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AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing for Meetings
 - A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 03/18/22.*
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. 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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of March 18, 2022
 - B. Approve one Equivalency request for Child Development
- VII. Reports
 - A. Academic Senate President – *Lara*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Siebelink*
 - E. Redesigning the Student Experience – *Ha*
 - F. Accreditation – *Lara*
- VIII. Old Business
 - A. Approve AP 4230 Grading and Academic Record Symbols – *Bonds*
Description: *The CCLC template includes the definitions, so the AAC added them to the AP so it is more comprehensive and better aligned with the CCLC template.*

B. Approve BP 4230 Grading and Academic Record Symbols – Bonds

Description: *The CCLC updated this policy to reflect additions to Title 5 requiring districts to ensure that students' academic records clearly annotate credit earned through examinations, such as IB, CLEP, and AP, as well as for successful completion of other prior learning experiences. (Title 5 Section 55052.5)*

C. Approve BP 4235 Credit for Prior Learning – Bonds

Description: *The CCLC updated this policy to reflect additions to Title 5 requiring districts to grant students credit for satisfactory completion of International Baccalaureate or College Level Examination Program examinations and requiring districts to ensure that students' academic records clearly annotate credit earned through such examinations. (Title 5 Section 55052.5)*

D. Approve Applications for Advancement on the Salary Schedule – Munshower

Description: *Twelve (12) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continue professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for approval.*

E. Approve Applications for Altering an Approved Proposal – Munshower

Description: *Two (2) faculty members have submitted applications for Altering a previously Approved Proposal. SAC has reviewed the applications and brings them to AS for approval.*

F. Approve AS Goal #2 Taskforce Recommendations – Safaralian

Description: *The Academic Senate taskforce for Goal #2 will provide a progress report and recommendations for the Academic Senate to consider scaling faculty data coaching efforts.*

IX. New Business

A. Full-time Faculty Retiree List for Emeritus Status Consideration – Lara

Description: *Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status ([AP 7280.4](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees.*

B. Associate Faculty Retiree List for Emeritus Status Consideration – Lara

Description: *Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status ([AP 7280.5](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees.*

A. Credit for Prior Learning – Loedel [Time certain: 10:00am]

Description: *A presentation of the Credit for Prior Learning (CPL) Implementation Framework will be given to Academic Senate. The CPL team consistent of Ben Gamboa, Delores Loedel, and Donny Munshower is requesting feedback from Senators and their constituents at the next Senate meeting when they will be asked for approval of the document.*

X. Information/Discussion

A. ASCCC Area D Meeting and Resolutions Packet – Lara

Description: *The ASCCC Area D meeting was held on Saturday, March 19, 2022. Additional updates to the resolution packet are provided and will be discussed in preparation for spring plenary this month.*

XI. Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XII. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Further, the passage of AB 361 allows for the continuance of conducting meetings remotely. Therefore, meetings will continue to be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. 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 1-800-735-2929 or 1-800-735-2922.

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 <http://www.miracosta.edu/governance/academicsenate/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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.

**A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

- (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
 - (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

- (e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
 - (A) The legislative body has reconsidered the circumstances of the state of emergency.
 - (B) Any of the following circumstances exist:
 - (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.



UNOFFICIAL MINUTES

- I. **Call to Order**

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Kumeyaay and Ipai peoples. In addition, we want to pay respect to elders, both present and past, the respected keepers of history, wisdom, culture, and knowledge. The meeting was called to order at 9:02am.
- II. **Roll Call**

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Members absent: Yessenia Balcazar

Others present: Wendy Brill-Wynkoop, Zhenya Lindstrom, John Siebelink
- III. **Teleconferencing for Meetings**
 - A. **Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361**

The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (Safaralian / Diaz) to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.
- IV. **Persons Wishing to Address the Senate**

None.
- V. **Changes to Agenda Order**

None.
- VI. **Consent Calendar**
 - A. **Approve Minutes of the Regular Meeting of March 4, 2022**
 - B. **BP 3570 Tobacco-Smoke-Vapor-Free Campus**

Description: *This is a periodic review of this BP. No changes were required.*
 - C. **Approve AP 4236 Advanced Placement Credit**

Description: *Legally required sentence added.*

It was noted that AP 4236 was approved by College Council before coming to Academic Senate. It is now coming for further approval.

The consent calendar was approved by unanimous consent.
- VII. **Reports**
 - A. **Academic Senate President**

Academic Senate President, Luke Lara, attached his report to the agenda. He gave an update on the results of Associate Faculty elections for representatives on Academic Senate. Congratulations to Ingrid Bairstow and Brian Page for another two-year term. There is still a need for two full-time faculty members to serve as Senators on AS. There will be a special election on April 4th. Look for an email from John Phillips for nominations that will end on 4/15. We hope to elect two more full-time faculty Senators by May 5th. Senators were asked to encourage constituents to join AS or for those whose terms are ending, to reconsider rejoining.
 - B. **College Superintendent/President**

Superintendent/President, Sunny Cooke, wishes everyone a restful and rejuvenating spring break.

During that time, the college will celebrate with a breakfast on Monday and professional development activities for classified professionals. She is currently reporting from SEC where they welcomed a large group of high school counselors this morning to inform them about what is happening and what is new at MiraCosta. Dr. Cooke is working together with Lara and Banks to draft the content and gather evidence around Standard 4 which focuses on governance for accreditation. They will be doing an assessment on MiraCosta's governance processes. They will discuss at the College Council level what can be done to improve based on the results of the survey after spring break. They will bring the draft of the accreditation standards to AS for review, input, and consideration and then approval of the full report.

C. Classified Senate

CS, Vice President, Ingrid Phillips, was not present. Debby Adler reiterated about classified professional development days which will occur Monday through Wednesday of spring break.

D. Associated Student Government

ASG Executive VP, John Siebelink, noted ASG has been doing a lot of work. ASG's DEI work group wrote and passed a resolution against hate in response to the hate crime that occurred at another school in our district at the beginning of the semester. ASG wrote a letter of support for bike safety improvements on roadways near the SAN campus to be submitted to the Encinitas Mayor. They reviewed and voted on a number of SSCCC resolutions in preparation of the General Assembly. They have also started to prepare for the upcoming ASG election campaigns and passed a couple of resolutions about that. They recently hosted a paint and snack event at both the OC and SAN campuses. This was a combo event to celebrate both black history month and women's history month. Another one of these events is planned to take place at the CLC in April. ASG is working on revisions to their constitution and bylaws which will be put to a vote by the full student body.

E. Redesigning the Student Experience

Luke Lara gave an update for Faculty Lead, Thao Ha, who was not present. He noted that since the last meeting Ha lead a conversation with 20 to 30 people around student mentoring. It was a good start of a conversation. They talked about what is mentoring, what is advising, what it might look like to scale up. They looked to models already in place such as Puente. There will be more opportunities to gather and design what that will look like. It was further announced that on March 30th they will be hosting an opportunity to talk about academic maps, their usefulness, and getting to 2.0 version and beyond.

F. Accreditation

AS President, Luke Lara, noted his report is attached to the agenda. He discussed accreditation Standard 4A and what that looks like. This is pertinent to the role of AS. If there are any suggestions or something looks like it is missing, provide feedback to Lara. There is a tri-chair model in charge of Standard 4. They are drafting pieces, and the whole report will be presented to Senate in the fall. It will be as succinct as possible for a breadth of examples to meet the requirements and to show the requirements are being met.

VIII. Old Business

A. Chancellor's Office Guided Pathways Scale of Adoption Assessment Report

MCC is required to submit a yearly "Scale of Adoption Assessment" (SOAA) report to the Chancellor's Office concerning the status of its Guided Pathways restructuring effort. The report must be approved by both the Academic Senate and College presidents. The deadline is March 30, 2022. A draft of the assessment was presented to the Academic Senate for initial feedback on February 4th. The final version was present today for approval. Dean of Instruction, Zhenya Lindstrom, presented the final draft of the Scale of Adoption Assessment Report. She highlighted some of the revisions from discussions with some of the governance committees. There are a lot of next steps which will be prioritized in the guided pathways leadership group. [Link to the report](#). Discussion ensued around use of equity funds, supporting BIPOC faculty, and reflecting on the distinctions among the four college sites when planning. Lindstrom appreciated the concerns and noted that they are working with the CLC and building a bridge with them. In creating the strategic enrollment management task force, one of the first goals will be to identify different student populations that they will focus on and specific enrollment retention and success goals for each of those populations and the campuses as well.

MSP (Allyn / Ravanbaksh) [Zulema Diaz abstains] to approve the Chancellor's Office Guided Pathways Scale of Adoption Assessment Report as presented.

IX. New Business

A. AP 4230 Grading and Academic Record Symbols

The CCLC template includes the definitions, so the AAC added them to the AP so it is more comprehensive and better aligned with the Community College League of California (CCLC) template. David Bonds was not. Lara explained that the revisions to the one AP and two BPs before AS today, are CCLC updated language changes.

B. BP 4230 Grading and Academic Record Symbols

The CCLC updated this policy to reflect additions to Title 5 requiring districts to ensure that students' academic records clearly annotate credit earned through examinations, such as IB, CLEP, and AP, as well as for successful completion of other prior learning experiences. (Title 5 Section 55052.5)

C. BP 4235 Credit for Prior Learning

The CCLC updated this policy to reflect additions to Title 5 requiring districts to grant students credit for satisfactory completion of International Baccalaureate or College Level Examination Program examinations and requiring districts to ensure that students' academic records clearly annotate credit earned through such examinations. (Title 5 Section 55052.5)

D. Applications for Advancement on the Salary Schedule

Donny Munshower was unable to attend the meeting. Twelve (12) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a first read. These applications are straight forward and will come back at the next regular meeting for approval.

E. Applications for Altering an Approved Proposal

Two (2) faculty members have submitted applications for Altering a previously Approved Proposal. SAC has reviewed the applications and brings them to AS for a first read. These two applications will return for approval at the next regular meeting.

X. Information/Discussion

A. FACCC Legislative Updates – Wendy Brill-Wynkoop

Wendy Brill-Wynkoop, FACCC President, presented a brief update on the pertinent bills introduced this legislative session. She also shared opportunities for faculty to get involved in the state advocacy process. Luke Lara introduced Wendy Brill-Wynkoop, President of the Faculty Association of California Community Colleges (FACCC). Brill-Wynkoop shared that FACCC is a professional membership association (not a union) representing faculty members from the CCCs with a mission to inform, educate, empower, and advocate for faculty in service to students and the communities of CA. FACCC's vision of an educational environment that is equitable, accessible, and appropriately funded led by a diverse and empowered faculty.

FACCC sponsored Legislation was shared including:

AB 2314 (Arambula) – Chose names: allow students, staff, and faculty can declare a preferred or affirmed name.

