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### AGENDA

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

I. Call to Order

II. Remote Member Attendance

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

III. Roll Call

IV. Persons Wishing to Address the Senate [Time 9:05; 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. 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. Sabbatical Leave Reports - Paris [Time 9:20; 5 minutes]

Description: Eight (8) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Delores Loedel, Kent McCorkle, Jeff Murico, Shannon Myers, Beth Powell, Steve Torok, Lauren McFall, and Afifa Zaman. Sabbatical leave reports are reviewed to meet the following standards: (1) comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, © adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.

B. Sabbatical Leave Applications - Paris [Time 9:25; 5 minutes]

Description: Based on the Faculty Assembly contract, the number of sabbaticals is 8% of full-time faculty in an academic year. A total of seventeen (16 + 1 alternate) sabbatical leave applications were submitted to the Sabbatical Leave Committee for the 2025-2026 academic year. They come to Academic Senate for a first read for the following faculty members: Lesley Doig, Kaitlin Fisher, Yana Gardiner, Lauren Greenwald, Thao Ha, Tricia

#### 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.

Hoste, Christina Johnson, Luke Lambert, Richard Ma, Donny Munshower, Annie Ngo, Anthony Ongyod, Andrea Petri, Eric Robertson, Christopher Sleeper, Catherine Walker (alternate), and Magdalena Zepeda. Sabbatical Leave applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.

C. Academic Senate Faculty Awards - Exemplary Program Award Nomination of Sociology – Julius **[Time 9:30; 10 minutes]**

Description: *The Academic Senate for California Community Colleges (ASCCC) has called for nominations for the Exemplary Program Award. Our Academic Awards Subcommittee has nominated our "Sociology" program. The deadline for submitting nominations occurs before the Academic Senate meeting; we are asked to suspend our rules requiring two reads before action and move to approve this application after one read only to meet the deadline for submission.*

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. BP 4300: Field Trips and Excursions - Hull **[Time 9:40; 2 minutes]**

Description: *Removal of language related to restricted travel from AB 1887 and inclusion of procedures for international travel for field trips.*

B. AP 4300: Field Trips and Excursions - Hull **[Time 9:42; 2 minutes]**

Description: *Revision of procedures for out-of-state and international travel for field trips.*

C. Funding Request for Faculty Field Day Event - Coronado

**[Time 9:45; 5 minutes]**

Description: *A team designing an annual Field Day for faculty and students "devoted to play, friendly competition, relaxing activities, and outdoor fun" requests the Academic Senate fund \$600 to purchase equipment. A "demo day" is planned for December 6th. After this trial event, the team will return to the Senate to request funds for the full event.*

D. Recommended Ranking for Full-Time Faculty Positions - Hull

**[Time 9:50 ; 20 minutes]**

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval.*

VIII. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 18, 2024

B. Ratify Updated Committee Assignments for AY 2024-25

C. Equivalencies – Davis

Description: *Approve one equivalency request for Accounting.*

D. Curriculum Packet #1

Description: *Each year CPC reviews curriculum and submits multiple parts to AS for approval. Part 1 contains all new course additions, in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure we meet all deadlines. AS can expect to see at least two more curriculum packets for the 2025-2026 catalog in early spring 2025.*

IX. Information / Discussion

A. CPC Modifications Impacting Curriculum Timelines / Processes - Bolanos, Fallstrom **[Time 10:10; 10 minutes]**

Description: *CPC voted to approve some changes in September 2024 that impact upcoming curriculum cycles. These should provide an (a) accelerated timeline for the new Cal-GETC pathway to GE approval and (b) more efficient Program Maps with a reduction in typically offered patterns. Finally, a short update on the status of the Phase 1 CORS.*

B. Common Course Numbering: Updates on Templates, Timelines, and the Senate's 10+1 Role - *Bolanos, Fallstrom* [Time 10:20; 20 minutes]

Description: *Hear updates from CPC leadership about the phased implementation of AB 1111, Common Course Numbering. Open discussion about 10+1 and how a formal resolution may benefit our faculty colleagues in this work.*

X. 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 – *Tarman* ([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.*

XI. 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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at [dadler@miracosta.edu](mailto:dadler@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 Debby Adler, Administrative Assistant to the Academic Senate at [dadler@miracosta.edu](mailto:dadler@miracosta.edu).

The superintendent/president shall establish procedures that regulate the use of district funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

Field trips are viewed as an extension of the classroom, and they must be approved in advance by the appropriate dean and/or superintendent/president and be supervised by district faculty or staff members.

The district may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

If a trip destination for a class field trip or a student organization activity is outside the state of California, the written approval for the trip must be obtained from the appropriate vice president and/or the superintendent/president. In addition, the director of risk management must be informed in writing. Detailed guidelines for field trips will be maintained in district administrative procedures. If a trip destination for a class field trip or a student organization activity is outside the country, written approval for the trip must be obtained from the appropriate vice president and the superintendent/president. All out of country travel must be board approved in advance of the travel start date.

~~Travel to restricted states (AB 1887) is not permitted with state categorical funds and other funds unless it meets allowable exceptions and is approved by the division vice president and superintendent/president. Although AB 1887 does not apply to the California Community Colleges, as explained by the California Attorney General's Restricted Travel List Memo, state categorical funding cannot be used for travel to states subject to California's ban on state-funded and state-sponsored travel. States that are currently subject to California's ban on state-funded and state-sponsored travel are listed on the California State Attorney General website. MiraCosta College is honoring the legislation by voluntarily imposing the travel restrictions and allowable exceptions described in AB 1887.~~

See Administrative Procedure 4300.

The district may conduct field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or performing arts activities or competitions to and from places in California, or any other state, the District of Columbia, or a foreign country.

The district shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the district.

The district shall, at the discretion of the appropriate vice president, offer several alternatives to transport students, instructors, supervisors, or other personnel. [district District](#) vehicles are available on a first-come, first-served basis and limited to the seven-county region (counties of San Diego, Los Angeles, Orange, Imperial, Riverside, San Bernardino, and Kern) for day trips. Review Administrative Procedure 6530, District Vehicles, for overnight trips and trips outside of San Diego County. District vehicles must be authorized by the director of facilities for travel into Mexico or areas outside of the seven-county region. Mexican auto insurance requirements apply. Options for field trip transportation may also include contracts with professional transportation services-

When a district vehicle is used, the district shall maintain liability insurance. If travel is to and from an international destination, the liability insurance shall be secured from a carrier licensed to transact insurance business in that country.

The district may pay expenses of instructors, chaperones, and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the vice president of business and administrative services. The district may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical-program funds, if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion that is integral to the completion of the course because of lack of sufficient funds. The district shall coordinate efforts of community-service groups [and / or the MiraCosta College Foundation](#) to provide funds for students in need of them.

The following statement shall appear in the excursion liability release and agreement form:

**MiraCosta Community College District****Page 1 of 2**

Effective Date: 3/2/10, 12/1/15, 6/17/21  
Periodic Review: 12/15  
References: Education Code §35330(d)  
Title 5, §55220  
CCLC Update: #13, 8/07

Steering: AAC / AS/ADMIN

As a condition of my participation in these excursions, I understand that California Education Code §35330(d) provides that:

“All persons making the field trip or excursion shall be deemed to have waived all claims against the district, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims.”

Students participating in international education experiences must be enrolled at MiraCosta College or a consortium-member institution. Students enrolling in study-abroad experiences must be over the age of 18 (unless they are emancipated minors). The district considers all international activities to be part of a learning experience and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

If a trip is local and takes place during a scheduled class meeting, the instructor will submit, two weeks prior to departure, a completed and signed excursion liability release and agreement form(s) to the appropriate dean with a copy of the syllabus for the course. The risk and safety manager shall be notified in writing a minimum of thirty (30) working days prior to the departure date for all travel outside California or the United States

Instructors must include pertinent information for planned field trips in the class syllabus. Students are responsible for making their own transportation arrangements to and from field trips unless district-sanctioned vehicles will be utilized. All field trips, unless utilizing district-owned vehicles, will begin and end at the ultimate destination. A field trip that does not take place during normal class time and/or does not use district-sanctioned transportation, regardless of location, must be included in the class syllabus ~~or and~~ it will be considered optional, and alternative assignments must be given to students who cannot participate.

If the trip requires transportation using district vehicles, the instructor must arrange for district-approved drivers and reserve a district vehicle. (See Administrative Procedure 6530, District Vehicles.)

~~If the trip destination is outside California or involves travel to an international destination, prior written approval from the appropriate vice president and/or the superintendent/president is required. Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment approval prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district. All international travel must be approved by the appropriate vice president, superintendent/president and the board of trustees in advance of the travel start date.~~

**Commented [DP1]:** Revise out of state—VP. Out of country board approval

**Commented [DP2]:** Revise to update for out of country travel.

Excursion liability release and agreement form B-169 and form B-169M (for minors) can be found online on the Student Activities webpage.

For overnight field trips, the district strongly recommends students complete the participant's voluntary general information sheet found under the above webpage. These forms are destroyed after each field trip as the district does not retain any student medical information unless an incident requiring temporary retention of the form is needed in a student accident insurance claim report. This completed form would be submitted to the director of risk management for claims processing.

~~Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment prior to confirmation of travel arrangements, including selection of agents, guides, flights, etc. The director of purchasing and material management shall also be consulted before entering into any contract that mentions and/or refers to the district.~~

Students on College-authorized field trips will not be penalized for absences incurred in other classes during the field trips. When possible, faculty members should make reasonable accommodations to allow students on College-authorized field trips to complete work missed during a field trip. Faculty may request documentation of the field trip from students.

Commented [DP3]: Revise to update for out of country travel.

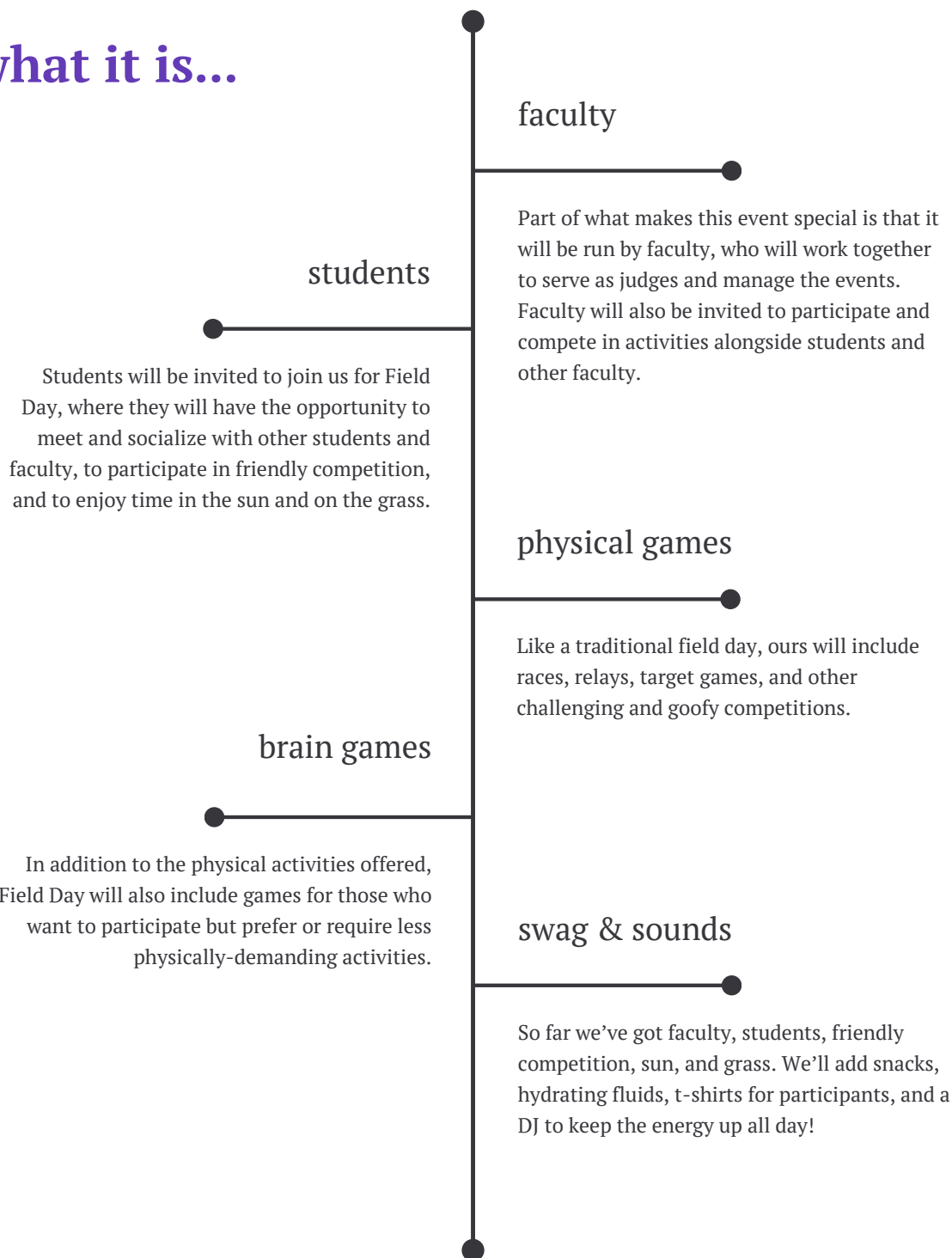
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# FIELD DAY

an annual day of outdoor play that brings students and faculty together for friendly competition, team work, and engagement outside the classroom

## what it is...





# FIELD DAY

an annual day of outdoor play that brings students and faculty together for friendly competition, team work, and engagement outside the classroom

## why do it...

### connection

Field Day provides time for faculty and students to interact with each other outside the classroom (which may also support our work within the classroom). Especially after the challenges of the pandemic years, we would all benefit from time together: present in the moment, sharing experiences, and free for a time from our never-ending to-do lists.

