



OFFICIAL MINUTES

I. Call to Order

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

The meeting was called to order at 9:01am.

II. Remote Member Attendance

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

Erica Duran, Julie Graboi, and Nate Scharf requested attendance via the Just Cause provision of AB2449. Their attendance via the Just Cause provision of AB2449 was approved by unanimous consent.

III. Roll Call

Members present: Robin Allyn, Angela Beltran-Aguilar, Sunny Cooke (ex-officio), Shawn Firouzian, Jim Juluis, Don Love, curry mitchell, Biran Page, Hossein Ravanbaksh, Leila Safaralian (President), Alexis Tucker Sade, Krista Warren

Members attending via Just Cause: Erica Duran, Julie Graboi, Nate Scharf

Others present: Carl Banks, Eric Bishop, Theresa Bolaños, Xuchi Eggleton, Scott Fallstrom, Mikala Hutchinson, Leti Jacques, Anthony Ongyod, Denée Pescarmona, Valeria Pineda, Wendy Steward, Chris Tarman

IV. Persons Wishing to Address the Senate

Mikala Hutchinson announced that campus police will not be enforcing parking during next week's upcoming election. She encouraged everyone to vote.

V. Changes to Agenda Order – None. Time certainties were noted.

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of February 2, 2024

B. Equivalency Request

Description: *Approve one equivalency for Career Counseling.*

The consent calendar was approved by unanimous consent.

VII. New Business

A. Legislative Liaison Updates and CPC Updates – Plan A Proposal – Theresa Bolaños, Scott Fallstrom

Description: *At their February 22nd meeting, CPC approved a proposal to modify Plan A (Local GE pattern) to meet new state requirements. Attached is the Plan A proposal, and this is linked to modifications in BP/AP 4025 and BP/AP 4100, as required. This is a first read.*

Fallstrom noted that last year there were 2,600 bills in the last legislative session and CA passed more than 1,000 of them. With this election year, 2,124 new bills have been put forward this year. More than 1500 in the assembly and more than 600 in the Senate.

The attached slide presentation was presented. They conducted multiple forums.

What is Plan A and how is affected by it? Plan A awards associate degrees for non-transfer students.

These are not CSU bound students. They are not UC students. Those are our Plan B and Plan C students currently, and they will soon in Fall '25 be CALGETC students. These are folks that are not wanting to transfer. They want to get a career out of their education.

This is a state-mandated change. Ethnic Studies has been incorporated as a graduation requirement mandated for 2024 and needs to be done by the end of this year. It will be included as general education required in 2025. The associate degree implementation needs to happen within 180 days of the State chaptering the legislation. We should have this done in May of 2024, so it comes to AS for a first read today and a second read at the next meeting, then the Board in April.

What is changing? Title 5 has now dictated that we can have a minimum of 21 units. There are new categories and new title numbers and titles, as well. GE minimum is 21 units and new categories, numbers, and titles. Ethnic Studies is a new GE requirement. Board policies need to reflect these changes. In the past there were three areas not mandated by Title 5. CPC has kept the key guiding principle that the local GE Plan should focus on non-transfer students.

They shared the data to see how many students this change will affect. Plan A students are mostly career education students preparing for the workforce. They may actually be working full time alongside this study. Even one extra course could impact students and require them to be here for another semester. The CPC rationale was a student-focused approach. The goal was to make sure students who were choosing this option also had the most choice in which courses they took. They kept the unit requirement to an absolute minimum. The State mandates no less than 21 and we kept it at 21.

However, no student can complete Plan A with 21 units. Our goal is to try to get them through with the least amount here so they can maximize their choices. The areas are now different. Instead of Areas A, B, C, etc. they are not areas 1, 2, 3, 4, and so forth. That matches up more with CALGETC. Students will have a choice to decide which extra units they make up as electives to acquire their degree and be successful.

curry mitchell received an email from a constituent of a Senator who is not present today. He read a portion of the email. "Members of the history, political science, and anthropology departments raised concerns at CPC about the omission of American institutions. But nonetheless, the revised Plan A was approved even though the number of graduating students using Plan A is small in numbers. We feel that eliminating American institutions from the plan would do them a disservice in this politically fractured world that we live in. Students more and more need courses like history 110, history 111, and political science 102 to understand our political processes, their constitutional rights, and their role in civil society. Many students are participating in the political process for the first time and need the critical thinking skills taught in these courses to combat the growing amount of disinformation that is peddled on social medial."

Items B., C., D., E., G., and H. were summarized by Bolaños and Fallstrom. These APs and BPs will come back to AS for a vote at the next meeting on March 15th.

