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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 21st
 - B. Equivalency
Description: Approve one equivalency for Career Counseling
- VII. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. Recommendation to Compress the Academic Calendar - *mitchell* **[Time 9:25; 5 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. Updated Regulations for Extended Opportunity Programs and Services (EOPS) - Balcazar **[Time 9:30; 20 minutes]**
Description: Recently approved changes to EOPS regulations are in effect. MiraCosta's

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.

EOPS leaders have advocated for these changes throughout the proposal process and will provide more context for these changes that will benefit MiraCosta students.

B. Updates on CCN Implementation - *Fallstrom & Bolaños* [Time 9:50; 20 minutes]

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

C. Update from Special Team Reviewing Rules and Bylaws - Osman, Sharff, Warren, mitchell, Tucker-Sade [Time 10:10; 30 minutes]

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

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.



Unofficial Minutes

I. Call to Order

ASP mitchell called the meeting to order at 9:01am, acknowledging the traditional territory of the *Luiseño/Payómkawichum* people.

II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
No members of the Academic Senate requested remote participation under the provisions of AB2449.

III. Roll Call

Members present: Daniel Ante-Contreras, Sunny Cooke Cooke (ex-officio), Julie Graboi, curry mitchell, Brian Page, Alexis Tucker Sade, Krista Warren, Leigh Cotnoir, Sean Davis, Erica Duran, Jeff Murico, Ghada Osman, Nate Scharf, Sarah Gross.

Members absent: Afifa Zaman, Jim Julius, Robin Allyn

Others present: Denee Pescarmona, Wendy Stuart, Rick White, Monique Reeve, Daria Davis, Thao Ha, Aaron Roberts and others.

IV. Persons Wishing to Address the Senate

VP Davis read parts of a poem by Dennis Smith, titled *Principles*; and made note that the author is black.

V. Changes to the Agenda Order

ASP mitchell moves to approve the order of today's agenda which moves discussion item 1. ahead of Action Item, First Read item A.

VI. Consent Calendar

The Minutes of the Regular Meeting of February 7, 2025 were approved by unanimous consent.

VII. Information / Discussion

Description: *The Civil Rights Office of the US Department of Education sent a letter to 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.

Response by President Cooke to the U.S. Department of Education's Dear Colleague Letter. It is the strategy of this administration to send stark messaging out on a Friday evening ahead of a long weekend to cause a stir, acknowledging that a letter of this intent should have been sent to virtually every accredited university president in the nation, but it was evident that it had not. President Cooke noted that she was recently in a room of fifty (50) presidents of national level and a 1/3 of them had received the letter and about 1/4 had not. This is a letter of intent on how the administration wants to interpret the Supreme Court's 2023 decision in ***Students for Fair Admissions v. Harvard (SFFA)***, which clarified that the use of racial preferences in college admissions is unlawful. It determines that the Supreme Court's holding applies more broadly. Meaning that, if college / universities are basing decisions on race, color, or national origin they are illegally discriminating against students. President Cooke noted that our district recently added additional classes of protected status to ensure that our vulnerable students are protected. Also important to note that MCC was in compliance on February 13th when the letter was received and is in compliance today as President Cooke addresses the Academic Senate, emphasizing that this letter is not law, that Congress would have to act in order to effectively change the law, and CA state representatives are looking to challenge the interpretation. A Board of Governors meeting is scheduled for the week of February 24-28, 2025 where a decision will be made on whether to file a lawsuit against the administration.

Senator Graboi - I am heartened by your words that we are in compliance, thank you, "do you anticipate will we have to be more active in our opposition?" President Cooke acknowledged that there is both a legal and an emotional response. Getting congress to act will require a bipartisan effort. Democrats do not have the votes to enact anything on their own right now and Republicans will have to move based on what their district's constituents demand of them.

It was highlighted that MCC hosted Congressman Mike Levin in a mini congressional hearing on February 20th, to show the impact of losses to students and to our community should some of the federal and state programs not be funded in the future.

Senator Osman - Asked for tangible examples of how our district would comply with the demands of the Dear Colleague Letter in reference to adjusting program titles and offerings. President Cooke reflected on the work of *Futures Thinking*. She thanked Dr. Wendy Stuart for her team's work in this arena and alluded to our college being prepared for how-to handle a restructuring based on various scenarios.

