ACADEMIC SENATE

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AGENDA

I. Call to Order

II. Roll Call

III. Teleconferencing for Meetings
   A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
   Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 04/15/22.*

IV. Persons Wishing to Address the Senate
   Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V. Changes to Agenda Order

VI. Consent Calendar
   A. Approve Minutes of the Regular Meeting of August 12, 2022
   B. Approve Minutes of the Retreat of August 12, 2022
   C. Ratify Academic Senate Constituency List 2022-2023
   D. Ratify Updated Academic Senate Committee List 2022-2023
   E. Ratify Updated Office Inventory List 2022-2023 – *Flood* **Time certain 9:45am**
   Description: *Vice President, Administrative Services, Tim Flood, will give an explanation of the movement of some faculty offices due to pending and ongoing construction on the Oceanside Campus.*

VII. Reports
   A. Academic Senate President – *Safaralian*
   B. College Superintendent/President – *Cooke*
   C. Classified Senate – *Phillips*
   D. Associated Student Government – *Allyn on behalf of ASG*
   Description: *We are looking for an Academic Senator to serve as a liaison to the ASG. ASG meetings are open to the public and are typically held on the 2nd and 4th Fridays each month from 10am to 1pm with the exception of MCC observed holidays or other scheduling conflicts. Meetings rotate between the Oceanside, San Elijo, and Community Learning Center campuses.*

E. Redesigning the Student Experience – *Askerneese, Ha*
F. Accreditation – *Pescarmona*

VIII. Old Business

A. AP 5075: Course Adds and Drops – *Hull*

Description: *Updated terminology, pronouns, and the process regarding excused withdrawals. Further, reviewed and updated by the college registrar to reflect current practice. This is a first read and will come back for approval at the next meeting.*

B. Full-Time Retiree List for Emeritus Status Consideration – *Safaralian*

Description: *Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualification for emeritus status (AP 7280.4). The Senate reviews the information and makes a recommendation to the Board of Trustees. This process usually occurs only once per year in the spring semester. It was brought to the attention of the Academic Senate President that full-time faculty member, Leslie Nemour, was inadvertently left off the list in the spring of 2022. Therefore, the Senate is being asked to approve emeritus status for this faculty member off cycle.*

C. AS Local Goal Setting – *Safaralian*

Description: *Here are different major themes that emerged after senator discussions during the retreat of August 12th. the senators will continue the conversation around our goals in small groups and will report out.*

IX. Information / Discussion

A. Equivalency Presentation – *Aschenbach* **Time certain 10:30am**

Description: *ASCCC Vice President, Cheryl Aschenbach will give a presentation about Equivalency.*

X. Senator Reports

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

XI. Adjournment

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

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

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

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

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

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

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

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

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

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

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

UNOFFICIAL MINUTES

I. **Call to Order**
Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge.
The meeting was called to order at **9:00am.**

II. **Roll Call**
Members present in person: Robin Allyn (Coordinating officer), Angela Beltran-Aguilar, curry mitchell (Vice President), Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Gilbert Neri, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Krista Warren
Members present via Zoom: Ingrid Bairstow, Karla Cordero
Members absent: Sunny Cooke (ex-officio)
Others present: Adrean Askerneese, David Bonds, Sean Davis, Maria Figueroa, Mary Gross, Thao Ha, Denée Pescarmona, Angela Senigaglia

III. **Teleconferencing for Meetings**
A. **Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361**
The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (mitchell / Firouzian) to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

IV. **Persons Wishing to Address the Senate –** None.

V. **Changes to Agenda Order**

VI. **Consent Calendar**
A. **Approve Minutes of the Regular Meeting of May 20, 2022**
B. **Ratify Updated to the Office Inventory List 2022-2023**
Description: *One of the office spaces at the San Elijo Campus was listed incorrectly in the office inventory. Office space SAN502A should have been listed as SAN504.*
C. **Approve one Equivalency for Biology** – *Ihara*
D. **Approve one Equivalency for Communication Studies** – *Ihara*

The Consent Calendar was approved by unanimous consent.

VII. **Reports**
A. **Academic Senate President**
AS President, Leila Safaralian, welcomed everyone to the first meeting and the fall 2022 semester and, especially, new and returning members of Academic Senate. Many faculty and classified professionals will be attending tomorrow's Welcome Fest on the Oceanside Campus to welcome students and their families. During this summer, Safaralian attended a two-day faculty institute supported and facilitated by the Guided Pathways, called Light the Fire, led by Dr. Thao Ha. AS and Guided Pathways will partner to support faculty and students. More information to follow on upcoming events. Ideas on how to improve classrooms was discussed centering on teaching and learning and focusing on four areas: create syllabus, student sense of belonging, skillabus (how to teach skills in the classroom), and grading.

The ASCCC Fall Plenary Session is now open for registration. It will take place from November 3-5 in Sacramento as a hybrid event. If interested, contact the AS President and Debby Adler, for assistance. The constituent list for this academic year is being working on. There are discrepancies between our list and Workday but this will come for approval at the next meeting.

B. College Superintendent/President

Instructional Services Vice President, Denée Pescarmona reported on behalf of Superintendent / President Sunny Cooke welcoming everyone to the semester. She thanked everyone personally for their desire and willingness to serve as Senators and Officers on Academic Senate. She further thanked new PDP Coordinator, Aaron Roberts, and Debby Adler, for putting together a great Flex calendar noting that the Associate Faculty orientation will take place next Tuesday, the CLC open house is next Wednesday, and an in-person orientation at the SEC will take place next Tuesday night. Be on the lookout for a formal invitation to All College Day with a robust agenda including accreditation. The accreditation self-evaluation report will come to all constituent groups for approval. Recognition was also given to Thao Ha for the Light the Fire event with a focus on student voices noting we want to listen to what our students need to say. Next week, the CLC is hosting their Welcome Fest.

C. Classified Senate

Classified Senate Vice President, Ingrid Philips expressed excitement for the new semester. CS met for a retreat and has started work on their goals for '22-'23. They also ratified their committee assignments. They will be continuing the leadership program and accepting applications through September 24th.

D. Associated Student Government

It was noted that the ASG is off for the summer and has not yet met. They will decide on an AS representative at their first meeting report at the next AS meeting.

E. Redesigning the Student Experience

Adrean Askerneese is the new leader for Guided Pathways and working with Thao Ha. Ha thanked to Safaralian and Pescarmona for the shout out for the faculty institute. Faculty can get back to why we do what we do. The connection and relationships we are building offer a safe space to have challenging conversations around equity. There will be a presentation at ACP. There is a new student seminar. There are three cohorts of students teaching how to get a counselor, connect with financial aid, career exploration, and more. Ha will be attending the GP Institute in September and hopes to bring back new ideas.