### tradition

Feelings of pride and belonging in a college or university are fostered by the social traditions of the institution. Field Day can become that kind of vehicle for our faculty and students, a tradition we look forward to each year and that students fondly remember long after they've moved on, creating a positive and lasting connection to MiraCosta College.

### movement

Field Day gets us outside, moving, talking, laughing, watching, competing, supporting, focusing, being loud, being strong, being clumsy, being together. These things contribute to self-care, to overall wellbeing, to improved mood, and to an increased sense of belonging.

### fun

In addition to the connecting, Field Day is here for the games and the silliness. It's here to bring more fun into this sometimes heavy world of teaching and learning that we share with each other and with students.

### invitation

Finally, Field Day is also an opportunity to introduce participants to the Intramurals program, which is open to both students and staff, so we can keep the good times rolling....

**YOU'RE INVITED TO PARTICIPATE IN  
THE DEMO OF MIRACOSTA'S FIRST**

# **FIELD DAY**

## **About Field Day**

Field Day is a day devoted to play, friendly competition, relaxing activities, and outdoor fun. All students will be invited to participate, where they'll be able to socialize with their peers and have an opportunity to spend time with faculty outside the classroom. The day's activities will be run by faculty volunteers, with the goal of having a great time, creating connections among students, and fostering stronger relationships between students and faculty.

**Join us on 12/6 from 12-2pm**

**to experience some of the Field Day activities, for a bit of  
fun and friendly competition with your colleagues in the  
Academic Senate and Faculty Assembly**

**Be sure to bring water and wear comfortable clothes**

## **Field Day Team:**

**Amena (Philosophy), Sean (Sociology), Kyle (Chemistry), Donjay (Athletics)**

## RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 27, 2024

In this hiring cycle, 17 departments requested a total of 25 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC prioritization taskforce read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration for evaluating and prioritization provided to plan authors. On September 20, 2024, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors, the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 27, 2024 to continue discussions and complete the final prioritization. The taskforce's rationales for prioritization are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shafin Ali, Economics

Kris Peck, Student Accessibility Services

Kyle Arriola, Chemistry

Robert Kelley, Psychology

Denée Pescarmona, VP Instruction

Tyrone Nagai, Letters

Lauren McFall, Library

Alketa Wojcik, VP Student Services

Stacey Hull, Biology

Christopher Sleeper, History

Lauren Greenwald, Art

### 1. **Ethnic Studies (1 of 2)**

In Fall 2022, a new Ethnic Studies Department was created at MiraCosta College, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, one full-time faculty in their third year of tenure review, one full-time faculty in their first year of tenure review, and four associate instructors are teaching courses in Ethnic Studies, and the new hire is being sought to directly support the two full-time faculty members to develop this new program, course offerings, and future certificate program.

For Fall 2024, ETHN 100 had the 12th highest enrollment numbers across the college. There were 403 enrollments (up from 109 in Fall 2023) across 11 sections of ETHN 100. There was a fill rate of 93% and 54 waitlisted enrollments. When the new PACS 100, NAIS 100 and BLST 100 are approved for Area F Ethnic Studies and CSU/UC Transfer, the department anticipates an increase in the numbers of sections offered and expects courses to have a similar fill rate. In addition, the Ethnic Studies Department will need to expand its offerings of ETHN 100 to meet increased student demand as the amount of SOC 207 course offerings will decrease once it is no longer cross-listed with Ethnic Studies in Fall 2025.

Given the unique situation that Ethnic Studies is a brand-new department, the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Starting this semester (Fall 2024), California community colleges now require the completion of one ethnic studies course as a general education requirement and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one untenured full-time Ethnic Studies faculty serving as the department chair and another full-time faculty in their first cycle of tenure, there is a significant unmet need in the department.

## **2. Biology (Human Physiology)**

The Biology department is requesting a replacement position for their retiring faculty member, John Thomford in Spring 2025. John has been the long-standing lead instructor for BIO220, Human Physiology, which is a critical component of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. This is by far the largest student population the Biology department serves; approximately 70% of course sections are in the pre-health pathway and they had 1846 enrollments in these classes in AY22/23, and in the physiology discipline alone, there were 377 enrollments across 16 sections in AY 23/24.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that Biology is a thriving department that maintained stronger enrollments than the college as a whole throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-health pathway course and the nursing and healthcare related programs that it serves. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success, and to facilitate dialogue and collaboration with the Nursing Programs at MiraCosta, CSUSM, as well as other programs at the four-year institutions our students transfer to.

Leading this curriculum requires expertise not only in Human Physiology, but Human Anatomy as well. In the past, full time faculty have taught 4 of the 8 physiology sections the department offers per semester. This semester (Fall 2024), full time faculty taught 2 (25%) of the 8 physiology

sections offered, representing a significant loss of full-time faculty leadership. One associate faculty member is currently teaching overload to cover two sections due to the difficulty we have in recruiting associate faculty with physiology expertise. Without a full time, faculty replacement for the physiology lead instructor, part time associate faculty will teach 100% of these course sections and the loss of faculty leadership in this large pre-health course sequence would be catastrophic.

### **3. Biology (Human Anatomy and Physiology)**

The Biology Department is requesting a replacement position for the Human Anatomy and Human Physiology Faculty Co-lead. MiraCosta's friend and colleague Raymond Clark had served in this role until he passed away in spring of 2024. BIO210-Human Anatomy and BIO220-Human Physiology are two critical components of the pre-health course sequence students heading to nursing and other healthcare related programs need as prerequisite coursework. The department had 1846 enrollments in these classes in AY22/23. Full time faculty leadership is required to coordinate and effectively scaffold the curriculum across these difficult courses to support student success and retention. The department offers 18 sections of anatomy and 16 sections of physiology each year and coordinating instruction across these large multi-section lab-based courses requires leadership by full time faculty. Prior to the loss of our colleague, full time faculty taught 33% of anatomy sections and 50% of physiology sections. This semester, the first without Raymond, full time faculty taught 2 of 9 anatomy (22%) and 2 (25%) of the 8 physiology sections the department offered, representing a significant loss of full-time faculty leadership in these important pre-health sequence courses. Without a full-time faculty replacement for the human anatomy and human physiology co-lead, part time associate faculty will be teaching 78% of anatomy sections and 75% of physiology sections (if the department is successful in the physiology hire replacement request). The loss of faculty leadership in this large pre-health course sequence would be devastating to our program.

### **4. Career Studies (Experiential Education Specialist)**

The purpose of this request is to hire a replacement for MiraCosta College District's only career counseling faculty member/experiential education specialist, Donna Davis, who is retiring in December 2024.

The career counseling faculty member/experiential education specialist serves as liaison to faculty colleagues regarding experiential education and work-based learning; interprets and advises District leadership and appropriate governance committees regarding implementing and complying with Title 5 sections 55250-55254; authors and updates AP4103, the District's Experiential Education Handbook, and the curriculum and SLOs across all disciplines for internship studies, occupational work experience education, and general work experience education courses; and provides orientations to new experiential education instructors, also known as faculty mentors, each semester, across all disciplines.

The career studies department's program review data reveal that student enrollment in experiential education classes have increased 60.32% over the previous two years and 49.21%

over the past year. The department has also exceeded projected completion and SLO outcomes, with overall completion rates of 88% and retention rates of 76%, which exceeded the district's corresponding 83% and 70% rates.

While the focus of this faculty position is primarily on experiential education, this unique position allows students to access other core services such as employment preparation and career assessment. In addition to teaching experiential education, internship, work education classes and providing leadership in events such as MajorFest, Free LinkedIn Photo Shoots, and the Job & Internship Fair, the new hire will not only help MiraCosta students find relevant work experience/internships, but also, paid relevant work experience and internships to provide equitable opportunities, particularly for our disproportionately impacted students.

## **5. Philosophy**

This Philosophy position is a replacement for soon-to-be retired faculty member Dr. Isabel Luengo. The Philosophy and Religious Studies (PHREL) Department consists of two totally independent disciplines – religious studies and philosophy – with separate designators, program reviews, associate faculty pools, and different ACPs. With Dr. Isabel's retirement in Spring 2025, there will be only one (as of yet) untenured FT Faculty member left teaching and managing the entire Philosophy discipline. That means 70.5% of FTEF for Philosophy will be taught by AF. The pool of highly qualified AF is very limited because people with graduate degrees in Philosophy are highly marketable.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. With high enrollment, Philosophy students are still achieving an academic success rate of 76% (compared to MiraCosta's rate of 70%). In addition, students from all demographics are showing good success rates in Philosophy classes. With transfer changes due to CalGETC, the department has worked to modify their PHIL 100 course to fulfill the critical thinking and writing component, which provides one alternative to ENGL 201 and 202 within the same area. There is no way Philosophy can sustain their efforts with only 1 FT faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning.

## **6. Automotive Technology (1 of 2)**

The Automotive Technology department requested a full-time faculty hire due to the retirement of Steve Vail in Spring 2025. Replacing the outgoing faculty member with a replacement hire will continue the current and new direction of improving the program to enable students to complete the cycle of training to employment in a quick and reasonable amount of time. During the past 18 months, the department has partnered with 5 manufacturers including Audi, Mercedes-Benz, Toyota/Lexus, Ford/Lincoln and Subaru. These manufacturers offer their online training resources and some equipment, which are integrated into curriculum and courses and leads to better success with mastering manufacture specific training objectives/skills. In turn, this leads to higher job placement rates for students.

Industry relationships, outreach, equipment choices and grants are ongoing and require constant management. These include annual Perkins and Strong Workforce grant requests and their quarterly reports; research and writing Program Review narratives and requests, and new and evolving technologies which require curriculum updating. Diverse input and opinions are necessary to maintain and equip the large physical instructional space of approximately 10,000 sq. ft. (not including the outside instructional areas (5 lifts) and parking compound). Many grant requests related to facilities, instructional areas and equipment are outside the support staff's duties and/or fall under the purview of full-time faculty.

The automotive technology program annually ranges from an average 55% to a high of 62% Latinx population (higher than the college average of 44%). Additionally, the department serves many in the Veteran population and are observing an increase in female enrollment. The department has procured modern equipment, technology, and staff trainings that close equity gaps for our students by providing higher-level skills that lead to higher paying jobs. The new hire will help support the department's efforts with all of this.

## **7. Earth Science, Geology, and Oceanography**

The Earth Sciences, Geology, and Oceanography (EGO) department is seeking a replacement hire for John Turbeville, who is retiring at the end of Fall 2024. Without a replacement hire, the total percentage of these sections taught by associates would rise to about 64%. The fill rate of these course offerings, 77%, indicates a stabilization of post-pandemic losses. Additionally, the hiring of associate faculty to teach these sections is incredibly difficult, as there are very few people in San Diego County who have a Master's in Earth Science, Geology or Oceanography who are not already employed full time.

Beyond the classroom, the department contributes to the college's offering of programs (e.g., the Oceanography program is the only GE lab science option offered as part of the Business Administration for Transfer Program at the San Elijo campus), clubs (e.g., Sustainability Club), advisory boards (e.g., Sustainability Advisory Committee), no-cost and low-cost course materials (e.g., free access is provided to students to comprehensive online textbooks for Earth Sciences, Geology, and also Oceanography), and aids in both the new Roots of Justice Program and the Scripts GEO-Scholar Program. A replacement hire is needed to maintain this active level of involvement. Finally, with a replacement hire, having three faculty enables each to provide leadership for one of the three disciplines (Earth Science, Geology, and Oceanography), such as scheduling, associate faculty staffing and program review, in addition to priorities such as equity, CSLOs, compliance with lab and field trip safety, student success and retention, and no-cost/low-cost student materials.

## **8. Biology (Majors Evolution/Biodiversity/Organismal)**

The purpose of this request is to replace one of the department's retiring faculty members, Jeff Ihara, who has been the long-standing lead instructor for BIO202. This course is the Evolution/Biodiversity/Organismal Biology half of a two course sequence biology majors take

before transfer. Most of the students who take the majors series are biology majors intending to transfer to a four-year institution as a biology or related major (eg. agriculture, conservation/resource management, environmental studies, cognitive science, bioengineering). Many of our students intend to pursue post-graduate or professional degrees. A smaller proportion are returning students who already have a bachelor's degree but are changing career paths and applying to post-graduate professional programs like Physician Assistant or Physical Therapy programs and need these classes to satisfy prerequisites before they apply. Biology majors make up a significant proportion of the students that are served and full-time faculty leadership is critical for maintaining the high quality program currently offered.

Program data including enrollments, fill rates, FTES and WSCH/FTEF demonstrate that we are a thriving department that maintained stronger enrollments than the college throughout the pandemic. Labor market statistics also demonstrate a continued strong demand for this pre-transfer course and the biology related degrees that it serves. The expertise required to lead this diverse curriculum is significant, and it is extremely difficult to recruit associate faculty with expertise in all three of these biology sub-disciplines. As a result, the department has a hard time staffing BIO202 sections, which often leads to the FT faculty lead taking on overload to teach 3 of the 4 sections. Without a replacement, the loss of faculty leadership would be catastrophic for our biology majors pre-transfer program, and would endanger our ability to serve our students enrolled in the Biology Associate's Degree for Transfer.

## **9. Career Studies (ACP Career Counselor)**

The purpose of this hire request is to support student success and retention by requesting an ACP career counselor position that is supported in the Five-Year Plan for Guided Pathways.