ASP mitchell - shared his concern with regards to how associate faculty may respond to the Dear Colleague Letter, specifically those who do not have the protection of tenure. President Cooke reassured faculty that MCC supports their autonomy in pedagogy and the way they foster inclusivity. Faculty have navigated challenges before, and there are instructional and administrative supports available. Faculty are encouraged to voice concerns early so that proactive solutions can be found.

Senator Tucker Sade - shared concerns and a personal experience regarding the challenges of teaching sensitive subject content in our current political climate. In an effort to seek guidance she asked what institutional protections are available to support faculty from external pressures in teaching controversial content? President Cooke acknowledged the complexities of social media threats and reiterated MCC's commitment to legal and institutional support. It was noted that while physical safety protocols exist, on-line harassment and social media remains a challenge. Senators were encouraged to keep department chairs and deans informed. VP Davis affirmed Tucker Sade's experience. He emphasized that tenure serves as a safeguard for academic integrity and the pursuit of truth, not personal protection.

VIII. Action Item, First Read

1. Recommendation to Compress the Academic Calendar passed by a unanimous vote. **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.*
Discussion: ASP mitchell gave a summary of the Taskforce's work and findings. Some comments were given by VPI Pescarmona, Senators Page and Murico. It was emphasized that the voices of a diverse student body were an integral part of the taskforce.
2. Updates on CCN Implementation **Description:** *Updates from senate members and leadership about the ongoing implementation of AB 1111, [Common Course Numbering](#).*
Discussion: VPI Pescarmona stated that the upcoming catalog will include a crosswalk to help students and faculty navigate changes in course numbering under AB1111 and the new CAI-GETC framework. The offices of CPC, Instruction, and Counseling will collaborate on student communication regarding these changes. Additionally, select individuals will be invited to participate in the Curriculum Institute in July 2025 to further support the transition year.

IX. Reports

- A. Academic Senate President highlighted the election season and open positions for leadership roles. Announcements made regarding ASCCC's webinars and resources, an APAHE 2025 conference scholarship and encouraged senators to provide feedback to the ASCCC's Advocacy in Action division in regards to the U.S. Department of Education's Dear Colleague Letter.
 - B. The College President's report emphasized that board members and administrators have been busy during legislative and budget season advocating in D.C. On 2/20 a congressional hearing was held on MiraCosta's Campus for Mike Levin to understand the impacts that federal investments and national grants have on students and our community. It also highlighted that our Chemistry / Biotech ribbon cutting is to be held February 27th at 9am on the oceanside campus.
 - C. Classified Senate VP Carl Banks was not in attendance and shared that he was attending a gathering of Classified Senators at Irvine Valley College. MiraCosta's Classified Senate is preparing to hold elections this March.
 - D. Associate Student Government did not have a report to share.
 - E. Senator Reports did not have a report to share.
- X.** ASP mitchell moved to adjourn the meeting at 11:03am

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.

Final Revisions to Title 5, California Code of Regulations Relating to Extended Opportunity Programs and Services (EOPS)

SECTION 56254 OF ARTICLE 4 OF SUBCHAPTER 2.5 OF CHAPTER 7 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 56254. EOPS Grants and Workstudy Awards.

(a) Grants may be awarded in an amount not to exceed ~~\$900 per academic year, or the amount of a student's unmet need, for the academic year, whichever is less.~~ Notwithstanding any local policies to the contrary, no community college district, college, or EOPS program may enforce any restrictions on where students may spend EOPS grant funds awarded under this section.

(b) Workstudy awards shall not exceed ~~\$1,800 per academic year, or the amount of a student's unmet need for the academic year, whichever is less.~~ Contracts with private industry may be utilized to place EOPS workstudy students.

(c) No combination of EOPS grant and workstudy awards may exceed ~~\$1,800 or~~ exceed the amount of a student's unmet need, ~~whichever is less,~~ in an academic year.

(d) EOPS grants to students shall be divided by the number of terms of the student recipient's attendance disbursed to each student equally among terms in the college in an academic year; and disbursed to the student directly in equal shares for each term.

Authority cited: Sections 69648 and 70901, Education Code. Reference: Sections 69640-et seq., 69648 and 69650, Education Code.

SECTION 56295 OF ARTICLE 7 OF SUBCHAPTER 2.5 OF CHAPTER 7 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 56295. Expenditures Allowed.