B. BP 4025 Philosophy and Criteria – Associate Degree and General Education – Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised associate degree regulations, Title 5 section 55060. This is a first read.*

C. AP 4025 Philosophy and Criteria – Associate Degrees and General Education – Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised associate degree course requirements and accreditation standards. General education areas align with CalGETC pattern. Added the general education course approval process. This is a first read.*

D. BP 4100 Graduation Requirements for Degrees and Certificates - Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Titla 5 sections 55060 through 550602. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned policy to recently revised conditions for awarding the associate degree, Title 5 sections 55061 and 55062. This is a first read.*

E. AP 4100 Graduation Requirements for Degrees and Certificates - Theresa Bolaños, Scott Fallstrom

Description: *Required implementation of revisions to associate degree regulations, Title 5 sections 55060 through 55062. Chancellor's Office Memorandum ELSEI 24-07 dated 02/01/24. Summary of Changes: Aligned procedure to recently revised conditions for awarding the associate degree Title 5 section 55062. This is a first read.*

F. AP 4103 Experiential Education – Denée Pescarmona

Description: *Mandatory revisions were made due to CCLC and Work Experience Education Regulation updates. Summary of Changes: Updated hours required to earn credit, clarification of paid and unpaid work experience, and what will be included in the operational handbook. This is a first read.*

G. BP 4225 Course Repetition – Theresa Bolaños, Scott Fallstrom

Description: *Legislative changes to Title 5 sections 55253 and 58161(f)(4) to work experience education.*

Summary of Changes: *Deleted work experience education courses as uniquely repeatable. A work experience education course can be repeated under the same provisions as any course. This is a first read.*

H. AP 4225 Course Repetition – Theresa Bolaños, Scott Fallstrom

Description: *Legislative changes to Title 5 sections 55253 and 58161, respectively. Summary of Changes:*

Modified how many units students may earn in work experience education per enrollment period with no limit on total enrollments during college attendance. This is a first read.

VIII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, announced that Katrina Tamura has won the 2023-2024 Hayward Award. She will attend ASCCC Board of Governor's meeting on March 25th to receive her award accompanied by her Dean.

March is Woman's History month. Look for an email with a list of events to attend a diverse and engaging number of events this month.

This is election season for Academic Senate. There are five open positions: one for VP for a one-year term and 4 senator positions for 2-year terms. Angela Beltran-Aguilar, Shawn Firouzian, Don Love, and Candy Owens are completing their terms. There is also an opening for Rachel Hastings' seat.

Today is the last day for faculty to accept or decline their nomination for one of the positions. Read Section J of the AS rules regarding campaigning.

Emails were sent regarding committee assignments for full-time and associate faculty. Office derby emails have also been sent for full-time faculty. The deadline to respond is March 15th.

Yesterday was the first scheduling summit lead by Zhenya Lindstrom. Everything was well planned and was productive. Thanks to Lindstrom and her team and Pescarmona and Cooke for supporting the event. The second scheduling summit will be on March 29th. Yesterday was a conversation about "why" and on the March 29th we will move to "what".

It was announced that there will be a series of tough conversations in April and May and so the committee may have to stay longer than usual. She is in contact with the ASCCC, and they are providing guidelines. They may send a representative from ASCCC to attend the meetings. As soon as more information is available, she will share it with Senate.

B. College Superintendent/President

College Superintendent/President, Sunny Cooke, thanked Mikala Hutchinson for bringing up parking during the primary election. She has contacted Chief of Police, Val Warner Saadat and Tim Flood and they will have parking designated for those on campus to vote and will suspend enforcement during that time.

New Board Trustee, Heather Conklin representing District 7, was welcomed by the Board of Trustees. She replaced Bill Fisher and will need to run for office in 2024 for the remainder of this term and then again in 2026 for a four-year term. It was also noted that the college is not allowed to use District resources to promote any measure or candidate for any elections.

Thanks were given to those who planned and executed yesterday's very engaging and successful Scheduling Summit.

Ten MiraCostans attended the ATD Dream Conference in Orlando, Florida. The last CA Guided Pathways session will happen over spring break.

Student excellence was acknowledged including the accomplishments in this year's regional KCACTF competitions. Their success is a testament to the quality and rigor of our dramatic arts program. There were almost 300 nominees competing in the Irene Ryan Acting competition. Several of our teams made it to the semi-finals and two of the teams made it to the regional finalist stage. We also have a national finalist in Stage management and one in Sound Design. Professor Sean Fanning will travel with these two national finalists to the Kennedy Center next month.

One of our PTK students is being awarded two national scholarships at the upcoming PTD President's Breakfast on April 7th in Kentucky. Cooke will attend. Congratulations to Gabriel Bartoli, one of only 20 students being recognized nationally for the 2024 All-USA Academic Team and will receive a \$5000

scholarship and as well, he is the recipient of the 2024 New Century Transfer Pathway Scholar \$2250 scholarship.

C. Classified Senate – Banks

Classified Senate Vice President, Carl Banks, no report.

D. Associate Student Government – Pineda

ASG representative Valeria Pineda was introduced. She appreciated hearing all the different perspectives at today's meeting and is honored to be here.

IX. Information / Discussion

A. Study Abroad Programs – Summer 2024 – Eric Bishop, Leti Jacques, Anthony Ongyod

The study abroad opportunities for the upcoming summer and fall 2024 terms were shared. This brief session covered academic benefits, cultural immersion, and logistics. It also highlighted the importance of faculty involvement and influence in promoting these programs.