SR – 45 (Min) Senate Resolution in Support of Academic Freedom

AB 1725 (Santiago) – Part-Time Faculty Pay Parity

AB 1856 (Medina) – Part-Time faculty teaching load increase to 85%

AB1505 (Rodriguez) – Rebench the Full-time Faculty Obligation Number

AB 2820 (media) – Defund Calbright – Online Colleges – would make the CA Online CC Act inoperative on 1/1/24.

It was further noted that most of the bills are from special interest groups funded by large corporations. FACCC is trying to generate 55,000 faculty advocates. The AB1705 timeline was noted. FACCC has not taken a position on AB 1705. They are working with the legislative author and there have been amendments to the bill. She further gave a background surrounding AB 705 noting that it is a law. She distinguished Title 5 regulations from legislation and provided background information on the progress of AB 1705. In addition, she provided talking points for discussing AB 1705 with legislative representatives.

Bills to watch were also shared:

AB 1187 (Irwin) – Expanded Supervised Tutoring;

AB 1746 (Medina) – Cal Grant Reform: Amendment: Increase award amount;

AB 2738 (Reyes) – The community College completion Act: require to make sure we are offering a course every two years if part of a required program. Require program maps, force colleges to publish completion rates data. Need to advocate that part-time faculty are included in the data.

Contact information:

Join your AS for CCCs and FACCC colleagues to learn about how to advocate on behalf of faculty and students at the state level: <https://www.faccc.org/events>.

President, Wendy Brill-Wynkoop: president@faccc.org

Become a member of FACCC at www.FACCC.org

Join advocates list-serve by sending email to: FACCCadvocates+subscribe@googlegroups.com

FACCC Leg update:

https://docs.google.com/presentation/d/1L8o9j8YsWO4eDchA5rUMK1ksFjhpxqJ2pFfi4k_4X1E/edit?usp=sharing

Talking points:

https://docs.google.com/document/d/1sH_B4y5UyO3COic4EjOK8p1SPyrIA7_Whi_zd-njvJQ/edit?usp=sharing

B. ASCCC Area D Meeting and Resolutions Packet

Lara shared that the [ASCCC Area D meeting](#) will be held via zoom on Saturday, March 19, 2022, from 10am – 3:00pm. All senators and faculty are welcome to attend this free event. Statewide updates will be provided, and the initial resolutions packet will be discussed in preparation for spring plenary in April. He encouraged faculty to attend during the first hour and a half for updates of what is going on around the state. The last half of the day is dedicated to looking over the resolutions when edits can be made to the wording. On page 3 of the current packet are the titles of all the resolutions. The resolutions continue to grow with contributions from the area meetings from different areas of the state. After the area meetings, another packet will be received which will be sent to the Senate body. The resolutions will be brought to Plenary in April. Discussion ensued around one of the resolutions regarding Hyflex technologies. Lara encouraged others to provide feedback and that he would bring an updated resolutions packet to the next Academic Senate meeting.

XI. Senator Reports

Oswaldo Ramirez reported that the Laundry Day with showers was a big success. This will now occur the last Tuesday of each month. Hossein Ravanbaksh announces there are eleven countries celebrating the Persian New Year which starts this Sunday. Ingrid Bairstow noted that this is the end of 8-week courses and traditionally there is an International Feast at the CLC. It occurred last night for the first time in two years and was well received and attended. Robin Allyn announced that the nominations for the Leon Baradat Awards is being extended to this Sunday evening. Presentations for the winners will be announced and presented at the Celebration of Excellence in person on April 15th on the Oceanside campus from 3–4:30pm. A follow up celebration will be held at one of the May Academic Senate meetings.

XII. Adjournment

The meeting adjourned at 10:42am.

Courses shall be graded using the grading system established by Title 5 as follows:

Evaluative Symbols

Symbol	Definition	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Less than satisfactory	1.0
F	Failing	0.0
P	Passing (at least satisfactory)	
NP	No Pass (less than satisfactory or failing)	
SP	Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).	

Nonevaluative Symbols

Symbol	Definition
I	Incomplete
IP	In Progress
RD	Report Delayed
W	Withdrawal
MW	Military Withdrawal
EW	Excused Withdrawal

I – Incomplete: Incomplete academic work for unforeseeable, emergency, and justifiable reasons. The condition for the removal of the “I” shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress: The “IP” symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that

assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” symbol shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student’s permanent record for the course.

RD – Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

W – Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The “EW” symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.^[CD1]

The superintendent/president shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- A. Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- B. The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- C. Limitations on access to grade records and grade storage systems.
- D. Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- E. Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see Board Policy 3310, Records Retention and Destruction; Administrative Procedure 4231, Grade Changes; and Board Policy/Administrative Procedure 5040, Student Records.

Effective Date: 5/19/09, 6/21/18, 11/29/18

Periodic Review: 7/7/15

References: Title 5, §55023; §55024; ~~§55051; §55052; §55052.5~~

CCLC Update: #32, 4/18, ~~#39, 10/21~~

Routing: AAC / AS

DRAFT

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog and made available to students.

The grading system shall include a transcript notation for credit earned through successful completion of prior learning examinations, experiences, or assessments, pursuant to standards articulated in the District's administrative procedures and approved by the faculty in the appropriate discipline for which prior learning credit is earned.

See Administrative Procedure 4230.

MiraCosta Community College District

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Adoption History: 5/19/09, 7/15/15
Periodic Review: 5/12/15
References: Title 5 §55023 and 55050 et seq.
CCLC Update: #13, 8/07, #39, 10/21
Steering: AAC / AS

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment **or examination**^[CD1]. The superintendent/ president shall establish administrative procedures to implement this policy.

The district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. The policy shall be posted on the college website and published in the college catalog.

See Administrative Procedure 4235.

SALARY ADVANCEMENT COMMITTEE
~ Spring 2022 ~
SAC Meeting 03/10/22
Academic Senate Meetings 03/18/22 (first read) 04/01/22 (second read)

**Summary of Applications for Approval of Coursework/Activities Toward
Advancement on the Salary Schedule**

The Salary Advancement Committee reviewed all application at their regular meeting of March 10, 2022. The following determinations were made by the committee.

1. **BROWN, Darilyn:** Eligible to advance on the salary schedule. Coursework approved.
2. **GARCIA, Cyndy:** Eligible to advance on the salary schedule. Coursework approved.
3. **HAYEK, Laura:** Eligible to advance on the salary schedule. Coursework approved.
4. **HORNER, Amanda:** Eligible to advance on the salary schedule. Coursework approved.
5. **MacLEAN, Carolyn:** Eligible to advance on the salary schedule. Coursework approved.
6. **McMAHON, Sean:** Not eligible to advance on the salary schedule. Two of the three courses submitted were approved. MULT 101 was completed in 2016. Per the SA Handbook, coursework “must be submitted within five years of completion.” His application has been updated by HR to reflect this change in eligibility.
7. **MARISCAL, Eduardo:** Eligible to advance on the salary schedule. Coursework approved.
8. **NIEMANN, Lisa (Option 1):** Not eligible to advance on the salary schedule. Coursework approved.
9. **NIEMANN, Lisa (Option 2):** Not eligible to advance on the salary schedule. Coursework approved.
10. **PRESCOTT, JahB:** Eligible to advance on the salary schedule. Coursework approved.
11. **SCHARFF, Nate:** Eligible to advance on the salary schedule. Coursework approved.
12. **WILLIAMS, Edwina:** Eligible to advance on the salary schedule. Coursework approved.

Summary of Applications for Altering Approved Proposal

1. **McINTOSH, Daniela:** Alternate coursework approved to replace courses no longer be offered.
2. **PRESCOTT, JahB:** Alternate coursework approved to replace with courses more connected to teaching goals.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: _____

Date: _____

Dept: _____

☐ **Option 1** ☐ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☐ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: _____ Date: _____

Department Chair Signature: _____ Date: 2/25/2022 Yes ☐ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
				4	

2. Catalog description (Attach a photocopy or print-out)

13 semester units

Human Resources Use Only

Current Units: <u>36</u> Requested Units: <u>13</u> Total Units: <u>49</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input type="checkbox"/> Yes, eligible to advance from Class <u>2</u> to Class <u>3</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Name:

Date:

Department:

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Cyndy Garcia
Dept: Counseling

Date: 2/24/2022

☐ Option 1 ☒ Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
☐ A credential other than teaching
☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ♦ His or her professional development
- ♦ The enhancement of the applicant's work at the college
- ♦ The students
- ♦ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Cyndy Garcia Digitally signed by Cyndy Garcia
Date: 2022.02.24 18:32:17 -0800 Date: 2/24/22

Department Chair Signature: Donny Munshower Digitally signed by Donny Munshower
Date: 2022.02.28 06:10:11 -0800 Date: 2/28/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within five years of completion from an accredited institution or two years for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific University (R/NF) +	TEC-1825	Online College Counseling	N/A	3	8/15/2021
Fresno Pacific University (R/NF) +	TEC-1821	Online Teaching & Design	N/A	5	12/18/2021

2. Catalog description (Attach a photocopy or print-out)

Course descriptions attached.

Human Resources Use Only

Current Units: <u>67</u> Requested Units: <u>8</u> Total Units: <u>75</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:20:07 -0800 Date: <u>3/3/22</u>

Name: Cyndy Garcia

Date: 2/27/2022

Department: Counseling

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Online College Counseling

The Online College Counseling course was beneficial, particularly because MiraCosta College only offered counseling services in an online format in Fall 2021. This course allowed me to build my skill set as a counselor, specifically how I serve students in an online format, ultimately contributing to my work in the Counseling Department. This course allowed me to identify strategies to foster successful online counseling sessions, identify best practices for navigating technical issues that may arise during counseling sessions, and engage with diverse student populations, including students with disabilities utilizing accessibility features. Since I completed this course within the first few weeks of joining MiraCosta College, I have been able to apply what I learned in this course in my day-to-day counseling sessions. For example, I have been able to mitigate technical issues that have come up during counseling sessions, shared tips that students can apply in other online appointments, and guided them on how to navigate MiraCosta's online catalog and resources on their own. I have continued to practice "netiquette," such as obtaining students' permission to share resources, guiding students through content via a shared screen, ensuring they can see everything clearly on their end, among other strategies. Although this class benefits my professional development as a counselor, it also benefits the department and students as I strive to better support and connect with our students in a remote format due to the pandemic.