F. Accreditation

Safaralian reminded everyone that Luke Lara reported at the last AS meeting. Pescarmona and Safaralian have been discussing accreditation over the summer and agreed that it would be beneficial for AS colleagues and all faculty to map the Accreditation Standards to the Academic and Professional matters (10+1). This document is in progress and they hope to bring it to the next AS meeting. Safaralian has also been working with Dean Chris Tarman to include AS goals from the last year in the accreditation report. Pescarmona noted that Cindy Dudley has been working very hard and Standard 4 is done, Standard 3 is almost done, and then she will moving onto Standard 2. The 10+1 gives Academic Senate the ability to provide input surrounding the roles and responsibilities of this body. Those standards have to be met for accreditation. The document can be used as a guide for review. This report will come to AS and all leadership groups for a first and second read.

VIII. Old Business

A. Academic Calendar 2022-2023 – *Leila Safaralian*

In Spring 2022, AAC and then AS approved the attached 23-24 academic calendar. This calendar followed the required Chancellor's Office mandated holiday schedule. According to the Chancellor's office, we were going to need to have Washington and Lincoln's Holidays on two Monday as opposed to previous years where we had the option of having the days be on a Friday and Monday. Later the Chancellor's Office sent another memo allowing the flexibility for 23-24 to have the holiday on either a Friday or a Monday. As such, the AAC will revisit the Academic Calendar on their first meeting of the fall and will forward their vote to the Academic Senate. It will come back to AS for approval at the next meeting.

IX. New Business

A. Full-Time Retiree List for Emeritus Status Consideration – *Leila Safaralian*

Each year, the college President presents to the Academic Senate the names of retiring faculty who meet

the qualification for emeritus status ([AP 7280.4](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees. This process usually occurs only once per year in the spring semester. It was brought to the attention of the Academic Senate President that full-time faculty member, Leslie Nemour, was inadvertently left off the list in the spring of 2022. Therefore, the Senate is being asked to approve emeritus status for this faculty member off cycle. This will come back to the next meeting for approval.

B. AP 5075: Course Adds and Drops – *David Bonds*
David Bonds explained that terminology, pronouns, and the process regarding excused withdrawals was updated. Most of the changes were from the word 'enroll' to 'register' and compliance changes for pronouns. Further, reviewed and updated by the college registrar to reflect current practice. This is a first read and it will come back for approval at the next meeting.

X. Information / Discussion

A. Academic Senate Newsletter – *Robin Allyn*
The "Academic Senate News" online newsletter piloted last Spring 2022, with the main goal to improve the communication and accessibility of the work of the AS and AS subcommittees as well highlight ASG and Classified Senate events and happenings. The newsletter's three issues gained popularity last Spring with over 1000 views for the May edition. For the 2022-23 academic year, the plan is to continue the newsletter, and open this time for discussion on ways to improve it. Here is a [LINK](#)to the last issue for reference. The goal was to improve communication. CS and ASG has a report in each newsletter, as well. Would love to have more support. If anyone is interested in being a part of this group, let Allyn and/or Adler know.

B. Governance Survey Results Spring 2022 – *Leila Safaralian*
Academic Senate will discuss ways in which to improve the education on the governance process, including an onboarding process for new committee members so every subcommittee will provide training for new members. At the last meeting of Academic Senate on May 20th, the Governance Survey was discussed as a group. One thing that was highlighted in the survey was the need for improving the onboarding process for new committee members. With the AS subcommittee chairs in attendance at today's meeting, they are encouraged to provide training for new members and be available for questions new members may have. One option is to create a Canvas page for onboarding for new committee members. Videos can be a great tool and can be included such as what Jeff Ihara created regarding Equivalency.

XI. Senator Reports
All Senators expressed their excitement to join Academic Senate and look forward to a great year.
As the credit for prior learning liaison, Delores Loedel noted a Flex workshop on Monday from 11:30am to 1:00pm in Hyflex room OC4802 with lunch. She also asked that as co-advisor of Phi Theta Kappa, she would like to participate in the AS newsletter.

XII. Adjournment – The meeting adjourned at 10:06am

ACADEMIC SENATE

UNOFFICIAL MINUTES

I. **Call to Order –** The meeting was called to order at 10:34am.

II. **Roll Call**
Members present in person: Robin Allyn (Coordinating officer), Angela Beltran-Aguilar, curry mitchell (Vice President), Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Gilbert Neri, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Krista Warren
Members present via Zoom: Ingrid Bairstow, Karla Cordero
Members absent: Sunny Cooke (ex-officio)
Others present: Adrean Askerneese, Sean Davis, Maria Figueroa, Mary Gross, Thao Ha, Violeta Sanchez, Angela Senigaglia

III. **Retreat Agenda**
This retreat is to provide the opportunity for everyone to get to know each other and provide training for onboarding for Senators so they feel more comfortable and to set goals for the year.

A. Introduction Activity – *curry mitchell*
Attendees shared answers to ice-breaker questions in small groups, rotating and remixing from group to group. The goal of this activity is to interact with one another. The hope is to further help with Hyflex spaces and to learn how to merge these spaces.

B. Team Building Activity – *Robin Allyn*
This hands-on group activity highlighted the importance of working together to create and solve a challenge. The challenge was to use items supplied including, uncooked spaghetti, tape, string, and a marshmallow and build a tower with the whole marshmallow at the top of the tower. The activity was timed. The winners of the activity were Krista Warren, Candy Owens, and Jim Julius. They built the only structure that remained standing when time was up. The winning team talked about their strategy for winning. They looked up some strategies online. The rules didn't say you could not seek help in another way such as using online resources or looking at other groups while they were building their towers. Another goal of the activity was to collaborate, make new friends, and have fun together. It was noted that sometimes we set the bar so high that we don't focus on other things. As goals are set for Academic Senate this year, we need to focus on other things. Another take away from the activity was that if it does not work, start over again. Another group created their own rules, and they enjoyed working with others who were in the assigned online breakout rooms while they offered their ideas about creating the structure.

C. Our Roll as Academic Senate – *Leila Safaralian*
Discussed the role Academic Senate plays in shared governance and issues around Academic Senator responsibilities, the Brown Act, parliamentary procedure, meetings guidelines, and academic and professional matters (10+1). The presentation is attached to these minutes.
The Senate body received and viewed two videos prior to the meeting including one from Luke Lara and one from Jeff Ihara about equivalency. Both new and returning members of this year's Senate body were welcomed along with curry mitchell as VP and Robin Allyn as returning Coordinating Officer.
Two links to videos on ethics training were highlighted. Additionally, communication with constituents was emphasized. Only firsthand feedback should be shared and give constituents a deadline for their feedback is helpful.

D. Working Lunch
Continued discussion about the Academic Senate role and responsibilities during lunch.

E. Goals Setting – *Leila Safaralian / curry mitchell*
Discussion was started about creating SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. Started with a recap of emerging themes, topics, issues, ideas, and goals from this retreat as a starting point. Also reviewed prior AS goals. Guiding

questions included: How can we partner with ASG and Classified Senate to strengthen our goals? How can AS Subcommittees align their committee goals to AS goals? How do these goals align with institutional work of redesigning the student experience? How do these goals align with the institution's Mission, Vision, Values, and Commitment?

It was noted that under teaching and learning, there were two goals. Goal #4 Engagement was discussed regarding land acknowledgement. This goal is continuing on to make connections and engagement. When thinking about goals for this year, thought should be given to if the goals are doable and are we listening to our constituents. What is our goal as AS senators and what can we accomplish. Participants divided into small groups and began conversations about goals. As time ran out, the Senate body will continue goal setting discussions at the next meeting on September 2nd.

