



Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/88517959427>

Meeting ID: [885 1795 9427](https://miracosta-edu.zoom.us/j/88517959427)

Find your local number: <https://miracosta-edu.zoom.us/j/88517959427>

AGENDA

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

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate **[Time 9:10; 15 minutes]**
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of May 2, 2025
 - B. 2024-25 Full-time Faculty Emeritus List
 - C. 2024-25 Associate Faculty Emeritus List
 - D. Full-time Faculty Office Assignments, Oceanside and San Elijo
 - E. 2024-2025 Academic Senate and Subcommittees Annual Report
 - F. Equivalencies; ESL and Music
 - G. MiraCosta Online Class Quality Guidelines v2.2
Description: Approve minor updates to the Online Class Quality Guidelines made by the MiraCosta Online Educators. The changes align the Requirements section with the recently updated AP 4105, and update a handful of examples in the Practices section.
- VII. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. AP 7211.1 Equivalency – Davis **[Time 9:30; 5 minutes]**
Description: Revisions remove "eminence" as a qualification and apply changes to align with ASCCC guidelines; revisions also allow the committee to update local guidelines to better serve and support applicants and department chairs navigating the equivalency

BP 2510: Collegial Governance and Participation in Local Decision Making

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

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

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

process.

VIII. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. BP 4070: Auditing – *Fallstrom* [Time 9:35; 7 minutes]

Description: CPC has developed AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.

B. AP 4070: Auditing – *Fallstrom* [Time 9:42; 8 minutes]

Description: CPC has developed AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.

C. AP 4240: Academic Renewal – *Hull* [Time 9:50; 10 minutes]

Description: Reduction of the minimum units that need to be completed with at least a 2.0 grade point average before a student can petition for academic renewal. Currently, students need to complete 15 units and the update recommends a change to 6 units.

D. 2026-2027 Academic Calendar Traditional – *Hull* [Time 10:00; 10 minutes]

Description: 3 different versions of the compressed calendars were discussed and voted on by AAC and are included here as items VIII.D-F. MiraCosta College is awaiting approval by the Chancellor's Office to compress the academic calendar based on the Calendar Taskforce's recommendation. The first calendar preserves a status quo, 17-week calendar, while the final two compress the calendar and offer alternative distribution of FLEX days. Upon receiving approval to compress the calendar, the Academic Senate will see item E and item F for a second read vote next August.

E. 2026-2027 Academic Calendar Compressed Version A – *Hull* [Time 10:10; 10 minutes]

F. 2026-2027 Academic Calendar Compressed Version B – *Hull* [Time 10:20; 10 minutes]

G. Resolution 1-25: Artificial Intelligence in Teaching and Learning – *Sullivan* [Time 10:30; 20 minutes]

Description: Then Academic Senate will consider adoption of a resolution articulating commitments: that faculty develop analytical and practical knowledge of ubiquitous AI technologies, that faculty and students think critically about the impacts of AI, that faculty work together to design learning experiences that teach students to evaluate AI, and that the institution prioritize development of independent AI teaching and learning systems.

IX. Information

A. Syllabus Checklist – *Hull* [Time 10:50; 2 minutes]

Description: AAC will share information regarding updates to the syllabus checklist.

B. Full-time Faculty Hiring – *Hull* [Time 10:52; 3 minutes]

Description: Fall 2025 Timeline for Full Time Faculty Hire Plan Prioritization, Areas of Consideration for Evaluation and Prioritizing Full Time Faculty Hire Requests, and a plan author checklist will be presented.

C. Aligning Institutional Course Scheduling Protocol with 10+1 - *Tucker Sade* [Time 10:55; 10 minutes]

Description: Update on matters regarding the alignment of institutional course scheduling protocol with the academic and professional areas under Academic Senate primacy. Specific areas of interest are processes for institutional planning and budget development, educational program development, and standards or policies regarding student preparation and success.

X. Discussion

A. Updates on CCN Implementation (standing item) [Time 11:05; 2 minutes]

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

B. Consider AAC/MOE Proposal for a System to Supplement Course Section Information for Students – *Julius* [Time 11:07; 10 minutes]

Description: Discuss a proposal from AAC and MOE for a system that will supplement SURF to provide meaningful information to students at the time of class selection, and will streamline processes by which faculty provide required information. As envisioned, the system would replace current textbook adoption and ZTC/LTC status selection systems. It also provides a means for compliant with newer state regulations for disclosure of distance education class information in the class schedule. Finally, this would also enable faculty to provide a warm and personal introduction to themselves and their class.

XI. Reports (Written, Included Via Links Below)

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

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

XII. Adjournment

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

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

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

UNOFFICIAL MINUTES

I. **Call to Order**

ASP Mitchell, respectfully acknowledged that MiraCosta College is on the traditional territory of the Luiseno/Payomkawichum people. The meeting was called to order at 9:03am

II. **Remote Member Attendance**

Description: Academic senate will consider remote participation of members under the provision of AB2449, if any.

No member of the Academic Senate requested remote participation under the provisions of AB2449.

III. **Roll Call**

Members present: curry Mitchell, Daniel Ante-Contreras, Sean Davis, Erica Duran, Jim Julius, Jeff Murico, Ghada Osman, Alexis Tucker-Sade, Afifa Zaman, Robin Allyn, Julie Graboi, Sarah Gross, and Brian Page.

Members absent: Nate Scharff, Sunny Cooke, Krista Warren-Yagubyan.

Others present: Paul Clarke +14, Daria Davis, Dwizzle, Kim Coutts, Kris Peck, Krista Warren-Yagubyan, Lauren Halsted, Luke Lara, Mary Gross, Parisa Zaen, Sofia James, Sona Wolfe, Zach Gardner.

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. To efficiently manage the business of the committee, the committee chair may limit the amount of time.

Senator Tucker-Sade asks the senate to “fulfill its duty to our community and to our students and take the matter she is about to share to the next and final senate meeting of the year.” Her statement is “MiraCosta is a CA Community College, it shall as a primary mission offer academic and vocational instruction at the lower division lower level for both younger and older students including those returning to school.”

She read, “on Monday, April 27 IS faculty chairs received notice from their deans that administrators made the decision that we will not have any growth for summer and fall and we will not have the ability to work within our means as has been tradition based on the classes currently allocated in the published catalog; that is low enrolled classes will be cancelled without regard for modality and faculty will not have the opportunity to repurpose the LHE to address student demand in other sections.” Questioning “how is it legally and ethically bound to our mission statement that we consistently threaten students with the possibility that they will not be able to meet their educational goals” and the effect that

cutting classes will have on faculty who rely on these classes as income. Stating that “if students enroll, regardless of how we are serving our legally defined purpose, cutting those classes is a failure to meet the obligation we entered with the public when we published that schedule.

Why is it justifiable to ask our students and our associate faculty to bear the brunt of a mistake of administration. It is the job of our administrators to populate our classes, to fill our enrollment. As a home-owning taxpayer in Oceanside, we entrusted you with half of a billion dollars, and we don’t see a commitment from our administrators. As a taxpayer I want to know what is happening. What are the other divisions doing, I want to see a report.”

V. **Changes to Agenda Order – None**

VI. **Consent Calendar**

Items A-K unanimously approved, sans E.

Motion to approve the discussion of Item E [MSU Davis/Zaman]

ASP Mitchell points out that there is an error on consent item d), the Chair of the Awards Committee should reflect Robin Allyn, succeeding Jim Julius.

Meeting dates for next AY will continue as the 1st and 3rd Friday. Fall semester’s first Friday is August 8th, we will hold senate and roll into retreat. Senators agree to holding retreat ahead of senate meeting on this date to provide acclimitizing time for elected senators. **Item e)**

2025-2026 Academic Senate Calendar unanimously approved.

VII. **Second Read/ Action Item**

**A. Academic Senate Awards Committee Reorganization [10 min – time certain noted]
[MSU Davis/Graboi]**

Discussion: Senator Page asks what next steps will be, wanting to ensure that there will not be a loss in distributing awards. CO Julius responds that the decision was brought forward to senate for full transparency and integrity of the change. Noting that incoming Senator Allyn is already set to receive the 20% Reassigned Time as Coordinating Officer and acknowledges the duties of the position. Let the minutes reflect that *“we should have a Jim Julius Award for just consistently being dope.”* **Senate unanimously approves the proposal to disband and reorganize the awards committee.**

**B. Administrative Policy 5530 Student’s Rights and Grievances – Hull
[MSU Davis / Duran]** Senator Zaman abstains.

Academic Senate President gives a summary of revisions AAC made in regards to part A and B - Conflict Resolution, specifically adding clarity to what actions will be taken when a department is without a Chair. Fall 2024 Meeting Minutes referenced for context.

Discussion: Chairs are given reassigned time to handle administrative duties such as grievances and complaints. Negotiations with the district may reallocate funds within

programs to address compensating faculty who end up as a **designee.**, **reference AP 5530 revision-draft.** AAC is looking at training for the campus on how-to support students with filing a grievance. Senator Graboi asked about college philosophy on amending grades upon student request. Primacy 10+1 #3 Grading Policy, senate president shared the process he would follow, and VPI Pescarmona shared the legal framework for grade changing, **reference California Education Code Title V, Sect. 55025:** with only four instances where the instructor's determination can be overwritten:

1. A mistake
2. Fraud; both of the faculty or the student
3. Bad Faith
4. Incompetency

VP Davis adds that faculty members do not know AP 5530 [Student Grievances Policy] exists until it is too late, and they are hearing from their Department Chair or Dean on a complaint. He also points out that Financial Aid is not listed within the AP and asks if they should be, considering that there are many complaints around Financial Aid from students.

Senator Zaman expressed concerns about the power differential in the current process and the need for a student advocate, a neutral party for resolving conflict such as an ombudsman. She knows that students are reluctant to move forward in addressing grievance with the current parameters.

Final thoughts from AAC Chair Hull were that AAC followed a four step process in revising the administrative policy - it is important to note that AAC wanted sections A & B to remain in the hands of faculty and C & D to be in the hands of administration. Peer and student feedback was reviewed by Nick Mortalone, and student guidance was given to those involved to navigate the grievance process.

VIII. **Administrative Policy 7211.2 - Equivalency**

This AP was substantially revised under the leadership of fulltime faculty Jeff Ihara. Senate discussed the idea of eminence and how ASCCC's guidance on eminence is tricky; it is the assumption that someone who is professional and sort of proven in a field ought to have qualification or equivalency. The equivalency committee worked with two experts in the field on a draft revision and with much feedback has implemented local changes. **A) Equivalency Committees can develop clear processes for determining eminence, B) they can streamline procedures and coordinate with HR to better serve individuals and those involved in the equivalency process, and they will be able to clarify criteria for equivalency members in reviewing requests. The final guidance will support Professional Development resources to sustain this work going forward, supporting new committee members with sustained policies.** ASP Mitchell adds that the committee cannot do any of the above without Senate approving the policy. **Discussion: Senator Graboi** shares that the community college system seems to have higher standards than elite universities. She agrees that the idea of eminence does have a place and asks is there any place at all for people who have

inventions or patents? Does this no longer count for anything? This was given some context by reply from ASP Mitchell that since many of our students are continuing to transfer to a CSU or UC, and transcripts are audited, we as a college need professors of record, we need to be able to defend the equivalency that allows them to teach, so that the units stand firm. This, he believes, is why community college and MiraCosta College may be held to a higher bar than say an elite university where a student may be finalizing their graduate degree. **Senator Murico** suggests that we view eminence at a parallel to how Credit for Prior Learning is regarded and asks what the perception is on campus in regards to hiring by eminence at the college. **VPI Pescarmona** adds two points; first being that currently there are no fulltime or associate faculty who teach for us who have been qualified solely under the distinction of eminence and the second being that the State has a great white paper on Equivalency, and it does define eminence, and it does address the career, education, eminence piece of this. The reason eminence is a challenging and difficult conversation to have around equivalency is that we are transferring units, and if the transfer institution determines that the faculty who has been teaching those classes does meet the qualification, it jeopardizes the risk for students in terms of the ability to transfer credit.

IX. **Discussion of AI, Critical Thinking and Discipline Sovereignty**

Joyful Teacher Sullivan shared that while there are no true AI experts, faculty can become innovators in the field. He highlighted the need for intentional engagement with AI, asserting that current development is largely profit-driven and lacks educational values. Sullivan proposed four key actions: engaging with AI meaningfully, articulating core academic values, collaborating across disciplines, and partnering with students as co-creators of knowledge. The discussion underscored that students often lead in AI fluency, and faculty should meet them where they are. Several senators praised the student-centered approach and the document's alignment with the college's mission. Suggestions were made to strengthen language around inclusivity, interdisciplinarity, and policy guidance. While the proposal was not voted on, there was broad support to move it forward as a First Read on the next agenda.

Discussion: Sullivan reads each of the |Whereas and | Resolves. **Senator Duran** thanks Sullivan for his work. What stands out is that it is student centered, she compares the use of student cell phones, as ubiquitous as they are, if we are here to teach students then we need to embrace and meet them where they are. She appreciates the tone of the document. **CO Julius** shares that behind the scenes Sullivan relied on a lot of experts, it is a well-polished document, adds some suggestions.

Senator Tucker-Sade – shared an experience she provided her students this past week in stone tooling - it served as a learning project to understand how language is closely related to tools. She also taught them to weave with palm frawns. The hands on experience of looking at tool technology and learning to enjoy it, provided an imaginative way to view advancement over time. [An idea for a Field Day - Experience AI]

Senator Duran – Can we please replace Shark Week at MCC as Stone Tool Week? She shared two examples of how students are far ahead and full immersed in the use of AI tools.

X. Standing Reports

College President Cooke shares that yesterday's UPRISE celebration event was quite beautiful and invoked emotion. We also honored four Medal of Merit students. We are hoping to have about ten new faculty join our college campus in August including a new instructor in Philosophy who accepted the colleges proposal.

Academic Senate President honors VP Davis; he is an advisor, mentor, constant sounding board and he accepted the position as vice president. VP Davis accepted the invitation to stand on stage at commencement in place of the Academic Senate President as an honor instead of an obligation. Senators affirmed this move and all clapped in recognition of VP Davis.

XI. Meeting adjourns at 11:00 am. Time called by VP Davis.

Name	Hire Date	Retire Date	Years of Service
Lynne Miller	8/14/2000	7/10/2024	23.9
Jeff Ihara	8/19/1991	12/14/2024	33.3
Donna Davis	3/6/2000	12/30/2024	24.8
John Turbeville	1/9/1998	12/31/2024	26.9
Isabel Luengo	8/14/1995	5/23/2025	29.7
David Detwiler	8/15/2008	5/24/2025	16.7
John Thomford	1/9/1998	5/23/2025	27.3
Stephen Vail	8/15/2005	6/30/2025	19.8
Joanne Benschop	7/1/2009	6/04/2025	15.9

Less			
Name	Hire Date	Retire Date	Years of Service

Name	Hire Date	Retire Date	Years of Service
Charlie Ng	7/1/2013	6/30/2025	12.0

Less Than			
Name	Hire Date	Retire Date	Years of Service

Class			
Name	Hire Date	Retire Date	Years of Service

Less Than 10			
Name	Hire Date	Retire Date	Years of Service
Katie White	2/2/2015 - 7/5/2023; 7/6/2023 - 12/30/2024	12/30/2024	1.4 <i>*Total years of service is 9.9 years, which includes 2/2/2015 - 7/5/2023 and 7/6/2023 - 12/30/2024.</i>

Emeritus/Gold Circle Board Approvals in May each year.