While academic counselling can do some career counselling, a trained career counsellor follows the Pathways Navigation Project's stance of career planning before education planning, helping students find out who they are, what their skillsets are likely to be and what would be a good major for them, and therefore works with them at a much more granular level. Students are benefitted as they have an opportunity to explore careers and commit to a career before they commit to a major and their path. In addition, the ACP career counselor also will collaborate with ACP academic counselors, Instructional Faculty Liaisons on ACP Success Teams, colleagues in the Career Studies Department, and the greater campus community of faculty and professional staff to develop and deliver high impact services to close disproportionately impacted students' equity and achievement gaps. Thus, this faculty will contribute to the new initiative of serving disproportionately impacted students who are Black/African American, Latinx, and over 25 years of age being served through the ACP Success Teams, enabling them to make informed choices about their major and career options available to them.

Since the Academic and Career Pathway (ACP) Success Teams were implemented in 20-21, the demand for career counseling has exploded. Year over year since 20-21 the number of students receiving career counseling has increased between 22% to 32% each year. In the two-year period from 20-21 to 22-23, career counseling increased by nearly 40% (39.22%) and from 20-21 to 23-



24, it more than doubled (386 to 834, RPIE). The new hire will actively work towards meeting the nearly 40% increase in demand created by ACP Success Teams. The department's three-year comprehensive program review data indicate that this demand will only continue to increase in the current post-Pandemic economy.

## **10. Art**

This full-time faculty request is for a discipline-specific area lead in 2D Art with an emphasis in Painting. The Art Department currently has 5 full-time studio art instructors teaching individual areas of specialization: Drawing, Design, Photography, New Genre, and Ceramics / Sculpture. There is no discipline lead in Painting or Printmaking. There is significant need for additional full-time faculty to provide leadership in these existing areas as well as spearhead other avenues of anticipated growth. The Art Department has historically had a full-time instructor in Painting until 2021, when the last Painting lead retired. The 2D Art instructor would oversee management of the curriculum and associate faculty for all painting classes, as well as providing additional support for the printmaking and drawing classes. This position would have significant long-term institutional value, as it would also strengthen our community partnerships and college visibility while also advancing the college's commitment to diversity, equity, and inclusion.

This full-time faculty request aligns with the following short-term goals for the department: to further diversify our faculty to reflect the needs of our disproportionately impacted students. Among these goals are adding more 2D courses during the academic year and in summer, serving student requests and economic developments, and ensuring critical full-time faculty support for the 2D Area. This hire would also be responsible for furthering our commitment to community programming and engagement, with initiatives such as partnerships with service learning and the career center, and public events that serve our student population while bringing the broader community to campus, while also contributing to other areas of need like overseeing the Public Art collection and the Gallery operations.

From a long-term perspective, this faculty member will revise existing and develop future curricula to allow for growth in the 2D area, integrating illustration and digital components and increased collaboration with Media Arts & Technologies (MAT). The department seeks to better serve transfer students as well as local degree-seeking students. Painting and drawing remain a foundational requirement for the majority of students majoring in 2D art. Areas of interest range from painting and drawing, life drawing, and human figure studies, to animation, illustration, and printmaking.

## **11. English as a Second Language (ESL) Noncredit**

The noncredit English as a Second Language (ESL) program has experienced rapid and major growth in recent years, and a full-time faculty hire is necessary to address the current and long-term program needs to serve English language learners in the community. Currently, 78% of the noncredit ESL sections are being taught by associate faculty. This situation is not equitable and negatively impacts ESL students, given the importance of full-time faculty in promoting student

success, retention, course completion, and attainment of student learning outcomes. Additionally, fill rates are high (82.2 - 80.6%) and there is student demand for an increase in course offerings (with 80 students on the waitlist waiting to be placed in classes). Demand for ESL teachers throughout the country is high, further adding to the difficulty in staffing and offering much needed sections to the ESL student population (e.g., especially evening in-person sections).

ESL students are among those most in need of equitable assistance. Many of the noncredit ESL learners experience very volatile life situations, as immigrants and refugees at various stages of language proficiency and cultural adjustment. The noncredit ESL program provides citizenship courses to meet students' needs. Full-time faculty organize several CLC/noncredit events (Diversity Day, Reading Festival, National Adult Education Honor Society, Expressions publication). In terms of noncredit students in general, in 2022-23, there were 994 CARE referrals submitted in support of basic needs, with 7,368 visits to the CLC Food Pantry. The majority of ESL learners are adult women, juggling other adult responsibilities including employment and parenting on a daily basis; the noncredit ESL program requests a new full-time hire, as it strives to meet these students' needs by offering diverse teaching modalities (synchronous online instruction, in-person, hybrid, and hyflex) to provide equitable access to education.

## **12. Library (Equity and Student Engagement Librarian)**

The purpose of this plan is to hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services is correlated with a higher proportion of course completion, number of units taken, and overall degree completion compared to the college average. In addition, the Library serves a higher proportion of students compared to the college from almost every disproportionately impacted group. This position will continue to build on our existing foundation ensuring MiraCosta College students are information literate, which is an essential critical thinking skill for future academic goals, job markets, and everyday life. This position will accomplish this through consistent and purposeful outreach to both students and faculty as well as the re-envisioning and development of library orientations and student success workshops.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion. The librarian will also increase information literacy instruction and ensure it is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIA+, and others. The department lost a full-time librarian due to retirement in 2022, which reduced the number of full-time librarians by 20%. This is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning.

### **13. Student Accessibility Services (SAS)**

This position is for a full-time Student Accessibility Services (SAS) Counselor, who will work primarily at the Community Learning Center (CLC), where an office is assigned to SAS, providing consistent service to the CLC as an SAS liaison for staff, faculty, and administrators, and supporting noncredit and adult high school students. This SAS counselor will also support students enrolled in or planning to enroll in credit courses and support efforts to bridge noncredit and credit enrollment for students with disabilities.

This past year saw the highest number of MiraCosta students ever in need of SAS services, and the trend is only expected to increase going forward. Present staffing, with reliance upon multiple associate faculty in lieu of full-time faculty is not sustainable at the level needed to ensure the timely, reliable, predictable and consistent levels of services to potential, new and continuing students as well as an appropriate level to support District colleagues. This challenge is compounded by the fact that competition for qualified associate and full-time SAS counselors is high, making the hiring and retaining of well qualified associate faculty SAS counselors much more difficult.

The position requested is to be partially funded through a combined use of categorical funding (50% funded through annual DSPS Allocation) and General College Funds (50%). Given MiraCosta College's SAS student population growth, there is a strong need to increase support for students with accessibility issues. These students with disabilities, when participating with SAS, are in general successfully completing courses, earning academic degrees, and certificates, and transferring at the same rate as their peers.

### **14. Ethnic Studies (2 of 2)**

The series of state and local-level efforts to drive antiracist education and Ethnic Studies throughout our education system has already led to a dramatic increase in enrollment for one of our Area F/CSU Ethnic Studies requirement courses (ETHN 100: Introduction to Ethnic Studies).

While this past year, the Ethnic Studies Department has relied on one full-time ethnic studies faculty member and two associate faculty members to teach the Introduction to Ethnic Studies courses and full-time and part-time faculty members in Sociology to teach the cross-listed ETHN/SOC 207 course, this arrangement is not sustainable. Currently, MiraCosta offers 4 courses that meet the Area F Ethnic Studies requirement: ETHN 100, CCS 232 (Critical Issues in Chicana and Latina Studies), CCS 100 (Introduction to Chicana/o Studies), and ETHN 207/SOC 207 (Race and Ethnic Relations). Beginning in Fall 2025, the ETHN 207 cross-listing will be deactivated, and SOC 207 will remain as a sociology course. This move aligns with state-wide Ethnic Studies recommendations not to cross Ethnic Studies courses with other departments and focus on developing new curriculum and supporting existing Ethnic Studies course enrollment. This semester, Fall 2024, there were 6 ETHN/SOC 207 courses offered. The department expects to increase offerings of ETHN 100 to meet increased student demand.

This semester, the department will submit three new courses, NAIS 100 Introduction to Native American and Indigenous Studies, PACS 100 Introduction to Pacific Islander and Oceania Studies and BLST Introduction to Black Studies for Area F Ethnic Studies for CSU and UC transfer beginning Fall 2025.

The submission of this Hire Request for a new faculty member aligns with current short and long-term departmental goals - to meet the resolutions and institutional goals and step up to the occasion as our nation, state, and students demand. We need the support of an additional full-time Ethnic Studies faculty member that will be invested and dedicated to growing Ethnic Studies at MiraCosta. If the department does not hire a new faculty member, they risk falling short of the needs and expectations of students, as well as missing the historical opportunity.

### **15. Nursing and Allied Health (Psychiatric Technology)**

The Psychiatric Technologist program is a new program to MiraCosta College. This program has been developed in response to strong community requests from various agencies in our surrounding districts. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requires a Program Director to submit for final approval. The curriculum for this program has been developed and NAAH is ready to submit for approval, but NAAH will need a Program Director on board prior to submitting for approval from the BVNPT. Without this full-time faculty position NAAH will not be able to secure approval to launch the Psychiatric Technologist program.

There is a significant behavioral health professional need in the community. This need has been identified by the agencies the Nursing Department works with, by the San Diego Workforce Partnership, who states the county is 8,000 workers short of the 25,000 behavioral health workers needed, and the Bureau of Labor statistics. Currently, there are no community colleges in San Diego County that offer this program. The closest program is being offered at San Bernardino Valley College.

### **16. Letters (1 of 2)**

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators (the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to

cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.

### **17. Computer Science**

Computer Science is requesting a full-time faculty hire to teach core transfer and career readiness courses. This new hire is intended to be an additional generalist who could help with the revision of their C++ courses, which have been almost exclusively taught by associate faculty since the retirement of a full-time faculty member in December 2019, to lead a Zero Textbook Cost project for CS150 (C++ Programming), and to integrate culturally sustaining content and practices. In this way the hire request directly relates to the institution's goal of increasing transfers and the student equity plan through CRP/CSP.

Computer Science anticipates continued growth in both their own program enrollment for the AS-T and AA degrees and also through tangential means, such as a new Data Science program requiring some CS courses and requests for dual enrollment courses at area high schools. Workforce demand indicates an expected continued growth in software developers and computer programmers which align with the two associate degrees. Computer Science expresses interest in increasing industry partnerships to increase job and internship opportunities. An additional full-time faculty member would provide bandwidth and increase capacity for the aforementioned programs and outreach.

Computer Science intends on closing equity gaps with a new hire via multiple mechanisms, i.e. mentorship of associate faculty, revision of curriculum, continuing work that has already been awarded grant funding, and more. The load of closing equity gaps would be more manageable by distributing that load over a greater number of full-time faculty.

### **18. Nursing And Allied Health (LVN)**

NAAH is requesting a position to support the growth of the LVN program. The LVN program has been a standard at MiraCosta since 1965. Over the years, this program has evolved from being one part time program at MiraCosta, supported by 4 FT faculty members to our current state of a part time program and a full-time program supported by one FT faculty member and a 30% release time Director (1.3 FT faculty). The current need is for a second full time faculty member to support the LVN program. The nursing department currently runs two LVN programs, a part

time program which is geared towards working individuals and a full-time program which runs over 4 semesters. Full time faculty presence is needed in both these programs to ensure proper representation of the programs, program continuity, and ensuring appropriate program rigor. The full-time program is an expansion program which started Summer 2023 and has full enrollment. Filling this FT Faculty role will help meet the demand for admission to all the MiraCosta Nursing programs, including the expansion of the LVN program, which in turn helps the nursing employment needs in our county and the state.

Without this full-time faculty hire the LVN program will continue to be understaffed by qualified full time faculty members. Currently, NAAH has shifted roles and responsibilities of designated RN faculty to support the LVN program. This is done on overload and is creating challenges in appropriately staffing both the RN and LVN program. Currently one full time RN faculty is unable to teach the clinical component of their course due to their support of the LVN program. In addition, there is only one full time faculty member teaching clinical in the LVN program. It is important for full time faculty to have oversight for each cohort of students. In our current state, only one cohort is adequately supported by full time faculty.

## **19. General Counseling**

The counseling department occupies a unique role within the college, as they engage with student's multiple times throughout their academic journey—often in ways that no other instructional department does. Unlike other departments that may have limited touchpoints with students, counselors address changing student needs and demands across many visits, which can stem from academic challenges, evolving goals, or navigating complex processes involving forms, checklists, and course requirements. In addition to their primary role, students frequently seek out counseling for support with issues related to other departments, such as admissions, financial aid, international student services, evaluations, student life, technical issues (e.g., PeopleSoft, MyEdPlan), and more. While counselors do their best to direct students to the appropriate offices, they often invest time in ensuring that students' immediate concerns are addressed, especially when related to academic matters that fall within our expertise.

The demand for accessible, agile, and responsive counselors is high, and the current full-time faculty to student ratio reflects this need. With 18 full-time counselors—some of whom have reassigned duties that limit their direct student contact—each counselor is responsible for approximately 530 students. Additionally, while there are 25 associate counselors, they are often here for short periods, as many are in search of full-time positions elsewhere or are funded through temporary initiatives. This reliance on temporary staffing impacts the consistency of services provided to students.

This full-time faculty hire request aligns with both short-term and long-term departmental and institutional goals. In the short term, this hire will focus on supporting new and continuing students by helping them identify their academic and career goals, effectively utilize campus resources, and create personalized success plans that consider their unique life circumstances

and comfort with online learning. These efforts directly contribute to student retention, completion, and the achievement of a livable wage post-graduation.

## **20. Nursing And Allied Health (LVN to RN)**

Nursing and Allied Health is requesting a full-time faculty member to specifically support the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) students. Currently the LVN to RN students take one course over the summer or in the fall and are subsequently added to the existing RN cohort in the 3rd semester of the traditional RN program. Due to the unique needs of the LVN to RN students and to promote program expansion, NAAH is requesting a full-time faculty hire to support and manage the LVN to RN program. NAAH provides an example of the need for a full-time faculty member specifically dedicated to this unique group of students. For the first exam administered this Fall semester, six of the 32 students failed (did not reach the nursing minimum of 75%), of those six, one is currently experiencing a life crisis and the other five are LVN to RN students. A dedicated faculty member who can customize their teaching to this group of students will increase the success and retention rates. In addition, with this hire we can potentially increase our annual graduating RNs from a maximum of 64 to a maximum of 96.

