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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. Roll Call
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of February 6, 2026
- VI. Action Item, Second Read (Vote Required) **[Time 9:10; 10 minutes]**
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. AP 5300 Student Equity
Description: Routed as part of the normal process to review policies and procedures. Edits have applied in response to feedback received during first read discussion.
- VII. 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. AP 7160 Professional Development **[Time 9:20; 30 minutes]**
Description: New Title 5 regulations and locally proposed changes are prompting updates to professional development procedures. Due to the many stakeholder groups who will be impacted by updates to AP 7160, a two phase approach has been agreed upon: Phase 1 will be limited to Title 5 alignment and editing out-dated, redundant language; Phase 2 will address substantive revisions.
- VIII. Reports (Written, Included Via Links Below)
 - A. Academic Senate President – mitchell ([access report](#))
 - B. College Superintendent/President – Cooke ([access report](#))

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.

- C. Classified Senate – *Streagle* ([access report](#))
- D. Associate Student Government – *Jaimes* ([access report](#))
- E. Senator Reports – ([access report](#))

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

IX. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

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



UNOFFICIAL MINUTES

I. Call to Order

The meeting was called to order at 9:02am.

II. Roll Call

Present: Jim Sullivan (Vice-President), Robin Allyn (Coordinating Officer), Leigh Cotnoir, Jeff Murico, Ghada Osman, Alexis Tucker Sade, Afifa Zaman, Sean Davis, Kristine Arquero, Katrina Tamura, Julie Graboi, Sarah Gross, Brian Page, curry mitchell (Academic Senate President).

Absent: **Krista-Warren Yagubyan**, Sunny Cooke (ex-officio)

Others: Alketa Wojick, Adam Chin, Ellie Keene, Mary Gross, Paul Clarke, Shawntae Mitchum, Wendy Stewart, Bruce Hoskins, Scott Fallstrom, Steve Isachson, Paul Clarke, Emanuel Price, Wendy Horton, Wendy Horton, Kristina Duarte, Rick White.

Note: Krista Warren-Yagubyan was absent for Roll Call, but arrived at 9:45am and was present for the duration of the remainder of the meeting.

III. Persons Wishing to Address the Senate **[Time 9:05; 15 minutes]**

Murico addressed the senate in terms of scheduling practices that are specifically undermining the Humanities disciplines particularly philosophy and religious studies. No structural safeguards, or transitional planning for programs that are susceptible and vulnerable absorbing disproportionate impacts. Expressed frustration over canceled classes, resulting in 12% reduction in course offerings, and Administration did not offer solutions. Currently trust is broken, and repeated attempts to the urgency addressing the scheduling were ignored. Current practices remain unclear whether course demand is being measured solely by early enrollment without consideration for advising patterns, late enrollment activity and modality. Asks for partnership to ensure that these programs are not slowly pushed out of existence.

Tucker Sade addressed the senate congratulated the MANA program and students, noting the fifth time they presented at the Association for Social Anthropology (ASAO) organization. A remarkable tradition, mentored by Tucker Sade, Coach Kelley, and Professor Dr. Jade Hilde (Letters) - Emerging Scholars Talanoa every year our students receive enormous accolades. This is our students doing remarkable things when given the opportunity.

Emanuel Prince addressed the Senate as an alumnus of MiraCosta College who had returned from CSU Dominguez Hills after receiving his undergraduate degree to complete his Pre-Med requirements. He served as a liaison, bridging campus partners and integrating efforts with the Academic Senate, Social Justice, and Student Success. He also worked for the Chemistry Department's SALSA program, creating buffers and solutions in support of student success.

Zaman informed the Senate about an upcoming ASCCC webinar scheduled for February 25 from 3:00–4:30 p.m., focused on the role of counselors in the community college system. She emphasized the importance of the topic, noting that the counseling profession is often misunderstood, and encouraged

faculty and administrators to attend to gain greater awareness and understanding. The webinar link was provided: <https://www.asccc.org/events/counselors-role-changing-landscape-technology-equity-and-vision-2030>

Sullivan addressed the Senate by raising awareness about new faculty members and asked for support in connecting with them, sharing ideas, and offering mentorship to broaden interest in governance participation and leadership.