Academic Administrator Emeritus = Board approval only; 10 years of service
 Emeritus (Faculty) = Academic Senate approval then Board; 15 years in a FT
 Classified Administrator Emeritus = Board approval only; requires age 50 and

Faculty Emeritus 2024-25	
Position	Department
Instructor, Anthropology	Social Science
Instructor, Biology	Biological Sciences
Faculty Coordinator, Career Center	Career Studies
Instructor, Geology	Physical Sciences
Instructor, Philosophy	Philosophy & Religious Studies
Instructor, Spanish	International Languages
Instructor, Biology	Biological Sciences
Instructor, Auto Technology	Automotive Technology
Articulation Officer	Instructional Services

Than 15 Years - Faculty Retirees 24-25	
Position	Department
NONE	

Administrator Emeritus 2024-25	
Position	Department
Asst Superintendent/Vice President, Human Resources	Human Resources

Less Than 10 Years - Administrator Retirees 24-25	
Position	Department
NONE	

Classified Administrator Emeritus 2024-25	
Position	Department
NONE	

Less Than 10 Years - Classified Administrator Retirees 24-25	
Position	Department
Director, Fiscal Services	Administrative Services

faculty position
10 years of service

Associate Faculty Emeritus 2024-25

Name	Hire Date	Retire Date	Years of Service	Terms of Service	STRS Retiree
Cyndi McNeal	8/15/2005	7/11/2024	18.9	40	Yes
Jeannie Reilly	1/11/2002	2/3/2025	23	46	Yes

Associate Faculty Retirees Do Not Meet Emeritus Criteria 2024-25

Name	Retire Date	Terms of Service		Position	Department
Maria Bartolotti	6/25/2024	46	16.9	Associate Librarian	Library Science

Position	Department
Associate Instructor, Credit (Non-Voc)	School of Nursing, Health & Wellness
Associate Instructor, Credit (Non-Voc)	Design

Notes	
Not retired from STRS.	

OFFICE INVENTORY

Date: 5/12/2025

ROOM	OCCUPANTS	CAMPUS
2010	Tracy Williams	OCN
7058	Mike Deschamps	OCN
T-550		OCN
T-551	Eduardo Mariscal	OCN
T-552	John Kirwan	OCN
T-556	Michael Paulding	OCN
T-557		OCN
T-558		OCN
T-318	Jim Sullivan	OCN
2707	Patricia Hanada-Rogers	OCN
T-534	Katherine Steelman	OCN
T-536	Anthony Ongyod	OCN
T-537	Olivia Quintanilla	OCN
T-538	Rick White	OCN
4814	Emiko Kiyochi	OCN
7056	Mark Laurel	OCN
T-316	Maria Figueroa	OCN
T-315	David Bonds	OCN
2009	Eric Bishop	OCN
T-312	Israel Pastrana	OCN
2111	Yoshimi Hayashi, Leah Cluff	OCN
4810	Annie Ngo, Christina Sharp	OCN
5314	Robert Fulbright	OCN
T-311	Curry Mitchell	OCN
T-314	Tyrone Nagai, Taya Lazootin	OCN
411	Christina Johnson, Lynn Trzoss	SAN
2274	Lauren Greenwald, Xuchi Eggleton	OCN
4609	Jeanine Sepulveda, New Hire - Biology	OCN
2705	Dave Massey	OCN
4507	Erika Peters	OCN
412	Thong Nguyen, Kaitlin Fisher	SAN
4405	Kristine Arquero, Pierre Goueth	OCN
4512	Rica French, Pedro Morgado	OCN

4608	Mary Gross, Dominique Ingato	OCN
2215	Stephen Torok, Daniel Siegel	OCN
2206	Matt Falker, Gilbert Neri	OCN
2268	Dean Ramos, New Hire - Art	OCN
4620	David Parker, Paul Clarke	OCN
4621	Catherine Walker, Suzie Bailey	OCN
4702	Andrea Petri	OCN
4704	Pilar Hernandez	OCN
3614	Daniel Ante-Contreras, Aaron Roberts	OCN
4703	Cristina Toharia, Rosa Viramontes	OCN
2220	Christy Coobatis, Arlie Langager	OCN
4518	Himgauri Kulkarni, New Hire - Biology	OCN
4519	Kyle Arriola	OCN
3617	Nery Chapeton Lamas, Beth Powell	OCN
3618	JahB Prescott, New Hire - Physical Sciences	OCN
3619	Jose Jara, Chad Tsuyuki	OCN
3620	Zika Perovic, Polo Mariscal	OCN
3621	Angela Beltran-Aguilar, Lemee Nakamura	OCN
3622	Serena Mercado, ~ dara	OCN
4812	Eric Carstensen, Suganya Sankaranarayanan	OCN
4520	Stacey Hull, New Hire - Biology	OCN
8012	Claudia Flores	OCN
T-111	Delores Loedel	OCN
T-112	Jacob Strona	OCN
T-113	Ruben Gomez	OCN
T-114	Rhonda Welch-Scalco	OCN
608	Eric Robertson, Tony Burman	SAN
T-115	Thao Ha, Robert Falero	OCN
603	Shannon Myers	SAN
604	Sam Arenivar	SAN
4502	Unavailable, Unavailable	OCN
4057	Waldemar Perez, Barbara Juncosa	OCN
510	Robert Bond	SAN
511	Janeen Apalatea	SAN
512		SAN
605		SAN
3616	Mary Beth Headlee, Leila Safaralian	OCN
8010	Yi-Cheng Hu	OCN
2022A	Sean Fanning	OCN

3615	Violeta Sanchez, Zulema Diaz	OCN
4811	Janelle West, Tina Walker	OCN
4536	Unavailable, Unavailable	OCN
4813	Nate Scharff	OCN
602	Kelly Hagen, Luke Lambert	SAN
T-530	New Hire - Ethnic Studies	OCN
T-531	Kent McCorkle	OCN
T-532	Faculty Assembly	OCN
T-533	New Hire - Ethnic Studies	OCN
2706	Billy Gunn	OCN
3206		OCN
T-116	Scott Fallstrom	OCN
T-118	Learning Center Staff, Learning Center Staff	OCN
T-210-04	Bruce Hoskins	OCN
T-220-04	Rachel Hastings	OCN
T-260-05	Steve Eso, Theresa Bolanos	OCN
T-270	Alexis Tucker Sade	OCN
4018	Paul Katson, Arnaldo Williams	OCN
5315	Steve Isachsen, Casey McFarland	OCN
5316	Leola Powers, Gail Meinhold	OCN
5133	Korey Goulette, Giana Carey	OCN
5134	Rich Dicker, Jenna Magallanes	OCN
5136	Alison Phinney, Bobbi-Sue Bailey	OCN
5137	Roland Estrella, Allison Perkins	OCN
5138	Yana Gardiner, Natalie Gonzales	OCN
5139	Yvette Duncan	OCN
5143	Michelle Odom, Emily Mercuri	OCN
504	Eric Snortum, Khang Nguyen	SAN
513	Sean Davis	SAN
3623	Keith Dunbar, Kellita Felton	OCN
7057	Megan Allison, Ashley Davis	OCN
2808		OCN
2809	Phillip Boland, Leigh Cotnoir	OCN
2811	Jade Hidle	OCN
2812	Karl Cleveland, Min Choi	OCN
T-210-05	Robert Kelley	OCN
T-210-07	Lilia Vidal	OCN
T-220-05	New Hire - Philosophy	OCN
T-220-06	Jeff Murico	OCN

Academic Senate – End of the Year report 2024-2025

The Academic Senate is a governance committee that represents the Faculty to the Board of Trustees and President/Superintendent in [Academic and Professional Matters](#).

The Academic Senate President and Vice President meet twice a month with the Superintendent/President, Dr. Sunny Cooke and the Assistant Superintendent/Vice President, Instructional Services, Denée Pescarmona regarding Academic and Professional Matters.

Academic Senate Membership

<p>Fall 2024 Membership:</p> <p>Officers: curry mitchell, President Sean Davis, Vice President Jim Julius, Coordinating Officer</p> <p>Full-time Senators: Daniel Ante-Contreras Leigh Cotnoir Erica Duran Jeff Murico Ghada Osman Nate Scharff Alexis Tucker Sade Afifa Zaman</p> <p>Associate Faculty Senators: Robin Allyn Julie Graboi Sarah Gross Brian Page Krista Warren</p> <p>Ex-officio: Sunny Cooke</p>	<p>Spring 2025 Membership:</p> <p>Officers: curry mitchell, President Sean Davis, Vice President Jim Julius, Coordinating Officer</p> <p>Full-time Senators: Daniel Ante-Contreras Leigh Cotnoir Erica Duran Jeff Murico Ghada Osman Nate Scharff Alexis Tucker Sade Afifa Zaman</p> <p>Associate Faculty Senators: Robin Allyn Julie Graboi Sarah Gross Brian Page Krista Warren</p> <p>Ex-officio: Sunny Cooke</p>
---	---

Report of Attendance to Academic and Professional Matters

In fall 2024 and spring 2025 the Academic Senate attended to its business while seeking to center a value for learning and edify faculty leaders.

Summary of Priorities and Goals

Sustain a focus on and support for vulnerable student groups including undocumented students, LGBTQIA+ students, and international students in response to national political developments and reported student concerns.

Organize and lead a values-driven response to the ongoing emergence and evolution of ubiquitous AI technologies and their impact on learning in addition to its impacts on people, the environment, and economic mobility.

Remain current with implementation of AB 1111, Common Course Number and support MiraCosta faculty through the multi-phase process.

Centralize a value for teaching and learning at all divisional levels of the college.

Increase communication and engagement of academic and professional matters across the Academic Senate and its Subcommittees by reviewing our structures and practices so that we are fair and effective in our governance work.

Summary of Regular Business

Recurring curriculum and administrative policy reviews were regular items of Academic Senate business, as were review of Sabbatical Leave applications and reports, Salary Advancement schedules, Equivalency applications, and nominations for statewide awards.

Collaboration with institutional leaders and partners were also regular discussion items requested of the Academic Senate, which included presentation of

- the Facilities Plan
- the Dual Enrollment 5-Year Plan
- the WASC AHS Accreditation report
- existing policies and resources protecting undocumented students
- changes to regulations impacting the Equal Opportunities Program
- the recommendation to compress the academic calendar
- updates regarding Strong Workforce, Perkins, Apprentice Pathways programs

Common Course Numbering (CCN) became a standing agenda item every month from August through May. The Senate stayed abreast with CPC leadership, the Office of Instruction, and faculty authors who collectively managed course templates, systems transitions, and communication across divisions. Updates from the Chancellor's Office and ASCCC inform the Senate's understanding, with emphasis on the Senate's role in shaping and leading this effort.

Reflection on and discussion of AI's implications for curriculum, pedagogy, and 10+1 responsibilities in addition to the ethical and strategic role faculty should play in shaping AI use in education were continuous throughout the year.

Opportunities to emphasize existing and needed support for vulnerable student groups—especially undocumented students, LGBTQIA+ students, and international students—were occurring throughout the academic year framed by both practical and philosophical aims to align faculty responsibilities with equity goals.

Summary of Taskforce Work

The Academic Senate convened [an AI Taskforce](#) in the fall, which contributed leadership to planning the “[5th Friday](#)” AI Summit. The taskforce explored multiple scopes before finalizing its charge and organizing its approach which included engagement via college-wide surveys and event planning in collaboration with Classified Senate and College Council. The taskforce disbanded after the 5th Friday event.

The Academic Senate also convened [an internal taskforce to analyze representation, engagement, and communication](#), with findings expected to guide structural reforms. Regular updates and feedback loops have kept this work active throughout the fall, and in early spring a report was shared examining the Senate’s own internal organization, particularly how the Senate represents full-time and associate faculty, in comparison to other, similar institutions. Through spring, a recommendation was proposed to organize coordinated communication within and across the Academic Senate and its Subcommittees to enhance faculty voice and efficacy in shared governance. The proposal will be taken up and applied during next year’s Academic Senate retreat. The taskforce disbanded at the end of the academic year.

Summary of Action and Areas of Special Focus

The Academic Senate adopted resolution R1-24, Resolution to Honor Debby Adler for Distinguished Contributions to Faculty Governance Committees of MiraCosta College

The Academic Senate took action to approve \$600 from the Senate’s Credit Union account requested by a small team of faculty endeavoring to found an annual Faculty Field Day Event "devoted to play, friendly competition, relaxing activities, and outdoor fun." A "demo day" was held on December 6th.

The Academic Senate took action to disband the Faculty Awards Subcommittee.

The Academic Senate took action to approve a recommendation proposed by the MiraCosta Calendar Taskforce that the institution adopt a compressed academic calendar that reconfigures the schedule of final assessments and the distribution of FLEX days.

The Academic Senate has considered for a first read the 2026/2027 Academic Calendar which implements the MiraCosta Calendar Taskforce’s recommendation that will be reviewed by the CCC Chancellor’s Office

The Academic Senate has considered for a first read resolution R1-25, Artificial Intelligence in Teaching and Learning

Academic Senate Budget

The Academic Senate general/supplies budget starts with a beginning balance of \$9,853.00 and is split between Academic Senate \$4,853.00 and the Professional Development Program \$5,000.00 each fiscal year. As depicted in the chart below, the current and estimated AS expenditure to date amounts to \$xxxx leaving a remaining balance of \$xxxx. Additionally, there is an equipment budget in the amount of \$1,200.00 also split between AS \$600.00 and PDP \$600.00. These funds have been expensed for the year.

[add equipment budget spreadsheet]

Academic Senate’s travel budget starts with a beginning balance of \$16,050.00. Current and estimated travel expenditures to date amounts to \$xxxx leaving a remaining balance of \$xxxx.

[add travel budget spreadsheet]

Reassigned Time for Faculty Co-chairs

Reassigned Time for Faculty Co-chairs: The current (2024-2025) Faculty Assembly CBA was adopted in May 2021. Article B.1.0 SUPPORT FOR ACADEMIC SENATE LEADERSHIP RESPONSIBILITIES now states:

"The Academic Senate shall be provided with 3.0 FTE reassigned time per semester in support of Academic Senate leadership responsibilities. At least 0.4 FTE reassigned time is intended to allow a faculty member to serve as the Professional Development Program ("PDP") Coordinator. The Academic Senate shall also be provided with 1.5 FTE reassigned time per semester for faculty chairs and co-chairs of district governance committees (section C.4.3). At least 0.2 FTE reassigned time is intended to provide leadership for the Outcomes and Assessment Committee. Reassigned time may be redistributed between these two blocks with the approval of the superintendent/president or designee. The Academic Senate shall have the discretion to distribute this reassigned time as it deems appropriate. The Academic Senate president will notify the Office of Instruction prior to the end of the preceding semester as to which faculty are receiving reassigned time."