Online Teaching & Design

Completing the Online Teaching & Design course has prepared me to teach asynchronous courses at MiraCosta College. Specifically, I learned key concepts for when I design an online course, interact with students, and develop assessments on Canvas. In addition to learning the technical pieces of developing a class on Canvas, I learned about online learning theory, approaches to online course design, and how to support and build community among students in an asynchronous course. This course contributed to my professional development as a counseling faculty member teaching courses, but also during counseling appointments. By taking this course, I learned in detail how asynchronous classes are designed, which allows me to offer students strategies for success and share other valuable tips as they embark on online-only courses. Learning foundational knowledge regarding course design also benefits the department as I can design a course that is inclusive to all students. For example, creating a course that is ADA compliant benefits students with disabilities, students with different learning styles, and students whose English is their second language. I can also develop summative and/or formative assessments to address student learning outcomes. More importantly, I can design a course where students do not feel they are taking a correspondence course, rather, an online course where they feel connected to their peers and myself as their instructor. I believe that I can apply what I have learned in this class in a way that aligns with the mission and values of the Counseling Department and MiraCosta College.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Laura Hayek

Date: 01/31/2022

Dept: General Counseling

☐ Option 1 ☒ Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
☐ A credential other than teaching
☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Laura Hayek Date: 2/23/22

Department Chair Signature: [Signature] Date: 3/1/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
La Verne University	EDUC718	Cultivating Emotional			
		Resilience in Educators & Students		3	11/15/21
San Diego Christian	Ed 951	Avoiding Burnout		3	08/27/21
Fresno Pacific	TEC 1743	Assessment in Digital		3	05/07/22
Fresno Pacific	TEC 1850	Humanizing Online Teaching		3	05/21/22

12 semester units

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>60</u>	Requested Units: <u>12</u>	Total Units: <u>72</u>
Eligible for Advancement?		
<input type="checkbox"/> No, _____ units needed to advance to Class _____		
<input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>		
Comments:		
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>		

Statement of Purpose

I have been teaching Counseling courses online for the past few years. Two years ago, I completed a series of courses through @ONE to learn how to design my course in a clear, consistent, and organized way. I'd like to continue this work by diving a little deeper in how I stay connected with students and how to keep students engaged with each other from beginning to end. The two courses I feel will help reach my goal to continue improving my online courses are *Assessment in Digital Learning* and *Humanizing Online Teaching and Learning*. Taking these two courses will provide me with more resources and tools to better serve students in an online environment.

Lastly, during the pandemic and working exclusively from home, I found myself feeling burnout and emotionally exhausted. I found two courses to be extremely helpful. Through La Verne University, I completed the course *Cultivating Emotional Resilience in Educators and Students* and at San Diego Christian College I completed *Avoiding Burnout*. The exceptionally high rates of teacher/counselor burnout have been well documented and it's no secret that the pandemic has added a new layer of stress to our lives. These courses helped me recognize my emotions which helped me cope better with work related stress and anxiety. As I explored emotional resilience and how to recognize and avoid burnout, I began to see a shift in how I'm managing my work-related stress and burnout. I've been able to use the tools I learned from these courses to increase self-knowledge, revitalize lesson plans, build community (especially online) and learn how to deal better with unwanted change.

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

Name: Amanda Horner

Date: 2-22-22

Dept: Business Administration

☐ **Option 1** ☒ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Amanda M Horner Digitally signed by Amanda M Horner
Date: 2022.02.22 11:57:29 -08'00' Date: 2/22/22

Department Chair Signature: Delores Loedel Digitally signed by Delores Loedel
Date: 2022.02.22 13:43:14 -08'00' Date: 2/22/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific Univer	TEC-1743	Assessment in Digital Le		3	8/14/2021
Fresno Pacific Univer	TEC-1848	Introduction to Course I		3	8/21/2021
Fresno Pacific Univer	TEC-1841	Equity & Culturally Resp		3	9/4/2021
Fresno Pacific Univer	TEC-1850	Humanizing Online Tea		3	9/18/2021
Fresno Pacific Univer	TEC-1717	Creating Accessible Co		3	9/18/2021
Fresno Pacific Univer	TEC-1809	Introduction to Teachin		3	9/25/2021
Fresno Pacific Univer	TEC-1631	Introduction to Asynchr		3	10/16/2021
Fresno Pacific Univer	LCM-1014	10-10-10: Communicati		3	12/4/2021
Fresno Pacific Univer	TEC-959	Google Drive for Educat		3	2/8/2022
Fresno Pacific Univer	TEC-1822	Online Teaching & Desi		2	2/8/2022

29 semester units total

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u> Requested Units: <u>29</u> Total Units: <u>77</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Snsary</u> Date: <u>3/3/22</u>

Name: Amanda Horner

Date: 2-22-22

Department: Business Administration

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- Contribution to the professional development of the applicant
- Enhancement of the individual in his or her work at the college
- Benefits to the students subsequently enrolling in his or her courses
- Benefits to the faculty member's colleagues
- Benefits to the department to which the faculty member belongs

STATEMENT of PURPOSE

The proposed coursework benefits students, my department, and my professional development. The courses focus on online teaching, specifically in the areas of course design, teaching in Canvas LMS, assessment, equity and culturally responsive teaching, humanizing the online experience, accessibility, asynchronous teaching, communication and student contact, and online education utilizing Google Drive. Students benefit from an all-around better experience in an online class from the perspective of ease ability, navigation, pedagogical practices, accessibility, and inclusion. The business department benefits by providing a quality course experience which leads to higher success and completion rates, as well as increased enrollment overtime. From a professional development standpoint, the courses have made me a better teacher by providing training that has made me think more critically about my course design, presence in an online class and pedagogical practices.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Carolyn MacLean

Date: Feb. 22, 2022

Dept: Noncredit ESL

☒ **Option 1** ☐ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Carolyn MacLean Date: 2/22/22

Department Chair Signature: Ruth M. Coe Date: 02/23/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific Univer	TEC 1821	Online Teaching and De		5	6/4/22
Fresno Pacific Univer	TEC 1850	Humanizing Oline Teac		5	5/21/22

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>40</u>	Requested Units: <u>10</u>	Total Units: <u>50</u>
Eligible for Advancement?		
<input type="checkbox"/> No, _____ units needed to advance to Class _____		
<input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>2</u> to Class <u>3</u> , effective <u>7/1/22</u>		
Comments:		
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>		

Name: Carolyn MacLean

Date: 2/22/2022

Department: Noncredit ESL

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Facing the past two years' challenges of learning to teach online due to the Covid pandemic has made me a better teacher. I'm inspired to continue to improve my skills for the purpose of training to teach as an online educator. For this purpose, I've registered for two online training courses offered by California Community Colleges' @One Online Network of Educators, providing credit through Fresno Pacific University. Upon completion of the first course is "Online Teaching and Design," I will receive a certificate as an Online Educator. The second course is "Humanizing Online Teaching and Learning."

I expect the following benefits for my professional development, for my students, and for the MiraCosta Noncredit ESL department.

1. Contribution to my professional development. I am excited that the training coursework I've selected will continue my growth in my profession. I will take pride in the accomplishment of improving my skills to design my courses and better reach my students, particularly in an online setting.

2. Benefits for my students. I currently teach adult students in Beginning levels of learning English. My students are typically shy, lacking confidence for communicating in English, and often intimidated by using technology. Completing the Online Teaching and Design course will improve my overall course design skills benefiting my students by teaching me how to better integrate my course content for online instruction. Furthermore, I specifically selected the Humanizing Online Teaching and Learning course to add new skills and strategies to help me better reach, engage, and support my students. I feel this is particularly needed to help low-level English learners and technology-shy students succeed in an online course.

3. Benefits for the ESL Department. The direction of teaching has significantly changed. I am excited to continue to participate as an active member of the NCESL department. I believe preparing myself to be a skilled Online Educator will benefit the needs of the Noncredit ESL Department by increasing my confidence and ability to design courses with well-integrated content. By completing these two training courses, I expect to escalate my skills and abilities, not only for online instruction but also for teaching Hyflex, hybrid, and face-to-face courses. The skills I gain from these training courses will prepare me to be more readily available to my department to teach a wider variety of courses and levels of learners.

Fresno Pacific University provides 8 credits total for these two courses. I have registered and paid for both. Upon completion I will receive a transcript and a Certificate as an Online Educator.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Sean McMahon

Date: 2/20/22

Dept: Chemistry

☐ Option 1 ☒ Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ♦ His or her professional development
- ♦ The enhancement of the applicant's work at the college
- ♦ The students
- ♦ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)


V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Sean McMahon Digitally signed by Sean McMahon
Date: 2022.02.20 17:40:39 -0800 Date: 2/20/22

Department Chair Signature: Kent L. McCorkle Digitally signed by Kent L. McCorkle
Date: 2022.02.20 18:00:36 -0800 Date: 2/20/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature:  Date: _____ Yes ☐ No ☐

Academic Senate President Signature:  Date: _____ Yes ☐ No ☐

Superintendent/President Signature:  Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature:  Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within five years of completion from an accredited institution or two years for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Mesa College	MULT 105	Creating User-Centered		3	Fall 2017
Mesa College	WEBD 160	HTML and CSS - Beginning		2	Fall 2017

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>41.67</u> Requested Units: <u>5</u> Total Units: <u>46.67</u>
Eligible for Advancement? <input checked="" type="checkbox"/> No, <u>48</u> units needed to advance to Class <u>3</u> <input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments: Lower division courses limited to 8 semester units. SAC could not approve one of course, MULT 101, because the course was completed in 2016 (more than five years ago). Per SAC handbook, coursework must be submitted within five years of completion. This reduced the number of approved units from 8 to 5, therefore, not eligible to advance. A total of 48 semester units needed to advance to salary Class 3.
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:29:17 -0800 Date: <u>3/3/22</u>

Name: Sean McMahon

Date: 2/20/22

Department: Chemistry

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

The completed courses at Mesa College contributed to the successful implementation of courses I taught during the COVID pandemic. Within the first three semesters of the pandemic, I taught three different courses on-line, CHEM 115, 140, and 150. I was able to construct courses from a user perspective by understanding Front End Web Development theories and applications. This enhanced user-friendliness and flow. It allowed students to easily navigate and complete assignments in all my courses. Not only did my students succeed during this turbulent time, I was able to fill my course enrollment and retain students. I've been able to assist peers in the Department with Online Assignments and construction of their courses as well.

Courses taken:

Multimedia 127 - Creating User-Centered - this course enabled me to enhance student usability.

Web Development 162 - Beginning Website - this course allowed me to enhance course content beyond the rich content editor using more robust tools such as HTML to improve the aesthetics of my course design and the navigation aspects.

