully observe holidays.

The following BPs/APs may need to be update:

- BP 4010

Final Exam Week

We recommend the district adopts a calendar that omits a scheduled Final Exam week and instead ends the semester with a week of regularly scheduled instruction.

Our reasons for this recommendation:

- The Values and Impact Survey:
 - there was significant overlap amongst those who felt that eliminating finals week(55-58%) would be beneficial to students, and those who believe the same (58-61%) about maintaining the existing finals week.
- Faculty Feedback
 - Not scheduling a finals week does not preclude a final assessment
 - A scheduled final exam week doesn't allow for "right sized" exam time
 - Lab classes actually lose time during scheduled, 2-hour exam blocks
 - Flexibility exists within a week of regularly scheduled instruction to choose how and when to deliver a final assessment
 - The academic proctoring center affords a space and the time required for an assessment that is time bounded or requires time that exceeds the regularly scheduled course
- Mitigate Disruptions Cause by a Scheduled Final Exams Week
 - A scheduled final exam week does create disruptions for students as well as college operations
 - Disruptive for students with regular weekly obligations (work, child care)
 - Disruptive for campus offices that hire student workers, coverage is affected
 - Disruptive to associate faculty who teach for multiple institutions
 - Disruptive to students with standing mental health appointments, which are scheduled same day/time for each of the six appointments
 - Disruptive for classroom management procedures: organizing a finals exam schedule is time and resource expensive, especially for multi-modal, hybrid courses)
- Student Feedback
 - A high-stakes exam week is perceived of and experienced as stressful

- The shift to a different schedule for Finals Week is disruptive and confusing, adding further stress

Mindful of the split in faculty opinion over keeping or eliminating finals week, and weighing the reasons to keep finals week against all the above, we determined to take this direction.

Impacts and decisions:

This change will cause disruption to programs and individual classroom faculty whose curriculum and assessment practice rely on a scheduled final exam week.

The Academic Senate and the PDP committee should support academic departments impacted by this disruption and work towards cultivating research, resources, and time to innovate pedagogical solutions both in terms of reimagining final assessment instruments as well as supplying space, time, and personnel required to proctor necessary exams that are indelible to a discipline, certificate, or program.

Opportunities, new questions, further action:

Whereas many regional colleges have gone without a scheduled final exam week for some time, and whereas many of MiraCosta's associate faculty have developed and taught curriculum within these parameters, the Office of Instruction ought to invest in professional development efforts coordinated by PDP and within departments in order to compensate associate faculty for their time and expertise who may be asked to develop workshops and lead by sharing their knowledge and practice.

FLEX

We recommend the district continues to participate in the flexible calendar system

Our reasons for this recommendation, as expressed by the PDP committee:

- A flexible calendar system is a privilege; MiraCosta was an original pilot school
 - FLEX creates opportunities to opt into and opt out of initiatives and professional communities of practice; values and empowers faculty agency
 - The need of faculty to respond to emergent needs (such as a pandemic) and mandates (such as statewide assembly bills) is best met within a broad, pre-approved system of professional development activities
- MiraCosta's faculty culture is established in the flexible calendar
 - The philosophy behind taking professional development hours in lieu of instructional hours shows the indelible relationship of professional growth and impactful instruction

- The distinction between professional development and mandatory trainings is clear within a flexible calendar, where trainings are negotiated as a working condition item and are not eligible as FLEX

Impacts and decisions:

A determination of the number of FLEX hours, the number of FLEX days, and the scheduling of FLEX days during the fall and spring semesters will be made via negotiations between the Academic Senate guided by the Professional Development Program committee, the Faculty Assembly, and the district.