Fall 2024 and Spring 2025 – FTE/LHE Reassigned Time for AS Leadership Responsibilities

Academic Senate Leadership

AS President: Curry Mitchell – 0.9 FTE (13.5 LHE)

AS Vice President: Sean Davis – 0.4 FTE (6 LHE)

AS Coordinating Officer: Jim Ulius – 0.2 FTE (3 LHE)

Academic Senate Subcommittee Faculty Chairs

Academic Affairs (AAC): Stacey Hull – 0.3 FTE (4.5 LHE)

Courses & Programs (C&P): Scott Fallstrom & Theresa Bolanos – 0.67 FTE (10 LHE)

Diversity, Equity, and Cultural Competency (DEqCC): Xuchi Eggleton – 0.27 FTE (4 LHE)

Professional Development Program (PDP) Coordinator:

Aaron Roberts – 99 hours summer stipend; 0.4 FTE (6 LHE)

Faculty Chairs / Governance

Budget & Planning (BPC): Kent McKorkle – 0.3 FTE (4.5 LHE)

Institutional Program Review (IPRC) Co-chair (split):

Kaitlin Fisher – 0.2 FTE (3 LHE)

Polo Mariscal – 0.2 FTE (3 LHE)

Outcomes & Assessments (OAC) Co-chair and Faculty Leads:

Janelle West, Co-chair – 0.3 FTE (4.5 LHE)

SLO Coordinator

Theresa Bolanos – 0.2 FTE (3 LHE)

Core Competency Coordinator

John Thomford – 0.2 FTE (3 LHE)

MiraCosta College Academic Senate Endowed Scholarship

MiraCosta College Academic Senate Endowed Scholarship is held in perpetuity and invested for intergenerational growth in order to help students achieve their educational endeavors especially through times of economic hardship.

Distributions are calculated on a three-year rolling average. The current MiraCosta College Academic Senate Endowed Scholarship fund market value is \$30,780. The amount available for scholarship distributions for the 2025/26 academic year is \$1600 and will be awarded to qualified student(s) in either \$500 or \$1,000 increments.

Academic Subcommittee Reports

Courses and Programs Committee – End of the Year report 2024-2025

Review of 2024-25:

This year, CPC completed four (4) curriculum packets instead of the usual two (2). Due to changes related to AB928 (Cal-GETC), the process for new curriculum changed and CPC adjusted by adding a new spring accelerated cycle. This adjustment saves faculty 6 months and allows courses to be GE approved in 18 months instead of 24 months, and unfortunately this is the shortest timeline possible with the new legislation.

Standard curriculum cycles had many changes including a few new courses and programs too. We reviewed and approved:

- 19 new courses
- 164 course modifications
- 93 course deactivations (the vast majority being the honors courses moving to contracts only)
- 2 new programs
- 73 program modifications (including every AD-T at MCC)
- 1 program deactivation

The committee also reviewed and approved almost a dozen AP/BPs related mostly to changes in the Cal-GETC wording. As the year ends, CPC should have a draft proposal for the return of course auditing which should provide some opportunities for community members and faculty as well. Some of the new and modified courses are in line with Chancellor's Office recommendations for AB1705, which must be student facing and ready for enrollment in fall 2025. Additionally, a new Data Science program was created and approved at CPC which creates a foundation for students who are planning to continue their studies at a four-year school, with UCSD and Berkeley being the top transfer choices.

The handbook was updated extensively to reflect all additional timelines, modifications for honors program courses and honors contracts, processes related to deactivations, and more. Additionally, the document is now completely digital and includes MAT student work again as the cover page! Two years ago, the handbook was print-based and over 130 pages. It is now at around 80 pages and all aspects are linkable with tabs so faculty can quickly find what they want.

CPC has started the process of the Common Course Numbering (CCN) based on AB1111 as 10 course outlines of record were modified and approved to align with the ASCCC templates. This was known as phase 1, and there are at least two more phases. Phase 1 deadlines required all courses to be approved and student facing by fall 2025; we are ready for this with the curriculum completed, courses live in SURF, and catalog/website updates so students can see a crosswalk of options to reduce frustration and confusion.

CPC has presented to the Academic Senate almost every month, and often every meeting, with updates on process changes related to curriculum legislation. Some frustration has come up from faculty who see courses being removed from Cal-GETC (math, communications) while also discovering that UCs and CSUs will review all of these CCN templates for articulation. Thankfully, CPC had already adjusted the transfer and local GE paths so unlike many regional schools, we were not adding a revision to Plan A/B/C this year.

Planning for 2025-26 and beyond:

Looking ahead to next year, CPC will be starting the next CCN phase (phase 2, part A) and hope to have all phase 2 courses through for the fall cycle. Cal-GETC has made a one-time exception to allow our courses to be

reviewed in December one year earlier than initially allowed. This may also be the year of submitting phase 3 template courses, which must be student facing by fall 2027.

Additionally, in the first year of Cal-GETC and AB1705 implementation, academic departments and counseling will be constantly reviewing the impact of these legislative changes on our students. CPC hopes to use 2025-26 to finalize language for AP/BP 4070 on Auditing so that it will be available for individual in fall 2026! Additionally, DE is most likely going to have some changes and organization around terms: hyflex, hybrid, online, etc. This may result in changes to our processes and changes to courses as well.

On the logistical side, 2025-26 looks to be the last full year of usage for CurriQunet as the district is moving to Courseleaf "CIM" (pronounced Kim) for curriculum in 2026-27 and is integrating Courseleaf into scheduling for 2025-26. The college already uses Courseleaf for the catalog and this integration should create significantly fewer manual processes - saving time and frustration.

2025-26 and 2026-27 will see nearly half of the more than 1000 CORs come through for mandatory review. This is due to the pandemic in 2020-21 when nearly all courses were submitted for Distance Education changes. CPC is asking departments to split that workload over the two years - looking to do half in 2025-26 to avoid a substantial number the following year. As a reminder, courses that have not been reviewed for the past 6 years are deactivated.

Finally, CPC has received positive feedback about the changes related to curriculum packets and CPC review of curriculum. The changes allow faculty to present their entire packet of changes in one or two meetings instead of possibly needing to attend four or five meetings. Additionally, the February 1st launch of critical information to all faculty chairs, as well as all faculty provides key timelines and steps to avoid any issues. This information includes MCUL, Deactivation (Sunset) Lists, Typically Offered, Discipline Lists, Material Fees, and more. Having this in one message provides a quick way to check for further information and avoid missing deadlines.

Professional Development Program – End of the Year report 2024-2025

May 12th, 2025

Aaron Roberts, current PDP Chair

In the 24/25 academic year, the Professional Development Program (PDP) committee took on many challenges that have been nagging at us as a committee for a few years. As we wrap the '25 year, we are currently wrapping our two year long participation in the creation of a new academic calendar, led by a college-wide task force, Academic Affairs Committee, and other important parties on campus. PDP was tasked with providing our recommendation for the philosophy, amount, and placement of our Flex professional development days in the calendar. We voted to move from having all of our Flex days take place at the start of each semester to a new model that includes a few days at the start of each semester and 1-2 days that occur at different points in the semester that have pedagogical and professional development value. As a result of this conversation over the past two years, PDP had the chance to think critically about what professional development can and should be like at MiraCosta. We recognize that all faculty have the agency to complete their professional development in their own unique ways and that we value professional development that creates and sustains community at MiraCosta. Those two beliefs are not inherently in conflict. In our recommendations, and in the good/bad faith challenges to those recommendations, PDP has worked hard to ensure that any changes to our calendar, Flex program, or any other professional development related changes shall maintain the flexibility and agency that our current structure gives to faculty. We all grow differently. Our hope is that we can continue to develop a culture of professional development at MCC that encourages shared experiences and community support, as

well as targeted pauses for reflection, assessment, and recursive learning. As teachers, we know that learning does not happen in a neat and tidy timeline. Flex days spaced throughout the semester can provide us with intriguing, if different, opportunities to grow.

Our goals for the next year are largely connected to our calendar recommendations for Flex days. Now, we have to show that we can program and utilize these days. As a committee, we operate in an interesting position. We must simultaneously and vociferously protect the right of someone to utilize their Flex days as they see fit AND we have to program those days as if every faculty member might attend. We have a robust plan in place for Fall 25 Flex, including a trial run of a mid-semester Flex day. We've set aside Friday, September 26th as an unofficial Flex day. All instruction and business as usual will take place on that day, and we will be providing space and programming for professional development. This is just one new change our committee will be working on next year to prepare for the calendar recommendations we've worked so hard to shape. We will also be hosting an in-person Flex kickoff event on the Monday of Flex week, which will function more like a conference than a collection of workshops. In addition, we plan to create more robust asynchronous opportunities for faculty to engage in shared conversations and shared readings, but on their own time. We will be piloting a new approach that pairs our schedule of workshops, organized by time, with a new organization by theme. This new style will allow folks to see workshops, resources, discussion questions, and opportunities for PD outside of MiraCosta all in one place organized around a theme or topic. The goal is to create a shared experience, people reading/thinking/talking about/attending workshops about similar ideas, even if they are doing so on their own time. Much like our students, we recognize that this type of asynchronous learning is beneficial for faculty members. Our hope is to honor that need for flexibility and asynchronous activities but to keep folks at least partially within our ecosystem. Alone, together.

The calendar conversation brought focus to the need for partnerships among subcommittee chairs. PDP and DEqCC have partnered together well over the past three years, and our partnership seems stronger than ever before. We are providing support for the Cultural Competency Conference by soliciting workshops for breakout sessions, monetary support for food, and collegial support by enshrining this important event in our yearly planning. In challenging times, we think that PDP can strengthen DEqCC's work. DEqCC, and the collaboration between myself and Xuchi Eggleton as chair, has certainly had an impact on our committee. Each of our committees is a space where laughter is heard far more than arguing. Incoming chair of DEqCC Israel Pastrana and I will certainly continue this heartfelt and important collaboration between our two committees!

We recognized, though, that we could have been partnering better with AAC and Stacey Hull throughout this process of calendar recommendations. Many of the issues that we had getting a final recommendation across the finish line came down to Stacey and I needing to communicate more with one another. As new prospects come towards the senate that will need PDP's input, we hope that we can continue to collaborate with other subcommittees to ensure there aren't any confusions that could be cleared up with a meeting.

As we look ahead to the 25/26 academic year, we realize that we're actually looking ahead to the 26/27 year. Much of our work and conversations this upcoming year will be preparing for what will be a big challenge for this committee. In 26/27, I will no longer be PDP chair, we will have a new Flex calendar with new challenges, and we need to have a robust online content program in place. It will be a lot of work, but it is work that we asked for and work that we believe in as a committee.

MiraCosta Online Educators Committee – End of the Year report 2024-2025

2024-25 Membership: Adrean Askerneese, Stephen Beck (student), Roland Estrella, Jim Julius (co-chair), Nadia Khan (co-chair), Lauren McFall (spring), Paulino Mendoza, Lemee Nakamura (sabbatical/unbanking), Leola Powers, JahB Prescott, Mariana Silva, Cristina Toharia

What did your subcommittee take on and accomplish this year?

Specific focus areas that the committee agreed upon and members worked on were:

- A. Recommending online teaching onboarding practices.
 - Example practices and resources are being developed for the Nursing department and a demo and invitation to share and collaborate was provided at the spring dept chair retreat.
- B. Seeking student voice/experience to further inform committee actions about online learning and teaching, especially with regard to DI student groups.
 - MOE advocated for inclusion of online-specific questions in DI student focus groups.
 - MOE added questions to the SOAR workshop sign-up form and has begun collecting its own data (which could be disaggregated using SURF ID, with RPIE's help).
- C. Supporting SURF improvements to communicate DE class details
 - MOE worked with AAC and the office of instruction on a task force to specify requirements for a system that will provide this functionality and more to potentially satisfy other needs and requests related to improving information provided to students in the class schedule.
- D. Developing an identity for MiraCosta Online Education.
 - MOE worked with PIO and MiraCosta's web design partner to redesign the miracosta.edu/online page and associated resources.
- E. Developing resources and professional learning for faculty for teaching hybrid/hyflex courses.
 - MOE began curating and developing resources specifically aimed at supporting hybrid class instruction, and offered a workshop and a Q and A session in the spring on this.
- F. Developing resources and professional learning for faculty around decolonized assessment/grading and use of institutional communication tools
 - MOE has worked in tandem with Juntos Podemos to develop resources and examples around this, and there will be a showcase of faculty examples.
- G. Supporting faculty in the use of AI in collaboration with the AS task force.
 - MOE worked with the AS AI task force to develop and offer the AI Fifth Friday event in January.
 - MOE members are involved in AI tool pilots.
- H. Review AP 4105 (and Online Class Quality Guidelines and DE Handbook) and revise as needed given the new ACCJC DE evaluation tools for Regular and Substantive Interaction
 - Given the new ACCJC RSI rubric, MOE worked with CPC to revise AP 4105 and has also made updates to the Online Class Quality Guidelines to address this, and to provide other improvements.

Does your subcommittee feel supported by and connected to the Academic Senate?

What can improve?

- Many of the goals and accomplishments listed above are conducted in partnership with the AS and other AS subcommittees.

- In general, institutionally we have very good buy-in for supporting online education, especially considering how pervasive it is in our faculty and student experiences now. Just want to make sure that we do always keep that in mind and we don't start from an assumption of in-person.
- Cross collaboration with other sub-committees especially for community building, resource development, and professional development opportunities.

What are your subcommittee's goals and plans for next year?

- Many of the items above are expected to continue on and further expand next year.
- The state may be releasing new modality definitions (via the PCAH) and this would likely require MOE's leadership/partnership in determining how these affect our instruction, scheduling, and data.
- MOE may revisit institutional practices and policies related to student participation in Zoom to foster more active engagement and accountability.
- If needed, engage with/support any new contractual requirements for faculty around online teaching, as appropriate.
- Potentially, supporting a greater institutional focus on accessibility as we receive Accessibility Capability Maturity Model (ACMM) results and look to the April 2026 federal accessibility compliance deadline.

What issues, topics, or initiatives does your subcommittee prioritize and share in common with other subcommittees and the Academic Senate?

- This is reflected in some of the specifics above. In general, student success, equity, faculty well-being, professional learning, AI and other emerging technologies, technical infrastructure for instruction, compliance with external regulations, accreditation, curriculum development, Zero Textbook Cost and OER digital content adoption/development, engagement with system-level initiatives such as CVC, @ONE, etc.
- There has been some discussion about a need for larger conversations within governance around technology more generally. MOE is more than willing to think together with others such as the Instructional Tech subcommittee of Tech Advisory, AS, etc to ensure that the faculty voice is appropriately engaged in all things tech, not just "online."

Diversity, Equity, and Cultural Competence (DEqCC) Committee – End of the Year report 2024-2025

During 2024–2025, we began the year by continuing some of the work begun in the 2023–2024 year. Primarily, we continued to update our Canvas page so that it could house an archive of DEqCC-related resources for our campus partners to use as a professional development resource.

We hosted the 13th Cultural Competency Conference, which largely focused on creating community building among faculty and staff, primarily. Our presenters brought creativity and storytelling to the historic tradition that we have come to look forward to as our annual conference. Throughout the year, we continued on events that focused on connections and community engagement with our Pom Pom After Party, Tea Time with DEqCC: A Conversation about Cultural Humility, and our most recent partnership, which took place during Black Student Success Week focusing on Serving Black Students at an HSI.

We have remained committed to providing a space to support the centering of personal and professional growth for faculty of color and faculty from marginalized communities. We have partnered with the IDEA department by serving on the advisory, and are expanding our interdepartmental partnerships where we align.

We identified MOE as a subcommittee of shared interest, largely due to its evolving pedagogical focus and the continued need for support among both students and faculty in the ever-evolving landscape of online teaching and learning. PDP is also a natural partner to our committee's mission as we are both focused on bringing teaching and personal development resources to colleagues.