Multimedia 101 - Introduction to Multimedia - this course provided an overview of the additional mediums to disseminate materials to students other than text. It emphasizes design and theory of Websites.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Eduardo Mariscal
Dept: Computer Science

Date: 2/28/2022

☐ **Option 1** ☒ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☒ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Eduardo Mariscal Date: 3/1/22

Department Chair Signature: Michael Paulding Date: 03.01.2022 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
CSUSM	CS 311	DATA STRUCTURES &		3	Fall 2019
CSUSM	CS 331	COMPUTER ARCHITE		3	Fall 2019
CSUSM	CS 351	PROGRAMMING LANG		3	Spring 2020
CSUSM	CS 421	THEORY OF COMP		3	Spring 2020
CSUSM	CS 513	ANALY & INTRACT OF		3	Spring 2020
CSUSM	CS 643	ADV DBSE MGMT SYS		3	Spring 2020
CSUSM	CS 433	OPERATING SYSTEMS		3	Fall 2020
CSUSM	CS 537	DATA COMM & COMP		3	Fall 2020
CSUSM	CS 542	DSGN PATTERNS & OI		3	Fall 2020
CSUSM	CS 441	SOFTWARE ENG		3	Spring 2021

33 semester units (see page two)

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>57</u>	Requested Units: <u>33</u>	Total Units: <u>90</u>
Eligible for Advancement?		
<input type="checkbox"/> No, _____ units needed to advance to Class _____		
<input type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>5</u> , effective <u>7/1/22</u>		
Comments: Salary advancement applicable to non-voc salary placement. Already placed at highest non-doctorate salary placement for voc instructional assignments.		
Human Resources: <u>Carolyn Smeary</u>		Date: <u>3/3/22</u>

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
CSUSM	CS 571	ARTIFICIAL INTELLIGE		3	Spring 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: _____ Requested Units: _____ Total Units: _____
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments:
Human Resources: _____ Date: _____

Name: Eduardo Mariscal

Date: 3/1/22

Department: Computer Science

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- Contribution to the professional development of the applicant
- Enhancement of the individual in his or her work at the college
- Benefits to the students subsequently enrolling in his or her courses
- Benefits to the faculty member's colleagues
- Benefits to the department to which the faculty member belongs

STATEMENT of PURPOSE

The reason why I took these courses was to obtain a second master ' s degree in the field of computer science and enhance my professional development. On top of my computer science graduate courses, I took upper-division computer science courses as prerequisites to the master's program. These courses are courses I am and will be teaching at MiraCosta, and I believe having taken these courses gives me a full understanding and best teaching practice of the fundamentals of programming, software engineering, data structure, computer architecture, assembly language, and operating systems. Having taken the upper-division courses allows me to see the university-level content expectations. I worked through projects, labs, and exams. I transfer these experiences to my teaching courses. The graduate course allowed me to master beyond the fundamentals, through group project collaborations. These projects expectations were beyond what I did in my upper-division courses. The projects were more independent.

I believe my students benefit from my background since I can offer both pure mathematics and computer science approaches in their learning. I am not just a mathematician teaching computer science, but instead, I am a mathematician and computer scientist teaching computer science. When I am teaching programming, I can go into more depth on the memory and reference that the programming language uses. And how to create forks to best optimize the processor's usage.

My contribution to the department is my experience taking these courses and having worked in the industry. I know what content of the material is relevant and what is important to the industry. I am bringing my fresh computer science educational background. Having taken courses at CSUSM, a university that a lot of our MiraCosta students transfer to gives me transferring knowledge expectations.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Lisa L Niemann
Dept: Business Administration

Date: 2/16/22

☒ **Option 1** ☐ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☒ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 2/16/22

Department Chair Signature: Delores Lordel Date: 2/22/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of Illinois	ACCY 532	Accounting for Mergers		4	July 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u> Requested Units: <u>4</u> Total Units: <u>52</u>
Eligible for Advancement? <input checked="" type="checkbox"/> No, <u>60</u> units needed to advance to Class <u>4</u> <input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/10/22</u>

Search Results

ACCY 532 Accounting for Mergers & Acquisitions and Other Complex Transactions credit: 4 Hours.

Focuses on the financial accounting behind the deal structures and transactions that shape the design of complex organizations. To this end, this course will examine the accounting, economic, and regulatory aspects of a variety of different transaction types, including but not limited to M&A transactions. 4 graduate hours. No professional credit. Credit is not given for both [ACCY 532](#) and [ACCY 506](#). Prerequisite: Requires that students have a grasp of core accounting principles and have a basic knowledge of concepts in finance (time value of money, etc.).

Application for Approval of Coursework/Activities Toward Salary Advancement

Mergers & Acquisitions Certificate Class #1

2/21/2022

Statement of Purpose

I would like to pursue a Mergers & Acquisitions Specialization Certificate with the University of Illinois. The certificate program consists of three, 4 unit classes designed to educate students on the financing of M & A deals, accounting for M & A, and application of instruction through a real-life investment banking case assignment. Upon completion of the certificate, I will have a better understanding of M & A to develop content for entrepreneurial/small business and accounting/tax course offerings.

The first course is Accounting for M & A and other Complex Transactions, which will allow me to not only develop course content for business management classes I currently teach (Entrepreneurship & Small Business Management and Funding Entrepreneurial Ventures), but also to cross-over into the accounting and tax departments. I'm hoping to structure my career where the courses I teach at MiraCosta are interrelated and cross-over departments.

Both business students and the Career Education Department would hopefully benefit from having in-depth courses on various pathways/aspects of business ownership and how the accounting supports & enhances business.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Lisa L Niemann

Date: 2/16/22

Dept: Business Administration

☐ **Option 1** ☒ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 2/16/22

Department Chair Signature: Delores Loedel Date: 2/22/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
SDSU Extended Stuc	08571 FR	Intro to Context of CC &		2	May 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u>	Requested Units: <u>2</u>	Total Units: <u>50</u>
Eligible for Advancement?		
<input checked="" type="checkbox"/> No, <u>60</u> units needed to advance to Class <u>4</u>		
<input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____		
Comments:		
Human Resources: <u>Carolyn Sneyary</u> Date: <u>3/3/22</u>		

Application for Approval of Coursework/Activities Toward Salary Advancement

San Diego & Imperial Counties Community College Association (SDICCCA)

2/16/2022

Statement of Purpose

I am currently a SDICCCA fellow and enrolled in a 2 unit course through SDSU Extended Studies. As a SDICCCA fellow, I am receiving hands-on training as a community college instructor. Through mentorship, training includes assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process. These skills will directly impact my ability to effectively teach at MiraCosta, benefiting both students and the department.

Additionally, my mentor is Christina Sharp, a full-time MiraCosta instructor in the Business Administration Department. Therefore, my training is tailored specifically to the needs of the MiraCosta students enrolled in Business Administration Classes and to the department.

Not only am I learning skills that will directly impact the students, but I am also learning about shared governance and the role instructors play in advancing the mission of the institution. Therefore, this class will provide the skills and knowledge to effectively contribute to MiraCosta's educational mission through shared governance.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: JahB Prescott
Dept: Letters

Date: 3/1/2022

☒ **Option 1** ☐ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
☒ A credential other than teaching
☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ♦ His or her professional development
- ♦ The enhancement of the applicant's work at the college
- ♦ The students
- ♦ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

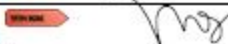
IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 3/2/22

Department Chair Signature:  Date: 3/2/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature:  Date: _____ Yes ☐ No ☐

Academic Senate President Signature:  Date: _____ Yes ☐ No ☐

Superintendent/President Signature:  Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature:  Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Old Dominion University	CCL 866	Seminar on the Modern		3	8/6/2022
Old Dominion University	ENGL 566	Asian American Literature		3	6/25/2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>55*</u> Requested Units: <u>6</u> Total Units: <u>61</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>4</u> , effective <u>7/1/22</u>
Comments: Total units include 5 semester units per the request to alter previously approved coursework.
Human Resources: <u>Carolyn Sneary</u> <small>Digitally signed by Carolyn Sneary Date: 2022.03.03 18:12:17 -08'00'</small> Date: <u>3/2/22</u>

Name: JahB Prescott
Department: Letters

Date: 3/2/22

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Leadership has always been in my wheelhouse. I previously engaged in Secondary Education leadership before being hired at MiraCosta. I'm interested in continuing that work with a course in Community College Leadership. CCL 866 will provide the opportunity to see the history of Community College and learn about current work in the field. I'm enrolling in the course at the Doctoral level in order to perhaps pursue a doctorate in this area in the future. I believe learning about Community College Leadership will assist me as I complete my tenure and seek to further my community relationship and presence on campus in a leadership role.

I'm interested in continuing that work with a course in Community College Leadership. I'm currently a co-lead in the Cultural Curriculum Collective and hold a position on several committees. I work in association with many leaders and see them as mentors. I want to eventually take what I have learned and return the power of mentorship for new incoming Spartans. CCL 866 will provide the opportunity to see the history of Community Colleges and learn about current work in the field. I'm enrolling in the course at the Doctoral level in order to perhaps pursue a doctorate in this area in the future. I believe learning about Community College Leadership will assist me as I complete my tenure and seek to further my community relationship and presence on campus in a leadership role.

Asian American Literature is a course I never had the opportunity to enroll in when I was in college. My college offered so few sections. I'm an advocate for Culturally Responsive and Culturally Relevant Literature. However, my ability to select a text that I feel confident with teaching the implicit and explicit cultural nuances requires more practice when attempting to include Asian American Literature. I believe I will be able to incorporate more culturally responsive and culturally relevant texts, as well as content lessons, and perhaps even include some zero cost texts from the OER. A text that engages my students with exposure to Asian American culture will increase their awareness and empathy toward their neighbors and classmates. This course will increase the equity and inclusion of voices represented in my English 100 course.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: NATE SCHARFF

Date: 02-17-2021

Dept: BUSINESS

☒ **Option 1** ☐ **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- ☐ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ♦ His or her professional development
- ♦ The enhancement of the applicant's work at the college
- ♦ The students
- ♦ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Nate Scharff Date: 02-17-2021

Department Chair Signature: Delores Loedel Date: 2-17-21 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes ☐ No ☐

Academic Senate President Signature: _____ Date: _____ Yes ☐ No ☐

Superintendent/President Signature: _____ Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
March 15th	Application for Advancement on the Salary Schedule due to SAC Administrative Secretary
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
MiraCosta College	SOC 207	Race & Ethnic Relations		3.0	12-10-2021
MiraCosta College	SOC 230	Introduction to Chicana/o Studies		3.0	12-10-2021
MiraCosta College	SOC 240	Introduction to Black Studies		3.0	12-10-2021

2. Catalog description (Attach a photocopy or print-out)

See attachment with descriptions.

Human Resources Use Only

Current Units: <u>57</u> Requested Units: <u>8*</u> Total Units: <u>65</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>4</u> , effective <u>7/1/22</u>
Comments: *Lower division courses limited to 8 semester units.
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Name: NATE SCHARFF

Date: 02-17-2021

Department: BUSINESS

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

As stated in my TRC cycle three self-study submission, I have a goal to increase both my personal efforts as well as department efforts towards enrollment, engagement and allyship for DI students and other marginalized groups facing oppression and equity challenges. Efforts to date include workshops, facilitation and support work at equity events and intent to complete DI-focused college courses as identified in this SAC application. As a Business instructor, my purpose is to provide DI students access to rewarding and successful careers by removing academic, industry and personal barriers that create a history of a white-dominated and unjust playing field.