These determinations ought to be informed by a survey of statewide Community College calendars and informed by the values and vision of faculty members on PDP and DEqCC:

- The number of FLEX hours should match the programming goals, values, and vision of academic departments, PDP, DEqCC, and the Academic Senate
- The number of FLEX days scheduled during the week before the fall and spring terms begin should be reduced to honor the time faculty need to prepare their classes and counsel students, as well as the critical work of classified staff during that time.
- The schedule of FLEX days ought to
 - sustain the focus of professional development programs and communities of practice
 - create opportunities for as many MiraCosta faculty, fulltime and associates, as well as classified and admin colleagues to participate

Given this criteria, the Calendar Taskforce recommends reducing the length of the pre-semester FLEX week to 2 days in the fall (with Friday reserved for All College Day) and 3 FLEX days in the spring. The programming for these days will be planned by PDP, faculty departments, and associate faculty leaders.

For the remaining FLEX days, the Calendar Taskforce recommends one of the following two options

Option 1: Scheduled Mid-term, Mid-week FLEX Events

- to mitigate the disruption to instruction, FLEX days may be scheduled on
 - The Monday of fall break and the Monday of spring break
 - Tuesday after a long holiday weekend
 - Thursday before a long holiday weekend
 - Saturday of a non-holiday weekend
 - the first non-holiday after the last day of the term
- to increase the potential for more MiraCosta's to participate and to increase the gains to collective professional growth and cohesion, a FLEX day in the fall

and/or the spring term could be observed as a local holiday, i.e. a Cultural Competency Conference day, a Cultivating Human Connections day, a For Learning & Learners Conference day, ect

Option 2: Scheduled Independent FLEX Days during the week before or the week after each semester

- Independent FLEX Days would be observed for individual faculty to gather within communities of practice and/or pursue other pre-approved professional development activities
- PDP would not program these days; workshops or events held would be planned and facilitated independently
- FLEX reporting from each year shows that a significant number of hours of FLEX obligations are met through independent action, which supports the scheduling of Independent FLEX Days

The taskforce offers these options after seeking feedback from both PDP and DEqCC. Both committees expressed interest in what both of these options afford our program for professional growth and our value to pursue the work equity and cultural humility. We believe this moment of reflecting on the flexible calendar is an opportunity for PDP to engage further conversations with faculty about FLEX.

Opportunities, new questions, further action:

As we consider a new schedule for sustaining a professional development program, many further questions arise:

- What schedule increases opportunities for associate faculty who teach at multiple institutions to participate?
- What commitments can the institution make to provide Classified and Admin access to events intended for the whole college?
- Will work obligations be suspended in order to attend FLEX events (essentially, a local holiday)?
- How can continued professional development throughout the semester best be supported, while minimizing disruptions to the instructional schedule for students and employees?
- How will the groups and committees tasked with planning and facilitating significant events (such as DEqCC for the Cultural Competency Conference) be supported?

The following APs/BPs may need to be updated:

- AP 7160

Intersessions

Summer and winter intersessions are not considered part of the Academic Calendar, they are not counted within or towards the 175-day requirement, and these instructional sessions are at the discretion of the district subject to budget, collaboration with faculty departments, and collective bargaining.

Impacts and decisions:

The potential impacts of summer and winter intersessions are

Extended time between academic semesters:

- Momentum and learning may be disrupted
- Veterans housing benefits may be impacted, especially if onground course are not offered
- Community members who participate regularly in learning enrichment programs offered in the noncredit programs may experience disruptions

New courses may be developed to help meet the requirements of AB 1705, targeting students who successfully complete some but not all outcomes in their GE courses

Faculty would determine what courses in what programs are appropriate to offer during the intersession term length

BioTech students joining an established cohort may benefit from “catch up” courses

Students who regularly look for intersession courses—especially during the winter—may remain students at MiraCosta rather than enroll in another college, which is what happens now

Student athletes enrolled in an intersession may benefit

Services such as processing grades and distributing financial aid will need to accommodate demands on quick turn-around and new distribution formulas

Opportunities, new questions, further action:

Wintersession and FLEX days at the beginning of spring will overlap

Schedule

The scheduling of classes is determined using a formula that considers 1) the number of weeks in a primary term (fall/spring semester), 2) the number of hours a class will meet weekly, and 3) the total student contact hours for the term: [CCCCO Student Contact Hour Computation](#)

The Office of Instruction determines the term length modifier which is what ultimately decides the class time.