DEqCC has expressed interest in inviting an Academic Senate representative to attend our meetings in order to increase awareness of our work—this is an open invitation as our committee transitions to new Chair leadership. Having a two year cycle of leadership has kept our committee trajectory energized as new ideas and goals are identified by the new committee group and our college's needs.

DEqCC continues to prioritize relationship-building across campus, recognizing it as the foundation for future partnerships. Our focus remains on cultivating meaningful connections rather than producing tangible outputs as a measure of our impact. We value the critical and often overlooked work of fostering collaboration and trust. The impact of DEqCC can be seen throughout the campus and across other committees, as our members move through various roles while carrying forward a commitment to inclusive, equitable, and culturally responsive practices

Sabbatical Leave Committee – End of the Year report 2024-2025

This year, the Sabbatical Leave Committee undertook a major revision of the Sabbatical Leave Handbook to enhance clarity, consistency, and faculty support by improving usability, aligning with board policy, Collective Bargaining Agreements, Ed Code, and clarifying expectations around objectives, documentation, and timelines. These changes came to fruition through collaboration with the committee, FA, and Human Resources, as well as faculty user feedback and input from the Academic Senate.

To support implementation moving forward, a rubric based on the revised handbook was developed to guide consistent evaluation of applications and reports. Additionally, a procedural calendar and guidance document was created to support the current and future SLC Chairs and Academic Senate Administrative Assistants in streamlining committee operations. Updated versions of the Sabbatical Leave Application, Report, and Signature Page are complete, and the updated Sabbatical Leave website with all updated materials will be in place before the end of the Spring semester to provide clearer, more accessible support for faculty planning their sabbaticals over the summer.

The committee also proposed, and received approval for, a streamlined Academic Senate process in which sabbatical applications and reports are reviewed for consent rather than undergoing two separate readings and a formal vote. The Sabbatical Leave Committee appreciates the Senate's collaboration and support.

This academic year, the committee reviewed 17 sabbatical leave applications and 15 sabbatical leave reports. A taskforce was assigned to review the documentation submitted with each report. Each committee member served as a liaison to consult with assigned faculty on revisions as needed and ensure that applications and reports met the standards established by policy and practice. All applications and reports were approved by the Sabbatical Leave Committee and forwarded to the Academic Senate.

The committee's goals for next year include supporting the rollout of the revised materials, onboarding new members with clear guidance, identifying future SLC leaders, and continuing to ensure that sabbatical leaves are thoughtfully planned and professionally enriching.

Salary Advancement Committee – End of the Year report 2024-2025

Provided by Donny Munshower, Chair SAC

The Salary Advancement Committee (SAC) had 2 meetings during the 2024-2025 academic year. The two meetings were held on: October 16, 2024 (11:30am – 1:30pm), and on April 3, 2025 (8am – 10am).

SAC reviewed 23 applications for Approval of coursework/activities and Application for Altering an Approved Proposal (12 in Fall, 11 in Spring).

Completed and planned projects:

- Continuing with two application cycles per academic year: one application due in each of the Fall and Spring terms
- FLEX workshops on Salary Advancement were conducted 1-2 weeks before each deadline. May continue with these in future semesters.
- Updated online application for Spring 2025 application. Will need to make additional adjustments to make it more seamless for faculty.
- Created a “How to apply” document and added that to the Salary Advancement website to assist faculty in the submission process.
- Continued to update the list of previously approved coursework linked on the SAC website.
- Continued to increase awareness of Salary Advancement for all faculty, especially associate faculty. Additional emails were sent to Associate Faculty before the Spring 2025 application deadline.
- Continued update of Salary Advancement Handbook.
- Future suggestions for committee:
 - Create a survey to faculty who have gone through the salary advancement process to get feedback on the application, process, and follow through. The feedback will be used to see how else we can improve salary advancement at MiraCosta.
 - Work more closely with HR on the process of reviewing the salary advancement applications.

Faculty Awards Committee – End of the Year report 2024-2025

1. What did your subcommittee take on and accomplish this year?

The Awards Committee continued the joyful work of facilitating the recognition of outstanding MiraCosta faculty. Through the work of the Awards Committee, MiraCosta faculty were again recognized at the state level. Our Sociology department won an honorable mention ASCCC Exemplary Program award, and Leila Safaralian won the ASCCC Hayward Award. The committee also selected Maria Figueroa as the college’s nominee for the ASCCC Stanback Stroud Diversity award. For the local Leon Baradat award, the committee was delighted to select Nery Chapetón-Lamas as the full-time faculty winner, and Kathleen Soto-Gomez as the associate faculty winner, from a strong pool of nominees.

2. What needed support has your subcommittee identified and how can the Academic Senate leadership help facilitate that support?

The committee recommended that its status as an official AS subcommittee be ended in order for its work to be conducted more discreetly and flexibly. The AS has approved this request and AS leadership will need to work to determine how best to continue the work of the committee with a different organizational approach.

3. What issues, topics, or initiatives does your subcommittee share in common with other subcommittees and the Academic Senate?

Celebrating the excellence of MiraCosta College. One potential approach might be a district-level committee that has a broad responsibility for employee recognition and celebration, within which the faculty awards work might be one component, and which also might then engage faculty more broadly in those efforts.

4. What are your subcommittee's goals and plans for next year?

To continue the work, within a new structure that is to be determined!

Equivalency Committee – End of the Year report 2024-2025

1. What did your subcommittee take on and accomplish this year?

This year, the Equivalency Committee reviewed multiple equivalency requests across various disciplines, including several that required thoughtful discussion and collaboration with discipline experts. We also revisited the draft of **Administrative Procedure 7211.2**, which was revised last year but never formally moved through Academic Senate approval. Over the course of this year, the committee reviewed the existing draft to ensure accuracy and alignment with current practices. We also began **discussions around revising our local equivalency guidelines**, with the intent to improve clarity and usability for faculty applicants and department chairs.

2. What needed support has your subcommittee identified and how can the Academic Senate leadership help facilitate that support?

The committee has identified a need for **greater clarity and consistency in how equivalency procedures are communicated and implemented**. We hope to work more closely with department chairs to ensure shared understanding of the process and appropriate timelines for submission. Academic Senate leadership can support this work by continuing to **promote clear and consistent procedural expectations** across departments. Additionally, we want to recognize the valuable training materials developed by our HR colleagues, which have helped facilitate better understanding of equivalency requirements and timelines among department chairs.

3. What issues, topics, or initiatives does your subcommittee share in common with other subcommittees and the Academic Senate?

Our work intersects with broader Senate efforts around **faculty hiring, policy clarity, and equitable access to teaching positions**. We also align with any subcommittees working on **administrative procedures, onboarding processes, or faculty professional development**, especially in terms of transparency and shared governance.

4. What are your subcommittee's goals and plans for next year?

Assuming AP 7211 moves forward this spring, our primary goal for next year is to **revisit and revise the local equivalency guidelines** to ensure they reflect current practice and are easy to navigate for all users. We also hope to continue building **collaborative relationships with department chairs and HR**, with a focus on ensuring that all parties feel informed and supported throughout the equivalency process.

Academic Affairs Committee – End of the Year report 2024-2025

The Academic Affairs committee has accomplished the following during this academic year:

- Development of the 26-27 Academic Calendar in both the status-quo and compressed versions.

- Fall 2024 full-time faculty hiring prioritization
- Planning for Fall 2025 full-time faculty hiring prioritization. Developed new checklists for plan authors and the hiring prioritization workgroup to streamline the process and increase transparency.
- Update of policies focused on Academic Renewal, Credit for Prior Learning, Opening Class Sessions to the Public/Visitors to the Classroom, Advanced Placement Credit, Student Rights and Grievances, Standards of Scholarship and Program Discontinuance.
- Update of the Syllabus Checklist.
- Participation in the SURF Update Taskforce with a focus on inclusion of “faculty/class introductions” via clickable link on SURF.

MiraCosta Online Class Quality Guidelines

The following guidelines were developed by the MiraCosta Online Educators committee to help faculty develop and redesign online classes and foster conversation in departments about effective and equity-minded teaching practices in online education. The document has three sections:

- **PART I: REQUIREMENTS**

Required elements for Distance Education classes at MiraCosta College as per [AP4105](#).

- **PART II: PRACTICES**

Effective and equity-minded teaching practices and examples.

- **PART III: PRINCIPLES**

Evidence-based guiding principles, key equity practices, and quality indicators in online education.

A [Canvas course open to all faculty](#) includes example course elements aligned with Parts I and II.

PART I: REQUIREMENTS

Required Elements for Classes that Include Distance Education

Essential elements that are required by the department, the district, and mandates included in [AP 4105](#). Many of them can be implemented using the examples in the [Effective Practices](#) section below.

Instructors of online and hybrid classes must:

Ensure they and their classes comply with departmental/institutional requirements.

- 1. Be prepared to teach distance education in accordance with any department and college procedures, and negotiated agreements.**

See tic.miracosta.edu for the current requirements.

- 2. Abide by any departmental directives in the course outline of record.**

Directives include the course description, course content outline, performance objectives, assignments, methods of instruction, methods of evaluation, required materials, student learning outcomes, and any specifications of how the course is or is not to be taught as an online/hybrid section as specified in Form A.

- 3. Uphold [institutional procedures](#) to authenticate students.**

- 4. Abide by the [MiraCosta syllabus checklist](#).**

Ensure regular and substantive interaction within their classes.

5. Ensure regular and substantive interaction between instructor and students.

Requirements include:

- Maintaining predictable, scheduled, distributed interaction with students,
- Establishing expectations on the frequency and timeliness of instructor-initiated interaction,
- Managing unexpected instructor absences.

Instructors will use a variety of means to initiate substantive and effective interaction with students, including several from among the following:

1. Providing information or responding to questions about the content of a course or competency (e.g., weekly announcements, instructor created media, "Questions for the Instructor" forums, and responding to student emails, phone calls, and postings in a timely manner).
2. Providing non-automated assessment or feedback on student coursework.
3. Facilitating group discussions regarding course content.
4. Providing direct instruction, such as instructor-prepared synchronous lectures or other forms of live interaction.

Note: Only these categories of activities are included in ACCJC's Regular and Substantive Interaction rubric.

6. Ensure regular and substantive interaction among students if required by the Course Outline of Record.

If required in the course's DE addendum, the frequency of student-to-student interaction in a DE section will be at least the same as would be established in its onsite counterpart.

Ensuring regular and substantive interaction among students provides the opportunity for the students to receive the benefit of peer interaction in the learning environment.

Instructors will use a variety of means to enable student-to-student interaction, such as the following:

- a. Threaded discussion forums and other asynchronous interaction tools.
- b. Group projects.
- c. Peer review activities.
- d. Peer presentations.
- e. Synchronous (live) online interactions.
- f. Collaborative documents and other tools for knowledge-building and sharing.

Ensure student support within their classes.

- 7. Help students in a DE course section to be aware of MiraCosta College support services and resources, especially those available online.**
 - 8. Create an environment of academic integrity, monitor progress, and track attendance and participation.**
 - 9. Monitor students' engagement and success, and promptly and proactively initiate substantive interaction with students when needed on the basis of such monitoring and upon request by a student.**
 - 10. Meet the [accessibility](#) requirements in state and federal regulations.**
-

PART II: PRACTICES

Examples of Effective and Equity-Minded Online Teaching Practices

The following examples of effective and equity-minded teaching practices were developed by the MiraCosta Online Educators committee based on [principles](#) for good teaching practice and encouraging equity in online education. This list is not meant to be prescriptive or all-inclusive. It includes examples that will vary in their applicability across classes and disciplines, and are offered to encourage creativity and exploration.

Design and Organization

A. Organize your course so that it is easy to understand and navigate.

Examples might include: Menu organized as weeks with dates; modules organized progressively; course content organized into manageable "chunks"; consistent use of colors, fonts, icons, and other visuals to communicate information and ease navigation.

B. Establish an encouraging tone and culture of support in your course documents.

Examples might include: Avoid punitive language. Implement supportive teaching where mistakes are expected and respected. Adopt welcoming language throughout the course, starting from the syllabus. If you are transitioning an in-person class to online, be sure to update language throughout your course documents to be specific to the online environment.

C. Make use of supported technologies.

The college and departments provide many technologies that support online education. The college evaluates and implements these tools to ensure that principles of student privacy, information security, and technical accessibility are upheld, and that students and faculty have access to

technical support. Embed opportunities for students to build skills, knowledge, and critical thinking about technologies as appropriate to your discipline. Instructors who use external (non-college-supported) tools should ensure that they meet these principles.

D. Make success in the course transparent.

Transparently and proactively answer the question: "What will it take to be successful in this course?" Let students know how they should approach the readings (model for them), study and prepare for exams and quizzes (starting from day 1), take and organize their notes (model for them).

E. Explicitly establish community norms.

Create expectations for frequency of communication among students; establish how participants are to share critical feedback and exchange perspectives; describe appropriate language for community members to use during interaction.

F. Provide clear class information.

Examples might include: Follow the [syllabus guidelines](#) mentioned in *Part 1: Requirements* of this document; list learning objectives and grading policy on the syllabus; include clear instructions and reminders of grading standards as each task is assigned; ensure that outcomes, content, and assessment are aligned and made explicit; provide expectations for appropriate communication in the class; provide clear information to students at the start of the semester about how to get started in the class; send regular updates and reminders to the class via announcements, email, or other communication tools appropriate to the class.

Communication and Support

A. Set the tone for an inclusive classroom.

Recognize that conveying your care and inclusion online can be a challenge. While all of the following are important for all classes, they may be especially important in setting an inclusive tone online.

Examples might include: Establish a culture of care. Adopt a decolonized, equity-minded, inclusive syllabus. Recognize the indigenous populations who lived in the land we are occupying. Include your personal pronouns. Include a variety of ways for students to reach you (email, text messages, office hours, etc.). Consider adding visual elements (pictures, gifs, videos, etc.) to the syllabus. Share if you speak another language. Show vulnerability with students by sharing your own challenges. Include statements of support for different student populations: LGBTQ, Undocumented Students (UPRISE), etc. Make sure all college level concepts can be understood by non-college students. Consider that your class could be the first college class your students are entering.

B. Use positive and supportive language.

Recognizing that learning online poses added challenges for many students, and that equity gaps for some disproportionately impacted student populations have historically been even larger for DE course sections compared to onsite, use positive language that rejects deficit perspectives and affirms the ability of every student to succeed online.

Examples might include: Implement supportive teaching where mistakes are expected and respected. Intentionally reject deficit perspectives about students' intellectual capacity or how "fit" or "prepared" they are for college (validation and positive messaging are critical). Different students may need to hear affirming messages such as, "you belong," "you can do the work," "you can succeed," "you have the ability." Hold high expectations in performance and convey how invested we are in the success of each student.

C. Provide opportunities for students to receive personalized and appropriate feedback about performance.

Make sure students know that you care about their learning by authentically affirming their bigger picture goals in the context of specific class or assignment-related feedback. Take notes you can refer to later when giving personal feedback to students (the notes column in the Canvas gradebook can be useful to this end).

Examples might include: Individualized instructor feedback, group feedback from the instructor, peer feedback, use of audio or video feedback, automated feedback on objective quizzes, instructor summaries and comments in discussion forums, grading rubrics.

D. Introduce yourself to students and orient them to your class.

Examples might include: Brief orientation videos and introductions of yourself and the class, the assignments, Canvas, and/or to other technology they might need. Supplement written instructions when possible. Don't assume students know where to go or what to do.