All full-time faculty members of NAAH take lead positions in the LVN, LVN to RN, and RN programs. This is inclusive of but not limited to; developing individualized student success plans for students in need, developing and maintaining a relationship with clinical partners, participating in the development of skills and simulations days on campus, leading the team of AF associated with each theory course. Nursing is above the average for part time faculty use. Even with this potential hire, nursing will still be above average for use of associate faculty.

Providing FT Faculty support for the LVN to RN program ensures that NAAH is able to continue to provide programming that meets the needs of the working student, the student with outside priorities, and the student who is returning to school after a long period in the workforce. According to the Bureau of Labor Statistics' Employment projections 2022 - 2032, employment of registered nurses is projected to grow 6% from 2022 to 2032.

## **21. Transfer Center**

The primary purpose of this request is to hire a full-time faculty member to address the growing needs of the department, particularly in supporting transfer focused students and disproportionately impacted students. This faculty member will play a crucial role in coordinating key programs such as the Transfer Success Program (TSP) and aiding the efforts of the honors programs, ACP STEM initiatives, and UC TAG programs. The hire is also intended to expand student services by enhancing communication methods, facilitating workshops, and providing targeted support for transfer and career guidance.

This aligns not only with the institutional goals of improving student success, retention, and equity, but also with supporting and increasing the transfer rate of marginalized populations and first-generation students, as per the new state mandate (Title V regulations for the Transfer Centers). With current faculty hours dedicated more towards the ACP project, the increase in

student interactions (which jumped from an average of about 63% during 2019-2021 to about 80.5% during 2021 to 2023) require a new faculty to be dedicated to transfer, particularly to close equity gaps. In the last academic year alone, there were almost 5.5 thousand counseling/advisement sessions, building over 1500 comprehensive student plans, with increased engagements with EOPS, PUENTE, UMOJA, RAFFY, MANA and ACP populations. In addition, the exponentially growing new CSU TSP program, necessitates a new hire to help serve this growing population and provide the necessary guidance and resources for these students.

## **22. Automotive Technology (2 of 2)**

This request is for one of two new full-time faculty hire requests that the Automotive Technology Department is submitting.

The proposed full-time faculty hire will enhance the role of the Automotive Technology Department with the context of the wider campus community by: Committee participation and representation, networking, program development, state of the art and modernized instructional practices, and connections with industry contacts and relationships.

According to the most recent reports, approximately 14% to 20% of new car sales in San Diego County are for EV; that number is expected to be closer to 40% by some estimates in North County San Diego where Tesla charging stations are more prevalent. As the department progresses with transitioning to new technologies, such as EV technology, the department is focused on successful adoption and implementation of these technologies into the current program.

## **23. Sociology**

The Sociology department is requesting a growth position to address the ever-growing demands on their full-time faculty. The huge student demand for ethnic studies classes has pulled two of the full timers away from core sociology classes. Though Sociology's intention is not to grow Race and Ethnic Relations (SOC 207), this class is a core class for sociology majors and the demand has grown as a result of the area F requirement. This demand has also caused a full-time faculty member to be completely anchored in ethnic studies courses.

This growth position would add much needed full-time leadership for the courses currently offered. The new FT faculty would anchor statistics (SOC 125) and research methods (SOC 205), so that their current full-time faculty can focus more of their efforts in SOC 207 to better serve students.

## **24. Letters (2 of 2)**

The Letters Department is requesting a full-time faculty member because the current full-time faculty are overextended. The majority of Letters full-timers hold institutional leadership positions, including Academic Senate president, Faculty Assembly president and vice president, Joyful Teacher-in-Residence, TREC and PDP committee chairs, and ASE program co-coordinators



(the latter of which are unable to rotate due to limited ranks). What's more, one full-time colleague has been recruited to work for the National Puente Project, and others are on sabbatical or unbanking. New full-time faculty is also needed to support active involvement in many departmental, programmatic, and institutional projects—ASE, Title V, AB1705, AB1111, and AB928.

Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and the department has hired five new associate faculty just this year to cover courses. It is important to point out that success rates for English transfer courses taught by full-timers were 68% compared to 59% in courses taught by part-timers; in the most widely offered and highest enrolled GE course, English 100, the success rate was 65% in courses taught by full-time faculty, whereas it was 56% under part-time instruction. This data confirms the need for a full-time faculty dedicated to helping substantively increase student contact hours and success rates.

The Letters Department has not hired new full-time faculty since 2019 and two tenured colleagues have retired since then. That's not to mention how in these past five years the pandemic and technology/AI have drastically impacted the discipline, and professional development in equitable multimodal pedagogies requires more new leading voices in the department.



## UNOFFICIAL MINUTES

*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** – The meeting was called to order at 9:00am.
- II. **Remote Member Attendance**  
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*  
Nate Scharf requested remote participation under the just cause provision of AB2449. Scharf was approved to attend the meeting via the just cause provision of AB2449.
- III. **Roll Call**  
**Members present:** curry mitchell (President), Daniel Ante-Contreras, Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Sarah Gross, Jim Julius (Coordinating Officer), Jeffrey Murico, Ghada Osman, Brian Page, Alexis Tucker Sade, Krista Warren, Afifa Zaman  
**Members absent:** Robin Allyn, Julie Graboi, Sunny Cooke (Ex-officio)  
**Members attending via Just Cause:** Nate Scharf  
**Others present:** Carl Banks, Stacey Hull, Nick Mortaloni, Denée Pescarmona
- IV. **Persons Wishing to Address the Senate** – None.
- V. **Changes to Agenda Order** – None.
- VI. **Consent Calendar**  
**A. Approve Minutes of the Regular Meeting of October 4, 2024**  
The consent calendar was approved by unanimous consent.
- 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. AP4026: Philosophy and Criteria for International Education – Stacey Hull**  
Description: *AP4206 underwent a comprehensive review in Spring 2023 with CPC. Here AAC is suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph. This comes back to AS for approval.*  
**MSP (Page / Zaman) [Krista Warren was not present for the vote]** to approve AP4026: Philosophy and Criteria for International Education as presented.  
**B. AP43XX Student Travel Guidelines (new AP) – Stacey Hull and Nick Mortaloni**  
Description: *A group met throughout 2023 to create student travel guidelines, which included representatives from all constituencies (classified professionals, faculty, administrators, students) with representation from Athletics, Title IX, Student Affairs (Student Conduct), Associated Student Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity. This comes back to AS for approval.*  
**MSP (Osman / Cotnoir) [Krista Warren was not present for the vote]** to approve new AP43XX: Student Travel Guidelines with two friendly amendments; 1. to clarify “faculty” as both full-time and associate and 2. to clarify the intention to grant exceptions for lodging on the basis of health, medical, and cultural reasons.

### **VIII. Action Item, First Read**

#### **A. BP 4300: Field Trips and Excursions – Stacey Hull**

Description: *Removal of language related to restricted travel from AB 1887 and inclusion of procedures for international travel for field trips.*

It was noted this BP was reviewed and some language related to restricted travel from AB1887 has been removed and procedures for international travel for field trips have been included. This BP will come back at the next meeting for approval.

#### **B. AP 4300: Field Trips and Excursions – Stacey Hull**

Description: *Revision of procedures for out-of-state and international travel for field trips.*

There were a couple of things modified in this AP. On the first page they highlighted funds available for students who needed funds to go on these college-sponsored field trips. This process was clarified for out-of-state and international travel. The last page of the AP highlights a reminder to faculty that when students are going on college-sponsored field trips, this is an experience for them and it provides guidance to faculty that we should support students in our classrooms while they are on these trips.

#### **C. Recommended Ranking for Full-Time Faculty Positions – Stacey Hull**

Description: *AAC forwards a recommended ranking for full-time faculty hire requests for Academic Senate review and approval.*

Hull explained the process which is used to rank requests noting September 6<sup>th</sup> was the deadline for plans which is earlier in the semester to help HR get advertisements out in order to get a larger pool of candidates. Retiring faculty must also notify HR by September 6<sup>th</sup>. The workgroup received the plans the following Monday and had two weeks to read, review, and rank them. Seventeen departments requested full-time faculty with a total of 25 plans. Data was also received from RPIE. The workgroup met two times to discuss the plans and on September 20<sup>th</sup> they had more than a three-hour conversation regarding prioritization. The final prioritization was unanimous, and they then wrote their summary which was presented to AAC last Friday. After continuous discussions at AAC, it was unanimously approved. There will be ten positions supported by the college. There is room for change to this number as the budget becomes clearer. The History Department submitted for a replacement position, and they were 4<sup>th</sup> or 5<sup>th</sup> in the ranking; however, they pulled the position and so it is no longer on the prioritization list. For the next steps, it was noted that this is a first read and will come back to Senate for a vote in two weeks. If approved, the hiring prioritization will be passed along to Dr. Cooke and the Board for final approval. The goal and hope is that it will be approved by winter break so HR can reach out to the departments with hiring timelines.

Replacement positions are not given prioritization although they are emphasized. Both replacement and growth positions are evaluated by the same criteria by AAC. One area of the form asks if it is a replacement for a full-time faculty member. The department can note the need for that replacement. All positions are evaluated based on the criteria equally. The retirement or loss of a faculty member is not an automatic replacement. All replacement positions provided evidence in the criteria for prioritization that represent a continuing need for that faculty member.

It was asked how it arrived at ten positions. In the context of AAC and prioritization, they look at replacement positions, and faculty have to notify HR by the September 6<sup>th</sup> deadline and that is also verified. The replacement LHEs are put into a pool. There are also faculty who retired whose departments did not submit for a replacement. There were eight faculty who submitted their retirement to HR and they were a flat replacement of FTE to FTE. There are ten funded vacancies that are being replaced. The college will have a better idea of funding depending on tax revenues. At that time, it could be more than ten positions depending on how the budget turns out. AAC contacted HR for the list of retirees. There was some confusion around funding given that the senate was just presented plans for future construction and campus growth but is now hearing no plans for growth within the full-time faculty body. The Senate was reminded that the reason they are having this discussion is that hiring is part of the 10+1 and in accordance with BP2510. It was further asked if Senate could make an argument for growth and put forth that question stating a reason for the growth. Hull noted that requests are based on the process for prioritization and ACC notes whether it is growth or replacement, but they are looked at by the same criteria. There is financial growth vs.

growth positions. It was further noted that there are replacement positions that don't rank and doesn't see how AAC can be questioned about how many positions can be funded. AAC does not make that decision. With this clarification, it was said that the Senate should take up a process for reviewing the hiring requests to identify and formulate general arguments for why the college should support full-time faculty growth positions.

**D. Funding Request for Faculty Field Day Event – Amena Coronado**

Description: *A team designing an annual Field Day for faculty and students "devoted to play, friendly competition, relaxing activities, and outdoor fun" requests the Academic Senate fund \$600 to purchase equipment. A "demo day" is planned for December 6th. After this trial event, the team will return to the Senate to request funds for the full event.*

There is an official field day and a trial day planned for December 6<sup>th</sup>. The team designing the field day is asking AS for an initial contribution of \$600 and will return to AS to request full funding of around \$5,000. It was explained that AS has a Mission Federal Credit Union checking account with \$30,190. This is a fully funded faculty account. This would be the account from which we draw the funds. Funding would purchase the equipment for the demo day. Faculty are being invited to participate and have fun. It will be facilitated by faculty.

They will begin to send out information in multiple ways and will try to reach as many students as possible. Those students in clubs will likely participate in this but want to invite all students and could potentially reward students for registering early. They are looking to engage online students as well. Faculty communicating the value of this event to students will be key.

**IX. Information / Discussion**

**A. Five-year Dual Enrollment Plan – Zhenya Lindstrom**

Description: *Over the past two years, we engaged both MiraCosta and our K-12 district stakeholders in strategic planning conversations. We looked at the data, identified target student populations, researched best practices on state and national levels, and discussed goals and strategies that we would like to collectively pursue in the next five years for dual enrollment. We used Strategic Enrollment Management (SEM) planning framework to guide these conversations and write a five-year dual enrollment plan. Here is a [LINK](#) to the draft of the plan.*

Lindstrom showed a [YouTube video](#) about dual enrollment at MiraCosta college featuring our students. A slide presentation of the dual enrollment strategic five-year plan was shared. See the attached presentation highlighting planning elements and approach, the timeline, MCC's perspective, K-12 partner's perspective, five strategic goals and strategies, and more. MiraCosta's dual enrollment vision aims to enhance educational opportunities for high school students by offering a comprehensive dual enrollment program with strong partnerships with local school districts, structured program pathways, and wraparound services and support. The next steps include development of specific plans with each school district and taking this plan to the governance committees at MCC for review and feedback and to be finalized by December 2024. Discussion and feedback focused on SOAR analysis (Strengths, Opportunities, Aspirations, and Results) asking if it accurately captures the state of dual enrollment and, if anything, what could be changed or added. During discussion, it was suggested faculty can visit high schools to do talks and share what they do at MCC. It was noted there is a lunch and learn series at Oceanside High School which is a great way to promote courses. It was noted that there are some associate faculty who teach at the HS and teach at MCC and there are both full-time and associate faculty teaching in dual enrollment. There is also a mix of in-person and online course offerings both synchronous and asynchronous. As well, there are ADA requirements that high schools must meet and their bell schedules and our scheduling are hard to mesh.