Furthermore, as we work towards implementing the new Academic Calendar, a Student Centered Scheduling Group will continue to work to configure a new weekly schedule:

- Work started by faculty–classroom and counselors–reporting to the Academic Senate
- Complimentary to the Calendar Review Taskforce
- Should be guided by the same prioritized values: completion, learning, and persistence

Impacts and decisions:

What programs will be impacted by longer class blocks (gains and losses)?

Can we block time for a co-curricular college hour?

Can we block time for governance?

Display

The public facing academic calendar must meet the needs of several specific audiences:

- Students enrolling and enrolled need information about semesters, intersessions, and breaks
 - It may be advantageous to separate admissions and records information such as add/drop and withdrawal dates
- District negotiation groups need information relevant to negotiations
- For reporting to the Chancellor's office, information about number of primary and secondary instructional days
- The public facing calendar must be design to be accessible for all audiences

Impacts and decisions:

The current public display of the academic calendar at MiraCosta attempts to provide all information for all groups in a single page display. This creates potential concussion.

For instance, the need to designate some Saturdays as secondary instructional days is important for complying with Title 5 and the CBA. For students, however, the designation of a “secondary instructional day” may be misread and potentially impact attendance.

We offer the following calendars that offer a Model for organizing different views of information

- <https://www.ivc.edu/files/calendar/pdf/2024-2025-Academic-Calendar.pdf>
- <https://www.lbcc.edu/calendars>

Opportunities, new questions, further action:

Many important days and events are planned throughout the year. The public display of the academic calendar is not capable of listing all of them. There is an opportunity to create and maintain an All MiraCosta Days and Events Calendar that offers a comprehensive and searchable view of scheduled and significant days.

MiraCosta College 2025-2026 Academic Calendar

Summer Session 2025 June 2025

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

July 2025

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

Fall Semester 2025 August 2025

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

September 2025

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

October 2025

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

November 2025

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

December 2025

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

Spring Semester 2026 January 2026

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

February 2026

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

March 2026

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

April 2026

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

May 2026

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

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

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

IMPORTANT DATES

SUMMER

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

FALL

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

SPRING

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

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

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

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

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

 Legal/Local Holidays	 Spring Semester
 Commencement	 Flex
 Final Exams	 Spring Break
 Summer Intersession	 Non-class days
 Fall Semester	 All-College Day





OFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:37am.
- II. **Remote Member Attendance**
Description: *PDP will consider remote participation of members under the provisions of AB2449, if any.*
No members of the PDP committee requested remote participation under the provisions of AB2449.
- III. **Roll Call**
Members Present: Aaron Roberts (coordinator), Amena Coronado, Xuchi Eggleton, Rica French, Ansina Green, Jade Hidle, Bruce Hoskins, Tricia Hoste, Dominique Ingato, Jim Julius, Brian Page, Zica Perovic, Denée Pescarmona (administrative representative), Andrea Petri, Jim Sullivan
Members Absent: Ghada Osman
Others Present: curry mitchell, dara
- IV. **Individuals Wishing to Address the Committee (on items not on the agenda)** – None.
- V. **Changes to Agenda Order**
Old Business agenda item: Academic Senate Advisory: Amount and Placement of Flex Days, will be discussed before Reports.
- VI. **Consent Calendar**
A. Approval of the Regular Meeting Minutes of September 13, 2024
The consent calendar was approved by unanimous consent. Brian Page and Zica Perovic were not present for the vote.
- VII. **Reports**
A. Coordinator – Aaron Roberts
Roberts is working on the next Vibe publication with the theme, Under Construction. Each committee member received a paper with the question, “How do you construct your classrooms?” Roberts instructed folks to think about this and consider what practices they do in their classroom that contribute to the success and care of their classes.
NCHEA and PDP have a relationship. Palomar, MCC, and CSSM work together. They have recently constructed a larger team and wanted more buy-in from administrators from all the colleges. The purpose is to think about how the three schools can work together to face the challenges in the region. There are NCHEA collaboration grants. They are due November 1st and are up to \$4,000 this year. They are available for any event, collaboration, or project that brings the colleges together. A larger issue around NCHEA is getting people to show up. There is a lot of work but not a lot of support. Roberts is a standard board member; Wojick and Roberts are the only two attending from MCC. He is reaching out for support from the PDP committee and asking if any members would be interested in attending NCHEA meetings. He noted that events surrounding AI and HSI efforts are being planned. The challenge is that anyone who does not have reassigned time to be there, will not want to be there. Is there a way to encourage folks who are supposed to be there to attend?
Hoskins noted that he was unable to do it when he was PDP coordinator and at that time someone was given 20% reassigned time to attend the meetings as the MCC representative. It is supposed to rotate leadership and the host school is the fiscal agent. Palomar says they have no fiscal agent and so it is always MCC taking on this role. Meetings are held on the first Thursday of each month and this is information that Roberts will need to forward to the next PDP coordinator.
B. C3 – Jim Sullivan
Sullivan has been working with Wendy Stuart and the IDEA office and promoting the college-wide book, *Viral Justice* by Ruha Benjamin. A first discussion has taken place. Members of PDP were encouraged to grab a free book as part of the program. The first pedagogy session will take place on Zoom. This session will explore the meanings of pedagogy and Cariño. Meetings are scheduled for the fourth

Friday of each month at 10:30 AM. Additionally, the Teaching STEM thread started last Friday, with three of the four strands now running.

C. Online Education – Jim Julius

MOE is currently evolving from a supportive environment for faculty into a focus on regulatory and policy issues. They now meet once a month instead of twice. The organization is enhancing support for onboarding faculty new to online teaching by creating guidelines and resources for department chairs, leaders, and mentors to establish a structured approach. There is a growing recognition of the importance of hybrid modalities in the post-pandemic landscape, leading to the development of resources focused on creating effective hybrid classes. JahB Prescott is exploring alternative assessment tools and developing resources to share with colleagues. Typically, hybrid classes have a mentor to support faculty, as this mentorship is crucial for success. An AS-approved document addresses whether faculty are sufficiently fluent with technology, and those new to Hyflex should be able to request technical assistance in their classrooms. It may be beneficial for MOE to present to the Academic Senate and then to the Dean of Instruction, although this would need to go through the resource allocation process. Additionally, examining data on Hyflex success rates could provide valuable insights.

D. DEqCC – Xuchi Eggleton

In Spring 2025, Wendy Stewart and Chelsea Chavira will work on the details for the USC EMTI (Equity Minded Teaching Institute), designed for classroom faculty. The sessions will be held on the last Friday of each month from January to April, via Zoom, from 8 AM to 12 PM. Participants are encouraged to attend even if they have participated before, as new information will be provided, making it a valuable resource for becoming an equity-minded teacher. Additionally, there will be a Pom Pom after-party for DEqCC on November 8th, where attendees can continue the conversations started at the last conference. On November 14th at 2pm will be Teatime with DEqCC surrounding cultural conversations. DEqCC is looking for help with recruitment from STEM.

VIII. Old Business

A. Academic Senate Advisory: Amount and Placement of Flex Days — Aaron Roberts

Description: The committee will finalize its recommendation to the Academic Senate for the amount and placement of the Flex days in the new calendar. We will also discuss a plan to utilize new days spaced throughout the year that are considered independently scheduled.