E. Introduce students to each other.

Examples might include: Seek to create a sense of community and shared learning through relationship-building in introductory discussions/forums online. Have community building activities that value students' whole identity. Establish clear norms for collaborations.

F. Address microaggressions.

Examples might include: Monitor online discussions and intervene if/when microaggressions appear.

G. Embrace race discourse.

Examples might include: Be intentional about discussion of issues of race and racism.

H. Provide opportunities for leadership.

Examples might include: Set strong social presence expectations for students through authentic sharing in online discussions. Allow students to lead discussions and incorporate personal life experiences in online discussion.

I. Allow for shared reflections and perspectives.

Examples might include: Enable students to think critically and reflect on content, and to deepen class community by sharing these reflections. Extend reflections and self-evaluation on content to how the learning can improve personal lives and communities.

J. Provide proactive advice.

Examples might include: Don't assume students have skills to succeed online. Encourage and facilitate use of academic and technical support. Help students use technologies for learning responsibly and productively. Provide advice on skills such as time management. Help students track their own progress (for example, through Canvas module requirements). Provide links and encouragement to a variety of student support services (online and on site) such as the ITS Help Desk, Learning Centers, library, online learning readiness workshops, Career Center, Academic Counseling, Health Services, and other student services (especially via the [Student Support Hub in Canvas](#)).

K. Help to focus learning time.

Examples might include: Provide a clear list of tasks and course requirements, provide time estimates for weekly activities to help keep students on track, create a course calendar, point students to time management resources if they need them.

Instructor Interaction

A. Proactively monitor student performance.

Examples might include: Use the data provided by Canvas to track student progress. Recognize positive performance. Reach out to students who are falling behind, not robustly participating, and/or are failing; provide suggestions on how they will catch up; connect them with student support services. Encourage, don't penalize. Ensure marginalized students feel supported and encouraged to participate. Recognize some students, especially men of color, struggle to reach out because of negative social stereotypes around asking for help. Remember that penalizing for absences or late assignments discourages students from persisting.

B. Introduce yourself.

Examples might include: Share a short introductory video and invite students to do the same. Send a welcome letter. Be active in class discussion boards and chats.

C. Encourage interaction.

Examples might include: Provide opportunities for synchronous interactions or give extra credit for virtual or in-person office hour attendance, or other forms of direct interaction with you.

D. Live engagement.

Examples might include: Use synchronous tools and video so people see you and hear you. Use student's names. Take notes on interactions that you can refer to later when giving personal feedback to students. Provide real opportunities for students to meet with you in person. Rename office hours using student-centered language such as "student hours" or "connection hours."

E. Connect student learning with their goals and interests.

Examples might include: Find out why students enrolled in college and in your class. Help students connect class learning to their goals. Help students build on these reasons and overcome potential barriers. Employ Universal Design for Learning strategies to give students more agency and choice in

how they engage with the course and demonstrate understanding.

F. Provide opportunities for interaction and communication between student and instructor.

Examples might include: A help forum for getting information about the class, an assigned early post or activity to ensure students are active in the course, using tools available within the course management system to promote student engagement and achievement, offering synchronous online sessions and asynchronous discussion boards, using emails and chat.

G. Provide opportunities for students to contact the faculty for support.

Examples might include: In-person office hours; online office hours using tools such as web conferencing, chat, or other online messaging tools; email, phone, social media.

H. Establish a clear and humanized sense of instructor presence in the class.

Examples might include: Instructor-created videos or voice, a photo of the instructor, an introduction to the instructor, instructor participation in online discussion boards as appropriate, instructor announcements.

I. Provide opportunities for students to give meaningful feedback.

Examples might include: “Get to know you” surveys, informal surveys of students’ experiences in online or virtual learning, optional check-in or mid-semester surveys, student reflections on learning, open discussion, anonymous optional class evaluation surveys.

Peer Interaction

A. Provide opportunities for peer interaction and collaboration among students.

Examples might include: Threaded discussion forums, synchronous (live) online interactions, group projects, peer reviews, peer presentations, idea generation, group problem solving, peer feedback/grading exercises, open assignments.

B. Establish norms for appropriate interaction.

Examples might include: Provide examples of appropriate critical and supportive comments, share or collaboratively create ground rules for communication (e.g. netiquette), encourage broad participation and diverse viewpoints, respond/intervene when students are inappropriate or inaccurate.

C. Foster relationships and a sense of community.

Examples might include: For synchronous meetings where camera use is optional, encourage students to turn on their camera — seeing each other and the instructor (via live video) improves relationships and engagement, but students may have limited access or reasons not to share, so flexibility is important. Highlight opportunities to engage outside of class: online study groups, group projects, virtual meet-ups, interaction on informal class communication tools such as Pronto, etc.

Content and Assessment

A. Provide rich, high-quality, engaging course content.

Examples might include: Provide materials that are current, rich, and sufficient in breadth and depth. Provide content from multiple sources, including Open Educational Resources, library sources, and instructor-created and class-specific content. Allow students to have a role in shaping and/or creating course content. Connect content to students' lives and real-world applications. Provide content that sparks curiosity, supports dialogue, and encourages critical thinking and problem-solving.

B. Be thoughtful in selecting course texts.

Examples might include: Select material that is inclusive and validating for all students. Be conscious of the voices and imagery which prevail in your course content. Consider adopting Zero or Low Cost material for your classes.

C. Use inclusive course images.

Examples might include: Be thoughtful and inclusive with the images you select to include in your online class material. You may need to seek out imagery that is inclusive of a range of folks of various races, ethnicities, ages, genders, abilities, and sexual orientations.

D. Help students develop critical thinking and/or problem-solving skills.

Examples might include: Exercises applying course skills to real-world or academic problems, activities analyzing content, activities requiring students to synthesize and create, reflection and self-evaluative activities, evaluation of information, peer instructional opportunities, activities that build student technology skills and the ability to critique problematic aspects of technologies, especially generative artificial intelligence.

E. Provide content and activities supporting a variety of communication modalities and student learning preferences.

Examples might include: Screencasts navigating students through the class, textual explanations of video and audio material, videos of lectures or other content, providing multiple versions of material for different preferences, providing additional materials to support a range of learner preferences and needs, providing assignment completion options when possible to students.

F. Include ongoing strategies to measure content knowledge and skills.

Examples might include: Weekly low-stakes quizzes, automatically graded assignments, quizzes, tests, or projects; alternative grading practices such as ungrading and contract grading, designed to decolonize assessments and learning.

G. Create assignments designed to encourage students to do their best work.

Examples might include: Large assignments broken into multiple steps over time, activities situated in authentic contexts, assignments requiring personal perspectives and/or reflection, assignments requiring instructor or peer review of a draft, use of plagiarism detection software, assignments incorporating self-evaluation.

H. Provide resources that are clearly linked to the activities on which students will be assessed.

Examples might include: Rubrics, grading guidelines, assignment practice, low-stakes quizzes.

I. Link course content and activities to student learning outcomes.

Examples might include: An introduction to each module/unit of study that includes key outcomes and descriptions of how the course content and activities help students achieve the outcomes; a syllabus component or study guide that links outcomes, content, and assignments.

J. Use variable assignments.

Examples might include: Follow Universal Design for Learning principles such as providing options for how students demonstrate assignment outcomes. Consider allowing videos, PowerPoint presentations, even songs or poems when appropriate, along with traditional assessment types such as essays and quizzes. Enable creative engagement without lowering standards.

K. Use assessment strategies that focus on continuous improvement and progress toward demonstrating proficiency by the end of the course.

Examples might include: Smaller more frequent assignments are likely to work better than a couple of high-stakes assessments. Ask your students. Include variable ways in which students can complete an assignment (multimedia, creative performance, non-text-based assignments). Give credit for effort. Give personalized feedback along the way. Consider portfolios, mastery grading, and other ways of providing multiple opportunities for students to demonstrate achievement of outcomes.

L. Provide opportunities for interaction between student and content.

Examples might include: An assigned early post or activity to ensure students are active in the course; short video lectures/screencasts; other forms of multimedia created by the instructor, a publisher, or obtained as an open educational resource; a custom AI chatbot embedded in the class.

M. Provide opportunities for students to engage in a variety of types of learning activities.

Examples might include: Project-based learning, service learning, presentations, group meetings, video assessments, audio lectures, reflection, self- and peer-assessment, activities at various levels of Bloom's Taxonomy, adaptive learning activities, etc.

PART III: PRINCIPLES

Principles for Good Practice and Equity-Minded Teaching in Online Education

The following principles and online class quality indicators were collected by the MiraCosta Online Educators committee to help faculty develop and redesign online classes and foster conversation in departments about effective practices in online education.

Seven Principles for Good Practice in Undergraduate Education

*The following are designed to help faculty apply **Chickering and Gamson's seminal Seven Principles for Good Practice in Undergraduate Education** to online classes.*

1. Encourages student-faculty contact

- Providing opportunities for interaction and communication between student and instructor.
- Providing opportunities for students to contact the faculty for support.
- Establishing a clear and humanized sense of instructor presence in the class.
- Initiating contact with students.

2. Encourages cooperation among students

- Creating an environment that is intellectually and socially safe for learning.
- Providing opportunities for (student-to-student) interaction and communication student to student, as appropriate to the class.
- Providing opportunities for collaboration among students, as appropriate to the class.
- Establishing norms for appropriate interaction.

3. Encourages active learning

- Providing opportunities for interaction between student and content.
- Providing opportunities for students to engage in a variety of types of learning activities.

4. Gives prompt feedback

- Including ongoing strategies to measure content knowledge and skills.
- Providing opportunities for students to receive appropriate feedback about their performance.

5. Emphasizes time on task

- Organizing class content and navigation to facilitate use.
- Helping to focus learning time.
- Using available and supported technologies.
- Providing resources that are clearly linked to the activities on which students will be assessed.
- Linking course content and activities to student learning outcomes.

6. Communicates high expectations

- Providing clear class information.
- Helping students develop critical thinking and/or problem-solving skills.
- Creating assignments designed to encourage students to do their best work.

7. Respects diverse talents and ways of learning

- Providing content and activities supporting a variety of communication modalities and student learning preferences.
- Ensuring content and activities are accessible to the greatest extent possible and in compliance with MiraCosta, state, federal, and accreditation policies and regulations.
- Providing links and encouragement to a variety of student support services (online and on site).
- Providing opportunities for students to give meaningful feedback on their experience in the class.
- Fostering a respectful and inclusive class climate.

Five Equity Practices for Teaching Online

*The following is a summary of key equity practices identified by **Dr. Luke Wood** in his keynote address at the 2018 Online Teaching Conference.*

1. Be Intrusive

- *Performance monitoring:* Use the data provided by Canvas to find students that may be falling behind.
- *Intervening:* Use Canvas features to reach out to students that appear in danger of not succeeding. Encourage, don't penalize.
- *Mandatory interactions:* Require or give extra credit for virtual or in-person office hour attendance, or other forms of direct interaction with you.

- *Proactive advice:* Don't assume students have skills to succeed online. Encourage and facilitate use of resources such as tutoring and technical support. Provide advice on skills such as time management.

2. Be Relational

- *Live engagement:* Use synchronous tools and video so people see you and hear you. Use student's names. Take notes on interactions that you can refer to later when giving personal feedback to students.
- *Learning with interest:* Find out why students enrolled in college and in your class. Help students connect class learning to their goals. Help students build on these reasons and overcome potential barriers.
- *In-person engagement:* Provide real opportunities for students to meet with you in person.
- *Personalized feedback:* Make sure students know that you care about their learning by authentically affirming their bigger picture goals in the context of specific class- or assignment-related feedback.

3. Be Relevant

- *Course texts:* Select material that is inclusive and validating for all students. Be conscious of the voices and imagery which prevail in your course content.
- *Variable assignments:* Following Universal Design for Learning principles, provide options for how students demonstrate assignment outcomes. Consider allowing videos, PowerPoint presentations, even songs or poems when appropriate, along with traditional assessment types such as essays and quizzes. Enable creative engagement without lowering standards.
- *Leadership opportunities:* Set strong social presence expectations for students through authentic sharing in online discussions. Allow students to lead discussions and incorporate personal life experiences in online discussion.
- *Course images:* As with course text selection, also be thoughtful and inclusive with the images you select to include in your online class material. You may need to seek out imagery that is inclusive of a range of folks of various races, ethnicities, ages, genders, abilities, and sexual orientations.

4. Be Community-Centric

- *Introduction forums:* Seek to create a sense of community and shared learning through relationship-building in introductory discussions online.
- *Shared reflections and perspectives:* Enable students to think critically and reflect on content, and to deepen class community by sharing these reflections. Extend reflections on content to how the learning can improve personal lives and communities.

5. Be Race-Conscious

- *Address microaggressions:* Monitor online discussions and intervene if/when [microaggressions](#) appear.
- *Embrace race discourse:* Be intentional about discussion of issues of race and racism.

Eight Online Course Quality Indicators

*The following online class quality indicators were developed based on quantitative and qualitative cross-institutional studies conducted by the **National Research Center for Distance Education and Technological Advancements (DETA)** at the University of Wisconsin - Milwaukee.*

1. Design

- Specific and measurable learning objectives
- Alignment to assessments and learning activities
- Authentic, real-world experiences

2. Organization

- Well-organized course
- Easy to navigate
- Logical and consistent format
- Alignment between topics and subtopics
- Manageable sections

3. Support

- Manage students expectations
- Provide orientation to the course (purpose, format, and getting started)
- Illustrate alignment of objectives, assessments, and activities
- Clear instructions and directions
- Description of grading and assessment plan

4. Clarity

- Reduce barriers to learning
- Provide clarity in the expectations of student activity (participation and performance)
- Include explanations, descriptions, standards, requirements, guidelines, and context

5. Instructor Interaction

- Express interest in student learning
- Actively participate in online discussions

- Facilitate learning and peer interaction
- Expand students' thoughts and knowledge
- Provide new prompts and additional content
- Provide timely and detailed feedback on assessments and student inquiries

6. Peer Interaction

- Facilitate active learning through frequent and ongoing peer involvement and meaningful collaborative work
- Provide opportunities and technologies available for students to learn from each other

7. Content Interaction

- Strategically enhance the student interaction with accessible and interactive content (preferably OER)
- Support dialogue, critical reflection and analysis, and real-world applications of the content
- Provide materials that are current, rich, and sufficient in breadth and depth
- Identify important topics and provide context

8. Richness

- Provide richness in learning materials and activities, support and instructions, instructor interactions, and tools and media

Academic renewal ~~procedures permit a maximum of~~ allows up to thirty (30) units of ~~previously recorded~~ standard coursework to be ~~disregarded-excluded from in the~~ computation of a student's grade point average if it ~~does is not reflective of~~ is no longer ~~reflective of~~ a student's demonstrated ability.

Formatted: Highlight

To be eligible for academic renewal, students must meet all of the following requirements:

- ~~Completed a minimum of 6 units after the coursework they wish to exclude.~~
- ~~Earned a minimum of a cumulative GPA of a 2.0 (on a 4.0 scale) in those 6 or more units completed after the coursework they wish to exclude. Coursework from a regionally accredited institution may be used to meet the~~ unit or 2.0 GPA requirement.
- ~~At least one~~ calendar year must have passed since ~~completed completion of~~ the coursework ~~being~~ petitioned for exclusion.