~~(a) Colleges may expend EOPS funds to meet the EOPS supplemental costs as defined in section 56294 for personnel and other expenses approved in the EOPS annual plan. Expenditures for other expenses in object categories 4000-6000 (except for EOPS financial aid) in the Budget and Accounting Manual shall not exceed 10% of the EOPS allocation, or \$50,000, whichever is less.~~

~~(b) Requests to purchase computer hardware and/or software shall be approved by the district superintendent/president prior to transmittal for approval by the Chancellor.~~

Authority cited: Sections 69648 and 70901, Education Code. Reference: Sections 69640-et seq., 69641, 69648, 69649, 69650, 69651 and 69652, Education Code.

SECTION 56298 OF ARTICLE 7 OF SUBCHAPTER 2.5 OF CHAPTER 7 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 56298. EOPS Financial Aid Restriction.

In each fiscal year the colleges shall expend for EOPS grants and workstudy an amount at least equal to that the amount expended in the ~~prior~~ fiscal year; preceding the prior fiscal year (“prior-prior fiscal year”), unless waived by the Chancellor, for the following reasons:

- (a) to establish a book service program.
- (b) the college allocation was corrected pursuant to section 56292.
- (c) to meet the requirements of article 3.

Authority cited: Sections 69648 and 70901, Education Code. Reference: Sections 69640-~~et seq.~~, 69648 and 69650, Education Code.

XXX

Friday, February 21, 2025

Common Course Numbering Update



California
Community
Colleges

Update | CCN: Improving Credit Mobility (EDC 66275)

Phase I

- 99% of Colleges submitted
- 97% of courses submitted to COCI
- 100% submission to ASSIST

Phase II

- Divided into two batches
- Part A: Catalog Fall 2026 (March 2025 to colleges)
- Part B: Catalog Fall 2027 (May 2025 to colleges)

Phase III List

- Finalized and sent to CIOs, CSSOs, and Academic Senates
- (February 2025)
- February 2026 to Colleges
- Catalog Fall 2027

**Banding/Numbering
Suggestions
February/March 2025**

**Branding/Comm Tools:
March 2025
Funding Report
Elements: March
Due: June 1**

Articulation:

- Meeting regularly with senates and system leaders

Future:

- Review of CCN Council Charter and workgroups
- Criteria for future identification of CCN templates

Future:

- A review process of CCN templates
- AI potential in the identification of CCN

Phase II CCN Course Template Development Clusters (updated February

Cluster	Courses for CCN Course Template Development
<p>Intersegmental Faculty: October - December CO: Received January 2025 Colleges: March 2025 Student Facing: Fall 2026</p>	<p>History (2): US History to 1877; US History from 1865 English (2): Intro to Literature; Argumentative Writing and Critical Thinking through Literature Economics (2): Principles of Macroeconomics; Principles of Microeconomics Art History (2): Survey of Western Art Prehistory through Middle Ages; from Renaissance to Contemporary</p>
<p>Intersegmental Faculty: November - February CO: Expected end of March Colleges: April/May 2025 Student Facing: Fall 2027</p>	<p>Biology (3): Human Anatomy w/ Lab; Human Physiology w/ Lab; General Bio w/ Lab (non-major) Chemistry (3): Intro to Chemistry w/ Lab; General Chemistry I w/ Lab; General Chemistry II w/ Lab Math (4): Single Variable Calculus I Early, II Early; Single Variable Calculus I Late, II Late Astronomy (1): Astronomy with Lab</p>
<p>Intersegmental Faculty: December-March CO: Expected end of March Colleges: April/May 2025 Student Facing Fall 2027</p>	<p>Anthropology (1): Intro to Biological Anthropology w/ Lab Communication Studies (1): Interpersonal Communication Sociology (1): Introduction to Sociology Child Development (1): Child Growth and Development</p>



California Community Colleges

Thank you!

www.cccco.edu



Phase III Course List

February 2025

This document represents the recommended list of courses and SUBJ options to be considered by discipline faculty when developing the Common Course Numbering (CCN) Templates for the CCN Phase III courses.

The CCN Phase III list of recommended courses was compiled by the CCN Development Workgroup, the CCN Steering Committee, and the CCN Council and is based on criteria established by the CCN Task Force. The list includes courses from List A for some ADTs with CCN templates developed for Phase I and II courses.