The lower-division courses identified in this application have been selected deliberately to increase my knowledge of past and current racial oppression and structures impacting our most disproportionately impacted student groups: Black/African American and Chicanx/Latinx students. I teach Business. I am a White Male. Business runs on Capitalist ideals. Capitalist ideals are deeply intertwined with racism. There is a lot of work to do. Awareness, empathy and action are required. These courses are another step in this path for me.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Edwina Williams

Date: 2/28/22

Dept: Sociology

☐ Option 1 ☒ Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- ☒ Master's or Doctoral Degree
- ☐ A credential other than teaching
- ☒ Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.


IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Edwina Williams Digitally signed by Edwina Williams
Date: 2022.02.28 18:57:37 -08'00' Date: _____

Department Chair Signature:  Date: 2/28/22 Yes ☒ No ☐

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature:  Date: _____ Yes ☐ No ☐

Academic Senate President Signature:  Date: _____ Yes ☐ No ☐

Superintendent/President Signature:  Date: _____ Yes ☐ No ☐

Board of Trustees President: Signature: _____ Date: _____ Yes ☐ No ☐

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

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

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of San Diego	EDUC 604	Critical Social Theory		3	12/10/21
University of San Diego	EDUC 605	Educational Research		3	12/10/21
University of San Diego	EDUC 606	History of Education for		3	5/12/22
University of San Diego	EDUC 606	Language, Race, and		3	5/12/22

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>61.83</u>	Requested Units: <u>12</u>	Total Units: <u>73.83</u>
Eligible for Advancement?		
<input type="checkbox"/> No, _____ units needed to advance to Class _____		
<input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>		
Comments:		
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:48:04 -0800 Date: <u>3/3/22</u>		

Name: Edwina Williams

Date: 2/23/2022

Department: Sociology

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

I, Edwina Williams, am writing to request an advancement on the grounds of being enrolled in a doctoral program. My aim in this program is to actively better my teaching pedagogy relating to culturally sustaining practices and develop policies that seek social justice in education to further the mission of the college and the educational experiences of students.

My involvement in this doctoral program goes beyond my role in the classroom. The Ph.D. in Education for Social Justice program at the University of San Diego prepares people in the field of education to cultivate "...rich understandings and experiences of how they might use education to build more equitable, tolerant, and socially just societies and institutions" through their research and practice.

As associate faculty in the department of sociology and an active member of various committees at MiraCosta, such as the Budgeting and Planning, Scholarships, Service Learning, Black Alliance, and others, furthering my education in this program provides me with the needed tools to use theory to address pressing educational questions and challenges, engage in critical conversations of social justice, culture, and opportunity, analyze and critique existing academic research using qualitative, quantitative and mixed-method research techniques, and apply the knowledge gained to my personal and professional life.

Application for Altering an Approved Proposal

Name: Daniela McIntosh

Date: 2/1/22

Should the need arise for altering an approved proposal, the applicant must complete this form and submit a copy of the original application to the SAC Academic Administrative Assistant electronically. Applications for Altering an Approved Proposal are due October 1st and/or March 1st.

Reason for altering an approved proposal:

The courses listed below are no longer offered, and I ended up taking one of the listed courses for no credit. I am currently enrolled into the new courses listed in the second section. Please note that I did take Equity and Culturally Responsive Teaching and Humanizing Online Learning as listed in my original submission.

Previously Approved Coursework (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
FRESNO PACIFIC UNIVERSITY	TEC-1825	ONLINE COLLEGE COUNSELING		3	
FRESNO PACIFIC UNIVERSITY	TEC-1849	DIGITAL CITIZENSHIP		3	
FRESNO PACIFIC UNIVERSITY	TEC-1846	DYNAMIC ONLINE TEACHING		3	
FRESNO PACIFIC UNIVERSITY	TEC-1851	ONLINE TEACHING PRINCIPLES		2	

Change To (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
FRESNO PACIFIC UNIVERSITY	TEC-1848	INTRODUCTION TO COURSE DESIGN		3	2/12/22
FRESNO PACIFIC UNIVERSITY	LCM-1014	10-10-10 COMMUNICATION THAT MATTERS		3	4/9/22
FRESNO PACIFIC UNIVERSITY	TEC-1743	ASSESSMENT IN DIGITAL LEARNING		3	5/7/2022

Signature: _____

Applicant

Date: 2/1/22

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair: _____ Date: _____ Yes ☐ No ☐

Academic Senate President: _____ Date: _____ Yes ☐ No ☐

Superintendent/President: _____ Date: _____ Yes ☐ No ☐

Current Units: 36 Requested Units: 9 units Total Units: 45 semester units* Not eligible: 48 semester units needed to advance.

* Total units do not include TEC-1841 and TEC 1850 (6 semester units) listed on previous application. Cannot confirm if units have been completed. Carolyn Sneary, Human Resources Supervisor 3/3/22

Application for Altering an Approved Proposal

Name: JahB Prescott

Date: 3/1/2022

Should the need arise for altering an approved proposal, the applicant must complete this form and submit a copy of the original application to the SAC Academic Administrative Assistant electronically. Applications for Altering an Approved Proposal are due October 1st and/or March 1st.

Reason for altering an approved proposal:

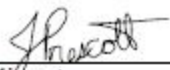
Discovered other courses more connected to my personal goals in teaching.

Previously Approved Coursework (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of California	LIT 801	Topics in American Culture	5		7/23/21
University of California	LIT 170	Topics in Poetry	5		7/23/21

Change To (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
San Diego State Univ	ED 997	AFT: The Summer Institute		2	6/4/21
Old Dominion Univ	ENGL 824	Online Writing Instruction		3	5/28/2021

Signature:  Date: 3/1/2022
Applicant

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair: _____ Date: _____ Yes ☐ No ☐

Academic Senate President: _____ Date: _____ Yes ☐ No ☐

Superintendent/President: _____ Date: _____ Yes ☐ No ☐

Total Unit: 50 semester units Requested: 5 semester units Total Units: 55 semester units
Not eligible to advance. 60 units needed to advance to salary class 4.



DATA COACHING

Presented by: Leila Safaralian

Spring 2022

DATA COACHING

Goal #2 of the Academic Senate 2021-2022:

One of our goals at the Academic Senate is to provide Data Coaching for faculty and create mentor faculty who can lead data coaching in MiraCosta College.

Taskforce Members:

Hossein Ravanbaksh

Tyrone Nagai

Leila Safaralian



RESEARCH PROCESS

The taskforce completed the following from September 2021 through January 2022:

- Held three taskforce meetings and four interviews with Data Coaching leaders inside and outside MiraCosta College.
- The taskforce interviewed Dr. Giovanni Sosa, Dean of Office of Institutional Effectiveness, Research, & Planning at **Crafton Hills College** and Laura Gonzalez and Xi, Data Coaching Coordinators at **Miramar College**.
- The taskforce interviewed Dean of **Strong Work Force** at MiraCosta College, Ben Gamboa.



RESEARCH PROCESS

- The taskforce interviewed the **Cultural Curriculum Collective** facilitators at MiraCosta College, JahB Prescott and Nate Scharff.
- The taskforce met with Dr. Denise Stephenson, PDP Coordinator at MiraCosta College and discussed the possibility of Data Coaching program at MiraCosta College.
- The results of the interviews and research were shared with the Academic Senate in December 2021.
- The Academic Senate Senators received feedback from their constituents regarding this research and shared them during the Academic Senate meeting in February 2022.



RECOMMENDATIONS

Based on an cursory assessment of local data coaching programs (Strong Work Force and Cultural Curriculum Collective) and external data coaching programs, we recommend the Academic Senate support the development of a broader faculty data coaching program in collaboration with current program leadership (i.e., Strong Work Force and Cultural Curriculum Collective) and the Office of Research, Planning and Institutional Effectiveness, and administration to do the following:



RECOMMENDATIONS

- Train faculty in racial and data literacy to analyze course success rates with an equity lens.
- Provide discipline-specific, equity-minded pedagogical interventions to respond to disproportionate impacts.
- Track the success rate of the participants for two years and provide collective untraceable data to the Academic Senate for review and individualized private data to participants.
- Provide incentives to faculty participants.
 - Including stipends or reassigned time for leadership or mentoring roles



BENEFITS

The development of a broader data coaching program:

- Will improve success and retention rate for ALL students.
- Will scale data coaching efforts across all disciplines.
- Creates a data informed culture.
- Leverage faculty-to-faculty data literacy.
- Enhance faculty's relationship with the RPIE Office.



WHO? WHEN? HOW?

Who will lead?

PDP and IPRC with support of RPIE.

When does it start?

Fall 2022

How will be implemented?

The IPRC and PDP will discuss the next steps of implementation.



QUESTIONS & COMMENTS

Thank You!





Office of the Superintendent/President
Sunita V. Cooke

DATE: March 21, 2022

TO: Luke Lara
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Faculty

The following full-time faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. Those recommendations will then be presented to the board of trustees for approval.

The following full-time faculty retirements have been accepted by the board of trustees:

Retiree	Job Title	Hire Date	Retirement Date	Years of Service
Noddings, Victoria	Instructor, Math	8/16/99	5/27/22	22.7
Pickett, Brent	Instructor, Math	8/17/92	5/27/22	29.7
Stephenson, Denise	Faculty Director	7/01/04	6/30/22	18
Whitney, Mark	Instructor, Child Development	8/16/99	5/27/22	22.7



Office of the Superintendent/President
Sunita V. Cooke

DATE: March 21, 2022

TO: Luke Lara
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Associate Faculty

The following associate faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. Those recommendations will then be presented to the Board of Trustees for approval.

Retiree	Hire Date	Retirement Date	Terms of Service
Gray-Adams, Grace	8/16/99	8/12/22	39
Herrick, Jane	1/13/06	6/22 21	39
Marbey, Debra	8/10/07	5/31/22	30
Zimmerman, Delphine	6/19/84	5/28/22	40



Credit for Prior Learning (CPL)

Benjamin Gamboa, Associate Dean-
Career Education

Delores Loedel, Faculty-Accounting

Donny Munshower, Faculty-
Counseling



2022

What is CPL Anyway!?

The American Council on Education (ACE) defines prior learning as skills and knowledge garnered outside of the classroom and notes that it can be obtained through both formal (e.g., testing, workplace training, military training) and informal (e.g., volunteer work, independent study) means. CPL occurs when such skills and learning are evaluated and determined to be equivalent to the articulated outcomes of a college course and students are granted course credit.

<https://www.cccco.edu>





Why is CPL Important?

We're Actually Already Doing It!