The goal of this discussion is to arrive at a solid recommendation for the Academic Senate. At the last meeting, it was agreed that the new calendar will include ten flex days. There was extensive discussion about the optimal placement of these days within the academic calendar. It was noted that prior conversations with PDP indicated a desire to distribute these days throughout the semester. There is excitement around using flex days for assessment activities and end-of-year reflections, engaging departments in meaningful discussions.

It was further highlighted that, in conversations with associate faculty colleagues, the specific placement of the days was less of a concern compared to the availability of flexible options, such as recordings for associate faculty to access flex activities as needed. Another concurred that maintaining ten flex days is wise and suggested that it may be less critical how those days are utilized since much professional development (PD) occurs outside of MCC. Spreading the flex days out to better serve constituencies and effect meaningful, long-term change, aiming to implement best practices in PD, instruction, and leadership was encouraged.

There was also a feeling that there should be more intentionality about scheduling specific activities on the days that replace instructional time. This need for this purpose seems to conflict with the goal of allowing faculty the freedom to pursue their own professional development. It may be more acceptable to allocate some of these days for faculty to design their own activities.

The importance of not overwhelming faculty was emphasized, while still fostering a collaborative spirit. Perhaps there should be designated days for collective PD, as well as days for individual pursuits, and that blending the two could be beneficial. If faculty do not take the initiative to use PD days collaboratively, those opportunities may be defined for them. Therefore, it is essential to balance individual and collaborative development.

The approach to the five flex days should remain consistent, with the primary difference being their distribution throughout the semester. Faculty should have the option to choose from these days, even if they fall on different dates in the calendar. It's also important to remind faculty of alternative PD methods beyond traditional workshops on flex days, such as asynchronous and synchronous activities

spread throughout the semester. For instance, a month-long activity could involve asynchronous discussions culminating in a live meeting.

In the DEqCC meeting this morning, the lack of follow-up on these initiatives was discussed, as many faculty expressed a desire for more opportunities to engage with their colleagues. Structured reflection could lead to more fruitful discussions. If this framework is established, we can effectively market it to faculty, emphasizing their professional agency. We should ensure this foundational structure is communicated clearly, providing a list of scheduled and unscheduled options. Additionally, we want to schedule meaningful activities on mid-semester days.

MSP (Sullivan/ French) [Pescarmona and Amenia abstained; Brian Page and Zica Perovic were not present for the vote] to maintain ten flex days throughout the year with two to three Flex days at the beginning of the semester and two or three Flex days during the semester as appropriate with a follow up and continued evaluation by PDP.

IX. Information/Discussion

A. Proposed Changes to BOG title 5 Regulations – Aaron Roberts, Denée Pescarmona

Description: Proposed title 5 language changes regarding the flexible calendar will be discussed. This is the first time any changes have been made to this language in almost 20 years.

Pescarmona noted it would be good for a PDP member to serve on the AAC calendar committee for a direct line of communication. French volunteered.

It was noted that there has been no change to title 5 language regarding the flex calendar for the past 20 years. However, there will now be some big changes for the role of faculty and faculty professional development (PD) in title 5. Prior to this iteration, counselors and librarians were not encouraged to do flex. The language is deliberate in that instructional faculty must do flex, recognizing that counselors and librarians will need to do PD as well. The language is now significantly more inclusive and now broad and says all employees. It's now inclusive of anyone who provides service to the school and not just instruction. This means support staff, i.e. classified professionals. There are bargaining implications that will come out of this. The Statewide Classified Senate has sent this out to all its members to let them know they might have to negotiate to include this in their contract.

Another change is that the annual report will now be every three years for Flex certification for everyone's PD involvement. Currently, it is yearly.

For each group specified by the district, the district will provide the time in lieu of job duties on designated days. Normal hours will be substituted.

There are also some modifications as to what kinds of activities qualify for Flex.