Formatted: Highlight

Formatted: Highlight

~~A maximum of 30 units can be excluded through academic renewal. The units proposed for exclusion must have been taken at MiraCosta College at least one year prior to the petition, and the student must have completed a minimum of fifteen units with a GPA of 2.0 or better (on a 4.0 scale) subsequent to the completion of the units the student is petitioning to exclude. No units may be excluded for coursework that has previously been used to fulfill degree or certificate requirements, or transfer certification requirements.~~

Students must meet with a counselor ~~and secure the counselor's signature before prior to~~ submitting their ~~petition for~~ academic renewal ~~petition to an Academic Records Evaluator,~~ ~~and a counselor's signature is required to the office of Admissions and Records.~~ Students should also consult with the Financial Aid Office or Veteran Services to ~~determine-understand~~ the potential impact of academic renewal on aid eligibility.

Formatted: Highlight

Academic renewal is final and cannot be reversed. ~~The e~~Excluded units remain on the record ~~and are~~ annotated as academic renewal. ~~No excluded units can be reinstated. All coursework remains legible on the permanent academic record to ensure a true and complete academic history. The permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.~~ These procedures shall not conflict with the district's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Formatted: Highlight

MiraCosta Community College District

Effective Date: 5/19/09, 6/16/15, 8/16/18, 4/18/19
Periodic Review: 8/5/16, 5/19/22
References: Title 5, §55046
CCLC Update: #11, 8/06; #14, 2/08; #15, 9/08; #16, 4/09
Steering: AAC / AS

2026-2027 Academic Calendar : 16 Weeks (Option 1)

Summer Intersession 2026

Jun 8 Summer Semester Begins
 Jun 19 Juneteenth (Legal Holiday)
 Jul 3 Independence Day (Legal Observance)
Jul 31 Summer Semester Ends

Fall 2026

Aug 11-13 Professional Learning (Flex)
 Aug 14 All-College Day
Aug 17 Fall Semester Begins
 Sep 7 Labor Day (Legal Holiday)
 Sep 8 Professional Learning (Flex)
 Nov 11 Veterans Day (Legal Holiday)
 Nov 23-28 Fall Break
 Nov 26 Thanksgiving Day (Legal Holiday)
 Nov 27 Campus Closed (Local Holiday)
Dec 12 Fall Semester Ends
 Dec 14 Professional Learning (Flex)
 Dec 24 Christmas Eve (Local Holiday)
 Dec 25 Christmas (Legal Holiday)
 Dec 28-31 Campus Closed

Winter Intersession 2027

Jan 1 New Year's Day (Legal Holiday)
Jan 4 Winter Intersession Begins
 Jan 18 Dr. Martin Luther King, Jr. Day (Legal Holiday)
 Jan 26-29 Professional Learning (Flex)
Jan 29 Winter Intersession Ends

Spring 2027

Feb 1 Spring Semester Begins
 Feb 12 Lincoln Day (Legal Holiday)
 Feb 13 Professional Learning (Flex)
 Feb 15 Washington Day (Legal Holiday)
 Mar 29 - Apr 2 Spring Break
 Apr 2 Campus Closed (Local Holiday)
 Apr 29 Professional Learning (Flex)
May 28 Spring Semester Ends
 May 28 Commencement
 May 31 Memorial Day (Legal Holiday)

Summer Session 2026

June 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Fall Semester 2026

August 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Winter Session 2027

January 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Spring Semester 2027

February 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

KEY

- Legal/Local Holidays
- Non-class days
- Summer Intersession
- Fall Semester
- Winter Intersession
- Spring Semester
- Fall/Spring Break
- Commencement
- Professional Learning (Flex)
- All-College Day
- Winter Intersession & Flex

September 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15 16 16 15 15 14
 83 Instructional Days
 (77 days plus 6 Instructional Saturdays)
 5 Days of Flex

15 15 15 16 16 15+1

82 Instructional Days
 (77 days plus 5 Instructional Saturdays)

1 All-College Day | 5 Days of Flex



2026-2027 Academic Calendar : 16 Weeks (Option 2)

Summer Intersession 2026

Jun 8 **Summer Semester Begins**
 Jun 19 Juneteenth (Legal Holiday)
 Jul 3 Independence Day (Legal Observance)
 Jul 31 **Summer Semester Ends**

Fall 2026

Aug 10-13 Professional Learning (Flex)
 Aug 14 All-College Day
Aug 17 Fall Semester Begins
 Sep 7 Labor Day (Legal Holiday)
 Sep 8 Professional Learning (Flex)
 Oct 30 Professional Learning (Flex)
 Nov 11 Veterans Day (Legal Holiday)
 Nov 23-28 Fall Break
 Nov 26 Thanksgiving Day (Legal Holiday)
 Nov 27 Campus Closed (Local Holiday)
Dec 12 Fall Semester Ends
 Dec 24 Christmas Eve (Local Holiday)
 Dec 25 Christmas (Legal Holiday)
 Dec 28-31 Campus Closed

Winter Intersession 2027

Jan 1 New Year's Day (Legal Holiday)
Jan 4 Winter Intersession Begins
 Jan 18 Dr. Martin Luther King, Jr. Day (Legal Holiday)
 Jan 26-29 Professional Learning (Flex)
Jan 29 Winter Intersession Ends

Spring 2027

Feb 1 Spring Semester Begins
 Feb 12 Lincoln Day (Legal Holiday)
 Feb 13 Professional Learning (Flex)
 Feb 15 Washington Day (Legal Holiday)
 Mar 29 - Apr 2 Spring Break
 Apr 2 Campus Closed (Local Holiday)
 Apr 29 Professional Learning (Flex)
May 28 Spring Semester Ends
 May 28 Commencement
 May 31 Memorial Day (Legal Holiday)

Summer Session 2026

June 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
1	7	8	9	10	11	12
2	14	15	16	17	18	19
3	21	22	23	24	25	26
4	28	29	30			

July 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
6	12	13	14	15	16	17
7	19	20	21	22	23	24
8	26	27	28	29	30	31

KEY

- Legal/Local Holidays
- Non-class days
- Summer Intersession
- Fall Semester
- Winter Intersession
- Spring Semester
- Fall/Spring Break
- Commencement
- Professional Learning (Flex)
- All-College Day
- Winter Intersession & Flex

Fall Semester 2026

August 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter Session 2027

January 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Spring Semester 2027

February 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 16 16 15 15 14
83 Instructional Days
 (77 days plus 6 Instructional Saturdays)
 5 Days of Flex



15 15 15 16 15 15+1
82 Instructional Days
 (76 days plus 6 Instructional Saturdays)
 1 All-College Day | 5 Days of Flex

2026-2027 Academic Calendar

Summer 2026

Jun 8	Summer Semester Begins
Jun 19	Juneteenth (Legal Holiday)
Jul 3	Independence Day (Legal Observance)
Jul 31	Summer Semester Ends

Fall 2026

Aug 7,10-13	Professional Learning (Flex)
Aug 14	All-College Day
Aug 17	Fall Semester Begins
Sep 7	Labor Day (Legal Holiday)
Nov 11	Veterans Day (Legal Holiday)
Nov 26	Thanksgiving Day (Legal Holiday)
Nov 27	Fall Break (Local Holiday)
Dec 7-12	Final Exams
Dec 12	Fall Semester Ends
Dec 24	Christmas Eve (Local Holiday)
Dec 25	Christmas (Legal Holiday)
Dec 28-31	Campus Closed

Spring 2027

Jan 1	New Year's Day (Legal Holiday)
Jan 11-15	Professional Learning (Flex)
Jan 18	Dr. Martin Luther King Jr. Day (Legal Holiday)
Jan 19	Spring Semester Begins
Feb 12	Lincoln Day (Legal Holiday)
Feb 15	Washington Day (Legal Holiday)
Mar 15-20	Spring Break
Mar 19	Campus Closed (Local Holiday)
May 18-21	Final Exams
May 21	Spring Semester Ends
May 21	Commencement
May 31	Memorial Day (Legal Holiday)

Summer Session 2026

June 2026

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

Fall Semester 2026

August 2026

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

Spring Semester 2027

January 2027

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

July 2026

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

September 2026

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

February 2027

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

KEY

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

October 2026

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

March 2027

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

November 2026

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

April 2027

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

December 2026

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

May 2027

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



15+1 16+1 15+1 15+1 15+1 15+1
82 Instructional Days | 5 Days of Flex
1 All-College Day

15 16+1 16+1 16+1 15+1 16
83 Instructional Days | 5 Days of Flex



Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does not constitute a binding contract with students -- a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

Instructors are encouraged to consult with the department chair and/or with the course lead instructor to determine if other discipline or course-specific elements should be included.

To assist in designing the style, tone, and other components of your syllabus (and/or your Canvas page), this checklist is organized into four sections:

1. **Required Syllabi Content**
2. **Suggested Syllabi Content**
3. **Recommended Language for Your Syllabus or Canvas Page**
4. **Helpful Links for Your Syllabus or Canvas Page**

1. Required Syllabi Content

About the Class:

- Course prefix and number (example: CHEM 101)
- Semester and year
- Meeting days, times, locations, and modalities
- Any scheduled meetings (in person or on Zoom) if this is a hybrid class.
- Define course attendance policies and what constitutes excessive absences in your syllabus (per AP 5075 – Course Adds and Drops)

About the Instructor:

- Instructor's Name
- Instructor's contact information (at minimum, email address and/or phone number). For your personal security and for FERPA compliance, please use your MiraCosta email address and not your personal email address.

About the Course Content:

- Required materials: (materials fees, textbook (full title), edition(s) and/or copyright year(s), and other course materials) (ISBN # is suggested, not required)
- Field trips or alternative assignments
- Student Learning Outcomes (from Course Outline of Record)
- Program Learning Outcomes (as applicable)
- Institutional Core Competencies (see "Important Links" below)

Accessibility Statement

Example: I have made every attempt to ensure this course is accessible for all students. If you encounter any accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so that we can investigate the matter further and provide equally effective alternatives, if needed.

Additional requirements for online or hybrid courses: ¹

- An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated interaction and instructor feedback, and the expectations for student participation in student-to-student interaction, are to be posted in the syllabus (per AP 4105 – Distance Education)
- Description of how, where, and when course documents are made available to students.
- Support services available to online students.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Student Learning Outcomes (SLOs) and Core Competencies

Accreditation requirements necessitate all faculty provide Core Competencies in their syllabi. Methods by which faculty may want to demonstrate the linkage between their Course SLOs (CSLOS) and the [MiraCosta's Core Competencies](#) utilizing one of the following methods:

- Method 1: Insert a table in your syllabus to highlight the alignment of your CSLOs to the College's Core Competencies. *See example below)

Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of BIO 220. These are assessed using exams, projects, and other assignments.	MCC Core Competencies are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in BIO 220.
SLO #1: Student will be able to evaluate a physiological event that disrupts homeostasis.	<ul style="list-style-type: none"> • Critical Thinking, • Problem Solving, • Written Communication Skills
SLO #2: Student will be able to design a valid experiment which investigates a physiological process.	<ul style="list-style-type: none"> • Critical Thinking, • Creative Thinking
SLO#3: Student will be able to defend structure-function relationships in the human body	<ul style="list-style-type: none"> • Written Communication Skills

* Please ensure the table is inserted with the proper accessibility requirements. Consider reaching out to [Student Accessibility Services](#) personnel for assistance.

- Method 2: Provide a [link](#).
- Method 3: Use written information to describe which of your CSLOs align to the College's Core Competencies. For example:

¹ MCC [AP 4105 \(Distance Education\)](#): Title 5, §55200 et seq.; [MiraCosta Online Class Quality Guidelines](#)

SLO #1: Students will be able to evaluate a physiological event that disrupts homeostasis.

This CSLO evaluates your ability in critical thinking, problem solving, and written communicating skills developed through assignments and exams in this course.

Program Student Learning Outcomes:

- PSLOs should be included on syllabi for courses that are part of the required core for that program and in the same discipline.
 - It is not necessary for other required courses in that program (i.e., courses in other disciplines, non-core courses in the same discipline) to list the PSLOs.
-

2. Suggested Syllabi Content

About the Class:

- Course Section number
- Course name

About the Instructor:

- Office hours
- Response time to email or voicemail messages.

About Attendance:

- Policy on late arrivals or early exits
- Definition of excessive absences (as the instructor, you are responsible for establishing attendance standards appropriate to your discipline and pedagogy and communicating them to your students²).

About Dropping:

- Policy on dropping students from your class (it is the student's responsibility to drop or withdraw, unless you state you will do so upon certain conditions, such as no longer participating in the course. This includes, but is not limited to, excessive unexcused absences that must relate to non-attendance. In an online environment, nonparticipation in course activities will be interpreted as nonattendance²).

NOTE: It is strongly encouraged to clear your roster by dropping students who have stopped attending class and participating regularly by the 75% withdrawal date.

About Coursework and Grading:

- Grading/evaluation structure
- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating³
- Academic integrity
- Policy/expectations for the use of Artificial Intelligence
- Participation (if it is included in grading)
- Circumstances for Incomplete grade

² MCC [AP 5075 \(Course Add and Drops\)](#); Title 5, §§55024, 58004, 58161, 58509

³ MCC [AP 5500 \(Standards of Student Conduct\)](#); MCC [BP 5505 \(Academic Integrity\)](#)

About Your Expectations:

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect
- [Student Code of Conduct](#)
- Inform students about the unit requirements and study hours outside of the classroom.

About the Course Content:

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- Assignments
- Calendar
- Tips for success in this course

Financial Aid Satisfactory Academic Progress (SAP) Standards and Appeals Process:

The financial aid Satisfactory Academic Progress (SAP) policy requires that students maintain a 2.0 GPA and get passing grades (A, B, C, D, P) in 66.67% of their classes. Students must also finish their program before they reach 150% of the units required. They must finish a 60-unit associate degree before reaching 90 units. If a student does not meet these requirements, they will be allowed to appeal for reinstatement by completing an online request form that includes stating why they didn't meet the requirements and what they will do to improve. As part of the appeal, students will need to upload supporting documents. The complete SAP policy can be viewed by clicking this link:

<https://www.miracosta.edu/student-services/financial-aid/docs/satisfactory-academic-progress-policy.pdf>

About Support Services (see recommended language below):

- Student Accessibility Services (SAS) statement (Disability Accommodation)
- Academic support services (College Support Services)
- Student support services

Important Dates:

- Add, Drop, Pass/No Pass, Withdrawal deadlines and Census Date (found on your [SURF Class Roster](#))
- Final exam date and time

Class Roster

Faculty Center Search

[My Schedule](#) | [Class Roster](#) | [Grade Roster](#) | [My term Workload](#) | [Census Roster](#) | [My Textbooks](#) | [Canvas Combined Classes](#)

Class Roster

Term | Session

Fall 2025 | 1 Regular Start - 17 Week | MiraCosta Community College | Credit

CSIT
Class Nbr & Section
Change Class

Days and Times	Room	Instructor	Dates
Tu 12:00PM-1:15PM			08/18/2025 - 12/13/2025
TBA			08/18/2025 - 12/13/2025

Last Day to Drop with W 11/14/2025 'W' 75% deadline

Last Day to Drop w/o W 08/29/2025 'Add/Drop' 10% deadline and permission numbers expire

Census Date 09/02/2025 Census (20% date)

P/NP Date 12/13/2025 'P/NP' Last day of instruction

Units 3.00

3. Recommended Language for Your Syllabus or Canvas Page

Academic and Career Pathways

[Academic and Career Pathways \(ACPs\)](#) are designed to make your academic and career journey easier. ACPs provide a roadmap that groups similar majors and courses together, helping you pick what you are passionate about, plan your education, and get a degree, certificate, or transfer. ACPs connect you to a community of learners where you can meet and engage with students who share your goals. Let's get started on your path to success! To get connected to your learning community, email ACPsuccess@miracosta.edu for more information.