Funding comes from some small grants and there is a paid internship program. The instructional piece is supported by the Office of Instruction. There is no allocated funding for dual enrollment. It was suggested that if this is something the college is interested in pursuing, the college should support it financially as well. It was noted there is a dedicated position in A&R with onboarding procedures for dual enrollment and a full-time contact person. This program exposes students to

more resources and to be able to explore college early on and look at classes. Further discussion noted that meeting minimum qualifications for some faculty might be challenging. Leniency may be something to consider and there could be benefit in hiring permanent staff. MOUs drive the partnership between MCC and the high school districts and ultimately goes to the board for approval. There was also curiosity about dual vs. concurrent enrollment. What is seen in the data is that concurrent enrollment is accessed by students and dual enrollment is where we want to capture students who are not college students. Dual enrollment students learn how to become a concurrent enrollment student.

**X. Reports** (Written, Included Via Links Below)

**A. Academic Senate President** – *curry mitchell* ([access full report](#))

mitchell highlighted a few things of interest in his report. CPC updated their handbook in the impact in upcoming curriculum cycles that should provide an accelerate timeline for the new Cal-GETC pathway to GE approval and more efficient program maps. Fallstrom and Bolanos will visit AS in November to discuss the changes in more detail.

PDP voted to approve modifications to the FLEX calendar retaining the status quo of 10 Flex days per academic year but distributing them throughout each semester.

It was announced that per the AS office assignment procedures, mitchell has granted an exception for OC2808, category 2 faculty office for the math department, to be used as a temporary one-year staging area for AV equipment while other means of storage and distribution in the OC2800 building can be designed and implemented.

Today is the ASCCC Area D meeting where they will discuss resolutions. It is hoped that common course numbering will be addressed. mitchell will report what he hears.

**B. College Superintendent/President** – *Sunny Cooke* ([access full report](#))

VPI, Denée Pescarmona, reported on behalf of Dr. Cooke. It was noted that CS President, Omar Jimenez, along with two former students, community leaders and educational partners, attended the Community Leaders Breakfast this morning. The Board of Trustees met last night. George McNeal is stepping down from the Board. There will be a reception in his honor on November 21<sup>st</sup>. Thanked all who worked hard to get the spring schedule posted. Spring registration begins on November 4<sup>th</sup>. The next district webinar will be held on November 20<sup>th</sup> from 2-3pm.

**C. Classified Senate** – *Carl Banks* ([access full report](#))

Carl Banks is serving as interim CS President until mid-January, while Omar Jimenez is on leave after the birth of their son. Kimberly Holmes has agreed to fill in as VP of CS. The year-end celebration will be held on December 20<sup>th</sup> at the El Camino Country Club. Employee recognition is gearing up for the outstanding employee of the fall semester. This year the committee will do Zoom interviews with the nominees to capture more information and be more equitable.

**D. Associate Student Government** – *Jack Tarman* (no report)

**E. Senator Reports** – (no report)

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

**XI. Adjournment** – The meeting adjourned at 11:03am.



# Dual Enrollment Strategic 5-Year Plan

Zhenya Lindstrom, Dean of Instructional Services  
Academic Senate Presentation | October 18, 2024

# Planning Elements

- Utilized outcomes of the four facilitated sessions by Career Ladders in 2022-23 to inform the plan
- Data-informed discussions to identify goals, strategies, and activities
- Monthly consultation with the Dual Enrollment Advisory Committee
- Two convenings with representatives of MiraCosta and Oceanside USD, Carlsbad USD, and San Dieguito UHSD
- Engaged associate faculty to coordinate analyses, planning and writing of the plan



# Planning Approach

Assessment of the current dual enrollment status and practices at MiraCosta College

Analysis of gaps and opportunities based on student data and discussion/collaboration with K-12 partners

Development of a plan using a SEM framework focused on target student groups



# MCC Dual Enrollment Strategic Plan Timeline

**February 2024**

First Convening with college and high school partners

**April 2024**

Meetings with high school partners to engage in initial goal-setting

**June 2024**

Dual Enrollment Plan drafted and shared with key constituencies

**March 2024**

SOAR analysis of dual enrollment programming at MCC

**May 2024**

Second Convening with college and high school partners

# MiraCosta College Perspective

## Strengths

- Partnership agreements established
- Joint responsibility and shared understanding
- Training and orientation
- Grant funding to support embedded coordination, tutoring, and counseling services

## Opportunities

- Address barriers to student access and success
- Expand program and course offerings
- Strengthen communication and outreach efforts
- Improve registration business processes and technology
- Need for ongoing funding and permanent staff to support and enhance dual enrollment programming

## Aspirations

- Provide equitable access, enhance student success, and close equity gaps
- Clear scaffolding of course sequences and program pathways
- Engaged, culturally responsive teaching and curriculum
- Supports and interventions tailored to target student populations

## Results

- Equity in design, recruitment, and outcomes
- Structured pathways and course sequences
- High expectations and high supports for students
- Strong, cross-institutional partnerships

# K-12 Partner's Perspective

## Strengths

- Greater access to higher education
- Enhanced college readiness
- High success and retention rates
- Direct matriculation
- Increased clarity and understanding of key aspects of dual enrollment

## Opportunities

- Expand course offerings with intentional pathways to ACPs
- Increase number of faculty teaching dual enrollment
- Align schedules and academic calendars
- Engage in strategic outreach and onboarding practices
- Emphasize career education and workforce preparedness

## Aspirations

- Structured pathways and course sequences
- Improved equity and access amongst priority student populations
- Embedded supports and wraparound student services
- Greater awareness of dual enrollment opportunities

## Results

- College-going culture
- Reduced cost of attaining a college degree/certificate
- Social and economic mobility
- Community impact

# Dual Enrollment Vision

MiraCosta College aims to enhance educational opportunities for high school students by offering a comprehensive dual enrollment program with strong partnerships with local school districts, structured program pathways, and wraparound services and support.



# Target Student Populations

- English language learners
- Students with disabilities
- Low Income
- Latinx
- Black
- Pacific Islander
- Males
- 1st generation

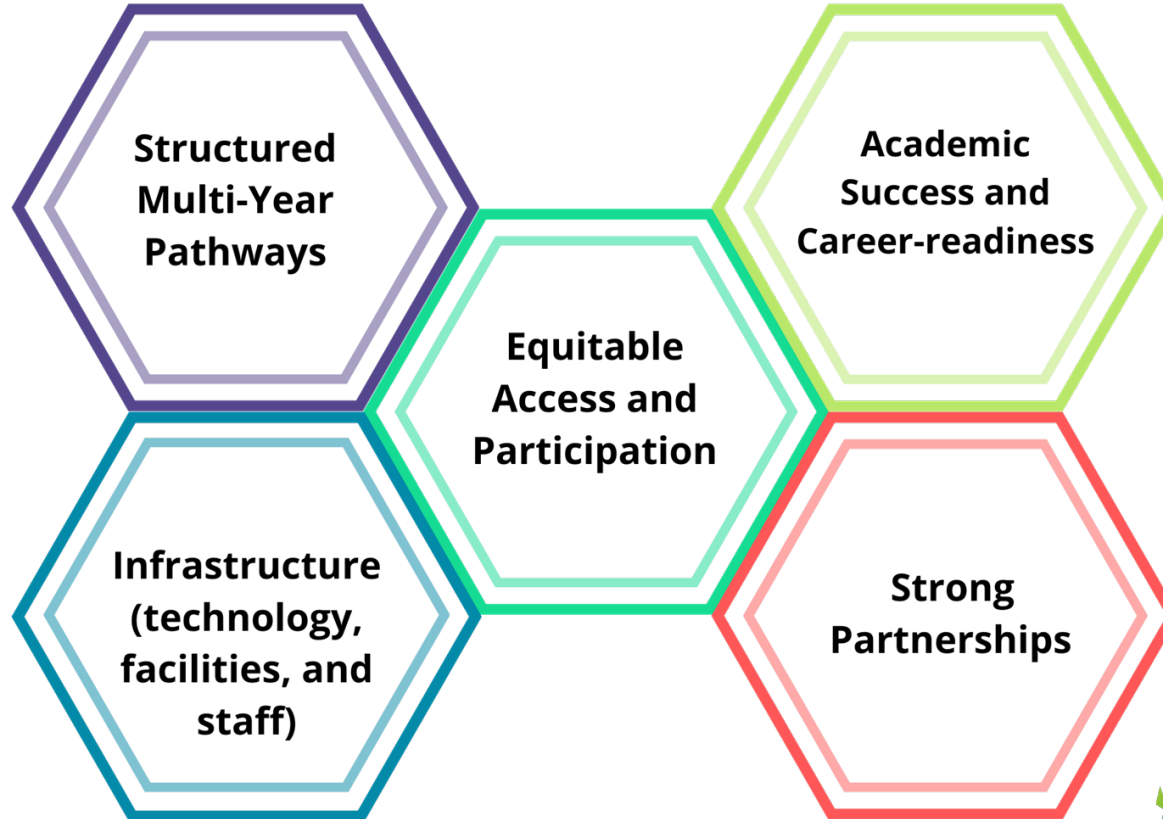


# Strategic Goals

1. Enhance structured pathways and intentional course sequences to provide clear academic trajectories for students.
2. Ensure equitable access and participation in dual enrollment opportunities.
3. Advance academic achievement so all students graduate college and career-ready
4. Build infrastructure and enhance support structures for dual enrollment (i.e., technology, facilities, and staffing)
5. Strengthen partnerships and increase collaboration with K-12 partners and across MiraCosta College constituencies



# Strategic Goals



# Goal #1 & Strategies

**Enhance structured pathways and intentional course sequences to provide clear academic trajectories for students.**

- Create and organize dual enrollment pathways aligned with students' career and transfer interests, and map these pathways to ensure they lead to timely college completion and career outcomes.
- Increase the number of faculty teaching dual enrollment by recruiting and adequately compensating them.
- Ensure faculty are well-prepared and supported to teach dual enrollment coursework through comprehensive onboarding and training.





# Goal #2 & Strategies

**Ensure equitable access and participation in dual enrollment opportunities.**

- Increase the number of students participating in dual enrollment programs for specific priority student populations (e.g., first-generation students, Latinx, English Language Learners, students with disabilities).
- Increase awareness and understanding of dual enrollment programs and courses amongst students, parents, and larger communities.
- Engage high school counselors and teachers to promote dual enrollment opportunities.



# Goal #3 & Strategies

**Advance academic achievement so all students graduate college and career-ready**

- Enhance the success of dual enrollment students, especially within priority student populations through equity-minded pedagogy.
- Provide integrated support services, such as orientation, embedded tutoring, counseling, and peer mentorship to improve success rates among priority student populations.



# Goal #4 & Strategies

## **Build infrastructure and enhance support structures for dual enrollment (i.e., technology, facilities, and staffing)**

- Improve the efficiency and scalability of dual enrollment matriculation processes.
- Expand classroom space/facilities where dual enrollment courses are offered.
- Ensure adequate staffing dedicated to dual enrollment programs at both MiraCosta and partnering high schools to ensure long-term success of dual enrollment programming and support services.



# Goal #5 & Strategies

## **Strengthen partnerships and increase collaboration with K-12 partners and across MiraCosta College constituencies**

- Maintain regular communication and meetings with high school partners to align goals and strategies.
- Standardize dual enrollment agreements and practices across different school districts to reduce confusion and streamline processes.
- Increase understanding of dual enrollment amongst MiraCosta departments and divisions.



# Next Steps

- Development of specific plans with each school district in alignment with these goals and strategies
- Taking this plan to the governance committees for review and feedback with the goal to finalize by Dec 2024



# Discussion & Feedback

# Discussion: SOAR Analysis

**Does the SOAR analysis accurately capture the state of dual enrollment? If anything, what would you change or add?**

## Strengths

- Partnership agreements established
- Joint responsibility and shared understanding
- Training and orientation
- Grant funding to support embedded coordination, tutoring, and counseling services

## Opportunities

- Address barriers to student access and success
- Expand program and course offerings
- Strengthen communication and outreach efforts
- Improve registration business processes and technology
- Need for ongoing funding and permanent staff to support and enhance dual enrollment programming

## Aspirations

- Provide equitable access, enhance student success, and close equity gaps
- Clear scaffolding of course sequences and program pathways
- Engaged, culturally responsive teaching and curriculum
- Supports and interventions tailored to target student populations

## Results

- Equity in design, recruitment, and outcomes
- Structured pathways and course sequences
- High expectations and high supports for students
- Strong, cross-institutional partnerships

# Discussion: Strategies & Tactics

**Looking at the strategies and activities for each of the goals, is there anything that is missing, needs to be changed, or clarified (from faculty perspective)?**



FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2024-2025 Assignment</u></b>
<b>Budget and Planning Committee (BPC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp25 (6yrs+)	Kent McCorkle (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Assigned by virtue of role	curry mitchell (AS President)
Budget and Planning Committee (BPC)	Assigned by virtue of role	Sean Davis (AS Vice President)
Budget and Planning Committee (BPC)	SP25 (2yrs)	Markus Berrien
Budget and Planning Committee (BPC)	SP25(2yrs)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp24 (2yrs)	Taya Lazootin
Budget and Planning Committee (BPC)	Sp26 (6yrs)	Christy Coobatis
<b>College Council</b>		
College Council	Assigned by virtue of role	curry mitchell (AS President)
College Council	Assigned by virtue of role	Sean Davis (AS Vice President)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
<b>Institutional Program Review Committee (IPRC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total Meeting: 1<sup>st</sup> Fridays, 11:30-1:00</i>
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp25(6yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Jenna Magallanes
Institutional Program Review Committee (IPRC)	Sp26(2yrs)	Shawn Firouzian
Institutional Program Review Committee (IPRC)	Sp25 (2yrs)	Eduardo Mariscal
Institutional Program Review Committee (IPRC)	Sp24(4yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp26(4yrs)	Robin Allyn (Associate Faculty) *

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b>Tenure Review and Evaluation Committee (TREC)</b>	<i>two years without term limits</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)		Nate Scharff
Tenure Review and Evaluation Committee (TREC)		Christopher Sleeper
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Ariana Solis+
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		JahB Prescott
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Jorge Guerrero+
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Annie Ngo
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Angela Beltran-Aguilar
Tenure Review and Evaluation Committee (TREC)		Ghada Osman*