- IV. Changes to Agenda Order
None
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of January 16, 2026
 - B. Amend the Minutes of November 21 & December 5, 2026
Description: Correction to the Regular Minutes of November 21st and December 5th.
 - C. Curriculum Approval for 2026-27 Catalog, Part II
Description: Each year CPC reviews and submit curriculum approval in multiple parts. Part II contains all remaining course and programs modifications and deletions, plus two new noncredit courses and two new credit certificates of proficiency. ASC can expect to see one more small curriculum packet for the 2026-2027 catalog in March 2026.
Items A-C were approved by unanimous consent.
- VI. Action Item, Second Read
 - A. AP 4025 – Philosophy and Criteria for Associate Degrees and General Education
Description: update needed for compliance with AB 928; Replace references to Plan A with MCGE and to Plan B and Plan C with Cal-GETC. Other minor edits for clarity and consistency with other APs.
A motion (**MSU Graboi/Cotnoir**) to approve AP 4025 was adopted.
Members noted that the removal of the word *minimum* in paragraph three altered the intended meaning. While students must complete a minimum number of units, certain options range from three to five units; therefore, retaining the word *minimum* provides necessary clarity (Allyn).
Fallstrom reported that CPC had not received the request to restore the word prior to its last meeting and therefore was unable to act on it. CPC is scheduled to meet in the coming week and can incorporate the change at that time before returning the updated policy to the Academic Senate for review and approval. A motion (**MSU Davis/Osman**) to amend AP 4025 accepting the change to return the word minimum to the policy in paragraph three was adopted.
 - B. AP4025B - Philosophy and Criteria for Baccalaureate Degrees and General Education
Description: Compliance with AB 928; replaced references to and narrative about CSU GE and IGETC with Cal-GETC.
A motion (**MSU Page/Tucker Sade**) to approve AP4025B was adopted. No discussion.
 - C. AP4101 Directed Studies
Description: Periodic Review; light editing for clarity and consistency
A motion (**MSU Tucker Sade/ Graboi**) to approve AP4101 was adopted. No discussion.
- VII. 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. AP 5300 Student Equity [**Time 9:30; 10 minutes**]
Description: routed as part of the normal process to review policies and procedures.
Discussion: AP 5300 was presented as part of the normal policy routing process, with no substantive changes proposed. Senators requested clarification on several areas of the policy, noting that certain language was well intentioned but potentially open to misinterpretation. Discussion focused on references to define student groups that were listed as “underrepresented groups,” particularly as they relate to students, and whether such language was intentionally broad or should be more

specific (*Tucker Sade, Zaman*). Additional concern was raised regarding the use of the word “appropriate” in reference to students, which senators described as subjective and problematic (*Davis*). *Stewart* provided an overview of AP 5300 and its relationship to the Student Equity Plan (SEP), noting that the 2025 SEP cycle has been completed and that the AP outlines the process for plan development rather than the plan itself. She explained that some legacy terminology remains to maintain alignment with Education Code and Title 5, and clarified that the full SEP is an internal document, with the executive summary available publicly. *Stewart* also explained the meaning of “normal routing,” describing the review process through the Chancellor’s Office. Senators collectively requested removal of the word “appropriate” when describing students (*Sullivan, Davis, Cotnoir*).

VIII. Information

A. ASCCC Regina Stanback Stroud IDEAA Award, Nominee Dr. Bruce Hoskins [Time 9:40; 5 minutes]

Description: The Faculty Awards Committee nominates Dr. Hoskins for the 2025-26 Regina Stanback Stroud Inclusion, Diversity, Equity, Antiracism, and Accessibility Award to celebrate his decades-long commitment to equity-centered leadership, transformative teaching, and sustained impact on student access, belonging, and success.