CPL has been in place at many institutions since the 1980's. By helping students with their CPL, we are putting them on the pathway to success. MiraCosta is already issuing CPL for:

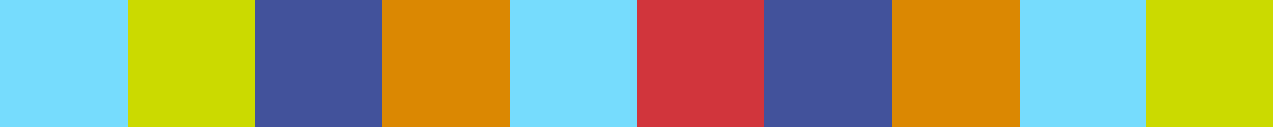
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Articulated Credit by Exam (CBE)
- College Level Examination Program (CLEP)
- Credit by Exam (like in the languages)
- Waivers & Substitutions (varies by department)
- Military Credit (only for electives at this time)

By institutionalizing this process in a more holistic manner, we will be making this easier for everyone.




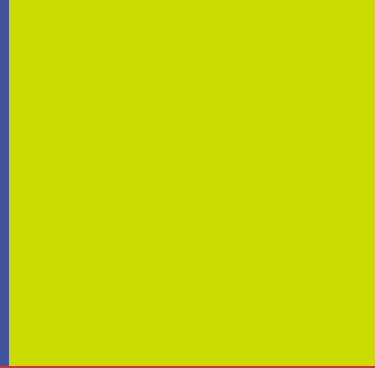
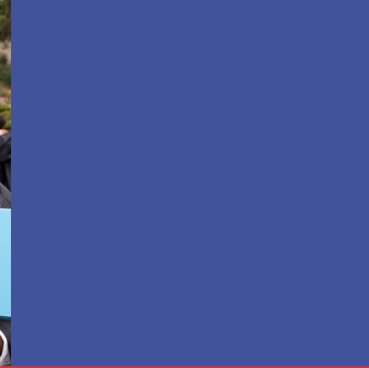
It's an Equity Game Changer

CPL is an important equity imperative integrated within the Vision for Success. California's working adults, predominantly people of color, need on-ramps to education and off-ramps to work to stay competitive in the future workforce. CPL makes it easier for learners to get a jumpstart towards a certificate or degree; in addition, validating their skills and knowledge with credit is a valuable signal that they belong in college. As a system, we must tailor learning and supports to help Californians upskill for future jobs.

- 
- **Credential completion**—new research from CAEL and WICHE found that adult students who participate in CPL are 17 percent more likely to complete, compared to those without CPL.
 - **Time saved**—adult CPL students saved, on average, 9-14 months in earning a degree (CAEL-WICHE study findings).
 - **Money saved**—depending on sector, adult students saved between \$1,500 and \$10,200 through CPL (CAEL-WICHE study findings).
 - **The evidence is clear that CPL hits squarely at what adult students care about most when they are considering postsecondary enrollment: completing credentials quickly and affordably.**
 - **Enrollment in more classes at the institution**—on average, adult students with CPL take 17 more course credits from their college or university compared to those without CPL.
 - **Validation and motivation**—qualitative interviews reveal that both students and institutional representatives find the CPL process to be empowering and validating. (Klein-Collins & Olson, 2014).

Why the Need to Expand?

- 
- A clear, expanded pathway that is easy to follow, well marketed, and consistent across the college will assist our students on their pathway to success and recognize the assets that they bring to the learning environment.
 - The expansion and process simplification of CPL can help us better market our programs, thereby expanding them.
 - It's the right thing to do!

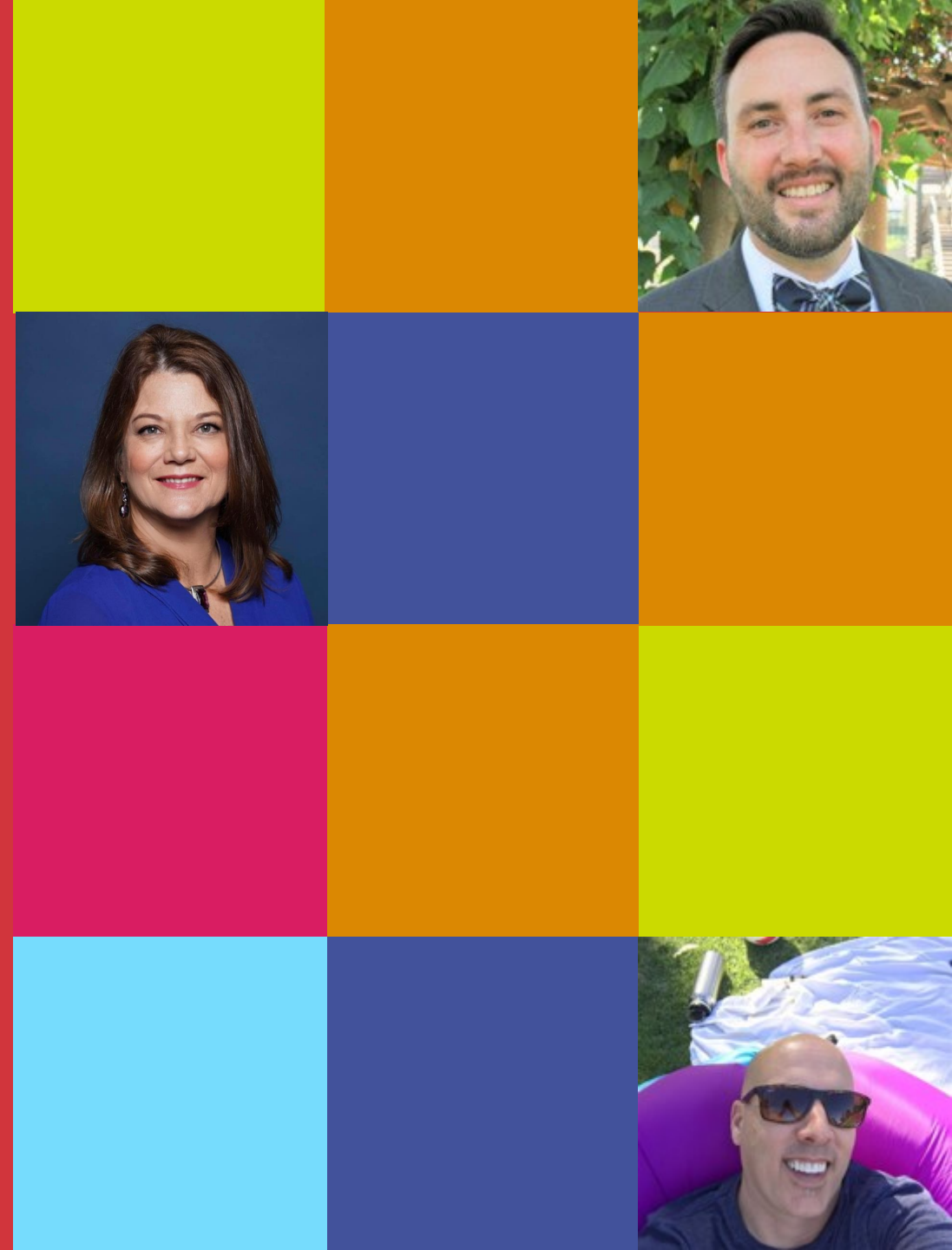


MiraCosta College Credit for Prior Learning Implementation Framework

[Document Link](#)

Questions/Feedback

1. What are we missing? Are there any groups or steps that you feel should be listed here that are missing?
2. Who is interested in being an earlier adopter of the CPL Framework and willing to work with their department to expand CPL at MiraCosta College?





ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

58th SESSION RESOLUTIONS **Spring Plenary**

FOR DISCUSSION THURSDAY

APRIL 7, 2022

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2nd Chair)

Nancy Persons, Santa Rosa College, Area B

Craig Rutan, Santiago Canyon College, Area D

Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during Thursday are marked with a #.
Resolutions and amendments submitted during Friday are marked with a ^.

- *1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- *1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- *3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- *3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- *5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- *10.03 S22 Disciplines List – Nanotechnology
- *17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

***1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

***1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

***3.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA³);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and “to put these words into practice”;

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#) recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

***3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action⁵ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*⁶ and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

⁶ [DEI in Curriculum Model Principles and Practices](#)

education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁷ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁷ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

+3.04 S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705

Whereas, The California Community Colleges Chancellor's Office (CCCCO) required that all California Community Colleges submit an Equitable Placement Validation report on their AB 705 implementation strategies for the lowest GPA band of entering students using a template that asked colleges to report enrollments as placements and de-coupled pre-transfer level coursework from college-level courses (with or without a corequisite) so colleges could not separate enrollments from placement, and colleges might have reported intermediate algebra as a college-level course;

Whereas, Most California Community Colleges' (CCC's) pre-college level mathematics courses are two or more levels below transfer and the Equitable Placement Validation report template allowed for a local comparison of throughput rates of pre-transfer level courses and pre-college level courses resulting in an outcome that over 90% of California Community Colleges were not maximizing throughput;

Whereas, Previous California Community Colleges Chancellor's Office (CCCCO) memos related to AB 705 were co-signed by the Academic Senate for California Community Colleges (ASCCC), however the CCCCCO memo ESS 21-300-015 (November 18, 2021) was not co-signed by the ASCCC, and ESS 21-300-015 strongly guides colleges to place students in transfer-level courses based on the outcomes from the Equitable Placement Validation report, moreover colleges should ensure that placements are equitable and do not disproportionately impact students regardless of GPA; and

Whereas, The charge of the Academic Senate for California Community College's Data and Research Task Force is "to assist local academic senates in using data effectively to improve teaching and learning," "to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters," and to include "data examination and exploration to improve educational programs and services to students."

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the Data and Research Task Force work with the California Community Colleges Chancellor's Office (CCCCO) to develop more robust and thorough methodologies that provide student-centered guidance to colleges that account for the differences among pre-college level, college level, and transfer level when reporting on AB 705 implementation efforts for disproportionate impacts;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the ASCCC Data and Research Task Force work with the California Community Colleges

Chancellor's Office to examine throughput rates for students that begin in one level below transfer and throughput rates for students that begin in transfer level and receive a substandard grade; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor's Office to reinvestigate the outcomes of the 2021 Equitable Placement Validation report in light of the clearer definitions of course levels, course enrollment, and course placement, and include disaggregated student outcomes for all GPA bands and course-taking patterns.