IV.   **Adjournment** – The meeting adjourned at 1:06pm**.**

Group 1	Group 2	Group 3	Group 4	Associate Faculty	
Bishop, Eric	Ante-Contreras, Daniel	Ali, Shafin	Allison, Megan	(based on last name)	
Bloss, Veronica	Arquero, Kristine	Bond, Robert	Arevinar, Sam	A to E	Page, Brian
Boland, Phillip	Bailey, Suzie	Coobatis, Christy	Askerneese, Adrean	F to J	Bairstow, Ingrid
Bonds, David	Burman, Tony	Davis, Ashley	Byrd, Krista	K to O	Cordero, Karla
Burd, Abby	Burns, Larry	Duncan, Yvette	Collins, Laney	P to T	Ravanbaksh, Hossein
Carey, Giana	Byrom, Brad	Duran, Erica	Detwiler, David	U to Z	Warren, Krista
Chapeton Lamas, Nery	Clark, Raymond	Eso, Steve	Duarte-Braunstein, Karina		
Choi, Min	Cotnoir, Leigh	Fast, Lisa	Eggleton, Xuchi		
Clarke, Elizabeth	Fisher, Kaitlin	Gomez, Ruben	Fallstrom, Scott		
Diaz, Zulema	Higginbotham, Jeffrey	Green, Ansina	Fulbright, Robert		
Dicker, Richard	Lazootin, Taya	Guerrero, Jorge	Goulette, Korey		
Falero, Roberto	Massey, Dave	Gunn, Billy	Gross, Mary		
Fanning, Sean	Mathis, Stacey	Hagen, Kelly	Hanada Rogers, Patricia	*Yellow-colored cells indicate the*	
Figueroa, Maria	**Nagai, Tyrone**	Hastings, Rachel	Headlee, Mary Beth	*Academic Senate*	
Firouzian, Shawn	Osman, Ghada	Hernandez, Pilar	Ingato, Dominique	*representative for each Group*	
Gomez Zinn, Hilda	Perry, Pamela	Juncosa, Barbara	Lara, Luke		
Ha, Thao	Petri, Andrea	Katson, Paul	Lomeli, Sinar		
Hoste, Tricia	Phinney, Alison	**Loedel, Delores**	mitchell, curry		
Jara, Jose	Pohlert, Edward	McCorkle, Kent	**Owens, Candy**		
Myers, Shannon	Powers, Leola	Morgan, Rebecca	Peck, Kris		
Nguyen, Thong	Robertson, Eric	Perkins, Allison	Prescott, JahB		
Ongyod, Anthony	Sullivan, Jim	Perovic, Zika	Ramirez, Oswaldo		
Perez Medina, Wally	Toharia, Cristina	Powell, Beth	Sepulveda, Jeanine		
Reyes, Kristi	Tucker, Alexis	Safaralian, Leila	Silva, Mariana		
Simpson, Sue	Welch-Scalco, Rhonda	Scharff, Nate	Thomford, John		
Snortum, Eric	Wish, Kristi	Williams, Tracy	Torok, Steve		
26	26	26	26		

Group 5	Group 6	Group 7	Group 8
Beltran Aguilar, Angela	Apalatea, Janeen	Berrien, Markus	Balcazar, Yesenia
Cleveland, Karl	Benschop, Joanne	Clarke, Paul	Cord, Julie
Cluff, Leah	Bolanos, Theresa	Davis, Sean	dara
Davis, Donna	Carstensen, Eric	Gay, Ruth	Doig, Lesley
Deschamps, Mike	Deineh, Steven	Goueth, Pierre	Dua, Arti
Estrella, Roland	Falker, Matthew	Hull, Stacey	Dunbar, Keith
Flocken, Lise	Farnam, Michelle	Kirwan, John	Flores, Claudia
Greenwald, Laruen	Hayashi, Yoshimi	Kiyochi, Emiko	French, Rica
Hidle, Jade	Horton, Wendy	Kulkarni, Himgauri	Gardiner, Yana
Hoskins, Bruce	Johnson, Christina	Lopez, Alicia	Hayek, Laura
Hosley, Ticey	**Julius, James**	McFarland, Casey	Isachsen, Steve
Hu, Yi-Cheng	Langager, Arlie	Morgado Flores, Pedro	Kelley, Robert
Ihara, Jeff	Laurel, Mark	Murico, Jeffrey	**Love, Don**
Lambert, Luke	Mariscal, Eduardo	Nakamura, Lemee	Ma, Richard
Luengo, Isabel	McFall, Lauren	**Neri, Gilbert**	McField, David
Mariscal, Polo	Mercado, Serena	Paris, Jennifer	Paulding, Michael
Meinhold, Gail	Ngo, Annie	Sanchez, Violeta	Peters, Erika
Mercuri, Emily	Parker, David	Sipman, Glorian	Phillips, John
Miller, Lynne	Roberts, Aaron	Taylor, Krystle	Ramos, Dean
Munshower, Donald	Rodriguez, Julio	Trzoss, Lynnie	Sankaranarayanan, Suganya
Nguyen, Khang	Schlueter, Jed	Vail, Steve	Senigaglia, Angela
Odom, Michelle	Strona, Jacob	Vidal, Lilia	Siegel, Dan
Salamon, Joe	Tsuyuki, Chad	Viramontes, Rosa	Turbeville, John
Sharp, Christina	West, Janelle	Walker, Catherine	Vasquez Gonzales, Cynthia
Sleeper, Chris	Wezniak, Stephen	White, Rick	Walker, Tina
Solis, Ariana	Zaman, Afifa	Williams, Arnoldo	Zepeda, Magdalena
26	26	26	26

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Full-Time Faculty Members

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

Committee Name	Term	2022-2023 Assignment
Budget and Planning Committee (BPC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable twice for a max of six years, 3yrs for chair; **7 faculty total***
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Maria Figueroa (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres)
Budget and Planning Committee (BPC)	Sp23 (1yrs)	curry mitchell (AS VP)
Budget and Planning Committee (BPC)	Sp23 (6yrs)	Joe Salamon (un-banking fall 22)
Budget and Planning Committee (BPC)	Sp23 (3yrs)	Edwina Williams (Associate Faculty)*
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Christy Coobatis
College Council		
College Council	Assigned by virtue of role	Leila Safaralian (AS Pres)
College Council	Assigned by virtue of role	curry mitchell (AS VP)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	*Ends (number of years served by end of term)*	*2-year member terms, renewable for a max of six years; **7 faculty total***
Institutional Program Review Committee (IPRC)	Sp24(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(4yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	John Kirwan
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	Megan Allison
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Lisa Fast
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Robin Allyn (Associate Faculty) *
Tenure Review and Evaluation Committee (. TREC)	*No term length*	*No number set; as needed*
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed

Committee Name	Term	2022-2023 Assignment
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Jade Hidle (Sabbatical Fall 22)
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes (Sabbatical SP 23)
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Mark Laurel
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Karina Duarte-Braunstein
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Ghada Osman[+]
Tenure Review and Evaluation Committee (TREC)		Jed Schlueter

Committee Name	Term	2022-2023 Assignment
Tenure Review and Evaluation Committee (TREC)		Richard Dicker[+]
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
Outcomes Assessment Committee (OAC)	*Ends (number of years served by end of term)*	*2-year member terms; renewable twice for a max of six years;* **9 faculty total + 2 resource faculty**
Outcomes Assessment Committee (OAC)	Sp23(3yrs)	Shannon Myers (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp22(6yrs)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp24(6yrs)	Janelle West
Outcomes Assessment Committee (OAC)	Sp23(4yrs)	Krista Byrd
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp24(2yrs)	Catherine Walker (un-banking fall 22)
Outcomes Assessment Committee (OAC)	Sp23(1yrs)	Maria Laura Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp23(2yr)	Elise Fanney (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp24(4yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)	Sp23(2yrs)	Ashley Davis
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Director)

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

Academic Senate and Academic Senate Subcommittees

Academic Senate	Elected Members	Year and semester term ends
Academic Senate	Safaralian, Leila, *President*	Sp24
Academic Senate	mitchell, curry, *Vice President*	Sp23
Academic Senate	Allyn, Robin, *Coordinating Officer*	Sp23
Academic Senate	Beltran Aguilar, Angela	Sp24
Academic Senate	Bairstow, Ingrid	Sp24
Academic Senate	Cordero, Karla	Sp23
Academic Senate	Firouzian, Shawn	Sp24
Academic Senate	Julius, Jim	Sp23
Academic Senate	Loedel, Delores	Sp23
Academic Senate	Love, Don	Sp24
Academic Senate	Nagai, Tyrone	Sp23
Academic Senate	Neri, Gilbert	Sp23
Academic Senate	Owens, Candy	Sp24
Academic Senate	Page, Brian	Sp24
Academic Senate	Ravanbaksh, Hossein	Sp23
Academic Senate	Warren, Krista	Sp23

Committee Name	Term	2022-2023 Assignment
Academic Affairs Committee (AAC)	Ends	*Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years*
Academic Affairs Committee (AAC)	Sp25	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp23	Claudia Flores (sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Beth Powell
Academic Affairs Committee (AAC)	Sp24	Alexis Tucker Sade (Sabbatical Sp 23)
Academic Affairs Committee (AAC)	Sp24	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp24	Theresa Bolanos
Academic Affairs Committee (AAC)	Sp23	Kris Peck
Academic Affairs Committee (AAC)	Sp22	Joseph King (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp22	Tracy Williams
Academic Affairs Committee (AAC)	Sp24	Thong Nguyen

Academic Affairs Committee (AAC)	Sp23	Shafin Ali
Academic Affairs Committee (AAC)	Sp23	Rick White
Academic Affairs Committee (AAC)	Sp23	Ghada Osman
Academic Affairs Committee (AAC)	Sp23	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp23	David McField
Courses and Programs Committee (CPC)	*Ends*	*CPC chair no term limit; members 3-year with no limit*
Courses and Programs Committee (CPC)	Sp25	Angela Senigaglia (Chair)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp24	Scott Fallstrom (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp25	Dave Massey (GE Area C)
Courses and Programs Committee (CPC)	Sp25	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp25	OPEN (NonCredit)
Courses and Programs Committee (CPC)	Sp25	Ticey Hosley (Counseling)
Courses and Programs Committee (CPC)	Sp25	Zulema Diaz (other GE)
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp23	Darlene Burke (Associate Faculty, CE)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Director Online Ed
Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	2-year member term, renewable	6-9 members **only**
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Violeta Sanchez (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Hilda Gomez-Zinn

Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Mariana Silva
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Nakamura, Lemee
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Xuchi Eggleton (PDP Liaison)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp24	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Sonia Gutierrez (Associate Faculty)*
Equivalency Subcommittee	No term length	No number set
Equivalency Subcommittee		Jeff Ihara (Chair)
Equivalency Subcommittee		Isabel Luengo
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Ruth Gay
Faculty Awards Subcommittee	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp23	Robin Allyn (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Christina Johnson
Faculty Awards Subcommittee		Allison Perkins

Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Jessica Thompson (Associate Faculty)*
MiraCosta Online Educators (MOE)	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp24	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp24	Lauren McFall
MiraCosta Online Educators (MOE)	Sp24	JahB Prescott
MiraCosta Online Educators (MOE)	Sp23	Roland Estrella
MiraCosta Online Educators (MOE)	Sp23	Nery Chapeton-Lamas (Un-banking F 22)
MiraCosta Online Educators (MOE)	Sp23	Robert Kelley
MiraCosta Online Educators (MOE)	Sp23	Pedro Morgado
MiraCosta Online Educators (MOE	Sp24	curry mitchell
MiraCosta Online Educators (MOE)	Sp24	Cristina Toharia
MiraCosta Online Educators (MOE)	Sp23	Eli Clarke (Sabbatical Sp 23)
MiraCosta Online Educators (MOE)	Sp23	Leola Powers
MiraCosta Online Educators (MOE)	Sp22	Paulino Mendoza (Associate Faculty)*
Professional Development Program/Flex (PDP)	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp25	Aaron Roberts (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Lynne Miller
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Thao Ha

Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Sean Davis
Professional Development Program/Flex (PDP)		Giana Carey
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Anna Alessi (Assoc Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Assoc Faculty)*
Sabbatical Leave Subcommittee (SLC)	No term length	No number set
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		OPEN
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Karl Cleveland
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Salary Advancement Subcommittee (SAC)	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Wendy Horton
Salary Advancement Subcommittee (SAC)		Korey Goulette
Salary Advancement Subcommittee (SAC)		Alison Phinney
Salary Advancement Subcommittee (SAC)		Sam Arenivar

Operational Subcommittee of the Senate:

Elections Subcommittee	

Elections Subcommittee	John Phillips
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

Campus Advisory Committees

Committee Name	2022-2023 Assignment
Awards and Scholarships Advisory Committee	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Awards and Scholarships Advisory Committee	Laney Collins
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Jill Ventrone (Associate Faculty)*
Basic Needs Workgroup	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Delores Loedel
Basic Needs Workgroup	Rita Naranjo (Associate Faculty)*
Campus/Facilities Advisory Committee	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam
Campus/Facilities Advisory Committee	Raymond Clark
Campus/Facilities Advisory Committee	Steve Vail
Classified Senate Events Committee	

Classified Senate Events Committee	Magdalena Zepada
Classified Senate Events Committee	OPEN
Commencement Advisory Committee	
Commencement Advisory Committee	Adrean Askerneese
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok
Dual Enrollment Advisory Committee	
Dual Enrollment Advisory Committee	Magdalena Zepeda
Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Theresa Bolanos
Emergency Preparedness Advisory Group (EPAG)	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Michelle Odom
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
EOPS/CARE Advisory Committee	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Larry Burns
EOPS/CARE Advisory Committee	Krystle Taylor
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Assoc Fac)*
Equal Employment Opportunity Advisory Committee (EEOAC)	*2 members only*
Equal Employment Opportunity Advisory Committee (EEOAC)	Lesley Doig
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
Financial Aid Advisory Committee	