Ongyod described and discussed the summer 2023 study abroad programs. He noted that the top three ways for students to learn about study abroad are from flyers and banners, the website, and instructor promotion. The top five areas of study students want to study while abroad are art, business, bio, communication, and child development. Their goals for 2024-2025 are to go from a pilot program to inviting wider participation. They are preparing to bring the world to campus and are looking at international education week in November to promote globalization. They continue to do virtual international exchanges and are developing a training module in Canvas and promoting a certificate of achievement in global studies.

Bishop discussed his selection as a faculty member to travel to London. He started as a student in a study abroad program and has now come full circle. He noted that students will be exposed to art and galleries. He will be teaching Acting 1 and Theater Appreciation, as well as Introduction to Theater. It was noted that there are six \$1,000 scholarships available for students. All are encouraged to visit their website at www.miracosta.edu/studyabroad, follow them on Instagram, and share with students. Students can use their financial aid to help support their study abroad. There are also external scholarships available to them. There is also internal funding and assistance for them to obtain/earn money on their own. Accommodations abroad are part of the fee for the program.

It was suggested sending information to the department chairs who can then share it with their faculty. When asked what it is like as a faculty member to teach abroad, it was noted that there is a link to the International Education Handbook. Faculty can bring their families and they live separately from the group studying and teaching. Families cannot participate in the program but can do their own thing. All are invited to contact these faculty and attend their meetings and to watch training videos.

B. RPIE Survey – Chris Tarman

In November 2023, the Office of Research, Planning, and Institutional Effectiveness administered a survey to credit and noncredit students to assess if students feel a sense of belonging to the College. A brief presentation of the preliminary results from the Sense of Belonging Survey was shared and discussed. For the full presentation, see the attached slideshow and view the recording at this **LINK**.

C. Culturally Responsive Pedagogy and Practices (CRPP) – Xuchi Eggleton, Wendy Stewart

MiraCosta College was selected to receive a Culturally Responsive Pedagogy and Practices Grant from the Chancellor's Office and we are in the 2nd semester of year one! Year one of the grant we have been focusing on providing faculty with professional learning opportunities and recently completed the USC Equity-Minded Teaching Institute with a cohort of 20 faculty and staff. We will also be sending faculty to the Escala "Culturally Responsive Practices for STEM faculty teaching Latinx Students" training in either Fall 2024 or Spring 2025. In March, April, and May there will be open dialogue sessions planned where completers of the USC EMTI can share out lessons learned and discuss how we want to apply these practices to building a scaled and race conscious peer-to-peer data coaching program. The timeline for the grant is to spend year one in the design phase and year two and three building and piloting while staying flexible to continue dialogue and adjust.

For the full presentation see the attached slideshow and watch the recording at this **LINK**.

X. Senator Reports

Krista Warren announced the AF union is starting negotiations today.

Shawn Firouzian announced that on April 18th at 5pm will be the data science panel. They have confirmation of one senior data scientist from Google, one from Microsoft, and one from Data

Alliances. They are collaborating with the Data Alliance of San Diego, which is the organization outside MCC helping us with inviting scientists and also helping with publicity and marketing.

Robin Allyn announced the date for the Health and Wellness Expo is March 12th from 11am-2pm. this is a NCHEA sponsored event with partners from Palomar and Cal State San Marcos coming to campus. Encourage students to attend.

curry mitchell indicated that Erica Duran attended the GSA meeting. mitchell summarized her report. There were two takeaways. There was a robust presentation by GSA members who were describing an event where campus police were in the course of their duty, part of the event. There was no incident, but GSA was noting that just police presence in uniform can create a sense of trigger in some folks. There was a suggestion that perhaps, plain clothes presence could be a solution. They are in communication with the police. It is an ongoing dialogue between student groups and police around this issue. Police are open and thinking this through. Duran also wanted to say that this format of sending a single senator to ASG meetings on a rotational basis is appreciated. ASG is a dynamic group of leaders, and it is very impressive to be there. Feedback from ASG noted that the other model can be better because you develop a relationship with a single Senator.

It was noted that on March 8th ASG will meet at the CLC. Ravanbaksh and Warren volunteered to attend.

mitchell advised everyone to read their emails concerning the calendar committee information.

XI. Adjournment – The meeting adjourned at 11:24am.



Modified GE Plan A Proposal

**Approved by CPC
2/22/24**

**Forwarded to AS for
Consideration**



Modified Local GE Plan A - Proposal

- What is the local GE Plan A?
- Why and what are we changing?
- Who are the local GE Plan A students and how many are earning GE Plan A - Associates Degree?
- Rationale for proposed change
- Next steps



Plan A will satisfy general education requirements at MiraCosta College but will not satisfy all general education requirements for transfer to a CSU or UC campus and is not intended for students transferring to a four-year institution.