Table with 2 columns: Course Title, C-ID. Lists 22 courses including Financial Accounting, Managerial Accounting, Introduction to Criminal Justice, etc.

Presented to:
Steering Committee: Dec. 12,2024
Council: Dec. 11,2024
Workgroup: Dec 19, 2024
Final recommendation: Jan. 7, 2025

23. Health, Safety, and Nutrition	ECE 220
24. Teaching in a Diverse Society	ECE 230
25. World History to 1500	HIST 150
26. World History since 1500	HIST 160
27. Western Civilization I	HIST 170
28. Western Civilization II	HIST 180
29. Introduction to Kinesiology	KIN 100
30. Finite Mathematics	MATH 130
31. Business Calculus	MATH 140
32. Multivariable Calculus	MATH 230
33. Music Appreciation	MUS 100
34. Music Fundamentals	MUS 110
35. Microbiology	NO C-ID
36. Introduction to Philosophy	PHIL 100
37. Introduction to Logic	PHIL 110
38. Introduction to Political Theory and Thought	POLS 120
39. Introduction to Comparative Government and Politics	POLS 130
40. Introduction to Biological Psychology	PSY 150
41. Introduction to Research Methods in Psychology	PSY 200
42. Introduction to Research Methods in Psychology with Lab	PSY 205B
43. Social Problems	SOCI 115
44. Introduction to Statistics in Sociology	SOCI 125
45. Introduction to Marriage and Family	SOCI 130
46. Introduction to Gender	SOCI 140
47. College Composition for multi-language learners	TBD

Presented to:
Steering Committee: Dec. 12,2024
Council: Dec. 11,2024
Workgroup: Dec 19, 2024
Final recommendation: Jan. 7, 2025

Special Project: Senate Representation, Communication, and Engagement

We have asked, what does it mean to be a representative, decision-making body? How can we increase engagement among faculty? How can we structure more visibly representative constituencies? How can we communicate more effectively with faculty governance groups? Given our discussions, we have reason to open a review of our Rules and Bylaws, research existing Academic Senate models, weigh impacts, and share recommendations to increase representation, ease & clarify communication, and work towards a culture of engagement.

The Team

Ghada Osman, Nate Scharff, Alexis Tucker Sade, Krista Warren, curry mitchell

The Plan

Work independently for now, pursuing individual topics through some research and other means of info gathering and reflection

- Nate will review how we are communicating with our faculty colleagues: looking into methods of communication that may benefit how the Senate informs faculty and faculty informs the Senate
- Ghada will review how we are engaging with our faculty colleagues: looking into what might shift/form our current faculty culture around more regular and meaningful engagement
- Alexis will review how we are representing our faculty colleagues: looking into the different, comparative models for organizing representative constituencies practiced by other Academic Senates

Ideas & Tools

[Draft survey for Senators: constituent communication](#), from Nate

[Draft survey for Faculty: engagement](#), from Ghada

Reports

[Special Senate Report on Senate Constituencies](#), from Alexis

Feedback from Senators

Democracy is rarely efficient or consolidated

If we move to elect senators from designated departments, divisions, or units,

- What happens to small departments?
- What happens after reorganization of schools under deans?
- How do we fairly represent noncredit?
- How do we ensure a variety and an inclusive cycling in of diverse perspectives and voices?
- Does the need to represent a singular constituent group limit an individual senators lens?
- Does a diverse, heterogeneous constituency afford complex, open thinking?
- Will a change in senator elections by constituency actually encourage more engagement and participation?
- Can we add representative senators strategically to our existing organization of at-large representatives?

Alexis' Proposal

The Senate as it stands right now does not function as a representative of the single constituency "faculty". All along I thought that the solution was about the Senator organization, but then it hit me - maybe it is about how we conceptualize and operationalize the Senate. What makes the Senate useful is our subcommittees that do the work. This is where the representation happens - in these subcommittees. Our role as the Senators is not to be individual representatives, but rather to be the communication channel between our subcommittees and our faculty as a whole. We are not doing that well or at all. We have it backwards. And all of these ideas came to me from what everyone shared and your ideas. The solution is not about changing how we elect Senators, but how the Senators and Senate function. Here are my ideas (totally adapted from what you all shared)

1. Individual communications are unhelpful. We need to develop a "Senate Newsletter" which we share monthly that is written by all of us - as the myriad, but united voices of "the faculty". This Newsletter would contain all the important information from our subcommittees in a single, digestible format. No more email overloads or faculty feeling like they needed to read everything from every subcommittee. It would all be in one friendly Newsletter that everyone receives, and every Senator contributes to.
2. Each Senator would take on the role of being responsible for communicating with the subcommittee chair to get the monthly news. Like "what's happening, what matters, what should MCC faculty know". No need for us to attend their meetings - we are just the communication channels.