Once you start putting everyone together under one PD umbrella, you move to a training model. If we make a move to a PD Learning Center run by a classified professional, it could move away from the current model of PDP. They want to redirect PD as a tool for advancing. The hope is that we can do better work locally with a better ethos of the why of what is happening. Classified don't have time to engage in their own professional learning. This language change can advocate for them. These changes have already gone to the first board of governors for approval.

Every group should self-determine what their professional learning should be with good collaboration across groups. How we do it locally is important, and in which there is some agency. There could also be a Classified Professional Development group and an Administrator group.

The state initiative does not seem to be the same. We need to simultaneously partnership with Pescarmona by attending meetings. We can protest and collaborate.

B. Committee Roles and Responsibilities for the Year — Aaron Roberts

Description: The committee assigned roles for the year, set timelines for work to be completed, and determine working arrangements between meetings. Updates will be shared.

Petri is working on the survey.

Osman and Green are working on the travel process.

The Flex audit needs to get started.

Planning to send the flex call out following the next meeting.

Perovic and Roberts are working on the Canvas pages.

X. Adjournment – The meeting adjourned at 1:30pm.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

THE ACTING ASSISTANT SECRETARY

February 14, 2025

Dear Colleague:

Discrimination on the basis of race, color, or national origin is illegal and morally reprehensible. Accordingly, I write to clarify and reaffirm the nondiscrimination obligations of schools and other entities that receive federal financial assistance from the United States Department of Education (Department).¹ This letter explains and reiterates existing legal requirements under Title VI of the Civil Rights Act of 1964,² the Equal Protection Clause of the United States Constitution, and other relevant authorities.³

In recent years, American educational institutions have discriminated against students on the basis of race, including white and Asian students, many of whom come from disadvantaged backgrounds and low-income families. These institutions' embrace of pervasive and repugnant race-based preferences and other forms of racial discrimination have emanated throughout every facet of academia. For example, colleges, universities, and K-12 schools have routinely used race as a factor in admissions, financial aid, hiring, training, and other institutional programming. In a shameful echo of a darker period in this country's history, many American schools and universities even encourage segregation by race at graduation ceremonies and in dormitories and other facilities.

¹ Throughout this letter, "school" is used generally to refer to preschool, elementary, secondary, and postsecondary educational institutions that receive federal financial assistance from the Department.

² Title VI provides that: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000d, *et seq.*; 34 C.F.R. § 100, *et seq.*

³ This document provides significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). This guidance does not have the force and effect of law and does not bind the public or create new legal standards. This document is designed to provide clarity to the public regarding existing legal requirements under Title VI, the Equal Protection Clause, and other federal civil rights and constitutional law principles. If you are interested in commenting on this guidance, please email your comment to OCR@ed.gov or write to the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. For further information about the Department's guidance processes, please visit the Department's webpage [here](#).

Educational institutions have toxically indoctrinated students with the false premise that the United States is built upon “systemic and structural racism” and advanced discriminatory policies and practices. Proponents of these discriminatory practices have attempted to further justify them—particularly during the last four years—under the banner of “diversity, equity, and inclusion” (“DEI”), smuggling racial stereotypes and explicit race-consciousness into everyday training, programming, and discipline.

But under any banner, discrimination on the basis of race, color, or national origin is, has been, and will continue to be illegal.

The Supreme Court’s 2023 decision in *Students for Fair Admissions v. Harvard*⁴ (*SFFA*), which clarified that the use of racial preferences in college admissions is unlawful, sets forth a framework for evaluating the use of race by state actors and entities covered by Title VI. The Court explained that “[c]lassifying and assigning students based on their race” is lawful only if it satisfies “strict scrutiny,” which means that any use of race must be narrowly tailored—that is, “necessary”—to achieve a compelling interest.⁵ To date, the Supreme Court has recognized only two interests as compelling in the context of race-based action: (1) “remediating specific, identified instances of past discrimination that violated the Constitution or a statute”; and (2) “avoiding imminent and serious risks to human safety in prisons, such as a race riot.”⁶ Nebulous concepts like racial balancing and diversity are not compelling interests. As the Court explained in *SFFA*, “an individual’s race may never be used against him” and “may not operate as a stereotype” in governmental decision-making.⁷

Although *SFFA* addressed admissions decisions, the Supreme Court’s holding applies more broadly. At its core, the test is simple: If an educational institution treats a person of one race differently than it treats another person because of that person’s race, the educational institution violates the law. Federal law thus prohibits covered entities from using race in decisions pertaining to admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life. Put simply, educational institutions may neither separate or segregate students based on race, nor distribute benefits or burdens based on race.