Contact: [Eric Wada](#), Folsom Lake College, Area A

+3.05 S22 Disaggregate Asian and Pacific Islander Student Data

Whereas, The Asian and Pacific Islander (API) population is more heterogeneous than any other racial group in the US, with more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration histories, cultures, and religions; that "Asian American" is a political term originally intended to unite Asian sub groups in a unified fight for justice and equity; and that the California Community Colleges Chancellor's Office (CCCCO) only publicly disaggregates Asian and Pacific Islander students into three ethnic groups: Asian, Filipino, and Pacific Islander⁸ and therefore misrepresents the needs of underserved API populations;

Whereas, the Academic Senate for California Community Colleges' (ASCCC) [Inclusivity Statement](#) specifies a "goal of ensuring the equal educational opportunity of all students" and a "commitment to diversity requires that we strive to eliminate those barriers to equity," and a lack of access to disaggregated API student data is a barrier to informed, targeted resource allocation and equitable educational opportunities;

Whereas, Only 27% of South East Asian Americans (SEAA) hold a higher-education degree compared to 49% of "Asian Americans"; hence, access to higher education disproportionately affects the 910,000 SEAA living in California, including Hmong, Vietnamese, Cambodian, and Laotian communities, when compared to "Asian Americans" as a whole community⁹; and

Whereas, The CCCCCO's current grouping of API students does not allow for the identification of disproportionately impacted API student groups and therefore places SEAA and other unidentified disproportionately impacted API students at a disadvantage for resource allocation and decision-making purposes relating to initiatives such as AB 705, Student Equity, and Guided Pathways.

Resolved, That the Academic Senate for California Community Colleges collaborates with the California Community Colleges Chancellor's Office (CCCCO) to refine data

⁸ https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

⁹ https://www.searac.org/wp-content/uploads/2020/02/SEARAC_NationalSnapshot_PrinterFriendly.pdf

disaggregation processes to increase transparency of and access to CCCCO data so colleges can better serve misrepresented student populations such as South East Asian Americans and other unidentified disproportionately impacted Asian and Pacific Islander groups;

Resolved, That the Academic Senate for California Community Colleges urges local senates to apply the fully disaggregated data to allocate resources relating to equity initiatives and provide guidelines to make equitable decisions relating to students;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to develop guidelines for regularly reviewing and revising data practices to ensure our students are correctly represented; and

Resolved, That Academic Senate for California Community Colleges works with local senates to implement best practices regarding regularly reviewing data to ensure that disproportionately impacted Asian and Pacific Islander students are identified.

Contact: [Michael Takeda](#), Fresno City College, Area A

+3.06 S22 Noncredit Spanish Language Course Outlines of Record and Regional Support

Whereas, The State of California has seen a significant increase in Spanish-speaking residents over the last 10 years, an increase that is reflected in our student enrollment trends; and

Whereas, Several colleges, including Cerritos College and Los Angeles Trade Tech College, have already successfully implemented processes by which Spanish-language versions of their courses can be offered; and

Whereas, Demand for noncredit courses in Spanish has significantly increased especially in noncredit and Vocational Education/Career Technical Education (CTE) program areas such as automotive technology, culinary arts, sewing, computer literacy, electrical, and entrepreneurship; and

Whereas, The current lack of processes at local community colleges that could encourage and include Spanish-language courses could also result in a lack of regional collaborations that may benefit Spanish-speaking students in expanding their academic opportunities;

Resolved, That the Academic Senate for California Community Colleges urges local senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and Vocational Education Career Technical Education courses that will allow for the courses to be taught in Spanish;

Resolved, That the Academic Senate for California Community Colleges urges local senates to work with their curriculum committees through their curricular process to develop or amend Spanish language indicators to be added to titles and course descriptions

of noncredit, basic skills, and Vocational Education Career Technical Education courses; and

Resolved, That the Academic Senate for California Community Colleges urges local senates work with their curriculum committees to develop or amend Course Outlines of Records that are intended to be taught in Spanish.

Contact: [Luciano Morales](#), Cerritos College, Area C

5.0 BUDGET AND FINANCE

***5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987¹⁰ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122¹¹ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

¹⁰ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

¹¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01¹² *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹³;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹⁴; and

Whereas, AB 1746¹⁵ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746¹⁶ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act; and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

+6.02 S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022

Whereas, The Academic Senate for California Community Colleges acknowledges the importance of academic freedom, most recently through the Fall 2020 adoption of a paper Protecting the Future of Academic Freedom in a Time of Great Change and adoption of Resolution 06.02 F20 *Legislative and System Support for Academic Freedom*, which called for

¹² Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹³ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹⁴ Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹⁵ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

the Academic Senate for California Community Colleges “to work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom”; and

Whereas, Current polarizing racial, cultural, and political events and increasing efforts to silence opposing viewpoints necessitate public reaffirmation of core principles of academic freedom, including that “academic freedom allows for students to be introduced to a diverse range of ideas that often contrast and even compete with each other within an academic framework and invites them to participate in a rigorous analysis and comparison of these ideas as a means of developing their own interpretations” (Vélez & Curry, Academic Freedom and Equity, ASCCC Rostrum, November 2020);

Whereas, While Title 5 §51023 requires governing boards of community college districts to adopt a policy statement on academic freedom, California Education Code does not include specific provisions protecting academic freedom, resulting in a wide variety of academic freedom policies across districts and colleges and a lack of “the uniformity necessary to uphold and ensure the principles of academic freedom across all of California’s community colleges” (SR45, Min as of March 17, 2022); and

Whereas, SR45 (Min, 2021) acknowledges that “Freedom of thought and expression are necessary for every higher education institution “ and “Academic freedom is foundational for the free flow of knowledge, ideas, and governance on college campuses” while also declaring, “that academic freedom is an essential requisite for teaching and learning in California Community Colleges”, a position that the ASCCC Executive Committee expressed in its letter of support following action at its February 4-5, 2022 Executive Committee meeting: “[SR 45] is thus both timely and important, and the ASCCC appreciates and endorses its accurate explanation of the significance of and issues surrounding academic freedom as well as its strong statement of support for the concept”;

Resolved, That the Academic Senate for California Community Colleges takes a position in support of SR 45 (Min, as of March 17, 2022).

Resolved, That the Academic Senate for California Community Colleges advocates for the explicit inclusion of Academic Freedom in California Education Code.

Contact: [Sharyn Eveland](#), Taft College, Area A

+6.03 S22 Upholding the California Community College Mission - Seeking Amendments to AB 1705 (Irwin, as of March 15, 2022)

Whereas, California education code 66010.4. (a) (1) defines the primary mission for the California community colleges to “offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.”

Whereas, California education code 66010.4. (2) further requires the California community colleges to offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

Whereas, California education code 66010.4. (3) expands the primary mission of the California community colleges "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;" and

Whereas, The language of AB 1705 (Irwin, 2022) defines pre-transfer courses to include "basic skills," "remedial", and "college-level" including non-credit courses, and mandate most students are placed enrolled directly in transfer-level written communication and quantitative reasoning courses for programs which require any math or English courses;

Resolved, That the Academic Senate for California Community Colleges seek the following language amendments to AB 1705 (Irwin, 2022) in order to protect the mission and serve the students of the California community colleges:

"Placement and enrollment of students in a transfer-level English or Mathematics course should not prevent students from enrolling in a pre-transfer level English or Mathematics course when a *student determines* a course fulfills their academic needs based on the desire to:

1. Complete a certificate or Career Technical Education program.
2. Make up for learning loss from the COVID-19 global pandemic or break in education.
3. Build skills or re-skill.
4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.

It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs."

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

+6.04 S22 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Whereas, The right of students to enroll in a transfer level English or mathematics course resulting from AB 705 should not require that students forfeit their right to take a pre-transfer level English or mathematics course for the purpose of academic preparation, meeting non-transfer degree/certificate requirements¹⁷, re-skilling, or life-long education¹⁸;

Whereas, AB 705 requires colleges to maximize the probability that students will complete transfer-level English and mathematics within a one-year timeframe but does not explicitly prohibit colleges from offering pre-transfer level English and mathematics courses as an option for students;

Whereas, Concluding that pre-transfer level English and mathematics courses should no longer be offered runs counter to the intent of AB 705 given data suggesting otherwise¹⁹ or widening of equity gaps²⁰ that require further exploration; and

Whereas, That the Academic Senate for California Community Colleges has urged stakeholders to address COVID-19 related learning disruption by providing students with access to a community college education by offering adequate English and mathematics courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic²¹;

Resolved, That the Academic Senate for California Community Colleges supports the right of any student to choose to take pre-transfer level English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor's Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and mathematics courses for students interested

¹⁷ Note that Intermediate Algebra satisfies mathematics competence for the Associate Degree per CCR, Title 5, § 55063.

¹⁸ "There is a broad consensus among economists and higher education experts that re-skilling and life-long learning are central to the future of work." Page 26, The Master Plan for Higher Education in California and State Workforce Needs (2018), https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf

¹⁹ Data from the Los Angeles Community College District's Office of Institutional Effectiveness [https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/\\$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf) found that students who recently completed intermediate algebra had a higher rate of success in transfer level mathematics in Fall 2019, Fall 2020, and Fall 2021.

²⁰ PPIC, A New Era of Student Access at California's Community Colleges Technical Appendices, 2022, <https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf>, found that while throughput grew for all student groups, there has been a widening of the equity gap in throughput for Black and LatinX students.

²¹ ASCCC Fall 2021 Plenary Resolution 20.01, Improve Mathematics and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, <https://asccc.org/resolutions/improve-mathematics-and-english-outcomes-expanding-access-and-addressing-covid-19-related>

in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

Contact: [Jeffrey Hernandez](#), East Los Angeles College, Area C

+6.05 S22 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)

Whereas, AB 1705 (Irwin, 2022)²² as of March 16, 2022 would require that California Community Colleges create a Transfer Level Gateway Completion Dashboard by July 2023 that shall be updated annually and shall contain data on a statewide basis, and disaggregated by regional, district, and college levels, including drop out prior to census date counts in mathematics, English, and ESL English;

Whereas, The California Community Colleges Chancellor's Office is assessing and evaluating AB 705 (Irwin, 2017)²³ or California Education Code section 78213²⁴ compliance by using student enrollment data in transfer-level coursework but does not include all enrollment data in the evaluation and assessment; and

Whereas, AB 1705 (Irwin, 2022)²⁵ as of March 16, 2022 would require that colleges not only place but also enroll students in transfer-level courses with limited exceptions;

Resolved, That the Academic Senate for California Community Colleges work with system practitioners, partners, and stakeholders as well as the legislature to include the requirement for the California Community Colleges Chancellor's Office to create a Transfer Level Gateway

²² AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²³ AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²⁴ CA EDC:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC

²⁵ AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Completion Dashboard remains in AB 1705 (Irwin, 2022)²⁶ and includes a data element on student enrollment from the first day of each course through the census date for each college.

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

***7.01 S22 Public Access for Vision Resource Center Materials**

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor’s Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor’s Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the

²⁶ AB 1705 (Irwin, 2022):

https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

***9.01 S22 Definition and Guidance for Cross-Listing Courses**

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook](#) (PCAH);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{27, 28} but the processes should maintain the integrity of the discipline and instruction; and

²⁷ https://www.asccc.org/sites/default/files/COR_0.pdf

²⁸ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

***9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment**

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

+9.03 S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs

Whereas, AB 927 (Medina, 2021) expands baccalaureate degree programs in California Community Colleges;

Whereas, Applicants to California Community College Baccalaureate Degree Programs currently must complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum, both of which may soon be obsolete given the AB 928 (Berman, 2021) mandate to “establish a singular lower division general education pathway that meets the academic requirements necessary for admission to the California State University and the University of California” for implementation by fall 2025, and that the pathway “be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments”; and

Whereas, The scope and purpose of baccalaureate degrees differ between the California Community Colleges, the California State University, and the University of California, and specifics for lower division general education preparation differs based on those scopes and purposes;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop a lower division GE pathway specific to California Community College Baccalaureate Degree Programs for delegate approval by Spring 2023 and system-wide implementation by fall 2024.