Basic Needs

The benefits of including basic needs language in your course syllabi include:

- Destigmatizing basic needs concerns promoting student self-advocacy.
- Strengthening relationships between faculty and students.
- Increasing awareness and utilization of available support services.
- Supporting academic success by providing information on educational and personal resources.

Option A:

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you, or someone you know, is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's [CARE Team](#) is here to provide support and/ or help you get connected to appropriate resources. Check out their [Basic Needs Resource Guide](#) for available on- and off-campus resources. You may fill out a [CARE referral form](#) to request basic needs assistance or to schedule free mental health counseling sessions at Health Services, or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Option B:

If you or someone you know is experiencing challenges meeting basic needs such as food, housing, transportation, mental health, or other personal and academic challenges, the Campus Assessment, Resources, and Education ([CARE](#)) program is here to support you. CARE takes a holistic and compassionate approach to help students connect with on- and off-campus resources to address basic needs. Please visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the [CARE Resource Guide](#) for Basic Needs linked on their website.

Option C:

MiraCosta College offers its students support services through the Campus Assessment, Resources, and Education ([CARE](#)) program. The [CARE Team](#) is committed to taking a holistic and compassionate approach to help students succeed while addressing any challenges you may be experiencing related to basic needs such as food, housing, transportation, mental health, childcare, legal aid, and more. Students are connected to on- and off-campus resources to help meet their short-term and long-term needs, with the goal of supporting personal well-being academic success.

Here are a few ways that the CARE team can help:

- Linkage to on- and off-campus referrals
- Free food and groceries
- Medi-Cal/CalFresh/CalWORKs application and case assistance
- Access to technology resources such as computers and hotspots
- And more depending on your needs

To learn more about the services offered, please visit the [CARE web page](#) and check out the [CARE Resource Guide for Basic Needs](#). As your professor, I want to support you in the best way possible. If you have any questions about CARE, feel free to reach out. I'd be happy to connect you with the team by submitting a CARE referral on your

behalf.

College Support Services

Additional college [student support services](#) are also available including: [academic counseling](#), [military and veterans' services](#), [financial aid](#), [scholarships](#), [career counseling](#), [technical support](#), [computer labs](#), and support in [language courses](#). I highly encourage you to take advantage of these free support services.

Disability Accommodations

If you have a disability, IEP, 504 plan or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you're encouraged to contact the [Student Accessibility Services](#) (SAS) office. The SAS office can be reached at (760) 795-6658 or email sas@miracosta.edu. The SAS office will help you determine which accommodations are available for you. If you're requesting my assistance utilizing any authorized accommodations, please contact me as soon as possible.

Diversity Statement:

Example: It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I will strive to present materials and activities that are respectful of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel open to letting me know ways to improve the effectiveness of the course.

Hate Free Zone:

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listening to and appreciating differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. I thank you for honoring this practice and creating a brave space for us to learn and grow together.

Incomplete Grade

Students seeking a grade of Incomplete must have completed 75% of the coursework and request an Incomplete prior to grades being submitted. See [Incomplete Grade Petition](#) under credit forms.

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are always connected to the Internet and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to always monitor every computer. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational trainings, scholarships for LGBTQIA+ students and their active allies, via the [SPHERE Program](#).

To ensure that an individual's name reflects their identity, MiraCosta College makes it easy for students to change their preferred/affirmed name. There are two ways for students to change their names:

- [Students are now able to change their name online.](#)

- Students can submit a Change of Personal Information form online or at Admissions and Records.

Please note: the "preferred name" field is the default field automatically used on class rosters and student ID cards, on Canvas, and to borrow items from the college library.

In **Canvas** students can select their pronouns. Find the instructions to update your user profile and add your pronouns [here](#). There are currently a multitude of options, but if your pronouns are not listed, you may also submit additional pronouns utilizing the [Pronouns Addition Form](#).

To contact the SPHERE program please email lgbtqia@miracosta.edu.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. For more information, please visit the [Library webpage](#).

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's CARE Team is here to provide support and/ or help you get connected to appropriate resources.

You may fill out a [CARE referral form](#) to request assistance, or schedule free mental health counseling sessions at [Health Services](#) or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a [Petition for Pass/No Pass](#) to Admissions & Records by (*the last date of instruction for the course (specify the last date of instruction for your class)*). The petition [form](#) is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the [MiraCosta College catalog](#) or schedule for more detailed information.

The Learning Centers (TLC)

The Learning Centers offer a variety of free academic support services to help you succeed, including drop-in and scheduled tutoring and writing feedback sessions, as well as workshops.

- Tutors at the Academic Support & Innovation Center and STEM Learning Centers encourage students to develop effective study skills and assist students with related course content.
- At the Writing Center, students can write, read, revise, and practice speeches or presentations, all with the guidance of writing consultants. They offer support for any writing assignment at any stage of the process, including personalized grammar lessons, and helping to create those vital personal statements for scholarship and transfer. You can also upload a paper and receive brief video-based writing feedback, where a coach talks about your paper and shows you how to improve it on-screen.
- Locations:
 - Oceanside Campus Learning Commons (1200 building), first floor
 - San Elijo Learning Commons (100 building)
 - CLC Learning Commons in (100 building)
 - Online (Zoom)

In the centers you can access course materials, textbooks, laptops, calculators, anatomy models, and more, all available

for checkout in the building. Student study rooms are also available for reservation. Visit TLC and make the most of their resources and services to achieve your academic goals!

4. Helpful Links for Your Syllabus or Canvas Page

MCC Administrative Procedures:

[AP 4105 Distance Education](#)

[AP 5075 Course Adds and Drops](#)

[AP 5500 Standards of Student Conduct](#)

[BP 5505 Academic Integrity](#)

Instruction:

[Academic Counseling: \(Credit\)](#)

[Academic Counseling: \(Noncredit\)](#)

[Academic Proctoring Center](#)

[Assistive Tools Available for Learning](#)

[Career Counseling/Services \(Credit\)](#)

[Career Services \(Noncredit\)](#)

[Core Competencies](#)

[Library](#)

[Online Education Support Resources](#)

[Student Learning Outcomes](#)

[The Learning Centers \(Faculty Resources\)](#)

- [Academic Support & Innovation Center \(formerly known as Tutoring & Academic Support\)](#)
- [STEM Learning Centers \(STEMLC\)](#)
- [Writing Center](#)

Student Services

[Campus Assessment, Resources and Education \(CARE\)](#)

[Career Resources for Diverse Communities](#)

[Food Pantry & Food Distribution](#)

[Health Services](#)

[LGBTQIA+ Resources](#)

[Military and Veterans Services](#)

[Student Accessibility Services \(SAS\)](#)

[Student Forms](#)

[Student Resources](#)

Academic Success & Equity Programs:

[Mana](#)

[Puente](#)

[Type here]

RAFFY (Resources & Assistance for Former Foster Youth)

SPHERE

Transitions

Umoja

UPRISE (Undocumented Student Rise in Solidarity and Empowerment)

**A Resolution of the MiraCosta College Academic Senate
Artificial Intelligence in Teaching and Learning (R 1-25)**

WHEREAS, artificial intelligence has rapidly become a ubiquitous and unevenly distributed element of economic, educational, and personal life in the United States, and students, parents, and employers increasingly look to educators for guidance about and preparation for life in an AI-informed world;

WHEREAS, ubiquitous does not mean inevitable; colleges and college faculty have the social standing, cultural influence, and resources to assert human sovereignty over AI, collaborate to imagine the world we want, and shape the trajectory of AI's impact on human agency;

WHEREAS, AI — like many previous technological innovations — has already begun to exacerbate racial, gender, environmental, and socio-economic inequalities and injustices;

WHEREAS, the development of AI is currently being initiated and controlled by large corporations organized around values of economic efficiency, market advantage, social hierarchy, and profit;

WHEREAS, colleges individually and collectively have the intellectual, cultural, and financial resources to advance a dynamic and adaptive vision of AI and technology that honors the work, thinking, creativity, privacy, agency, and dignity of *all* people;

WHEREAS, AI emerges from, intersects with, and impacts human language, culture, and thinking — the very foundations of higher education;

WHEREAS, college faculty believe students should learn to use AI to enhance rather than replace or undercut their learning;

WHEREAS, institutional-level policies alone cannot adequately respond to the unique and varied forms of human thinking and experience cultivated by individual academic departments and programs;

WHEREAS, ongoing, collaborative faculty work — within and across disciplines — can cultivate higher education's rich diversity of thinking and learning by designing and repurposing AI systems in ways that expand, rather than undermine, human agency;

WHEREAS, centering student ideas, voices, experiences, and knowledge can help generate AI resources and teaching approaches that empower human thinking and learning while catalyzing student engagement;

NOW, THEREFORE, BE IT RESOLVED, that MiraCosta College faculty commit to individually and collectively developing their analytical and practical knowledge of rapidly evolving AI resources relevant to student learning and career preparation in their disciplines;

BE IT FURTHER RESOLVED, that MiraCosta College faculty should work together with students within and beyond the classroom to think critically about AI and its impact on learning, social justice, and the environment, prioritizing values like human agency, equity, privacy, creativity, connection, and environmental stewardship over efficiency, productivity, and profit;

BE IT FURTHER RESOLVED, that MiraCosta College faculty should work together within their disciplines and programs and in partnership with interdisciplinary groups to design flexible and growth-centered learning experiences that teach students how to develop the foundational knowledge and skills necessary to evaluate AI and how to use AI when it empowers them as thinkers and creators of knowledge with unique voices, abilities, and perspectives;

BE IT FURTHER RESOLVED, that MiraCosta College should prioritize developing independent AI teaching and learning systems and tools such as advanced multimodal AI models and AI based applications either uniquely for MiraCosta or in collaboration with nonprofit partners who share our institution's commitment to social justice and human-centered learning design.

Contactr: Jim Sullivan

Approved by the Academic Senate on _____

Academic Affairs Committee Hiring Taskforce Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests

Area 1: Departmental and Institutional Planning

1. How does this full-time faculty hire request align with current short and long term programmatic, departmental and/or institutional goals? How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances these goals?
2. Is this hire request directly related to programs or initiatives relevant to institutional plans or innovation in the form of new programs, curricula, services, ect.
3. How have the college planning processes and data analysis been used to justify the hire request? For instance, is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours (WSCH), etc?
4. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have recent hires been implemented, and in what role(s) are they currently serving within the department?

Area 2: Student Success and Equity

1. What key trends have been noted in student success, retention and equity data indicators such as:
 - a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
 - b. Successful course completion
 - c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
 - d. Utilization of support services
2. In what ways is the department or program currently working to support student success and retention (at the course, program, service, departmental and/or institutional level)? Would this hire be contributing to new initiatives to further support student success and retention?
3. What equity gaps in student success, retention, or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, 1st generation college, economically disadvantaged, SAS, Foster Youth, LGBTQIA+, sexual orientation, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
4. In what ways is the department or program currently working to close equity gaps for students? Would this hire be contributing to new initiatives to further close any noted equity gaps?

Area 3: Leadership

1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success, retention and achievement?

3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services? For instance, percent part-time faculty data from the data dashboards, availability of associate faculty or other alternatives to hiring full-time faculty is limited, ect?

Area 4: Campus Impact and External Factors

1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. Are there any external factors such as regulatory requirements or state mandates that should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Area 5: Program Quantitative Data

1. Over the past three years, what trends have been observed in the following program efficiency and enrollment metrics?
 - a. Instructional faculty requests: enrollment, WSCH, FTEF, FTES, WSCH/FTEF, section counts, fill rates, average students per section, waitlist, percent part-time faculty, ect.
 - b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service, ect.
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?

Academic Affairs Committee Hiring Taskforce Fall 2025 Timeline for Full Time Faculty Hire Plan Prioritization

Ranking of all full-time faculty requests for both growth and replacement faculty includes an analysis of quantitative and qualitative data as outlined in the AAC Hiring Prioritization Guide. Supporting evidence can be provided corresponding to five areas of consideration used in the scoring/ranking process:

- Area 1: Departmental and Institutional Planning
- Area 2: Student Success and Equity
- Area 3: Leadership
- Area 4: Campus Impact and External Factors
- Area 5: Program Quantitative Data

Timeline:

End of Week 3 of the Fall Semester (Sept 5, 2025): Departments who are requesting a full-time position submit their full-time faculty hire request, providing supporting evidence of need under the five areas of consideration. During these first three weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department chairs/plan authors notify the Academic Affairs Committee (AAC) chair via email that their program is submitting a plan to request a faculty position. **Retiring or resigning faculty must submit their notification to HR by this deadline** for the hire plan author to describe the requested hire as a replacement. Please note: all full-time faculty hire requests (growth and replacement) are reviewed and ranked using the same criteria as outlined in the AAC Hiring Prioritization Guide. Replacement requests are not guaranteed to rank higher than a growth position.

Weeks 4-5 (September 8-19): The AAC hiring taskforce members will individually review all hire plans and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the hire plans in priority order and will keep notes on rationales for each ranking. At the end of week 5, the AAC hiring taskforce will meet to discuss each plan, collect any questions that the taskforce has for plans reviewed, and determine an initial priority ranking.

Week 6 (September 22-26): The AAC chair will forward questions from the hiring taskforce to hire plan authors and relay answers to the taskforce. At the end of week 6, the AAC hiring taskforce will meet to continue hire plan discussions, determine a recommended priority ranking, and write a rationale for each position's ranking.

Week 8 (October 10): The Academic Affairs Committee votes on the prioritization of the hire plans.

Week 9 (October 13): The Academic Affairs Committee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 11 (November 7): The Academic Senate votes on the prioritization of the hire plans and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

Full-time faculty hiring plan checklist

- Communicate with the divisional Dean about intent to submit a hire plan.
- Confirm that the department/program has incorporated a plan into their most recent program review in Anthology addressing the need for a new full-time faculty hire. This step must be completed so authors can link the hire request to an existing 'Action Plan' in program review. If hiring discussions occurred after the program review deadline, please contact Aracely Raggazzo and the IPRC chair for assistance with incorporating an action plan into program review.
- If a department/program is submitting a hire plan due to a retirement/resignation that faculty member must submit their retirement/resignation in Workday by the September 5, 2025 deadline. If there are any questions regarding Workday, reach out to human resources.
- Notify the AAC chair that the department/program will be submitting a hire plan before the September 5, 2025 deadline.
- Collaborate with your department, division, and dean to address hiring criteria prompts in Anthology. To start a hire plan in Anthology, use the following instructions: 1. Select "planning" from the Campus Labs homepage. 2. Select "plans" on the vertical toolbar on the left side. 3. Double check that you have "academic year 25-26" selected from the top drop-down menu. 4. Use the bottom drop-down menu to select "resource request". 5. Click on the "+ plan item" link and from there select "full-time faculty hire request". Please note: The hiring prioritization workgroup does not have access to program review so the hire plan should be a comprehensive reflection of the department/programs needs.
 - A separate hire plan needs to be submitted for each full-time hire request (one plan cannot be used to request multiple positions, even if they are identical).
 - Confirm the department/program is updated on the assessment of course and program SLOs and has an updated SLO calendar. All departments must show course and program SLO progress and an accurate SLO calendar. This requirement will be taken into consideration as the final decision on full-time faculty hire requests is made by the college president.
- Complete hire plan(s) by Friday, September 5, 2025.