AREA A—Language & Reasoning				
A1. English Composition A minimum of 3 semester units is required.	C	IP	N	
* ENGL 100/100H				
A2. Communication & Analytical Thinking A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
* BUS 147, 204/204H				
* BTEC 190/190H				
COMM 101, 106, 190, 207, 212				
* CSIT 123				
* ENGL 201/201H, 202/202H				
* MATH 64/64S, 102, 103/103S, 105, 106, 112, 115, 126/126S, 131/131H, 150/150H, 155/155H, 260/260H				
PHIL 100, 110/110H				
* PSYC 104/104H, 105				
* READ 100				
* SOC 125				

AREA B—Natural Sciences				
A minimum of 3 semester units is required. Courses with a laboratory component are highlighted.	C	IP	N	
ANTH 101/101H, 101L/101LH, 105/105H, 190/190H				
ASTR 101/101L, 120, 201				
BIO 102, 103, 104, 105, 106, 107, 108, 108L, 109, 110, 111, 111L, 202, 204/204H, 209				
BTEC 109/109H				
CHEM 103, 103L, 112, 115/115H, 116, 140, 150/150H, 151/151H				
Earth 106/106H, GEOG 101, 101L, GEOL 101/101H, 101L				
HORT 115, 118				
NURS 153, NUTR 100/100H, 120				
OCEA 101/101H, 101L				
PHSN 106, 106H, 109/109H				
PHYS 111/111H, 112/112H, 151/151H, 152/152H, 263/263H				
* PSYC 260				

AREA C—Humanities				
A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
ART 100, 101, 103, 104, 157, 158, 159/159H, 201, 230, 232, 244, 254, 258, 259, 260/260H, 290				
AUTO 110				
CCS 230, 232				
COMM 111, 150, 215				
DESN 107, 108				
DNCE 100/100H, 101/101H, 104, 104H, 105/105H				
DRAM 105, 130, 134, 222				
ETHN 100				
FILM 101/101H, 106, 111/111H, 112/112H, 211/211H, 212/212H				
FREN 101, 102, 121, 201, 202, GRMN 101, 102, 121, 201				
HIST 103/103H, 104, 104H				
HUMN 101/101H, 201, 202, 205				
ITAL 101, 102, 121, 201, 202, JAPN 101, 101H, 102, 121, 123, 123H, 201, 202				
LIT 100, 101, 126, 127, 250/250H, 251/251H, 260/260H, 261/261H, 265/265H, 270/270H, 271				
MAT 105				
MUS 100, 112, 113, 114, 115, 116, 119/119H				
PHIL 101/101H, 102, 221, RELG 101/101H, 103, 105				
SOC 230, 232				
SPAN 101, 102, 201, 202, 205, 221, 222				

IMPORTANT INFORMATION & FOOTNOTES
Courses listed in two different areas may be used in either area but not both.
*Courses completed with a minimum grade of "C" or "P" can be used to meet the graduation competency requirements.
†Active duty military personnel and U.S. military veterans may satisfy E2 through submission of a military transcript that demonstrates the completion of Basic Training or Recruit Training (DD214, DD296, or other military transcript).
‡Courses completed in these categories may also satisfy other general education requirements.

AREA D—Social & Behavioral Sciences				
A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N	
ADM 100/100H, 200				
ANTH 102/102H, 103, 104, 107, 120, 190/190H				
AUTO 111				
CCS 230, 232				
CHLD 113, 235				
COMM 120, 135, 220; CSIT 160				
ECON 100, 101, 102; ETHN 100				
GEOG 102, 104, 109; GERO 101, 250				
HIST 100/100H, 101/101H, 102/102H, 105/105H, 106/106H, 107, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 169				
PLSC 101/101H, 102, 103, 150				
PSYC 100, 101/101H, 103, 114, 115, 121/121H, 125, 170, 211				
SOC 101/101H, 102, 105, 106, 120, 130, 140, 230, 232, 250				

AREA E—Lifetime Learning				
A minimum of 3 semester units is required. Select one course from either group.	C	IP	N	
E1. Technology & Information Literacy	C	IP	N	
ACCT 101, 145; BUS 133; CS 101; CSIT 101, 110, 120, 137, 155; LIBR 101, 201/201H, MAT 120, 125, 150, 165, 180				
E2. Self-Development†	C	IP	N	
BTEC 107; BUS 136, 147; CHLD 113; COMM 144, 150; COUN 100; CSIT 160, 165; GERO 101, 250; HEAL 101, 205; INTR 100; NURS 285; NUTR 100/100H, 105, 106; PSYC 100, 116, 121/121H, 145, 170; SOC 145				