Contact: [Erica Menchaca](#), Bakersfield College, Area A

+9.04 S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies

Whereas, C-ID constructed a template in “Social Justice Studies” as a general “Area of Emphasis” for students wishing to transfer into Ethnic Studies programs or Women and Gender Studies programs;

Whereas, the fields of Ethnic Studies and Women and Gender Studies have long been recognized in higher education as distinct and legitimate disciplines and exist as separate programs and degrees at transfer institutions including California State University and University of California;

Whereas, assembling a transfer pattern for students wishing to pursue degrees in Ethnic Studies or Women and Gender Studies under the designator, “Social Justice Studies,” does not align with California State University and University of California disciplinary majors and denies students a disciplinary identity and home at the community college level and a clear transfer pathway; and

Whereas, the forthcoming departure of Ethnic Studies from the Social Justice Studies designator offers an opportunity to create a new transfer model curriculum (TMC) for Women and Gender Studies and reassess the effectiveness of the Social Justice TMC;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup, C-ID Advisory Committee, and the California State

University Chancellor's Office to consider creating a transfer model curriculum for Women and Gender Studies by December 2022.

Contact: [Carl Sjovold](#), Sacramento City College, Area A

+9.05 S22 Defining Competencies for Associate Degree Requirements

Whereas, California Code of Regulations Title 5 §55063 establishes additional requirements for students to earn an associate degree including demonstrated competence in reading, written expression, and mathematics;

Whereas, Current regulations define the standards to meet these requirements by associating those requirements with specific courses or disciplines and outlining methods for establishing equivalencies to courses in those specific disciplines rather than defining reading, written expression, and mathematics competency statements; and

Whereas, The discipline-specific language in the regulation stifles colleges from allowing courses from a variety of disciplines to meet the requirements and severely impedes students from taking courses more relevant to their academic program and career goals that would also meet reading, written expression, and mathematics competency statements;

Resolved, That the Academic Senate for California Community Colleges bring faculty discipline groups together to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements, and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Curriculum Committee and the Chancellor's Office to revise the additional requirements section in Title 5 §55063 to include competency statements for reading, written expression, and mathematics rather than associating student demonstration of competence with any specific courses or disciplines.

Contact: [Randy Beach](#), Southwestern College, Area D

10.0 DISCIPLINES LIST

***10.01 S22 Disciplines List – Asian American Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges,

also known as the Disciplines List, supported the following revision of the Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

***10.02 S22 Disciplines List – Native American/American Indian Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

***10.03 S22 Disciplines List – Nanotechnology**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

***13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees**

Whereas, The California Community Colleges Chancellor's Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” ([Resolution 3.05 F21](#));

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the Academic Senate for California Community Colleges “encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources” ([Resolution 9.05 S19](#)); and

Whereas, [California Education Code §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and

degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways ([Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020](#));

Resolved, That the Academic Senate for California Community Colleges urges the California Community Colleges Chancellor's Office to require that all recipient colleges and districts of Zero-Textbook-Cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the Academic Senate for California Community Colleges encourages the California Community Colleges Chancellor's Office to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments**

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges' Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard ²⁹(2020) says that “ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”; and

Whereas, Accessibility is an academic and professional matter per [Title 5 §53200](#), and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, That the Academic Senate of California Community Colleges urges local senates to advocate for making accessibility a campus-wide priority because it relates to faculty agency over equitable student access in all teaching and learning environments;

Resolved, That the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2023 to include clarification

²⁹ <https://drive.google.com/file/d/1Bss1F09dH4yrc6Cid6zNK0HfLuXV5vp/view>

of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

***13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee**

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor's Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional

learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and Memorandums of Understanding produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or California Department of Corrections and Rehabilitation (CDCR) to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for Memorandums of Understanding concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local Memorandums of Understanding between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.04 S22 Establish Rising Scholars Faculty Liaisons**

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level Memorandums of Understanding, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for

California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, The Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching or engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by California Department of Corrections and Rehabilitation (CDCR), California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning**

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)³⁰ charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional

³⁰ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

learning and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional learning at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see [Resolution 13.01 R F21](#)) for clarification on intent and how each “Resolved” can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

+13.07 S22 Advocate for the Protection of Online Learning Integrity

Whereas, During the last decade, there has been significant support from the California Legislature for online and distance education to improve access to California Community Colleges, and during the COVID-19 pandemic, online course offerings at California Community Colleges have increased dramatically and enrollment trends indicate a continued increased interest in online learning;

Whereas, Faculty have engaged in professional development including strategies, pedagogies, and course design for online learning all while meeting Federal and State regulations to provide sustainable and flexible access to college in order to meet the increasing demand for high quality remote learning;

Whereas, The sharp increase in online learning has also created an economic market for educational fraud where companies sell their services to take courses on behalf of students for a fee or companies masquerading as study sites but in practice are fraud libraries providing paying users answers to assignments or access to essays for sale as documented in reporting from The Los Angeles Times³¹, The Atlantic³², and The Hechinger Report³³ and thus violate the integrity of degrees and security of college enterprise systems and;

Whereas, It is evident that online education is here to stay and the solution to the nefarious mischiefs caused by this growing cottage industry of fraud is to innovate and protect the integrity of online courses and enterprise systems, not to backtrack from this inclusive learning modality;

Resolved, That the Academic Senate for California Community Colleges advocate with the Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud;

Resolved, The Academic Senate for California Community Colleges advocate with the Chancellor's Office for additional resources to support local procurement of online learning tools that assist faculty in monitoring academic dishonesty, and;

Resolved, The Academic Senate for California Community Colleges advocate with the Chancellor's Office for continued and expanded support of professional learning to gain additional pedagogical skills to help prevent and identify educational fraud of this nature.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

+13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program

³¹ <https://www.latimes.com/opinion/story/2021-10-24/online-cheating-apps-remote-learning>

³² <https://www.theatlantic.com/education/archive/2015/11/cheating-through-online-courses/413770/>

³³ <https://hechingerreport.org/another-problem-with-shifting-education-online-cheating/>

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges” and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—asccc-oir.org—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable,

and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and

- Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated \$115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state’s community colleges, and in Resolution 3.05 F21, “the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” and “to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the Academic Senate for California Community Colleges advocates to the California Community Colleges Chancellor’s Office and system partners for allocating a portion of the \$115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

Contact: [Josh Franco](#), Cuyamaca College, Area D

+13.09 S22 Understanding the Impact of HyFlex Modalities and Non-Academic Entities

Whereas, The COVID-19 pandemic has accelerated an interest in online and hybrid modalities of instruction including the “HyFlex” modality which attempts to create a classroom environment that includes fully online and traditional face-to-face options for students within the same section;

Whereas, Universal access to education cannot be addressed by technology alone, but requires the commitment of pedagogical adaptation, human facilitation of access, changes to the built environment, and affordability;

Whereas, Numerous concerns over the impact of HyFlex modalities in the classroom have been expressed by faculty and students, including concerns over accessibility, quality of education, surveillance, confidentiality, academic freedom, and student rights; and

Whereas, Concerns have also been expressed by faculty that the technical requirements of HyFlex modalities may encourage the participation of for-profit companies and other non-academic entities whose primary purposes are not student-focused and who may negatively impact the learning environment;

Resolved, That the Academic Senate for California Community Colleges researches the role and prevalence of for-profit technology companies and other non-academic entities in HyFlex course offerings in California's community colleges and HyFlex technologies impact on student learning, and present their findings via a position paper by the Spring of 2023; and

Resolved, That the Academic Senate for California Community Colleges reaffirms that the determination of the modalities by which courses are offered is the purview of instructional faculty and any decisions regarding modalities should include approval by the local Academic Senate as the representative body of the faculty.

Contact: [Paul Alexander](#), San Diego City College, Area D

17.0 LOCAL SENATES

***17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

Whereas, The COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 [Stay At Home Order](#), of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, Most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, The California Community Colleges' Chancellor's Office responded by November 2, 2020³⁴ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing

³⁴ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, The impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, That the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, That the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, That the Academic Senate for California Community Colleges encourages local Academic Senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

***17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons**

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service,

and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

+17.02.01 Amend 17.02.S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Add a 2nd Resolved

Resolved, that the Academic Senate for California Community Colleges encourage local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

Contact Gregory Beyrer, Cosumnes River College, Area A

+17.03 S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses

Whereas, Previous Academic Senate for California Community Colleges presentations have recognized that course enrollment maximums are maximum student enrollment limits specified for each course, and course enrollment maximum determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, Even though California Community Colleges are functioning under a new funding formula that also binds student attainment to funding, most colleges still rely too heavily on an enrollment strategy that chases full-time equivalent student (FTES) by foregrounding perceived notions of efficiency and productivity;

Whereas, Pedagogical practices that foreground Inclusion, Diversity, Equity, Antiracism, and Accessibility (IDEAA) thrive in an environment that humanizes the student/teacher relationship

and allows the space for the building of trust, community, and unity— conditions that require both time and space to achieve, and are antithetical to the “full classrooms” strategy of enrollment; and

Whereas, Faculty members who practice IDEAA pedagogies work hard to cultivate relationships of trust and learning with their students and community, and should be able to have a hand in deciding what constitutes a “full class” for the sake of true learning and educational connection;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to engage in collaboration with their bargaining agents to determine appropriate course enrollment maximums in consideration of pedagogical, health, and safety factors, including, but not limited to, the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the Course Outline of Record (COR) and in alignment with IDEAA values; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the paper³⁵, “Setting Course Enrollment Maximums: Process, Roles, and Principles,” adopted 2012 with guidelines to assist faculty in the determination of course enrollment maximums based on promising practices and culturally responsive pedagogy, teaching, and learning that are framed by IDEAA principles and the exigencies occasioned by the Covid-19 pandemic and bring to the fall 2023 Plenary Session for consideration by the ASCCC delegates.

Contact: [Matthew Goldstein](#), College of Alameda, Area B

19.0 PROFESSIONAL STANDARDS

***19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work**

Whereas, [Resolution 3.01 SP14](#) *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution 3.01 SP14 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in

³⁵ Setting Course Enrollment Maximums: Process, Roles, and Principles:
https://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf

turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool³⁶ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

³⁶ [Cultural Humility Tool](#)