Notes on the proposed system to supplement the SURF schedule

This proposal is motivated by:

- A need to comply with Title 5 and our own AP 4105 regarding schedule disclosure requirements for DE classes:
 - The college shall make available to students through college publications all of the following facts before they enroll in a distance education course section:
 - A. All online and in-person synchronous meeting days/dates and times**
 - B. Any required asynchronous in-person activities**
 - C. Any required technology platforms, devices and applications**
 - D. Any test or assessment proctoring requirements. (in notes)**
- A desire to enable faculty to share more personal and detailed information about themselves and their course sections with prospective students
- The ["Orientation Letters" site](#) at College of the Canyons (though without the busy syllabus-replication syndrome that can occur there)
- A desire to streamline and make more consistent the processes of textbook adoption, ZTC/LTC course marking/XB12 reporting, and AB 607 compliance (full instructional material fees disclosure)

MOE and AAC propose a structured site that helps faculty to create and maintain **course section guides** that would be linked from the SURF schedule. Each guide would include some components pre-populated automatically from SURF, some items mandatory for all classes, some items mandatory for DE course sections, some optional items, and some standardized items true for all classes (or link to an institutional page with the standardized items).

Note that this system ideally eliminates:

- The current bookstore adoption system
- The current SURF MyTextbooks dashboard for ZTC/LTC status selection
- Some information currently provided in the Notes field of SURF

Prepopulated fields from SURF

- Course identifier (department, number, section number)
- Course name
- Course description
- GE status (?)
- Professor Name
- Professor Email
- Course Section format/modality
- Standard meeting times
- Course dates
- Units
- Group (if the course section is reserved for a particular group of students)

Required fields for every course section

- **Textbook** (link to bookstore if the course has a textbook available via the bookstore). This system should enable faculty to make their bookstore adoption here.
- **ZTC/LTC status** as applicable (aligned to the XB12 reporting codes). This field should be populated in tandem with the textbook adoption selection. This should replace the current separate My Textbooks SURF dashboard.
- **Materials fees** (disclosure of additional materials fees required for the class, as currently typically provided in a class note in SURF)

Required fields for every *distance education* course section

- **Activities:** any required meetings/activities that are not part of the regularly scheduled class. Examples: an otherwise asynchronous online class that will require one or more scheduled meetings (in person or via Zoom) for live assessment or engagement; Student activities like attending a performance, cultural festivals, performing a lab at home, making an observation in nature, interviewing someone in person, performing service learning
- **Technologies:** Include a standard link to college-supported technologies. If additional technologies are used, these should be disclosed, including publisher platforms.
- **Proctoring:** disclosure of in-person and/or online proctoring requirements. Examples: In-person proctored assessments facilitated through the MiraCosta Proctoring Center, which can also facilitate proctoring for students outside the area. Online proctored assessments which the instructor facilitates using Zoom. Online assessments proctored using proctoring software (the college does not have an institutional license for this, but some departments may)

Optional fields

- **Photo**
- **Welcome** - a personal introduction to the instructor / invitation to the class
- **Link** to an external site such as a liquid syllabus
- **What to Expect in the Course** - a place to describe things that may be important for prospective students to know about the class
- **How Learning Will be Assessed** - opportunity to provide an overview of assessment and grading approaches

Student Support

- Include a button linking to a MiraCosta page with full descriptions of academic and student support services (tutoring, counseling, library, SAS, ITS Help Desk, etc.)

ENGL 100 (Class 2392): Composition and Reading

Professor	Tyrone Nagai	Units	4
Email	tnagai@miracosta.edu	Textbooks	Students will not be required to purchase textbook materials
Format	HyFlex - Students can choose to attend class at the scheduled time on campus or on Zoom	Materials	There are no required materials for this course
		Technology	Canvas, Zoom, Google Docs
Meeting Times	Monday & Wednesday, 11am-12:50pm	Group	Reserved for students in the Transitions program
Course Dates	Jan 21, 2025-May 23, 2025	Activities	There are no required out of class activities

Welcome



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

About the Course

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

What to Expect in this Course

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

How will Learning be Assessed

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

[More Information About this Course](#)

Helpful Support Services



MiraCosta Community College District (district) provides an opportunity for individuals applying for academic positions to provide evidence of their qualifications as stated in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process.

~~—An Academic Senate Equivalency Committee shall be established to fulfill the~~ requirement of Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

I. QUALIFICATIONS FOR EMPLOYMENT

Minimum Qualifications: Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges and published as the Board of Governors-approved *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Diversity Qualifications: In accordance with California Code of Regulations, Title 5, §section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all district faculty job announcements.

Equivalency: Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of the California Community Colleges, was established to credit those whose preparation

ACCJC Standard III.A.2-4
Reference Update: 4/15
CCLC Update: #26, 4/15
Steering: Prof.St./EquivCom / AS

is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. The authority to grant equivalency resides with the board of trustees or designee. The board relies primarily on the expertise of the faculty in the discipline utilizing the board's procedures developed and agreed upon jointly by the Academic Senate and approved by the board. It does not give the district the authority to waive or lower standards and accept less-qualified individuals.

Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The district board of trustees or designee will not approve single-course equivalencies.

II. PROCEDURE FOR THE DETERMINATION OF COMPARABLE DEGREE MAJOR TITLES WITHIN DISCIPLINES

This procedure is to establish and approve a list of degree major titles acceptable at MiraCosta Community College that are comparable to the degree major titles listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

- A.** A department compiles a list of comparable degree major titles and reviews with faculty for input and approval.

For each comparable degree major title, the following documentation is required:

1. A table comparing coursework from any U.S. accredited institution awarding a degree major title that is listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* with coursework from another U.S. accredited institution awarding a comparable degree with a different major title. The table should include:

- a. Name of institutions
- b. Course numbers
- c. Course titles
- d. Course descriptions
- e. Semester units

~~2.~~ 2. Catalog pages from both institutions showing course descriptions.-

B. Department chairs submit the comparable degree major title list and required documentation to the Equivalency Committee for review.

C. Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

D. Academic Senate reviews the documents and acts on the recommendation of the equivalency committee, accepting or rejecting the recommendation. If the department chair wishes to appeal the decision by the Academic Senate, they may do so at a future Academic Senate meeting.

E. Action by Academic Senate is recorded by the administrative secretary to the Academic Senate president.

F. The comparable degree major title is sent to the board of trustees via the superintendent/president for approval.

G. If the comparable degree major title is approved, the degree major title is added to the list of comparable degree major titles maintained by the administrative secretary to the Academic Senate president.

H. After board approval, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

III. If a comparable degree major title is not approved, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

IV. Faculty positions posted will contain the approved comparable degree major titles.

V. All applicants holding degrees with approved comparable degree major titles will be deemed equivalent and will not be required to individually go through the equivalency process.

A The list of approved comparable degree major titles will be sent by the administrative secretary to the Academic Senate president to all department chairs, deans, vice presidents of instructional services and student services,

and human resources technicians on or about June 1 of each year.

VI. PROCEDURE FOR THE DETERMINATION OF EQUIVALENCY FOR APPLICANTS

- A. All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.
- B. Applicants may request equivalency under the district's criteria as stated in Administrative Procedure 7211-2.IV. The applicant's request for equivalency may require evidence and documentation of academic coursework or professional experience or both, depending on the guideline under which they are seeking equivalency. For example, an applicant requesting equivalency under guideline A4 would list graduate-level, discipline-related courses completed to meet or exceed the required 24 semester units as specified under A4. It is the responsibility of the applicant to supply all evidence and documentation at the time of application.

If an exact degree title from an applicant does not match the language in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, but is a minor variation, the department chair (or representative) and the Equivalency Committee may confirm equivalency after reviewing the applicant's transcripts. Both the department chair (or representative) and the Equivalency Committee must agree that the specific degree title is deemed equivalent. Otherwise, the applicant must provide additional documentation as outlined in the *Instructions for Faculty Equivalency Requests*.

The department chair (or representative) and the Equivalency Committee may recommend to Academic Senate that these degree titles be added to the district list of comparable degree major titles as described in section II.

Possible degree title variation examples:

Degree Title from Handbook	Acceptable Minor Variation
Art History	History of Art
Religious Studies	Religion
Earth Sciences	Earth Science
Women's Studies	Gender and Women's Studies

If the Handbook identifies a degree in "X and Y" as being acceptable, then a degree in "Y and X" is also acceptable under the Minor Degree Title variation. For example, both "Counseling and Guidance" and "Guidance and Counseling" are equally acceptable.

Also, if the Handbook identifies a degree in "X" or a degree in "Y" as acceptable, then a degree in "X and Y" is also acceptable under the Minor Degree Title variation. For example, a degree in "Nutrition" or a degree in "Dietetics" both being acceptable, a degree in "Nutrition and Dietetics" is automatically acceptable.

C. The department chair (or discipline expert as designated by the department chair) reviews the equivalency request and evaluates item-by-item the qualifying coursework and/or experience listed by the applicant. The department chair/discipline expert makes a summary evaluation that the applicant has met or has not met minimum qualifications with the items they have listed for the guideline selected, and the request is forwarded to the Equivalency Committee.

D. Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

E. Academic Senate reviews the applicant's equivalency request, supporting documentation, and Equivalency Committee recommendation. The Academic Senate votes to approve or deny the equivalency request. During the summer intersession, an Academic Senate taskforce consisting of the Academic Senate Officers and one associate faculty Academic Senate member, on behalf of the Academic Senate, will review the applicant's equivalency request, supporting documentation, Equivalency Committee recommendation, and either approve or deny the equivalency request.

F. If the Academic Senate recommends the equivalency request, the request is sent to the board of trustees via the superintendent/president for approval.

G. Human Resources notifies the equivalency applicant, department chair, and dean of the outcome of the equivalency process.

VII. EQUIVALENCY CRITERIA FOR APPLICANTS

A. Criteria for Equivalency: Disciplines Requiring a Master's Degree

A1. *[Before electing to proceed with this guideline, please review guideline A4 below to determine if A4 is a simpler option for you.]* Candidate holds a related master's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

A2. *[Before electing to proceed with this guideline, please review guideline A3 below to determine if A3 is a simpler option for you.]* Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, but the title of candidate's bachelor's degree is not the exact title of the degree on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with

a different title from the candidate's granting institution.

- A3. Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, the candidate lacks the required bachelor's degree identified on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The candidate must have at least twenty-four (24) semester units of discipline-related, upper division/graduate coursework towards the required bachelor's degree for which equivalency is being requested.
- A4. Candidate holds a master's degree in another field, but the candidate has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related, graduate-level coursework.
- A5. Candidate does not hold a master's degree, but has a bachelor's degree in the discipline and five years of full-time or full-time equivalent of discipline-specific experience in higher education teaching, research and/or publication, or professional work experience in the field.
- A6. Candidates in specific disciplines (e.g., Art, Dance, Drama/Theater Arts, Film and Media Studies, Foreign Languages, Music) may qualify through education and/or experience other than what is listed in A1-A5 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

B. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, but which require a specific bachelor's degree

- B1. *[Before electing to proceed with this guideline, please review guideline B2 below to determine if B2 is a simpler option for you.]* Candidate holds a related bachelor's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)
- B2. Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units of which 18 semester units must be discipline-related and upper-division coursework, or 10 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework of which 1.8 semester units must be discipline-related and upper-division. For example, an applicant may apply for equivalency if they have 72 semester units of coursework of which 10.8 or more are discipline-related and upper-division (equivalent to 6 years of experience) and have worked in the field for 4 full-time or full-time equivalent years.

*"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)

B3. Candidates in specific disciplines may qualify through education and/or experience other than what is listed in B1-B2 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

C. Criteria for Equivalency: disciplines in which a master's degree is not generally expected or available, and the minimum qualifications are any bachelor's degree and two years of professional/occupational* experience or any associate degree and six years of professional/occupational* experience

**“Professional experience” includes teaching experience. “Occupational experience” does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)*

C1. Candidate must have at least ten years of related full-time or full-time-equivalent professional/occupational experience when not applying any education toward equivalency.

C2. Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units and 2 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework. For example, an applicant may apply for equivalency if they have 72 semester units of coursework (equivalent to 6 years of experience) and have worked in the field for 6 full-time or full-time equivalent years.

C3. Candidate may be eligible under a combination of work experience and professional certification when not applying any education. The certification must be issued by a recognized professional organization in the discipline. Candidate must also have at least eight years of related full-time or full-time-equivalent professional/occupational experience. The department must validate the candidate's certification.

AP 4070 - COURSE AUDITING

Reference:

Education Code Section 76370

The District shall allow individuals to audit eligible courses on a no-credit basis, subject to approval. In order to audit a course, the following course criteria must be met:

- Courses eligible for audit must be designated in the Course Outline of Record (COR).
 - Departments can choose which courses are eligible for audit through the curriculum review process.
 - Courses with material fees, science labs, or that include field trips are not eligible for audit.
 - Textbooks and other required course materials are not included in the audit fee and must be paid separately by the course auditor.
- Permission to audit a class is required for each prospective auditor, is granted at the instructor's discretion, and requires approval from the instructor and appropriate dean.
- Auditing is on a space-available basis, and auditors do not count in the minimum enrollment required to run a class.
- Attendance of auditors shall not be included in apportionment or determining class size.
- Audit requests may be submitted after the first day of the class.
- There are no limits on the number of times a course can be audited.

Requirements

Prospective auditors must meet the following requirements:

- Auditors must be eligible for admission as regularly enrolled students (any person over the age of 18 or possessing a high school diploma or its equivalent).
- Auditors without simultaneous enrollment in any other credit or non-credit classes are not eligible for student ID cards or student health services.
- Auditors are expected to participate in all class activities as required by the course instructor of record.
- Auditors should follow course syllabus requirements, including attendance, and follow the standards of student conduct (AP 5500)~~student code of conduct~~. Those not meeting these requirements may be removed from the class, at the discretion of the instructor, with no fee reimbursement.

Commented [1]: Are auditors still receiving a SURF ID#? If so, will there be a way to differentiate their SURF ID#'s?

Academic Record

- Instructors have no obligation to grade the assignments of auditors.
- Instructors will not provide a grade for auditors.
- No credit will be awarded for auditing.
- No auditor shall be permitted to change the enrollment status for the course to receive credit.
- No attendance or academic record will be maintained for audits; no transcript of audited courses will be available.
- Classes completed through an audit cannot be considered for credit at the College; however, an audited course may be retaken for credit.

Fees

The fee for auditing courses shall be \$15 per unit. Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

- All fees are non-refundable unless the class being audited is cancelled or otherwise administratively altered.
- Audited courses are not covered by a fee waiver or financial aid.
- No fee will be assessed for MiraCosta College full- and part-time faculty, permanent staff, and retirees for auditing one class per semester.
- Parking fees or a parking permit are required, if applicable.
- Any textbook costs, if applicable, are not included in the auditing fee and are the responsibility of the auditor.

BP 4070 Course Auditing

Individuals may audit courses that have been designated by the College as eligible for auditing.

The fee for auditing courses shall be \$15 per unit.

Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

Auditors do not have enrollment priority over those taking a course for credit.

No auditor shall be permitted to change their enrollment status to receive credit for the course.

Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district.

Reference:

Education Code Section 76370