3. We all contribute, which will make the workload so much easier as a whole, while also having our different voices shaping this Newsletter. Instead of us each writing our own communications with our small group, we ensure that every faculty gets access to the same information and the same quality/quantity.
4. Our constituencies then would not be with us as their representative (because that is a fallacy anyway), but instead as their communication channel to the whole of the Senate. We are the relay. Thus, we are serving our role as the spokespeople, not the representatives, of the faculty.
5. But what about our voting? The thing is, we are not voting to actually do work, we are voting to approve the work of our colleagues in our subcommittees. They are doing the work. Thus, our votes are votes of confidence in their work, not for the findings of their work (which again is a fallacy since we don't have power). Thus, when chairs come to present their work, they view their job as to demonstrate the thoroughness and thoughtfulness of their work. We as the "faculty" can then, in that moment, represent the vote of confidence on behalf of the whole of the "faculty" for the work of our subcommittees.
6. Not only would our workloads be lighter, we would achieve the major goals of improving communication, providing faculty a voice while eliminating email overload, keep everyone on the same page and provided with the same knowledge. We could also have sections for Op Eds, Calendar , Cartoons, Trivia (like my newsletter). We could also have special sections for different areas like AF, Counselors, Librarians, etc.

Resources

[MiraCosta Academic Senate Rules](#)

[MiraCosta Academic Senate Bylaws](#)

[ASCCC Local Senate Handbook](#)

[Resources for Academic Senate Leaders](#)

Send inquiries to info@asccc.org who provide [local academic senate visits](#)

[Contingent World](#)

California Community Colleges Academic Senate Constituencies Comparative Study

MiraCosta College is a mid-sized college (between 10K and 20K FTES), designated HSI, serving urban communities, operating as a single college district.

Urban, Single CCDs	Credit FTES	Non-Credit FTES	Total FTES	Designated HSIs (2024)	Academic Senate
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MiraCosta CCD	8,958.40	1,133.63	10,092.02	HSI	Rules Bylaws
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Section I: Membership of the Academic Senate

- A. Full-time faculty members who have been granted tenure by the MiraCosta College Board of Trustees are eligible to be officers of the Academic Senate.
- B. Associate faculty members currently employed by MiraCosta College, who have served at least five semesters in the past four years, are eligible to be members and the Coordinating Officer of the Academic Senate. Summer is an intersession and does not count for the purpose of counting five semesters.
- C. The Academic Senate shall consist of 17 members, 16 of whom are voting members.(8 full-time senators and 5 associate faculty senators)

Sequoias CCD	10,424.98	154.44	10,579.42	HSI
Merced CCD	10,178.49	573.50	10,751.99	HSI
San Jose CCD	11,116.84	279.32	11,396.16	HSI
West Valley CCD	10,586.34	1,037.33	11,623.67	HSI
Victor Valley CCD	12,429.72	249.84	12,679.56	HSI

[Bylaws](#)
[Constitution](#)

ARTICLE IV: NOMINATIONS AND ELECTIONS,

Section 1: Process and Timelines

Full-time faculty are eligible to vote for Senate Area and At-Large Representatives and Executive Officers. Part-time Faculty Representatives (3) will be elected by Adjunct part-time faculty only. If no full-time faculty are available for Area Representative positions, after the election is concluded, the Academic Senate President, with the advice and consent of the ASEB, can appoint a part-time faculty member whose teaching assignment is primarily in an Area (for example, Science building). Should no faculty (full-time or part-time) be available for an Area, it is the responsibility of the At-Large Representatives to inform that Area of Academic Senate business.