AREA F—Cultural Diversity‡				
A minimum of 3 semester units is required.	C	IP	N	
ADM 230				
BLST 240				
BUS 158, 160				
CCS 230, 232				
CHLD 210, 235				
COMM 215				
DNCE 104, 104H, 105/105H, 169; DRAM 222				
ETHN 100, 207				
FILM 211/211H, 212/212H				
FREN 121				
GEOG 102, 104				
GERO 101, 130				
GRMN 121				
HIST 100/100H, 101/101H, 102/102H, 103/103H, 104/104H, 105/105H, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H				
JAPN 121, 123, 125H				
LIT 127, 270/270H, 271				
MUS 115, 119/119H				
NUTR 108				
PLSC 102				
PSYC 121/121H				
RELG 101/101H, 105				
SOC 150, 201, 230, 232, 240				
SPAN 101, 102, 200, 201, 205				

AREA G—American Institutions & History‡				
A minimum of 3 semester units is required.	C	IP	N	
HIST 110/110H, 111/111H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 165, PLSC 102				
Required Competencies	C	IP	N	
Reading				
Writing				
Mathematics				

Plan A awards Associates Degrees to non-transfer students only.

CSU/UC bound students are on Plan B/C; will change to Cal-GETC in Fall 25.

Why the Change?

State Mandated Changes - need revised local GE Plan A

- Ethnic Studies (ES) Incorporation for 2024 as **graduation requirement**; required be in catalog that publishes **May 1, 2024** and must be:
 - CPC approved in February
 - AS approved in March
 - Board approved in April
- Title 5 **Associate Degree** Implementation
 - Chaptered Nov. 16th, have 180 days to implement - **May 2024***
 - APs/BPs/Plan A need to be Board approved by April
 - **Must** contain 6 Areas, including ES (now a GE requirement)
 - 21 units (minimum)
 - Areas E (*Lifelong Learning*), F (*Cultural Diversity*) and G (*American Institutes*) are not required

What is Changing?

Total Units

- Title 5 GE Minimum - **21 units**; new categories numbers and titles

Ethnic Studies - **new requirement**

- Title 5 GE - requires a course in one of the four autonomous disciplines approved for Ethnics Studies:
 - Black Studies; African American Studies; Africana Studies
 - Native American Studies
 - Chicano/a/x; Latino/a/x Studies/La Raza Studies
 - Asian American Studies

BP/AP 4025 and BP/AP 4100 are required to be updated to reflect the changes.

What is Changing in the Proposal?

All areas that are not mandated by Title 5 were removed.

- **Lifelong Learning - Area E** - previously for CSU Lifelong Learning
- **Cultural Diversity - Area F** - Ethnic Studies GE area is now required
- **American Institutions and History - Area G** - previously to fulfill portions of CSU's History Graduation Requirement

Key Guiding Principle:

- The Local GE Plan should focus on non-transfer students.

How many Plan A - Associates Degrees does MiraCosta College award?

Annual Local GE “Completers”

** AY 20-21	AY 21-22	AY 22-23
221	230	219

Average “Completers” per Term (AY 20-21 to AY 22-23)

Summer	Fall	Spring
41	79	118

Who earns an Associate's Degree using Plan A?

- **Most are Career Education (CE) Students**

- Liberal Arts, Registered Nursing, Medical Office, Child Dev, Law Enforcement, Auto Tech, Cyber, Info Tech, Graphic Design, Marketing, Software Dev, and other CE programs.
- Goal is to prepare for the workforce

- **What barriers do local GE students face at MiraCosta College?**

- Work full-time, have internships, clinicals, experiential learning requirements
- Have families, limited time
- More requirements = more barriers, less likely to complete Associate's Degree
- While 3 unit course minimums exist on Plan A, many courses are 4, 5 or more units - adding a higher unit required to students.

CPC Rationale - A Student Focused Local GE Plan

Focus on CE student goals and provide best plan for their success

1. Limit unit requirement

- 21 units proposed (keep the requirements to a minimum)
- Minimize unit creep barrier - get CE students to the workforce sooner
- Adopt an easy to follow local GE Plan - no double counting of courses, less confusion for students, and allow students the ability to select courses in each of the Areas 1-6

2. Providing students the choice of electives

- After completing required courses of GE and major, students use *electives of interest* to get to the 60 units
- Students select elective courses to build up their skills to make them more marketable/successful
 - more courses in their major, languages, technology, interests, etc.
- Title 5 revisions pave the way for CE contextualized courses to be developed and included in the Math/Quantitative Reasoning category

DRAFT

MIRACOSTA COLLEGE

Plan A: Advisement Sheet

MiraCosta College General Education Requirements • Fall 2024–Summer 2025

Plan A will satisfy general education requirements at MiraCosta College but will not satisfy all general education requirements for transfer to a CSU or UC campus and is not intended for students transferring to a four-year institution.

AREA 1—English Composition, Oral Communication & Critical Thinking

1A. English Composition A minimum of 3 semester units is required.	C	IP	N
ENGL 100/100H			
1B. Oral Communication & Critical Thinking A minimum of 3 semester units is required. Select one course from any discipline.	C	IP	N
COMM 101, 106, 190, 207, 212			
ENGL 201/201H, 202/202H			
PHIL 100, 110/110H			
PSYC 105			
READ 100			

AREA 2—Mathematical Concepts & Quantitative Reasoning

A minimum of 3 semester units is required.	C	IP	N
BUS 147, 204/204H			
BTEC 180/180H			
CSIT 123			
MATH 102, 103/103H/103S, 105, 106, 112, 115, 126/126S, 131/131H, 135, 150/150H/150S, 155/155H, 260/260H			
PSYC 104/104H			
SOC 125			

AREA 4—Social & Behavioral Sciences

A minimum of 3 semester units is required.
Select one course from any discipline.