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Tenure Review and Evaluation Committee (TREC)		Sean Davis
Tenure Review and Evaluation Committee (TREC)		Richard Dicker
Tenure Review and Evaluation Committee (TREC)		Jeff Murico
Tenure Review and Evaluation Committee (TREC)		Luke Lambert
Tenure Review and Evaluation Committee (TREC)		Christina Johnson
Tenure Review and Evaluation Committee (TREC)		Serena Mercado
Tenure Review and Evaluation Committee (TREC)		Himgauri Kulkarni
<b>Outcomes Assessment Committee (OAC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp26(6yrs+)	Janelle West (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs+)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp25(6yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)		Sean Fanning
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp26(4yrs)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp24(1yr)	Laura Gomez-Carlsson (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp26(2yrs)	Open to a full-time faculty
Outcomes Assessment Committee (OAC)	SP25(2yrs)	Erica Duran
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Coordinator)

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

**Academic Senate and Academic Senate Subcommittees  
Brown Act Committees**

<b>Academic Senate</b>	<b>Elected Members</b>	<b>Year and semester term ends</b>
Academic Senate	Curry mitchell, President	Sp26
Academic Senate	<i>Sean Davis, Vice President</i>	Sp25
Academic Senate	Jim Julius, <i>Coordinating Officer</i>	Sp25
Academic Senate	Daniel Ante-Contreras	SP 25
Academic Senate	Leigh Cotnoir	Sp26
Academic Senate	Erica Duran	Sp25
Academic Senate	Jeff Murico	Sp26
Academic Senate	Ghada Osman	Sp26
Academic Senate	Nate Scharf	Sp25
Academic Senate	Alexis Tucker-Sade	Sp25
Academic Senate	Afifa Zaman	Sp26
Academic Senate	Robin Allyn	Sp25
Academic Senate	Julie Graboi	Sp25
Academic Senate	Sarah Gross	Sp26
Academic Senate	Brian Page	Sp26
Academic Senate	Krista Warren	Sp25

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2024-2025 Assignment</u></b>
<b>Academic Affairs Committee (AAC)</b>	<i>Ends</i>	<i>Chair 3-year term, non-renewable; 2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp26	Stacey Hull (Chair)
Academic Affairs Committee (AAC)	Sp25	Claudia Flores
Academic Affairs Committee (AAC)	Sp26	Kyle Arriola
Academic Affairs Committee (AAC)	SP25	Ticey Hosley
Academic Affairs Committee (AAC)	Sp26	Lauren McFall
Academic Affairs Committee (AAC)	Sp26	Christopher Sleeper
Academic Affairs Committee (AAC)	Sp25	Giana Carey
Academic Affairs Committee (AAC)	Sp25	Kris Peck

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b>Committee Name</b>	<b>Term</b>	<b>2024-2025 Assignment</b>
Academic Affairs Committee (AAC)	Sp25	Lauren Greenwald
Academic Affairs Committee (AAC)	Sp25	Tracy Williams
Academic Affairs Committee (AAC)	Sp25	Darlene Burke (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp25	Shafin Ali
Academic Affairs Committee (AAC)	Sp 25	Tyrone Nagai
Academic Affairs Committee (AAC)	SP25	Robert Kelley
Academic Affairs Committee (AAC)	Sp25	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp26	Julie Cord
<b>Courses and Programs Committee (CPC)</b>	<i>Ends</i>	<i>CPC chair 3 years limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC) GE Area 1 – English Composition, Oral Communication, and Critical Thinking	Sp25	Zulema Diaz
Courses and Programs Committee (CPC) GE Area 2 – Math and Quantitative Reasoning	Sp27	Scott Fallstrom (Co-Chair)
Courses and Programs Committee (CPC) GE Area 3 – Arts and Humanities	Sp25	Dave Massey
Courses and Programs Committee (CPC) GE Area 4 – Social and Behavioral Sciences	Sp25	Robert Bond
Courses and Programs Committee (CPC) GE Area 5 - Natural Sciences	Sp26	Erika Peters
Courses and Programs Committee (CPC) GE Area 6 - Ethnic Studies	--	Open to a full-time faculty
Courses and Programs Committee (CPC) Non-Credit	Sp26	Kristi Reyes
Courses and Programs Committee (CPC) Counseling	Sp25	Ticey Hosley
Courses and Programs Committee (CPC) Career Education (1 of 2)	Sp26	Yana Gardiner
Courses and Programs Committee (CPC) Career Education (2 of 2)	SP26	Karl Cleveland

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2024-2025 Assignment</u></b>
Courses and Programs Committee (CPC) Coordinator, Honors Scholar Program	Sp26	Delores Loedel
Courses and Programs Committee (CPC)	Sp27	Theresa Bolanos (Co-Chair)
Courses and Programs Committee (CPC) Associate Faculty	Sp25	Joseph King*
Courses and Programs Committee (CPC) Faculty Coordinator, Online Education	Permanent	Jim Julius
Courses and Programs Committee (CPC) Articulation Officer	Permanent	Joanne Benschop
<b>Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)</b>	2-year member term, renewable	6-9 members <b>only</b>
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Xuchi Eggleton (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	SP 25	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp2	Brian Weldele
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Alicia Lopez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Kristine Arquero
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Suganya Sankaranarayanan
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Aaron Roberts (PDP Coord.)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp26	Israel Pastrana
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp 26	Gin Tasulis (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp25	Sonia Gutierrez (Associate Faculty)*

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b>Committee Name</b>	<b>Term</b>	<b>2024-2025 Assignment</b>
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp 26	Maryan Rizk (Associate Faculty)*
<b>Equivalency Subcommittee</b> Meetings day/time: Tuesdays after 4:30 or Thursdays after 1:30	No term length	No number set
Equivalency Subcommittee	SP 27	Ashley Davis (Chair)
Equivalency Subcommittee		Elizabeth Clarke
Equivalency Subcommittee		Glorian Sipman
Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Emiko Kiyochi
Equivalency Subcommittee		Richard Ma (ad hoc member)
<b>Faculty Awards Subcommittee</b>	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp25	Jim Julius (Chair)
Faculty Awards Subcommittee		Janeen Apalatea
Faculty Awards Subcommittee		Eduardo Mariscal
Faculty Awards Subcommittee		Susan Pynes (Associate Faculty)*
Faculty Awards Subcommittee		Robin Allyn (Associate Faculty)*
<b>MiraCosta Online Educators (MOE)</b>	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp25	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp26	Adrean Askerneese
MiraCosta Online Educators (MOE)	Sp26	Lauren McFall
MiraCosta Online Educators (MOE)	Sp25	Roland Estrella

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2024-2025 Assignment</u></b>
MiraCosta Online Educators (MOE)	Sp25	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP26	JahB Prescott
MiraCosta Online Educators (MOE)	Sp26	Cristina Toharia
MiraCosta Online Educators (MOE)	SP 25	Mariana Silva
MiraCosta Online Educators (MOE)	Sp25	Leola Powers
MiraCosta Online Educators (MOE)	Sp25	Paulino Mendoza (Associate Faculty)*
<b>Professional Development Program/Flex (PDP)</b>	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)		Ghada Osman
Professional Development Program/Flex (PDP)		Xuchi Eggleton
Professional Development Program/Flex (PDP)		Ansina Green
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		Zika Perovic
Professional Development Program/Flex (PDP)		Jim Sullivan
Professional Development Program/Flex (PDP)		Andrea Petri
Professional Development Program/Flex (PDP)		Tricia Hoste
Professional Development Program/Flex (PDP)		Jade Hidle
Professional Development Program/Flex (PDP)		Bruce Hoskins
Professional Development Program/Flex (PDP)		Amena Coronado
Professional Development Program/Flex (PDP)		Carlos Velasco (Associate Faculty)*
Professional Development Program/Flex (PDP)		Brian Page (Associate Faculty)*

\*Contingent on fall contract/assignment



FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2024-2025 Assignment</u></b>
<b>Sabbatical Leave Subcommittee (SLC)</b>	No term length	No number set
Sabbatical Leave Subcommittee (SLC)	Sp26	Pilar Hernandez (Co-Chair)
Sabbatical Leave Subcommittee (SLC)	Sp26	Jennifer Paris (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold
Sabbatical Leave Subcommittee (SLC)		Jose Jara
Sabbatical Leave Subcommittee (SLC)		Luke Lambert
Sabbatical Leave Subcommittee (SLC)		Dean Ramos
Sabbatical Leave Subcommittee (SLC)		John Kirwan
Sabbatical Leave Subcommittee (SLC)		Shannon Myers
<b>Salary Advancement Subcommittee (SAC)</b>	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)		Janeen Apalatea
Salary Advancement Subcommittee (SAC)		Sam Arenivar
Salary Advancement Subcommittee (SAC)		Angela Senigaglia

**Operational Subcommittee of the Senate:**

<b>Elections Subcommittee</b>	
Elections Subcommittee	John Phillips (chair)
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins

**Campus Advisory Committees**

<b><u>Committee Name</u></b>	<b><u>2024-2025 Assignment</u></b>
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\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b>Awards and Scholarships Advisory Committee</b>	
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Kelly Hagen
Awards and Scholarships Advisory Committee	Jeff Murico
Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Leila Safaralian
Awards and Scholarships Advisory Committee	Jo Moore & Cynthia Bazan (Associate Faculty)*
<b>Basic Needs Workgroup</b>	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Veronica Bloss
Basic Needs Workgroup	Rhonda Welch-Scalco
<b>Campus/Facilities Advisory Committee</b>	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Open to a full-time faculty
Campus/Facilities Advisory Committee	Steve Vail
<b>Classified Senate Events Committee</b>	
Classified Senate Events Committee	Phillip Boland
Classified Senate Events Committee	Aaron Roberts
<b>Commencement Advisory Committee</b>	
Commencement Advisory Committee	Open to a full-time faculty
Commencement Advisory Committee	Stephen Torok
<b>Dual Enrollment Advisory Committee</b>	
Dual Enrollment Advisory Committee	Shawn Firouzian

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Dual Enrollment Advisory Committee	Leila Safaralian
Dual Enrollment Advisory Committee	Oswaldo Ramirez
Dual Enrollment Advisory Committee	Isabel Luengo
<b>Emergency Preparedness Advisory Group (EPAG)</b>	
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Krista Warren
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
Emergency Preparedness Advisory Group (EPAG)	Himgauri Kulkarni
Emergency Preparedness Advisory Group (EPAG)	Eliza Rabinovich
<b>EOPS/CARE Advisory Committee</b>	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Yesenia Balcazar
EOPS/CARE Advisory Committee	Eric Bishop
EOPS/CARE Advisory Committee	Stacey Mathis
EOPS/CARE Advisory Committee	Michelle Farnam
EOPS/CARE Advisory Committee	Ashley Davis
EOPS/CARE Advisory Committee	Denise Villarrial Nealon (Associate Faculty)*
<b>Equal Employment Opportunity Advisory Committee (EEOAC)</b>	<i>2 members only</i>
Equal Employment Opportunity Advisory Committee (EEOAC)	<b>Open to a full-time faculty</b>
Equal Employment Opportunity Advisory Committee (EEOAC)	Edward Pohlert
<b>Financial Aid Advisory Committee</b>	
Financial Aid Advisory Committee	Yesenia Balcazar
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Financial Aid Advisory Committee	Magdalena Zepeda
Financial Aid Advisory Committee	Daniel Alvarez (Associate Faculty)*
<b>Honors Scholar Program Advisory Committee</b>	6-9 FT, 2 Couns, 1-2 Associates
Honors Scholar Program Advisory Committee	(Chair) Delores Loedel
Honors Scholar Program Advisory Committee	Khang Nguyen
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	the
Honors Scholar Program Advisory Committee	John Turbeville
Honors Scholar Program Advisory Committee	Daniel Ante-Contreras
Honors Scholar Program Advisory Committee	Lisa Haavig (Associate Faculty)*
Honors Scholar Program Advisory Committee	Alexis Faust-Rolland (Associate Faculty)*
<b>IDEA Advisory Committee</b>	
IDEA Advisory Committee	Suganya Sankaranarayanan (DEqCC member)
IDEA Advisory Committee	Xuchi Eggleton (DEqCC chair)
<b>International Education Advisory Committee</b>	Meeting:1 <sup>st</sup> Fridays, 11:00-1:00
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	Delores Loedel
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Donny Munshower
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

International Education Advisory Committee	Andrea Petri
International Education Advisory Committee	David Detwiler
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok
<b>Math, Engineering, Science Achievement (MESA)</b>	Members: Minimum 4 STEM faculty who serve for fall 2024 and spring 2025
Math, Engineering, Science Achievement (MESA)	Angela Beltran-Aguilar (MESA Faculty Sponsor) (Math)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)
Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)
Math, Engineering, Science Achievement (MESA)	Lynnie Trzoss (Chem)
Math, Engineering, Science Achievement (MESA)	Leila Safaralian (Math)
Math, Engineering, Science Achievement (MESA)	Lise Flocken (Transfer Center Coordinator)
<b>Perkins Plan Advisory Committee</b>	
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	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores
<b>San Elijo Advisory Group</b>	(~10)
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