Allyn presented the nomination of **Dr. Bruce Hoskins** for the **2025–26 ASCCC Regina Stanback Stroud IDEAA Award**, recognizing his decades-long commitment to equity-centered teaching, mentorship, and leadership. Senators voiced strong support, highlighting his transformative impact on student belonging and success, his influence on students pursuing advanced degrees (Tucker Sade), and his contributions to the broader community. Dr. Hoskins expressed gratitude for the nomination and reflected on his years of teaching at MiraCosta College and his dedication to developing future educators. Dr. Hoskins will be recognized at the College’s Spring Celebration in April and by the ASCCC during the February Board of Governors meeting. (Slide attached)

IX. Discussion

A. Equivalency Committee 2025-2026 Report & Goals - Davis [Time 9:45; 15 minutes]

Description: The Equivalency Committee will share their achievements this semester and the goals they are pursuing. This discussion will strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

Equivalency Chair, Ashley Davis shared recent revisions and updates to the Instructions Guidelines and Forms recently revised and posted to the committee’s webpage to offer better transparency and guidance on how the college processes equivalency requests.

B. Student Centered Scheduling: Time Blocks & Future Goals - Pescarmona and Lindstrom [Time 10:00; 40 minutes]

Description: Senators will hear updates about new time blocks for the Academic Year 2026-2027 & hear about mid-term and long-term goals for student centered scheduling.

Murico expressed frustration with administration noting the implementation of the schedule, new academic calendar, and the broader transitions faculty will face in the coming year. He shared that his classes were left unscheduled, resulting in lost LHE and missed enrollment opportunities—an acute burden for small departments that bear disproportionate risk. *VPI Pescarmona* acknowledged the concerns, noting that administration is still discovering all the ways CourseLeaf integrates and that the February 20th summit will provide space for deeper discussion and problem-solving. Senators offered additional perspectives: *Cotnoir* added that federal Program of Study rules trigger financial-aid alerts when courses fall outside a student’s degree plan, which may be affecting enrollment. *Zaman* stressed the impact of the add/drop deadline on financial-aid students and the need to stabilize students at 12–15 units earlier in the term. *Sullivan* highlighted recent communication breakdowns and urged proactive, intentional communication to prevent further issues. *Page* emphasized protecting smaller departments from the impact of last-minute class cancellations. *Dean Lindstrom* noted that thoughtful curation and strategic marketing of schedules could support enrollment growth and help the college adapt more effectively. *Mitchell* reminded senators that while these are high-level concerns, faculty could address their concerns related to scheduling internally through conversations with deans and department chairs.

- X. Reports (Written, Included Via Links Below)
- A. Academic Senate President – *mitchell* ([access report](#))
curry acknowledged the Medal of Merit Award, the College's highest academic honor for students. Senators were reminded that election nominations are now open and were encouraged to reach out to at least one colleague about serving in governance. If that colleague is not interested, Senators were asked to work together to identify and speak with another faculty member about open governance positions.
 - B. College Superintendent/President – *Cooke* ([access report](#))
VPI Pescarmona provided an update on the Presidential search and outlined the key responsibilities of those involved in various stages of the process, including the roles of the ad hoc committees.
 - C. Classified Senate – *Streagle* ([access report](#))
Jennifer shared a brief report on current happenings, and next CS meeting on February 24th 1-2:30pm.
 - D. Associate Student Government – *Jaimes* ([access report](#))
No report given.
 - E. Senator Reports – ([access report](#))
No report given.
- XI. Adjournment
The meeting adjourned at 11:04am.

The district has a student equity plan. Following approval by the MiraCosta Community College District Board of Trustees, the plan is filed as required to the California Community Colleges Chancellor's Office.

The development of the student equity plan shall entail the following:

- The active involvement of constituent groups on campus.
- Involvement by ~~appropriate~~ people from the community who can articulate the perspective and concerns of historically underrepresented groups.
- Campus-based research as to the extent of student equity.