Glendale CCD	9,471.62	3,229.76	12,701.39	HSI
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[Constitution](#)
[Bylaws](#)

ARTICLE III ELECTION CODE

Section 1. Voting Units

Voting units shall consist of recognized divisions, adjuncts, the library and Senators At-Large, to provide a broad and varied basis for representation in the Senate.

- A. Each of the following shall have independent Senate representation:
 - 1. Health Sciences

2. Biology
3. Business
4. Business and Life Skills, Non-credit
5. Student Services
6. English
7. English as a Second Language, Credit
8. English as a Second Language, Non-credit
9. Kinesiology
10. Language Arts
11. Mathematics
12. Physical Science
13. Social Sciences
14. Technology/Aviation
15. Visual and Performing Arts

B. The following service area of the college shall be considered a voting unit and shall have independent Senate representation:

1. Academic Adjunct – 3 (Motion 2019-12)
2. Librarian (Motion 2019-13)

Section 2. Division Unit Affiliation and Election.

A Regular member of the Electorate shall be considered, for election purposes, to be in that division voting unit in which the majority of his/her professional time is spent, unless in the judgment of the minor division and the Academic Senate the best interest of the College will be otherwise served. Regular Electorate members whose professional time is equally divided between two divisions must officially declare their exclusive affiliation through the Elections Committee.

Section 3. Service Area Affiliation.

Adjunct faculty shall be considered, for election purposes, to be in the Adjunct Academic Unit.

Section 4. At-Large Senators.

A. The required number of At-Large Senators shall be determined by dividing the total number of Division and Service Area Senators by two and rounding up in the event of a fraction.

B. All members of the electorate are eligible to serve as At-Large Senators. Candidates for At-Large Senate positions may self-nominate or be nominated by Division Voting Units or another member of the voting body. Accepted nominations must be submitted to the Senate Elections Committee at least 15 days prior to distribution of the Senate ballot.

Santa Barbara CCD 11,367.06 1,364.59 12,731.65 HSI [Constitution](#)
[By-Laws](#)

ARTICLE I: ACADEMIC SENATE CONSTITUENCIES

The academic divisions shall be composed of faculty constituencies as specified below.

Academic Representatives

- A. Business Education Division (one senator)
- B. Educational Support Division (two senators)
- C. English Division (one senator)
- D. Fine Arts Division (one senator)
- E. Health and Human Services Division (two senators)
- F. Mathematics Division (one senator)
- G. Physical Education, Health, Dance, and Athletics Division (one senator)
- H. School of Modern Languages/ESL Division (one senator)
- I. Sciences Division (two senators)
- J. Social Sciences Division (two senators)
- K. Technologies Division (one senator)
- L. Two Part-Time Faculty Senators (one credit and one non-credit)

Grossmont CCD	12,783.77	26.94	12,810.71		
Rio Hondo CCD	12,151.40	899.22	13,050.62	HSI	
Mt. San Jacinto CCD	13,055.05	387.26	13,442.32	HSI	Constitution

Article VII Site Council

Section 1 Purpose

The primary purpose of the Site Council is to investigate and serve as ombudsman for site faculty concerns. In this role, it is appropriate for the Site Council to develop policy or procedure proposals for consideration by the Executive Senate, to develop site-based recommendations for the joint hiring process, to develop site-based recommendations for planning, budget, and special recognition of members.

Section 2 Duties and Responsibilities of Members

A non-restrictive list of the responsibilities of the site council member would include the orientation and mentoring of new faculty to the functions of the Academic Senate and the college. This position may also require service on district standing committees and/or service on senate-created committees.

Section 3 Composition

All faculty members who are not members of the Judiciary Committee may serve on the Site Council, which will have five members elected from the ranks of Full-time Faculty and one member elected from the ranks of Associate Faculty. Each year, three Full-time members will be elected to one site council, and two to the other. In odd-numbered years, three members will be elected to the San Jacinto site council; in even-numbered years, three will be elected to the Meniffee Valley Site Council. Associate Faculty members shall be elected annually

Sierra CCD	13,275.66	511.14	13,786.80		
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Santa Clarita (College of the Canyons) CCD 13,098.29 1,517.32 14,615.60

[Constitution & By-Laws](#)

ARTICLE IV -MEMBERSHIP. A. Elected Senators:

- 3 Adjunct-Faculty Senators, one of whom will be designated as the Lead Adjunct Senator
- 1 Senator from each School/Division. For Schools with two or more Divisions, Senate Representation will take place on the Division level.
- 1 At-Large Senator per every 40 tenured/tenure track faculty members

San Bernardino CCD 14,287.01 334.69 14,621.71 HSI

Chabot-Las Positas CCD 14,524.15 240.20 14,764.35 HSI

Palomar CCD 14,637.01 432.32 15,069.34 HSI

[Constitution](#)

SECTION 3: COMPOSITION

The Senate shall consist of the immediate past president of the Senate, the faculty co- chair of the Curriculum Committee, and 23 full-time Faculty, tenured or probationary, and four are part-time. All are elected from their respective Faculty body. Ex-officio members, the past president and Curriculum co-chair, have voting privileges and act as Senators, but are not individually elected. President, Vice-President, and Secretary are always elected from within the existing Senate body at the time of election for officers. In the event that a sitting Senator is elected to a two-year term as Faculty Senate President with one year remaining in his/her Senate term, the Senate membership will consist of 30 members for one year. In addition, the ASG has a named position with an advisory vote.

The elected members are subject to the following provisions:

1. That no more than two full-time or probationary faculty members shall be elected from a single department with the exception of ex-officio members and any faculty member holding one position under Appendix F of the Collective Bargaining Agreement (CBA) with 100% release time (ex: Articulation Officer).
2. That no more than one part-time faculty member shall be elected from a single department of the faculty. In situations where a part-time faculty member represents more than one department, that part-time faculty member will be considered eligible to serve so long as at least one of their departments is not yet represented by another part-time faculty member.
3. That no more than five members shall be probationary faculty.
4. That terms shall be staggered so that not all Senators are new at any one time.

Sonoma CCD 12,498.87 2,933.99 15,432.86 HSI

Yosemite CCD 14,848.26 869.38 15,717.63

Southwestern CCD

15,559.90

243.31

15,803.21

HSI

[Constitution
By-Laws](#)

SECTION 1. DEFINITION OF REPRESENTATION FOR FULL-TIME FACULTY

Senate representation for full-time faculty is based on department. Each department will be represented at the Senate by one (1) elected senator. Departments with twelve (12) or more full-time faculty members have the right to elect two (2) faculty senators. A department is defined as a grouping of disciplines as defined in the Academic Senate Chart. The term "faculty" used throughout these by-laws indicates fulltime faculty, unless the term "part-time faculty" is used.

SECTION 2. DEFINITION OF REPRESENTATION FOR PART-TIME FACULTY

Part-time faculty representation is determined by school or higher education center, based on the chart below. Each school or higher education center may elect one part-time faculty senator to represent part-time faculty who work in the school or at the center.

Part-timeRepresentation

Arts,Communication&SocialScience	= 1
Workforce Development,Adult and Continuing Education	= 1
Counseling & Student Support Programs	= 1
Wellness, Exercise Science & Athletics	= 1
HigherEducationCenters(SY,OM)	= 1
HigherEducationCenters(NC,CCAC)	= 1
Language,Literature&Humanities	= 1
Business&Technology	= 1
Mathematics,Science,&Engineering	= 1
Total	= 9

Chaffey CCD

15,587.85

255.62

15,843.47

HSI

[Bylaws
Constitution](#)

ARTICLE V: ELECTIONS

Section 1

Any member of the electorate shall be eligible for election to the Academic Senate. (See Article III, Section 2).

Any member of adjunct electorate shall be eligible for election as adjunct Senator at large.

Section 3

A senator shall be elected to a two (2) year term of office beginning on July 1, with the following exceptions:

Senators-at-Large, who shall be elected to a three (3) year term of office.

Alternate Senators (see Section 4 and Section 5) shall be elected for a term of office which shall not exceed two years.

If a vacancy or resignation occurs during a Senate officer's term of office, an election shall be held to fill the remainder of the term. (Following the appropriate procedure).

Section 4

Each unit shall elect two Senators and up to two Alternate Senators. The Vice President or President-Elect of the Senate shall notify each unit of an election not later than 60 days before the end of the Spring semester. The senator whose term is not expiring shall administer its election. The election shall be completed no later than thirty days before the end of the Spring semester. Absentee ballots shall be provided to those unit members who are unable to vote in person.