Financial Aid Advisory Committee	Rebecca Morgan (un-banking Fall 22)
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Laura Hayak
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Jill Ventrone (Associate Faculty)*
Honors Scholar Program Advisory Committee	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	Chris Sleeper (Chair – Sp 23)
Honors Scholar Program Advisory Committee	Delores Loedel
Honors Scholar Program Advisory Committee	Leah Cluff
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynnie Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Donny Munshower
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
International Education Advisory Committee	
International Education Advisory Committee	Andrea Petri (Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Emiko Kiyochi
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Zika Perovic
International Education Advisory Committee	David Detwiler

International Education Advisory Committee	Rick White
International Education Advisory Committee	Donna Davis
International Education Advisory Committee	Ruben Gomez
Perkins Plan Advisory Committee	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Phillip Boland
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores (Sabbatical Sp 23)
San Elijo Advisory Group	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Abby Burd
San Elijo Advisory Group	Pamela Perry
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Delores Loedel
San Elijo Advisory Group	Lise Flocken
San Elijo Advisory Group	David Detwiler
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Shannon Myers
San Elijo Advisory Group	Afifa Zaman
San Elijo Advisory Group	Lynnie Trzoss
San Elijo Advisory Group	Katherine Vilchez (Assoc Fac)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

Student Accessibility Services (SAS)	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Mariana Silva
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himgauri Kulkarni
Service Learning Advisory Committee	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Arlie Langager (Sabbatical Sp 23)
Service Learning Advisory Committee	Jacob Strona
Student Conduct and Police Advisory Committee	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love
Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)*
Student Conduct and Police Advisory Committee	Krystle Taylor (DSPS)
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Strong Workforce Advisory Committee (SWAG)	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding (un-banking Sp 23)
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir
Strong Workforce Advisory Committee (SWAG)	Paul Clarke

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran (sabbatical Fall 22)
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Student Services Council	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Adrean Askerneese
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
Technology Advisory Committee	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Khang Nguyen
Transfer Center Advisory Committee	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Lynnie Trzoss

Additional Assignments

Committee on Exceptions Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
Committee on Exceptions	Adrean Askerneese
Committee on Exceptions	Theresa Bolanos
Committee on Exceptions	Rhonda Welch Scalco
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
NCHEA Board	
NCHEA Board	Rachel Hastings (Past Director AY 22-23)
NCHEA Board	Nate Scharff
NCHEA Board	Kat Soto-Gomez (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Director -Required by NCHEA Bylaws
NCHEA Board	Zulema Diaz
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
Traffic and Parking Committee	3 faculty
Traffic and Parking Committee	Matt Falker (Sabbatical Fall 22)
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Korey Goulette
SDICCCA Faculty Intern Program	
SDICCCA Faculty Intern Program	David Detwiler
SDICCCA Faculty Intern Program	Sean Davis
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2022-23
If no term ending dates are noted, the terms are flexible

MCCAAF 2022-2024

Executive Committee (Elected members)	
Krista Warren	President
Al Nyman	Vice President
Joe Chirra	Secretary
Dawn Diskin	Treasurer

FA COUNCIL 2022-2024

Executive Committee (Elected members)		
Mary Gross	President	Credit ESL
dara	Vice President	Letters Transfer
Luke Lara	Ombudsperson	Counseling: General
Annie Ngo	Exec TREC Liason/Contract Lead	Business
Billy Gunn	Exec Treasurer	Film Studies
Brad Byrom	Immediate Past President	History
Faculty Assembly Council (appointed by FA President)		
Abby Byrd	Councilperson	Mental Health Counseling
Paul Clarke	Councilperson	Drafting Design
Leigh Cotnoir	Councilperson	Media Arts Technology
Michelle Farnam	Councilperson	SAS Counseling
Ruth Gay	Councilperson	Noncredit ESL
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Joe Salomon	Councilperson	Physics
Sue Simpson	Councilperson	Nursing
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

CAMPUS	Room	Maximum	Occupants	Occupants 2	Occupants 3	Occupants 4	Occupants 5	Occupants 6	Occupants 7	Occupants 8	Category	Area
OCN	2009	1	Eric Bishop	n/a	n/a						2 (Theatre)	110
OCN	2010	1	Tracy Williams	n/a	n/a						2 (Theatre)	75
OCN	2022A	1	Sean Fanning	n/a	n/a						2 (Theatre)	75
OCN	2111	2	Yoshimi Hayashi	Leah Cluff	n/a						2 (Art)	111
OCN	2206	2	Matt Falker	David McField	n/a						2 (Creat. Arts)	120
OCN	2215	2	Steve Torok	Dan Siegel	n/a						2 (Creat. Arts)	119
OCN	2220	2	Christy Coobatis	Arlie Langager	n/a						2 (Creat. Arts)	124
OCN	2268	2	Dean Ramos	Gilbert Neri	n/a						2 (Creat. Arts)	120
OCN	2274	2	Lauren Greenwald	Xuchi Naungayan Eagleton	n/a						2 (Creat. Arts)	116
OCN	2705	1	Dave Massey	n/a	n/a						2 (Dance)	117
OCN	2706	1***	Billy Gunn	n/a	n/a						2 (Creat. Arts)	187
OCN	2707	1	Trisha Hanada-Rogers	n/a	n/a						2 (Creat. Arts)	100
OCN	3109	1*	Bradley Byrom	n/a	n/a						1	117
OCN	3110	1	Robert Kelley	n/a	n/a						1	99
OCN	3111	1	Shafin Ali	n/a	n/a						1	99
OCN	3112	1	Leola Powers	n/a	n/a						1	69
OCN	3113	1	Rachel Hastings	n/a	n/a						1	75
OCN	3114	1	Jeff Murico	n/a	n/a						1	78
OCN	3115	1	Isabel Luengo	n/a	n/a						1	79
OCN	3116	1	Bruce Hoskins	n/a	n/a						1	105
OCN	3121	2	Stephen Eso	Theresa Bolaños	n/a						**1**	**119**
OCN	3122	1	Lesley Doig	n/a	n/a						1	92
OCN	3123	1	John Phillips	n/a	n/a						1	106
OCN	3124	1	Lisa Fast	n/a	n/a						1	68
OCN	3126	1	Lilia Vidal	n/a	n/a						1	77
OCN	3206	2	Chris Sleeper	NOT AVAILABLE	n/a						1	168
OCN	T 111	2	Suganya Sankaranarayanan	Delores Loedel	n/a						1	140
OCN	T 112	2	Jake Strona	Jade Hidle	n/a						1	140
OCN	T 113	2	Richard White	New CHLD Faculty Hire:	n/a						1	140
OCN	T 114	2	Casey McFarland	Rhonda Welch-Scalaco	n/a						1	140
OCN	T 115	2	Thao Ha	Roberto Falero	n/a						1	145
OCN	T-118	2	Learning Centers Staff	Learning Centers Staff	n/a						1	350
OCN	T-307	9	Emily Mercuri	Michelle Odom	Yana Gardiner	Yvette Duncan	Allison Phinney	Sue Simpson	Allison Perkins	Giana Carey	1	1203
OCN	T-311	2	New ES Faculty: Olivia Quintinilla	Curry Mitchell	n/a						1	115
OCN	T-312	1	Lynne Miller	n/a	n/a						1	110
OCN	T-314	2	Tyrone Nagai	Taya Lazootin	n/a						1	115
OCN	T-315	1	David Bonds	n/a	n/a						1	109
OCN	T-316	1	Maria Figueroa	n/a	n/a						1	108
OCN	T-318	1	Jim Sullivan	n/a	n/a						1	97
OCN	T-530	1	Sarah Carpenter	n/a	n/a						1	100
OCN	T-531	1	Kent McCorkle	n/a	n/a						1	100
OCN	T-532	1	Faculty Assembly	n/a	n/a						1	100
OCN	T-533	1	Anthony Ongyod	n/a	n/a						1	100
OCN	T-534	1	Gail Meinhold	n/a	n/a						1	100
OCN	T-536	1	Robert Fulbright	n/a	n/a						1	100
OCN	T-537	1	OPEN FOR FACULTY	n/a	n/a						1	100
OCN	T-538	1	Instructional Designer - Nadia Khan	n/a	n/a						1	100
OCN	T-550	1	Joanne Benschop	n/a	n/a						1	100
OCN	T-551	1	New CS Faculty Hire: Eduardo	n/a	n/a						1	100
OCN	T-552	1	John Kirwan	n/a	n/a						1	100
OCN	T-556	1	Michael Paulding	n/a	n/a						1	100
OCN	T-557	1	Ruben Gomez	n/a	n/a						1	100
OCN	T-558	1	Nery Chapeton-Lamas	n/a	n/a						1	100
OCN	3614	2	Violeta Sanchez	Daniel Ante-Contreras	n/a						1	122
OCN	3615	2	Zulema Diaz	Alicia Lopez	n/a						1	129
OCN	3616	2	Mary Beth Headlee	Beth Powell	n/a						1	161
OCN	3617	2	Shawn Firouzian	Leila Safaralian	n/a						1	128
OCN	3618	2	JahB Prescott	Aaron Roberts	n/a						1	128
OCN	3619	2	Jose Jara	Chad Tsuyuki	n/a						1	128
OCN	3620	2	Phillip Boland	Zika Perovic	n/a						1	128