	C	IP	N
ADM 100, 200			
ANTH 102/102H, 103, 104, 105/105H, 107, 120, 190			
AUTO 111			
CCS 100, 232			
CHLD 113, 235			
COMM 120, 135, 220			
CSIT 160			
ECON 100, 101, 102			
ETHN 100			
GEOG 102, 104, 108			
GERO 101, 250			
HIST 100/100H, 101/101H, 102/102H, 105/105H, 107, 110/110H, 111/111H, 113/113H, 115/115H, 116/116H, 117/117H, 141/141H, 142/142H, 145/145H, 146/146H, 165			
NAIS 100			
PACS 100			
PLSC 101/101H, 102, 103, 150			
PSYC 100, 101/101H, 103, 114, 115, 121/121H, 125, 170, 211			
SOC 101/101H, 102, 103, 105, 120, 130, 140, 232, 250			

AREA 3—Arts & Humanities

A minimum of 3 semester units is required.

Select **one** course from any discipline.

	C	IP	N
ART 100, 101, 103, 104, 157, 158, 159/159H, 201, 232, 244, 254, 258, 259, 260/260H, 290			
AUTO 110			
CCS 100, 232			
COMM 111, 150, 215			
DESN 107, 108			
DNCE 100/100H, 101/101H, 104, 104H, 105/105H			
DRAM 105, 130, 134, 222			
ETHN 100			
FILM 101/101H, 106, 111/111H, 112/112H, 211/211H, 212/212H			
FREN 101, 102, 121, 201, 202			
GRMN 101, 102, 121, 201			
HIST 103/103H, 104/104H			
HUMN 101/101H, 201, 202, 205			
ITAL 101, 102, 121, 201, 202			
JAPN 101, 101H, 102, 121, 123, 123H, 201, 202			
LIT 100, 101, 120, 122, 250/250H, 251/251H, 260/260H, 261/261H, 265/265H, 270/270H, 271			
MAT 105			
MUS 100, 112, 113, 114, 115, 116, 119/119H			
NAIS 100			
PACS 100			
PHIL 101/101H, 102, 221; RELG 101/101H, 103, 105			
SOC 232			
SPAN 101, 102, 201, 202, 205, 221, 222			

AREA 5—Natural Sciences

A minimum of 3 semester units is required.

Courses with a laboratory component are highlighted.

	C	IP	N
ANTH 101/101H, 101L/101LH, 105/105H, 190			
ASTR 101, 101L, 120			
BIO 102, 103, 104, 105, 107, 108, 108L, 110, 111, 111L, 202, 204/204H, 220			
BTEC 108/108H			
CHEM 103, 103L, 112, 115/115H, 116, 140, 150/150H, 151/151H			
EART 106/106H			
GEOG 101, 101L, 155			
GEOL 101/101H, 101L			
HORT 115, 116			
NURS 153			
NUTR 100/100H, 120			
OCEA 101/101H, 101L			
PHSN 106, 108/108H			
PHYS 111/111H, 112/112H, 151/151H, 152/152H, 253/253H			
PSYC 260			

AREA 6—Ethnic Studies

A minimum of 3 semester units is required.

	C	IP	N
CCS 232			
ETHN 100, 207			
SOC 207, 232			

IMPORTANT INFORMATION

Courses listed in two different areas may be used in either area but not both.

DRAFT

MIRACOSTA COLLEGE

A

Plan A Frequently Asked Questions

MiraCosta College General Education Requirements

Associate Degree Requirements

- Unit/GPA: 60 degree applicable units with a minimum 2.0 GPA
- Residency: 12 units completed at MiraCosta College
- Major: A minimum of 18 units with a letter grade of "C" or better or "P" if taken pass/no pass. **Courses may be used to satisfy a major and a general education requirement.**
- General education

General Education Requirements

- Plan A: Complete Areas 1–6.
- Courses that were completed to satisfy the same general education category at another California community college will be applied to that GE area at MiraCosta College.
- Submission of a bachelor's degree or an associate degree from a regionally accredited college or university may be used to satisfy general education requirements in lieu of Plan A.
- Completion of Plan B (CSU GE) or Plan C (IGETC) will also satisfy general education requirements.

Petition for Degree and/or Certificate

Students who expect to receive an associate degree and/or Certificate of Achievement must file a petition by the 30 percent deadline of the final semester leading to their graduation. (Students intending to graduate during the summer intersession may petition during the spring semester.) Official transcripts from all colleges attended (or concurrently attending), approved substitutions and waivers, educational plans, and any other necessary documents must be on file in the Counseling Office before a student submits a petition to graduate. Petitions submitted after the deadline are automatically processed in the subsequent semester.