San Elijo Advisory Group	Eric Snortum
San Elijo Advisory Group	Annie Ngo
San Elijo Advisory Group	Robert Bond
San Elijo Advisory Group	Steven Deineh
San Elijo Advisory Group	Jed Schlueter
San Elijo Advisory Group	David Detwiler (fall 2024 only)
San Elijo Advisory Group	Dean Ramos
San Elijo Advisory Group	Donny Munshower
San Elijo Advisory Group	Matt Bertens (Associate Faculty)*
<b>Student Accessibility Services (SAS)</b>	
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)	Robert Kelley
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
Student Accessibility Services (SAS)	yoshimi hayashi
<b>Student Success, Equity, and Guided Pathways</b>	
Student Success, Equity, and Guided Pathways	Arti Dua
Student Success, Equity, and Guided Pathways	Stacey Mathis
Student Success, Equity, and Guided Pathways	Ticey Hosley
Student Success, Equity, and Guided Pathways	Shawn Firouzian
Student Success, Equity, and Guided Pathways	Jim Julius
Student Success, Equity, and Guided Pathways	Eliza Rabinovich

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

<b>Service Learning Advisory Committee</b>	
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Service Learning Advisory Committee	Laura Hayek
<b>Student Conduct and Police Advisory Committee</b>	
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	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman
Student Conduct and Police Advisory Committee	Xuchi Eggleton (DEqCC member)
<b>Strong Workforce Advisory Committee (SWAG)</b>	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
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
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
Strong Workforce Advisory Committee (SWAG)	Min Choi
Strong Workforce Advisory Committee (SWAG)	Rick White
<b>Student Services Council</b>	Assigned by virtue of role
Student Services Council	Donna Davis

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Student Services Council	Lise Flocken
Student Services Council	Don Love
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
<b>Sustainability Advisory Committee</b>	<i>meets monthly</i>
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Theresa Bolanos
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jeanine Sepulveda
Sustainability Advisory Committee	Eric Snortum
<b>Technology Advisory Committee</b>	
Technology Advisory Committee	Jim Julius
Technology Advisory Committee	Lauren McFall
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Rick White
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Nadia Khan
<b>Transfer Center Advisory Committee</b>	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Freddy Ramirez
Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Arlie Langager

**Additional Assignments**

<b>Committee on Exceptions</b> Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	
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\*Contingent on fall contract/assignment



FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

Committee on Exceptions	Wendy Horton
Committee on Exceptions	Laney Collins
Committee on Exceptions	Lesley Doig
Committee on Exceptions	Michelle Farnam
Committee on Exceptions	Rhonda Welch-Scalco
Committee on Exceptions	Edward Pohlert
<b>NCHEA Board</b>	
NCHEA Board	Daniela McIntosh
NCHEA Board	Jayson Wiestling (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Aaron Roberts, PDP Coordinator – Required by NCHEA Bylaws
<b>Traffic and Parking Committee</b>	3 faculty
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Korey Goulette
Traffic and Parking Committee	Veronica Bloss
<b>SDICCCA Faculty Intern Program</b>	
SDICCCA Faculty Intern Program	Markus Berrien
SDICCCA Faculty Intern Program	Open to a full-time faculty
SDICCCA Faculty Intern Program	Veronica Bloss
SDICCCA Faculty Intern Program	Olivia Quintanilla

\*Contingent on fall contract/assignment

FACULTY COMMITTEE ASSIGNMENTS (Institutional Service) 2024-25

If no term ending dates are noted, the terms are flexible.

**MCCAIF 2024-2025**

Executive Committee (Elected members)	
Krista Warren Yagubyan	President
Daniel Alvarez	Vice President
Anastasia Zavodny	Secretary
Dawn Diskin	Treasurer

**FA COUNCIL 2024-2025**

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	Business
Billy Gunn	Exec Treasurer	Film Studies
Faculty Assembly Council (Appointed by the FA President)		
Abby Burd	Councilperson	Mental Health Counseling
Min Choi	Councilperson	Media Arts & Technologies
Paul Clarke	Councilperson	Drafting Design
Rich Dicker	Councilperson	Nursing
Michelle Farnam	Councilperson	SAS Counseling
Ruth Gay	Councilperson	Noncredit ESL
Lauren Greenwald	Councilperson	Art
Steve Isachsen	Councilperson	Computer Studies
Mark Laurel	Councilperson	Math
Sinar Lomeli	Councilperson	Puente/General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Michelle Odom	Councilperson	Nursing
Jake Strona	Councilperson	Letters Pre-Transfer
Kristi Wish	Councilperson	Transfer Counseling

## 2025-2026 Curriculum Approvals

Effective: August 2025

*Part I*

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
COUN	COUN	115	O/GE	<u>Introduction to Multicultural Counseling</u> : This survey course provides an exploration of major counseling theories and research relative to racial and cultural identity, values orientation, human behavior, and essential skills necessary for engaging with diverse populations. The course emphasizes self-awareness and critical consciousness, and it explores culturally responsive approaches to everyday human interaction and conflict resolution.	3	9/26/2024
PHSN	ENGR	130	O	<u>Statics</u> : This course covers the fundamental principles of engineering statics to help understand and analyze static forces on a variety of structures and engineering applications. Topics include forces, moments, analysis of trusses and beams, center of gravity, friction, and mass moments of inertia.	3	9/26/2024
PHSN	ENGR	230	O	<u>Dynamics</u> : This course covers the fundamental principles of engineering dynamics to help students understand and analyze the motion of bodies under the action of forces. Topics include kinematics, Newton's second law, and work-energy and momentum methods as they apply to both particles and rigid bodies.	3	9/26/2024
ETHN	ETHN	100H	O/GE	<u>Introduction to Ethnic Studies (Honors)</u> : This course provides a comparative and interdisciplinary exploration of historical connections among race, ethnicity, class, religion, sexuality, and gender inequality. It introduces significant theories, philosophies, concepts, issues, and social movements related to racial and social justice and liberation in the US. Students examine diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society as well as the effects of institutional racism and marginalization on the African American, Native American, Asian American, and Latinx/Chicanx racial and ethnic groups. As an honors course, this course will emphasize a higher degree of student participation and leadership in class discussions. Students will apply advanced Ethnic Studies research methods to the design of extensive, independent research-based projects.	3	9/26/2024

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
BTEC	BTEC	232	O	<u>Principles of Flow Cytometry</u> : This advanced course addresses the basic theory and practice of flow cytometry. Instruction focuses on understanding the principles of flow cytometry, acquiring skills in the detection and measurement of physical and chemical characteristics of a population of cells, and analyzing the outcome for the purpose of determining system performance and cell characteristics. The course assumes some prior knowledge of solution preparation, assays, and cell culture.	1	10/10/2024
HIST	HIST	150	O/GE	<u>History of Mexico</u> : This course surveys Mexican history from ancient civilizations to the present. It emphasizes social, political, and cultural developments in Mexican history and highlights the racial and ethnic diversity of Mexico's peoples.	3	10/10/2024
ART	ART	255	O	<u>Painting IV: Watercolor</u> : This course is designed for advanced students wishing to major in art with an emphasis in painting. Students work closely with the instructor to create a cohesive body of watercolor paintings for a portfolio or exhibition. The course emphasizes documenting and analyzing one's work. Students should contact the instructor prior to enrollment to discuss topics related to the medium. Students are required to view exhibitions in person and/or online.	3	10/24/2024
ART	ART	265	O	<u>Painting IV: Oils</u> : This course is designed for advanced students wishing to major in art with an emphasis in painting. Students work closely with the instructor to create a cohesive body of oil paintings for a portfolio or exhibition. The course emphasizes documenting and analyzing one's work. Students should contact the instructor prior to enrollment to discuss topics related to the medium. Students are required to view exhibitions in person and/or online.	3	10/24/2024
ART	ART	266	O	<u>Painting IV: Acrylic</u> : This course is designed for advanced students wishing to major in art with an emphasis in painting. Students work closely with the instructor to create a cohesive body of acrylic paintings for a portfolio or exhibition. The course emphasizes documenting and analyzing one's work. Students should contact the instructor prior to enrollment to discuss topics related to the medium. Students are required to view exhibitions in person and/or online.	3	10/24/2024

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
MATH	MATH	102A	O/GE	<u>Mathematics for Life</u> : The course provides students with a strong foundation in quantitative reasoning and mathematical concepts applicable to everyday life situations and long-term decision-making strategies. This course covers linear and exponential equations and the basic ideas of finance, including simple and compound interest, amortized loans, and retirement accounts. Elementary probability theory to calculate the likelihood of events and descriptive statistics are used to organize and make sense of data sets.	3	10/24/2024
MATH	MATH	110	O/GE	<u>Principles of Data Science</u> : This course combines an introductory look into the fundamental skills and concepts of computer programming and inferential statistics with hands-on experience analyzing datasets using common tools within the industry. Additionally, the course investigates ethical issues surrounding data science, such as data privacy.	4	10/24/2024
MATH	MATH	131L	O	<u>Trigonometry and Analytic Geometry Laboratory</u> : This optional laboratory course is for students concurrently enrolled in MATH 131. Students work with others to integrate key topics from Precalculus I that are necessary for and connect to the concepts in Precalculus II.	1	10/24/2024
MATH	MATH	150L	O	<u>Calculus and Analytic Geometry I Laboratory</u> : This laboratory course is for students concurrently enrolled in MATH 150. Students work with others to explore algebra and trigonometric topics necessary for success in Calculus I.	1	10/24/2024
MATH	MATH	155L	O	<u>Calculus and Analytic Geometry II Laboratory</u> : This optional laboratory course is for students concurrently enrolled in MATH 155. Students work with others to integrate key topics from Calculus I that are necessary for and connect to the concepts in Calculus II.	1	10/24/2024
<b>Total Credit Course Additions: 14</b>						

**2025-2026 Curriculum Approvals**

**Effective: August 2025**

*Part I*

<b>I. Credit Course Level</b>						
<b>B. Modified Courses</b>						
<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Additional Approvals</b>	<b>Course Title &amp; Catalog Description</b>	<b>Units</b>	<b>Date Approved</b>
MATH	MATH	135	O/GE	Precalculus Mathematics	6	9/12/2024
ETHN	ETHN	100	O/GE	Introduction to Ethnic Studies	3	9/26/2024
BTEC	BTEC	107	O	Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry	3	9/26/2024
BTEC	BTEC	110	O	Basic Techniques in Biotechnology	5	9/26/2024
BTEC	BTEC	120	O	Business and Regulatory Practices in Biotechnology	3	9/26/2024
BTEC	BTEC	180	O/GE	Biostatistics	4	9/26/2024
BTEC	BTEC	201	O	Advanced Cell Culture	1	9/26/2024
BTEC	BTEC	203	O	Techniques in DNA Amplification	1	9/26/2024
BTEC	BTEC	204	O	Recombinant DNA	1	9/26/2024
BTEC	BTEC	206	O	Principles of Separation and HPLC	1	9/26/2024
BTEC	BTEC	207	O	Techniques in Immunochemistry and ELISA	1	9/26/2024
BTEC	BTEC	211	O	Technical Writing for Regulated Environments	1	9/26/2024
BTEC	BTEC	221	O	Bioprocessing: Cell Culture and Scale-up	1.5	9/26/2024
BTEC	BTEC	222	O	Bioprocessing: Large Scale Purification	1.5	9/26/2024
BTEC	BTEC	231	O	Gene Editing Techniques: CRISPR-Cas9	1	9/26/2024
BTEC	BTEC	310	O	Biomanufacturing Process Sciences	5	9/26/2024
BTEC	BTEC	320	O	Design of Experiments for Biomanufacturing	4	9/26/2024
BTEC	BTEC	340	O	Six Sigma and Lean Manufacturing	3	9/26/2024
BTEC	BTEC	400	O	Bioprocess Monitoring and Control	4	9/26/2024
BTEC	BTEC	410	O	Methods in Quality, Improvements, Investigations, and Audits	4	9/26/2024
BTEC	BTEC	470	O	Capstone Seminar in Biomanufacturing Quality	3	9/26/2024
CHLD	CHLD	113	O/GE	Child and Adolescent Growth and Development	3	9/26/2024
CHLD	CHLD	200	O	Observation & Assessment in Early Childhood	3	9/26/2024
CHLD	CHLD	205	O	Health, Safety, and Nutrition	3	9/26/2024
CHLD	CHLD	210	O	Child, Family, and Community	3	9/26/2024
CHLD	CHLD	235	O/GE	Children in a Diverse Society	3	9/26/2024
CHLD	CHLD	270	O	Practicum - The Student Teaching Experience	3	9/26/2024
KHAN	HEAL	205	O	Integrative Health and Wellness	3	9/26/2024
KHAN	KINE	190	O	Introduction to Kinesiology	3	9/26/2024
NAAH	MAP	50	O	Introduction to Medical Administrative Careers	3	9/26/2024
NAAH	MAP	52	O	Medical Keyboarding and Document Production	3	9/26/2024
NAAH	MAP	56	O	Introduction to Patient Advocacy	3	9/26/2024
NAAH	MAP	60	O	Introduction to the Electronic Health Record	3	9/26/2024
NAAH	MAP	62	O	Medical Coding	3	9/26/2024
NAAH	MAP	64	O	Medical Insurance Billing	3	9/26/2024
KHAN	NUTR	100	O/GE	Nutrition Today	3	9/26/2024
BUS	ACCT	158	O	Business Mathematics	3	10/10/2024
CHEM	CHEM	103	O/GE	Chemistry and Society: For Non-Science Majors	3	10/10/2024
CHEM	CHEM	103L	O/GE	Chemistry and Society: For Non-Science Majors (Lab)	1	10/10/2024
KHAN	HEAL	101	O	Principles of Health	3	10/10/2024
KHAN	HEAL	180	O	Introduction to Public Health	3	10/10/2024
KHAN	HEAL	222	O	Stress Management	3	10/10/2024
MAT	MAT	145	O	UI/UX Design	3	10/10/2024
MAT	MAT	175	O	Web Design: JavaScript and jQuery	3	10/10/2024
ART	ART	244	O/GE	Digital Media for the Visual Artist	3	10/24/2024
ART	ART	251	O	Digital Photography	3	10/24/2024
COMM	COMM	135	O/GE	Gender Studies in Communication	3	10/24/2024
COMM	COMM	220	O/GE	Introduction to Mass Communication	3	10/24/2024
COMM	COMM	C1000	O/GE	Introduction to Public Speaking	3	10/24/2024
HIST	HIST	113	O/GE	American Military History	3	10/24/2024
SSCI	POLS	101	O/GE	Introduction to Political Science	3	10/24/2024
SSCI	POLS	101H	O/GE	Introduction to Political Science (Honors)	3	10/24/2024
SSCI	POLS	103	O/GE	Comparative Government	3	10/24/2024
SSCI	POLS	150	O/GE	Introduction to International Relations	3	10/24/2024
SSCI	POLS	292	O	Internship Studies	0.5-14	10/24/2024
ART	ART	202	O	Painting I: Acrylic		10/24/2024