OCN	3621	2	Angela Beltran	Lemee Nakamura	n/a						1	128
OCN	3622	2	Serena Mercado	dara	n/a						1	129
OCN	3623	2	Raymond Clark	Keith Dunbar	n/a						1	129
OCN	4018	3	Paul Katson	Steve Vail	Arnoldo Williams						2 (Auto Tech)	319
OCN	4057	2	Wally Perez	Barbara Juncosa	n/a						2 (Biotech)	150
OCN	4405	2	Roland Estrella	Korey Goulette	n/a						2 (Health Oc.)	118
OCN	4410	2	New Sim Lab Faculty Hire: Vacant for	Richard Dicker	n/a						2 (Health Oc.)	103
OCN	4502	2	Kristine Arquero	Pierre Goueth	n/a						2 (Chem.)	146
OCN	4507	1**	Erika Peters	n/a	n/a						1	117
OCN	4512	2	Pedro Morgado Flores	Rica French	n/a						1	118
OCN	4518	2	John Thomford	Himgauri Kulkarni	n/a						1	126
OCN	4519	2	Jeff Ihara	Joe Salamon	n/a						1	126
OCN	4520	2	Stacey Hull	Suzie Bailey	n/a						1	133
OCN	4536	2	Paul Clarke	David Parker	n/a						2 (Des. Tech)	144
OCN	4608	2	Mary Gross	Dominique Ingato	n/a						1	118
OCN	4609	2	John Turbeville	Jeanine Sepulveda	n/a						1	116
OCN	4620	2	Min Choi	Karl Cleveland	n/a						2 (IMT)	120
OCN	4621	2	Leigh Cotnoir	Catherine Walker	n/a						1	120
OCN	4702	1	Andrea Petri	n/a	n/a						2 (Int. Lang.)	120
OCN	4703	2	Christina Toharia	Rosa Viramontes	n/a						2 (Int. Lang.)	122
OCN	4704	1	Pilar Hernandez	n/a	n/a						2 (Int. Lang.)	120
OCN	4810	2	Annie Ngo	Christina Sharp	n/a						1	112
OCN	4811	2	Tina Walker	Janelle West	n/a						1	131
OCN	4812	2	Steve Isachsen	Eric Carstensen	n/a						1	131
OCN	4813	2	Nate Scharff	Lynnie Trzoss	n/a						1	144
OCN	4814	1	Emiko Kiyochi	n/a	n/a						1	100
OCN	7056	1	Mark Laurel	n/a	n/a						2 (Hort.)	102
OCN	7057	2	Megan Allison	Ashley Davis	n/a						2 (Hort.)	170
OCN	7058	1	Mike Deschamps	n/a	n/a						2 (Hort.)	86
OCN	8010	1***	CHLD Dev Director: Yi-Cheng Hu	n/a	n/a						2 (Child Dev.)	165
OCN	8012	1	Claudia Flores	n/a	n/a						2 (Child Dev.)	138
SAN	411	2	Khang Nguyen	Tina Johnson	n/a						2 (Phys/BioSci)	115
SAN	412	2	Thong Nguyen	Kaitlin Fisher	n/a							117
SAN	504	2	Eric Snortum	OPEN FOR FACULTY	n/a							150
SAN	510	2	David Detwiler	Robert Bond	n/a							150
SAN	511	2	OPEN FOR FACULTY	Janeen Apalatea	n/a							150
SAN	512	2	OPEN FOR FACULTY	Alexis Tucker	n/a							150
SAN	513	2	Sean Davis	Krista Byrd	n/a							150
SAN	602	2	Kelly Hagen	Luke Lambert	n/a							158
SAN	603	2	OPEN FOR FACULTY	Shannon Myers	n/a							145
SAN	604	2	Sam Arenivar	OPEN FOR FACULTY	n/a							145
SAN	605	2	OPEN FOR FACULTY	Polo Mariscal	n/a							150
SAN	608	2	Eric Robertson	Tony Burman	n/a							140

II.A Instructional Programs

**II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)

**BA Requirement: • The baccalaureate degree field of study aligns with the institutional mission. • Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

Req for the Standard	Responsible Party	10+1
• All course and program offerings, whether traditional or distance education and/or correspondence education (DE/CE), align with the stated mission of the institution. • Course and program offerings are appropriate for post-secondary education. • Program descriptions include expected student learning outcomes and list the degrees and certificates that can be earned. • The institution can supply data that students actually achieve degrees and certificates.	CPC AAC	• Degree and certificate requirements • Educational program development

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Req for the Standard	Responsible Party	10+1
• Faculty are involved in curriculum development for courses and programs. • Faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education. • Faculty evaluate and discuss the relationship between teaching methodologies and student performance on a regular basis. • Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future.	CPC IPRC MOE	• Educational program development • Standards or policies regarding student preparation and success • Processes for program review

Req for the Standard		
• The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and mode of delivery. • Program review includes analysis of student achievement data (course completions and degree/certificate completions) and student learning data (SLO assessment results). • The results of program review are used in institutional planning. • Successive program reviews document improvements that have resulted from plans or goals developed in prior program reviews.		