Next Steps

- AS consideration in March (2 reads)
- Board consideration in April (2 reads)
- Approved by May 1, 2024 to make catalog deadline for required Fall 24 implementation

Thank you!

- *The Courses and Programs Committee*

What does our data tell us about equity gaps?

Academic Senate ♦ February 2-2-2024

Wendy Stewart
Interim Chief IDEA Officer
wstewart@miracosta.edu



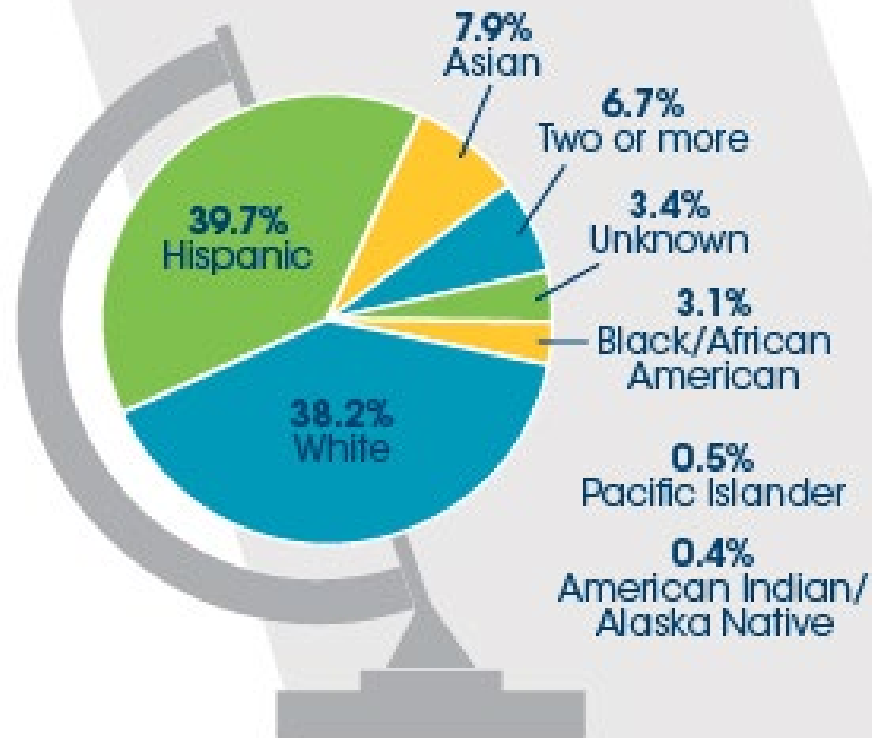


**ORGULLOSAMENTE, A
HISPANIC SERVING
INSTITUTION**

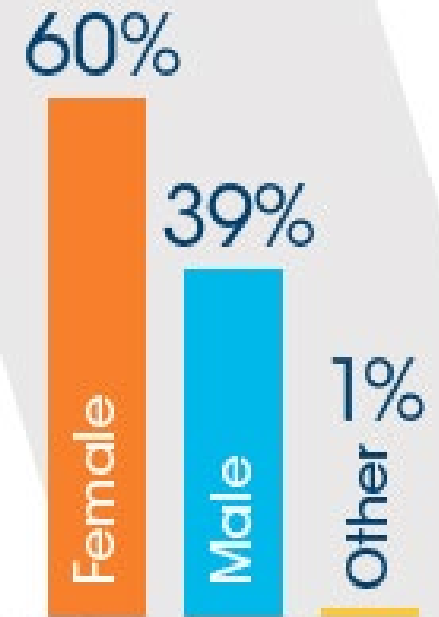
MIRACOSTA COLLEGE

Who We Are

ETHNICITY



GENDER



Institutionalized commitment to IDEA

MISSION

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

VISION

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

COMMITMENT

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicax communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL VALUES

Community / Diversity & Inclusion / Equity / Excellence / Innovation
Institutional Accountability & Responsibility / Integrity / Mutual Respect
Student-Centeredness / Sustainability & Stewardship

INSTITUTIONAL GOALS

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.



Revised 6/22/21

**Community
Diversity &
Inclusion
Equity**

**... is committed to
creating a racially just
campus climate ...**



Data that informs our understanding of student equity gaps . . .