Section 5

The Alternate Senator shall represent the unit in the absence of one of the Senators, and shall, in the absence of the Senator, have the same rights and privileges.

Section 6

The entire Electorate shall elect three Senators-at-Large.

San Francisco CCD	11,772.12	4,586.08	16,358.20		
Cerritos CCD	15,958.64	462.76	16,421.39		
San Joaquin Delta CCD	17,376.19	36.35	17,412.54	HSI	
Peralta CCD	16,614.70	888.40	17,503.09		
Santa Monica CCD	19,483.10	740.61	20,223.71	HSI	Constitution Bylaws

Section 9.2 Elections for Full-time Electoral Area Senators and Adjunct At-Large Senators

9.2.A. Method for Determining Seats

1. Full-Time Department Electoral Area Senators The number of seats allocated to each of the electoral areas is to be determined before each election by the Elections and Rules Committee. The committee will:
 - a. Obtain a list of full-time faculty members in each of the electoral areas identified in these Bylaws. A faculty member who works in more than one electoral area will be counted in the primary area of their assignment.
 - b. Allocate one full-time Senator to each electoral area for each ten full-time faculty members or portion thereof, e.g. 1 Senator for 0 to 10 full-time faculty members, 2 Senators for 11-20 full-time faculty members, and so on. Electoral areas that have reductions in allocation only lose a position when a Senator's three-year term ends.

2. Adjunct At-Large Senators

There will be eleven seats allocated.

[See Senate Representation 2023-2024](#)

Long Beach CCD	20,408.51	537.20	20,945.71	HSI	Bylaws Constitution
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Article II Memberships

Section 1 Membership

The voting senators on Academic Senate shall be 40 full-time and part-time faculty members who meet eligibility criteria outlined in Article II Section 2, the Chair of the Committee on Curriculum and Instruction, the Faculty Professional Development Coordinator, and the Faculty Association President.

The voting senator membership shall be comprised of 60% (or 24 senators) of senators from the eleven schools at Long Beach City College and 40% (or 16 senators) of senators from the Liberal Arts Campus (LAC) and Pacific Coast Campus (PCC) campuses regardless of the school and/or department the senator is a member of; henceforth known as at-large senators.

The voting senator membership shall be further divided as follows to ensure equity and inclusion:

- 2 of the 16 at-large voting senators shall be a part-time faculty member;
- 3 of the 24 voting senators from the eleven schools shall be faculty members with 5 or more years' experience teaching at Long Beach City College;
- 3 of the 24 voting senators from the eleven schools shall be faculty members with 10 or more years of experience teaching at Long Beach City College;
- 2 of the 16 at-large voting senators shall be faculty members with 5 or more years of experience teaching at Long Beach City College;
- 2 of the 16 at-large voting senators shall be faculty members with 10 or more years of experience teaching at Long Beach City College.

The legislative liaison shall be responsible for reviewing the composition of the academic senate voting membership every two years with the help of election ambassador(s) to ensure equity and inclusion. If necessary, changes to the voting memberships shall be proposed to the academic senate by the legislative liaison at least 30 days in advance of proposed membership change and to the entire faculty at least 14 days in advance of the proposed membership change. Approval of changes to the composition of voting membership shall require a simple majority vote of the eligible voting senators at the first Academic Senate following the 30-day notice to the senate membership.

El Camino CCD	21,075.57	1.95	21,077.52	HSI	Constitution By-Laws
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Article III Senate Membership

1.2 The composition of the Senate shall be one senator for each twelve FullTime Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Part-time faculty shall have two members-at-large and up to two alternates on the Senate, to be elected by the part-time faculty of that campus/center.

1.3 Divisions having FTEF shall be entitled to senate members on the following basis:

- 1 through 24 - two (2) members
- 25 through 36 - three (3) members
- 37 through 48 - four (4) members
- 49 or more - five (5) members

**From Luke Lara: Run a report for the entire system to see the FTES of each district. Go to [data mart](#). Do a districtwide search. Select all districts. Select Annual Search. Select Annual 2023-2024. Export to EXCEL. Sort it by FTES and then you can find the schools that are within the 10K-20K FTES range.

How are we engaging with our faculty colleagues (Ghada):

- what might shift/form our current faculty culture around more regular and meaningful engagement?
- Questionnaire: <https://forms.gle/wXcfeZeX8mRTHysx5>
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