Although some programs may appear neutral on their face, a closer look reveals that they are, in fact, motivated by racial considerations.⁸ And race-based decision-making, no matter the form, remains impermissible. For example, a school may not use students’ personal essays, writing samples, participation in extracurriculars, or other cues as a

⁴ *Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 600 U.S. 181 (2023).

⁵ *Id.* at 207.

⁶ *Ibid.*

⁷ *Id.* at 218.

⁸ *Village of Arlington Heights v. Metro. Hous. Dev. Corp.*, 429 U.S. 252, 265 (1977).

means of determining or predicting a student's race and favoring or disfavoring such students.⁹

Relying on non-racial information as a proxy for race, and making decisions based on that information, violates the law. That is true whether the proxies are used to grant preferences on an individual basis or a systematic one. It would, for instance, be unlawful for an educational institution to eliminate standardized testing to achieve a desired racial balance or to increase racial diversity.

Other programs discriminate in less direct, but equally insidious, ways. DEI programs, for example, frequently preference certain racial groups and teach students that certain racial groups bear unique moral burdens that others do not. Such programs stigmatize students who belong to particular racial groups based on crude racial stereotypes. Consequently, they deny students the ability to participate fully in the life of a school.¹⁰

The Department will no longer tolerate the overt and covert racial discrimination that has become widespread in this Nation's educational institutions. The law is clear: treating students differently on the basis of race to achieve nebulous goals such as diversity, racial balancing, social justice, or equity is illegal under controlling Supreme Court precedent.

All students are entitled to a school environment free from discrimination. The Department is committed to ensuring those principles are a reality.

This letter provides notice of the Department's existing interpretation of federal law. Additional legal guidance will follow in due course. The Department will vigorously enforce the law on equal terms as to all preschool, elementary, secondary, and postsecondary educational institutions, as well as state educational agencies, that receive financial assistance.

The Department intends to take appropriate measures to assess compliance with the applicable statutes and regulations based on the understanding embodied in this letter beginning no later than 14 days from today's date, including antidiscrimination requirements that are a condition of receiving federal funding.

All educational institutions are advised to: (1) ensure that their policies and actions comply with existing civil rights law; (2) cease all efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and (3) cease all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.

⁹ *Students for Fair Admissions*, 600 U.S. at 230 (“[U]niversities may not simply establish through application essays or other means the regime we hold unlawful today.”).

Institutions that fail to comply with federal civil rights law may, consistent with applicable law, face potential loss of federal funding.

Anyone who believes that a covered entity has unlawfully discriminated may file a complaint with OCR. Information about filing a complaint with OCR, including a link to the online complaint form, is available [here](#).

Thank you in advance for your commitment to providing our Nation's students with an educational environment that is free of race, color, or national origin discrimination.

Sincerely,

/s/

Craig Trainor
Acting Assistant Secretary for Civil Rights
United States Department of Education

CPC Update to AS

February 7, 2025

Curriculum Packet - Status

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

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

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

Legislative Updates:

Common Course Numbering (AB 1111)

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

Cal-GETC Update (AB 928)

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

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

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

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



Equitable Placement Update (AB 1705)

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

AP/BP Changes and Updates - coming soon

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

AP/BP - Additional Considerations

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

Information about Spring 24

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

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

CPC Handbook Updates

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

Additionally, the handbook will:

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

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