Areas of Decreased DI

- American Indian or Native Alaskan students - retention
- Black or African American students - retention and completion
- Current/former Foster Youth - transfer-level math and persistence
- LGBTQ+ students - retention and transfer
- Hispanic or Latinx students - attempted transfer-level math and transfer
- Native Hawaiian or Pacific Islander students - attempted transfer-level math, 24+ units, 48+ units, 60+ units
- Students with disabilities - earned 12+/24+/48+ units, transfer-level math, transfer-level math and English
- Veterans - completion

Student Equity Plan 2022-2025

Populations Experiencing Disproportionate Impact

		Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Second Term	Transfer	Completion
Top 5 DI Populations Across Data	Black or African American	✓	✓			
	Male			✓		✓
	Hispanic or Latino		✓		✓	✓
	Native Hawaiian or other Pacific Islander		✓			
	Adult Learners (age 25+)		✓	✓		
Additional Gaps		<ul style="list-style-type: none"> NHPI White 	<ul style="list-style-type: none"> Female First Gen NAAN 	<ul style="list-style-type: none"> First Gen 	<ul style="list-style-type: none"> Low income First Gen NHPI NAAN 	<ul style="list-style-type: none"> Black/AA First Gen LGBT (18-19)

Guided Pathways Fall Cohorts (21, 22, 23)

12+ units	Persist F2S	Ed Plan	Trfr Math	Trfr Engl	24+ units	48+ units	Cert/Award	Degree	Trfr
Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	Adults	
		Another Sexual Orientation	Another Sexual Orientation		Another Sexual Orientation	Another Sexual Orientation			
Black/ African American	Black/ African American		Black/ African American		Black/ African American	Black/ African American	Black/ African American	Black/ African American	
Lesbian		Bisexual Males		Asexual Gay Males	Asexual	Asexual Questioning Male	Asexual		
First Generation	First Generation		First Generation		First Generation	First Generation	First Generation	First Generation	First Generation
Latinx	Latinx		Latinx	Latinx	Latinx		Latinx	Latinx	
			Low Income		Low Income				
		Intersex Males		Intersex Males Multiple Gender Identities	Intersex Males Males	Males	Intersex Males Males	Intersex Males Males	
SAS			SAS		SAS	SAS	SAS		

Basic Needs Impacts DI
Food Insecurity, Housing Insecurity, Transportation



What does our data tell us about equity gaps?

- Basic Needs impacts DI (*Food Insecurity, Housing Insecurity, Transportation*)
- Race/Ethnicity and Age play a role in equity gaps
- There are significant and persistent gaps going back to 2013 for Black/African American and Latinx students
- We see equity gaps in multiple areas across multiple data for Adult Learners, Black/African American, First Generation, Latinx, Male, Native Hawaiian Pacific Islander
- Equity gaps are increasing for Males in multiple areas
- Better data for gender identity and sexual orientation

An illustration of several hands of different skin tones stacked together in a circle, symbolizing unity and diversity. The hands are wearing various colorful bracelets and watches. The background is a large orange circle on the right and a dark blue shape on the left.

Culturally Responsive Practices & Pedagogy (CRPP) Grant

ACADEMIC SENATE 3-1-24
Xuchi Eggleton & Wendy Stewart

CRPP Innovative Best Practices Grant

\$300,000 one-time funding

3 YEARS (2023-2026)

IDEA-minded culturally
competent professional
development training for
faculty



Scaled data
coaching program



Closing equity gaps
for Black & Latinx
students



Designed by faculty
for faculty



Foundations → Design & Build
→ Pilot → Evaluate & Revise

Equity Minded Teaching Institute

USC Race and
Equity Center



- The Classroom is a Racialized Space
- Equity-Minded Syllabi Reviews
- Race-Conscious Inquiry Tool:
 - Course Outcome Data Disaggregated by Race/Ethnicity
 - Grade and Attendance Mapping
 - Classroom Observations
 - Classroom Facilitation and Discourse Analysis
- The Salience of Race and Racism: Examining Power and Privilege at the Individual and Institutional Levels
- Sustaining Racial Equity Work

Equity Minded Teaching Institute

USC Race and
Equity Center



- Racial Noticing: seeing racial phenomenon
- Forms of Racism
 - RACIAL STEREOTYPES, PREJUDICE, & DISCRIMINATION, RACIAL INVISIBILITY & SILENCING, RACIAL HOSTILITY, RACIAL SEGREGATION, CULTURAL DISSONANCE, CONTRADICTORY CULTURAL PRESSURES, MARGINALIZATION & ISOLATION
- Formulating Responses & tools: courses of action in classroom mapping, racial grade and attendance mapping

Equity Minded Teaching Institute

USC Race and
Equity Center



- Equity Agency: interpersonal relationships, classroom facilitation, policies, values/beliefs, curriculum, early diagnostic/intervention, racism counteraction, regular feedback, data disaggregation, taking action.
- Mapping identity and power: classroom & institutional
- Discourse Analysis: who's sensemaking matters
- Accountability

Equity Minded Teaching Institute

WHY

Understanding
the impact of
racism in the
classroom

WHAT

Race-Conscious
Data

HOW

Culturally
Relevant
Pedagogy &
Practices

CRPP GRANT



Spring 2023: core team of faculty gathered to write the grant and building upon current efforts



Fall 2023 - Spring 2024: understanding core elements of equity-minded teaching and culturally relevant practices



Spring 2024 - Fall 2024: design and build a model to scale our WHAT, WHY and HOW; discussion sessions and faculty feedback and input



Spring 2025 - Spring 2026: pilot the model