**I. Credit Course Level**  
**B. Modified Courses**

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ART	ART	204	O	Painting I: Oils		10/24/2024
ART	ART	205	O	Painting I: Watercolor		10/24/2024
ART	ART	212	O	Painting II: Acrylic		10/24/2024
ART	ART	214	O	Painting II: Oils		10/24/2024
ART	ART	215	O	Painting II: Watercolor		10/24/2024
ART	ART	241	O	Painting III: Acrylic		10/24/2024
ART	ART	242	O	Painting III: Watercolor		10/24/2024
ART	ART	264	O	Painting III: Oils		10/24/2024
MATH	MATH	112	O/GE	Algebraic Concepts for Problem Solving		10/24/2024
MATH	STAT	C1000	O/GE	Introduction to Statistics		10/24/2024
MATH	STAT	C1000E	O/GE	Introduction to Statistics		10/24/2024
MATH	STAT	C1000H	O/GE	Introduction to Statistics		10/24/2024
LTRST	ENGL	280	O	Creative Writing		10/24/2024
LTRST	ENGL	C1000	O/GE	Academic Reading and Writing		10/24/2024
LTRST	ENGL	C1001	O/GE	Critical Thinking and Writing		10/24/2024
LTRST	ENGL	C1001H	O/GE	Critical Thinking and Writing		10/24/2024
PSYC	PSYC	C1000	O/GE	Introduction to Psychology		10/24/2024
PSYC	PSYC	C1000H	O/GE	Introduction to Psychology		10/24/2024
SSCI	POLS	C1000	O/GE	American Government and Politics		10/24/2024

**Total Credit Course Modifications: 75**

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**Effective: August 2025**

*Part I*

<b>I. Credit Course Level</b>					
<b>C. Deleted Courses</b>					
<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Course Title &amp; Catalog Description</b>	<b>Units</b>	<b>Date Approved</b>
HORT	HORT	118	Arboriculture	3	3/28/2024
HORT	HORT	144	Nursery Management and Production	3	3/28/2024
PHSN	PHYS	111H	Introductory Physics I (Honors)	4	9/12/2024
PHSN	PHYS	112H	Introductory Physics II (Honors)	4	9/12/2024
PHSN	PHYS	151H	Principles of Physics I (Honors)	4	9/12/2024
PHSN	PHYS	152H	Principles of Physics II (Honors)	4	9/12/2024
PHSN	PHYS	253H	Principles of Physics III (Honors)	4	9/12/2024
BTEC	BTEC	108	Biomanufacturing: From Gene to Product	3	9/26/2024
BTEC	BTEC	108H	Biomanufacturing: From Gene to Product (Honors)	3	9/26/2024
BTEC	BTEC	110H	Basic Techniques in Biotechnology (Honors)	5	9/26/2024
BTEC	BTEC	180H	Biostatistics (Honors)	4	9/26/2024
HIST	HIST	102H	History of the Modern Middle East (Honors)	3	9/26/2024
HIST	HIST	103H	Early European History and Culture (Honors)	3	9/26/2024
HIST	HIST	104H	Modern European History and Culture (Honors)	3	9/26/2024
HIST	HIST	105	History of England	3	9/26/2024
HIST	HIST	105H	History of England (Honors)	3	9/26/2024
HIST	HIST	113H	American Military History (Honors)	3	9/26/2024
HIST	HIST	115H	Women in American History (Honors)	3	9/26/2024
HIST	HIST	116H	History of the Americas to 1830 (Honors)	3	9/26/2024
HIST	HIST	117H	History of the Americas Since 1830 (Honors)	3	9/26/2024
HIST	HIST	141H	Mexican American History Through 1877 (Honors)	3	9/26/2024
HIST	HIST	142H	Mexican American History Since 1877 (Honors)	3	9/26/2024
HIST	HIST	145H	African American History to 1877 (Honors)	3	9/26/2024
HIST	HIST	146H	African American History Since 1877 (Honors)	3	9/26/2024
KHAN	NUTR	100H	Nutrition Today (Honors)	3	9/26/2024
PHREL	PHIL	110H	Introduction to Logic (Honors)	3	9/26/2024
BUS	ACCT	201H	Financial Accounting (Honors)	4	10/10/2024
BUS	ACCT	202H	Managerial Accounting (Honors)	4	10/10/2024
CHEM	CHEM	115H	Introductory General Chemistry: For Allied Health Majors (Honors)	4	10/10/2024
CHEM	CHEM	150H	General Chemistry I: For Science Majors (Honors)	5	10/10/2024
CHEM	CHEM	151H	General Chemistry II: For Science Majors (Honors)	5	10/10/2024
CHEM	CHEM	210H	Organic Chemistry I: For Science Majors (Honors)	5	10/10/2024
CHEM	CHEM	211H	Organic Chemistry II: For Science Majors (Honors)	5	10/10/2024
ILNG	JAPN	101H	Elementary Japanese (First Semester)(Honors)	4	10/10/2024
ILNG	JAPN	123H	Japanese Anime and Manga (Honors)	3	10/10/2024
MATH	MATH	131H	Pre-Calculus II: Trigonometry and Analytic Geometry (Honors)	4	10/10/2024
MATH	MATH	155H	Calculus and Analytic Geometry II (Honors)	4	10/10/2024
MATH	MATH	226H	Discrete Mathematics (Honors)	4	10/10/2024
MATH	MATH	260H	Calculus and Analytic Geometry III (Honors)	4	10/10/2024
MATH	MATH	265H	Differential Equations (Honors)	4	10/10/2024
MATH	MATH	270H	Linear Algebra (Honors)	4	10/10/2024
ILNG	SPAN	205	Hispanic Film, Literature, and Composition	3	10/10/2024
ART	ART	159H	Pre-Columbian Art (Honors)	3	10/24/2024
LTRST	ENGL	100H	Composition and Reading (Honors)	4	10/24/2024
THEATR	FILM	111H	Film History I: 1880-1948 (Honors)	3	10/24/2024
THEATR	FILM	112H	Film History II: 1948-Present (Honors)	3	10/24/2024
THEATR	FILM	211H	Identity and Film: Race, Class, Gender, and Sexuality (Honors)	3	10/24/2024
THEATR	FILM	212H	Women and Film: Representation & Impact (Honors)	3	10/24/2024
LTRST	HUMN	101H	Introduction to the Arts (Honors)	3	10/24/2024
LTRST	LIT	250H	American Literature: First Contact Through the Civil War (Honors)	3	10/24/2024
LTRST	LIT	251H	American Literature: Mid-1800s to the Present (Honors)	3	10/24/2024
LTRST	LIT	260H	English Literature Through the 18th Century (Honors)	3	10/24/2024



**I. Credit Course Level**  
**C. Deleted Courses**

<b>Department</b>	<b>Subject</b>	<b>Course #</b>	<b>Course Title &amp; Catalog Description</b>	<b>Units</b>	<b>Date Approved</b>
LTRST	LIT	261H	English Literature: Romantic to Contemporary (Honors)	3	10/24/2024
LTRST	LIT	265H	Shakespeare Studies (Honors)	3	10/24/2024
LTRST	LIT	270H	World Literature to 1600 (Honors)	3	10/24/2024
PSYC	PSYC	121H	Human Development (Honors)	3	10/24/2024
PSYC	PSYC	105	Critical Thinking in Psychology	3	10/24/2024
<b>Total Credit Course Deletions: 57</b>					

**2025-2026 Curriculum Approvals  
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*Part I*

<b>II. Certificate and Degree Level</b>						
<b>A. New Degrees and Certificates</b>						
<b>Department</b>	<b>Subject</b>	<b>Certificate Type</b>	<b>Degree Type</b>	<b>Certificate/Degree Title</b>	<b>Required Units</b>	<b>Date Approved</b>
MATH	MATH		AS	Data Science	26-29	10/24/2024

<b>Total New Degree and Certificates: 1</b>
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## 2025-2026 Curriculum Approvals

Effective: August 2025

*Part I*

<b>II. Certificate and Degree Level</b>						
<b>B. Modified Degrees and Certificates</b>						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
LIBARTS	LIBARTS		AA	Liberal Arts with an AOE in Creative and Applied Arts	18	8/22/2024
ADM	ADM		AA-T	Administration of Justice	18-20	10/10/2024
BTEC	BTEC	COA	AS	Biomanufacturing	39	10/10/2024
BTEC	BTEC		BS	Biomanufacturing	120	10/10/2024
BTEC	BTEC	COA		Laboratory Skills	14-15	10/10/2024
BTEC	BTEC	COA		Bioprocess Technology	13-15	10/10/2024
BTEC	BTEC	COA	AS	Research and Development	35-39	10/10/2024
ILNG	SPAN	COA		Spanish	16	10/10/2024
SSCI	ANTH		AA-T	Anthropology for Transfer	19-22	10/24/2024
ART	ART		AA-T	Art History for Transfer	18	10/24/2024
BIO	BIO		AS-T	Biology for Transfer	31-33	10/24/2024
BUS	BUS		AS-T	Business Administration 2.0 for Transfer	28-32	10/24/2024
CHLD	CHLD		AA-T	Child and Adolescent Development for Transfer	19	10/24/2024
COMM	COMM		AA-T	Communication Studies 2.0 for Transfer	18	10/24/2024
CS	CS		AS-T	Computer Science for Transfer	30-33	10/24/2024
CHLD	CHLD		AA-T	Early Childhood Education for Transfer	24	10/24/2024
LTRST	ENGL		AA-T	English for Transfer	19-20	10/24/2024
THEATR	FILM		AS-T	Film, Television, and Electronic Media for Transfer	18	10/24/2024
PHSC	GEOG		AA-T	Geography for Transfer	20-22	10/24/2024
HIST	HIST		AA-T	History for Transfer	18-19	10/24/2024
BUS	HOSP		AS-T	Hospitality Management for Transfer	18-21	10/24/2024
SSCI	POLS		AA-T	Law, Public Policy, and Society for Transfer	32-35	10/24/2024
MATH	MATH		AS-T	Mathematics for Transfer	20-24	10/24/2024
KHAN	NUTR		AS-T	Nutrition and Dietetics for Transfer	27-29	10/24/2024
SSCI	POLS		AA-T	Political Science for Transfer	19-21	10/24/2024
PSYC	PSYC		AA-T	Psychology for Transfer	19-20	10/24/2024
KHAN	HEAL		AS-T	Public Health for Transfer	23-26	10/24/2024
SOC	SOC		AA-T	Social Justice Studies for Transfer: African American Studies	25	10/24/2024
SOC	SOC		AA-T	Social Justice Studies for Transfer: Chicana and Chicano Studies	18	10/24/2024
SOC	SOC		AA-T	Social Justice Studies for Transfer: Gender Studies	19	10/24/2024
SOC	SOC		AA-T	Social Justice Studies for Transfer: LGBTQ Studies	19	10/24/2024
SOC	SOC		AA-T	Social Work and Human Services for Transfer	27-29	10/24/2024
SOC	SOC		AA-T	Sociology for Transfer	19	10/24/2024
ILNG	SPAN		AA-T	Spanish for Transfer	19-20	10/24/2024
ART	ART		AA-T	Studio Arts for Transfer	24	10/24/2024
THEATR	DRAM		AA-T	Theatre Arts for Transfer	18	10/24/2024
<b>Total Modified Degrees and Certificates: 38</b>						

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*Part I*

<b>II. Certificate and Degree Level</b>						
<b>C. Deleted Degrees and Certificates</b>						
<b>Department</b>	<b>Subject</b>	<b>Certificate Type</b>	<b>Degree Type</b>	<b>Certificate/Degree Title</b>	<b>Required Units</b>	<b>Date Approved</b>
				None.		
<b>Total Deleted Degrees and Certificates: 0</b>						

**2025-2026 Curriculum Approvals**  
**Effective: August 2025**  
*Part I*

**III. Noncredit Program Level**

**A. New Program**

Department		Program	Date Approved
		None.	

**Total New Noncredit Programs: 0**

**III. Noncredit Program Level**

**B. Modified Program**

Department		Program	Date Approved
		None.	

**Total Modified Noncredit Programs: 0**

**III. Noncredit Program Level**

**C. Deleted Program**

Department		Program	Date Approved
		None.	

**Total Deleted Noncredit Programs: 0**

**2025-2026 Curriculum Approvals**  
**Effective: August 2025**  
*Part I*

**III. Noncredit Course Level**

**A. New Course**

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
NCGEN	NCSPC 30	O	Communication and Healthy Relationships	10/24/2024
NCGEN	NCSPC 31	O	Healthy Habits and Practices	10/24/2024
NCGEN	NCSPC 32	O	Arts for Wellness	10/24/2024
NCSTVOC	NCWFP 30	O	Money Smart	10/24/2024

**Total New Noncredit Course: 4**

**III. Noncredit Program Level**

**B. Modified Course**

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

**Total Modified Noncredit Courses: 0**

**III. Noncredit Program Level**

**C. Deleted Course**

Department	Subject	Additional Approvals	Course Title	Date Approved
NCGEN	NCHAS		Water Fitness for Older Adults	3/28/2024

**Total Deleted Noncredit Courses: 1**