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.
 ** BA: • Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

Req for the Standard	Responsible Party	10+1
• The institution has established a procedure for identifying student learning outcomes for courses, programs, certificates, and degrees. • Student learning outcomes are in place for the institution's courses, programs, certificates and degrees. • All faculty regularly assess learning outcomes in courses and programs. • Current, officially approved course outlines include student learning outcomes. • All syllabi include student learning outcomes as listed on the officially approved course outlines. • Learning outcomes for courses and programs offered as DE/CE match the learning outcomes for the same courses and programs when taught in traditional mode. • Institutions have structures in place to verify all students receive a course syllabus.	OAC	• Grading policies • Educational program development • Standards or policies regarding student preparation and success

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Req for the Standard	Responsible Party	10+1
- Criteria and processes have been developed and are used for decision-making in regards to offering developmental, pre-collegiate, continuing and community education, short-term training, or contract education. - The college has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs. - There is alignment between pre-collegiate level curriculum and college level curriculum in order to ensure clear and efficient pathways for students. - Catalog information for courses clearly delineates whether a course is pre-collegiate or college-level. Course sequencing from pre-collegiate to college-level is clearly described. Course numbering protocols indicate the level of courses.	CPC ESL, Math and English faculty	Curriculum including establishing prerequisites and placing courses within disciplines

** II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)
** FOR BA: A minimum of 40 semester credits or equivalent or total upper division coursework, including the major and general education, is required. The minimum total number of semester credits required is 120.
• The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
• The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
• Student expectations, including learning outcomes, assignments, and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
• The program length and delivery mode of instruction are appropriate for the expected level of rigor.

Req for the Standard	Responsible Party	10+1

Req for the Standard	Responsible Party	10+1
• The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices. • The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers. • All associate degrees at the college require successful completion of a minimum of 60 semester credits.	AAC CPC	• Degree and certificate requirements • Educational program development

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

**For BA: Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time*

Req for the Standard	Responsible Party	10+1
• The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. • The institution uses data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs. • The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.	IPRC CPC / Academic Maps	• Degree and certificate requirements

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Req for the Standard	Responsible Party	10+1
• The institution demonstrates it understands and is meeting the needs and learning styles of its students, by identifying students by subpopulations. • The institution has established protocols to determine the appropriate delivery modes for its diverse student populations. • The institution has established and follows a policy and/or procedure for approving courses and programs for DE/CE. The procedure ensures that	OAC CPC MOE PDP Learning Centers	• Standards or policies regarding student preparation and success • Policies for faculty professional

		development activities
DE/CE courses and programs comply with federal definitions of distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) and correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed).		• Educational program development
• The college regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements.		
• The college regularly assesses the changing needs of its students and uses the results of such assessments to plan or improve delivery modes, teaching methodologies, and learning support services.		
• The college provides equitable learning support services for DE/CE students and traditional on-campus students.		

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Req for the Standard	Responsible Party	10+1
• Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application. • If appropriate, programs and departments have protocols to evaluate students' prior learning. • The institution has established protocols to ensure the use of unbiased, valid measures of student learning.	Department Chairs CPL liaison	• Standards or policies regarding student preparation and success

**II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
**FOR BA: Baccalaureate degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

Req for the Standard	Responsible Party	10+1
• The institution can demonstrate that at the course level, passing grades on assignments or exams link directly to students' demonstration of achieving learning outcomes. • The institution can demonstrate that course credit is awarded based on students' demonstration of achieving learning outcomes. • The institution awards credits consistent with accepted norms in higher education. • The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. • The institution demonstrates that it follows federal standards for clock-to-credit-hour conversions in the awarding of credit.	OAC AAC CPC	• Standards or policies regarding student preparation and success • Educational program development

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
FOR BA: Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Req for the Standard	Responsible Party	10+1
• The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students. • Transfer of coursework policies and procedures are regularly reviewed. • The institution has developed, implemented, and evaluated articulation agreements with institutions where patterns of students enrollment have been identified.	AAC CPC Articulation Officer Counseling	• Degree and certificate requirements • Educational program development

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**FOR BA: Student learning outcomes in the baccalaureate program are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

Req for the Standard	Responsible Party	10+1
• The institution has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. • These learning outcomes are regularly assessed and results are used to drive program improvements.	OAC	• Degree and certificate requirements • Educational program development • Standards or policies regarding student preparation and success

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
**FOR BA: At least 36 semester units or equivalent of lower division general education is required, including at least nine semester units or equivalent of upper division general education coursework. • At least nine semester units or equivalent of upper division general education coursework is required. • The general education requirements are integrated and distributed to both lower and upper division courses. • The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.*

Req for the Standard	Responsible Party	10+1
• The institution has a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog. • The institution has a general education philosophy, which reflects its degree requirements.	AAC CPC	• Curriculum including establishing prerequisites and placing courses within disciplines • Degree and certificate requirements • Educational program development

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
FOR BA: The baccalaureate degree program includes a focused study on one area of inquiry or discipline at the baccalaureate level and includes key theories and practices appropriate to the baccalaureate level.

Req for the Standard	Responsible Party	10+1
• All programs include a focused study on one area of inquiry or discipline and includes key theories and practices appropriate for the certificate of achievement or associate's degree level.	CPC Faculty /Department Chairs	• Curriculum including establishing prerequisites and placing courses within disciplines • Degree and certificate requirements • Educational program development

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
FOR BA: The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

Req for the Standard	Responsible Party	10+1
• The institution verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines. • The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives. • The institution assesses student achievement of technical and professional competencies as captured in learning outcomes of career-technical courses and programs.	Career Education Advisory Committees CPC	• Curriculum including establishing prerequisites and placing courses within disciplines • Degree and certificate requirements • Educational program development

• CTE faculty and professional advisory groups discuss current employment standards and revise curriculum as needed. • The institution's website maintains current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities.		

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Req for the Standard	Responsible Party	10+1
• The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption. • Program elimination procedure is clearly communicated to students.	AAC CPC Board of Trustees	• Educational program development

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Req for the Standard	Responsible Party	10+1
• The college has a process to regularly evaluate the effectiveness of its courses and programs. • The criteria used in program review include relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future. • The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.).	IPRC OAC Department Chairs	• Processes for program review • Educational program development

• The results of program evaluation are used in institutional planning. • Changes/improvements in programs have occurred as a result of the consideration of program evaluations and are evaluated for their effectiveness.		

Adding Courses

Full-semester length and 15-week classes may be added through ~~the~~ the second week of the semester (or session); however, students may ~~enroll~~ register in open, unrestricted classes through SURF only until midnight prior to the start date of the class.

Once the start date of any class occurs, students may ~~enroll~~ register for~~in~~ a class only with instructor permission using a permission code or signed add card obtained from the instructor. Permission codes or signed add cards may be used through the second week of class for full-term and 15-week courses and within 5 working days from the start date of any short-term class.

For classes that begin with fewer enrollments than the class capacity as published in SURF, instructors shall grant permission to enroll the number of students equal to the published class capacity by the end of the first class meeting. Any additional enrollments above the class capacity are at the discretion of the instructor.

Late Adds

After the second week of instruction for full-term and 15-week classes or after the first 5 days of a short-term class, only students with unavoidable extenuating circumstances may petition to add a class. Unavoidable extenuating circumstances include administrative errors, institutional circumstances, and verified cases of accidents, illnesses, or other circumstances beyond the student's control.

The student must first seek recommendation from the instructor of the class. If ~~he/she~~the instructor is willing to recommend a late add ~~enrollment~~, the instructor must explain on the late -add petition how the student will make up instructor contact hours and outside--of--class work. The petition is then submitted to the appropriate instructional dean for review and approval. The approved petition must be submitted to the Admissions and Records Office within five business days of the instructor's signature date or the permission to ~~enroll~~add will be withdrawn.

If the instructor or instructional dean refuses to sign the petition, the student may neither ~~enroll~~add~~in~~ the course nor appeal the decision.

Withdrawals

Withdrawals or drops are authorized through the last day of the fourteenth week of instruction or 75 percent of the term, whichever is less. Students who withdraw or

drop classes during the first two weeks of the term for primary-length courses or ~~ten~~ 10 percent of the course for short-term courses will receive no notation on their academic record.

Instructors shall clear their ~~rolls~~ class rosters of inactive students no later than the end of the last business day before the census day for all students. "Inactive students" include the following:

- Students identified as no-shows

- Students who officially withdraw

- Students who have been dropped from the course. A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances.

  · "No longer participating" includes, but is not limited to, excessive unexcused absences but must relate to nonattendance. In an online environment, nonparticipation in course activities will be interpreted as nonattendance (see Administrative Procedure 4105).

  · "Extenuating circumstances" are verified cases of accidents, illness, or other circumstances beyond the student's control.

Instructors must define course attendance policies and what constitutes excessive absences in their syllabus. For example, instructors may define excessive absences to be more than 12 percent of a course's instructional time.

Instructors may continue to drop students through the 75 percent point of the course. To drop students, instructors shall use the instructor drop roster via SURF. Instructors must indicate a last day of attendance for students designated as financial aid or veterans benefit recipients. In order to document the last day of attendance, instructors should maintain records of student attendance.

Military Withdrawal (MW)~~s~~

Military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from a course or courses. Upon verification of such orders, a withdrawal symbol ("MW") may be assigned at any time after the period established by the ~~board~~ Board of ~~trustees~~ Trustees during which no notation is made for withdrawals.

~~Military withdrawals shall not be counted in progress probation, in dismissal calculations, or in calculating the permitted number of withdrawals.~~ Military withdrawal shall not be counted in progress probation and dismissal calculations.

Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

In no case will a military withdrawal result in a student being assigned a failing grade.

Excused Withdrawal (EW)

Excused withdrawal occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting ~~his or her~~their ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. A student who is requesting a grade of EW shall submit a petition to the Committee on Exceptions along with supporting documentation. Upon verification of conditions consistent with the issuance of an EW grade the symbol may be assigned at any time after the period established during which no notation is made for withdrawals.

Excused withdrawal shall not be counted in progress probation and dismissal calculations.

Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

Permitted Number of Enrollments

"Course enrollment" occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) or nonevaluative (I, IP, RD, W~~, MW~~) symbol for a course. Enrollments include any combination of withdrawals and repetition. ~~A grade~~Grades of EW and MW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

A student may enroll in a non-repeatable course up to three times under certain circumstances (see Administrative Procedure 4225). For example, a student who enrolls and withdraws from the same course three times will not be permitted to enroll a fourth time. Likewise, a student who withdraws from a course once and receives a substandard grade (D, F, NP/NC) upon the second enrollment will be allowed to repeat the course for a third enrollment to alleviate the substandard grade; however, if the student withdraws from the course or receives a substandard grade upon the third enrollment, ~~he/she~~the student will not be allowed to enroll in the course a fourth time.

Certain activity, performance, and skill courses are designated as repeatable and may be repeated up to three times for a total of four enrollments as provided for in Administrative Procedure 4225. This limitation applies even if a student receives a "W" during one or more enrollments in such a course.

Students may petition to the Committee on Exceptions for one additional enrollment beyond the authorized number of enrollments for non-repeatable or repeatable courses under the provisions specified in Administrative Procedure 4225.

Intervention in Cases of Multiple Withdrawals

Students who have withdrawn from a course twice will be ~~contacted~~ notified by ~~Student Services~~Admissions and Records, advised about limits on enrollment, and encouraged to see a counselor to discuss options.

Office of the Superintendent/President
Sunita V. Cooke

_____

DATE: July 27, 2022

TO: Leila Safaralian
            President, Academic Senate

FROM: Sunny Cooke
            Superintendent/President

RE: Emeritus Status for Faculty

The following full-time faculty member retired from teaching at MiraCosta College. Please consider the qualifications of this retiree and forward the Academic Senate's recommendation for emeritus faculty status. This recommendation will then be presented to the board of trustees for approval.

The following full-time faculty retirement was accepted by the board of trustees on April 15, 2021:

Retiree	Job Title	Hire Date	Retirement Date	Years of Service
Nemour, Leslie	Instructor, Art	8/16/1993	5/28/2021	27

Goal Setting

Academic Senate, Fall 2022

Onboarding -- Community and Communication (Curry)

- Create onboarding content that welcomes and informs new AS committee members (Faculty, Staff and Student Reps)
  - chunk and sequence training materials to be used stand-alone and just-in-time
  - create for AS but also as a model for other subcommittees
  - don't reinvent the wheel but don't simply accept 'this is how we do things'
- Develop ways to roll-out onboarding content in individual and collaboration spaces as needed
  - Position, inform, and equip members so each may engage faculty, staff, and admin in decision making processes
  - Intentionally support student representatives and create more opportunities to hear student voices (idea: AS Subcommittees create summary videos for ASG)

Teaching and Learning (Robin)

Create more community-building, community-oriented retreats that are intentionally designed and regularly scheduled (pre-semester and during the semester) for faculty

Practice, modify, and share emerging pedagogies and learning modalities

Connect with MOE -- Online Education
Connect with PDP -- PD Opportunities
- Faculty Poster Session?
- Fall/Spring 5th Friday?
- Light the fire (Summer)
- Reading Workshops (Book Club)

Enrollment and Course Offerings (Leila)

- Create equitable rules and procedures for enrollment (waitlists, add/drop, deadlines based on pedagogy/practice)
- Increase access and choice within course offerings for students who cannot attend in person (HyFlex)
- Clarify information about courses in SURF and other scheduling spaces (hybrid, HyFlex, online, onsite,) create clear notes for students about each modality (1:00am to 1:00am is not clear enough).