The student equity plan shall address:

- Institutional barriers to equity.
- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and foundational skills completion, and transfer for each historically underrepresented group.
- Activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.
- Sources of funds for the activities in the plan.
- A schedule and process for evaluation of progress towards the goals.
- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the district will undertake to achieve the goals, the resources budgeted for that purpose, and the district officer or employee who can be contacted for further information.

The student equity plan shall be developed, maintained, and updated under the supervision of the Chief Inclusion, Diversity, Equity, and Accessibility Officer.

The district promotes professional development of all employees through its support for the Flex/Professional Development Program, Career Incentive and Professional Advancement Programs, enrollment in classes, attendance at conferences, and professional memberships. The District supports its employees with professional learning opportunities aligned with its institutional mission, vision, values, commitment statement, and goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The District has adopted the following mission, vision, and values statement on professional development for classified professionals, faculty, and administrators.

- **Mission:** MiraCosta College is dedicated to cultivating a learning environment for continual professional growth where every employee has access to the development they seek.
- **Vision:** Our vision is to grow professionally together while recognizing the uniqueness of each employee and constituent group.
- **Values:**
 - We believe equity is at the heart of professional development.
 - We believe that each employee arrives with knowledge, skills, and insights on day one and also has opportunities to grow through exposure to additional learning and experiences.
 - We believe in learning from each other.
 - We believe that partnerships, communities, collaboration, and our own networks of support are sources of professional growth.
 - We believe that each employee has the agency to direct their own professional learning according to their own goals.
 - We believe in all employees having opportunities to grow, thrive, and mature recursively throughout their careers.

The District is committed to supporting the continuous growth and development of employees in a variety of ways, including salary advancement, career incentive, tuition reimbursement, membership dues reimbursement, and professional development funding for conferences, trainings, certifications, and workshops. Details and eligibility for specific programs are outlined in applicable collective bargaining agreements, working conditions manuals, and/or Professional Development handbooks.

Professional Development Program

The mission of the Flex/Professional Development Program is to offer a comprehensive and systematic program of services and activities that will foster development of participants in the areas of staff, student, or instructional improvement professional learning. Workshop development, reflective of the vision of the faculty, is responsive to

the needs of the faculty, administration, ~~staff~~classified professionals, ~~and~~ students and of the community at large.

Goals

The Flex/Professional Development Program at MiraCosta College aims to provide activities and services that enhance professional development of each participant.

An effective Flex/Professional Development Program not only leads to individual professional growth, but also promotes development of the academic community by helping faculty make meaningful connections with colleagues and by encouraging college service. Individual professional development goals, and institutional goals, such as collegiality throughout the college and communication between departments, are best achieved by a flex program characterized by a rich, diverse offering of workshops.

Flexible Calendar

In accordance with the Education Code, the District has authorized a flexible calendar to allow for a professional-development program. All regular (tenured) and contract (untenured) instructional faculty and associate faculty assigned to teach classes are required to participate. ~~Administrative staff~~Administrators, classified professionals, and non-classroom full-time and associate faculty are strongly encouraged to participate in scheduled professional development events as their schedules will permit. The flexible calendar and professional development activities are required to be completed within a twelve-month period, July 1 through June 30.

- A. There will be ten flex days each fiscal year to contract for.
- B. Each year faculty members submit a report of completion that describes their professional-development activities.

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Effective Date: 3/2/10
Reference Update: 4/15
References: ACCJC Accreditation Standard III.A.14
Steering: VPHR / AS/CS/Admin.

- C. Any faculty member who fails to complete their full contractual obligation or completes only a portion of the contract is subject to loss of pay. (See Professional Development Program handbook for details.)

Options for group and individual activities and the specific procedures for carrying out ~~the~~ contract obligations are detailed in the Flexible Calendar and Professional Development Program handbook.

~~The superintendent/president shall provide for a~~Adequate reassigned time ~~of not less than 40 percent of their load,~~ and a summer stipend, as outlined in the District/Faculty Assembly collective bargaining agreement, will be provided to allow a full-time faculty member to serve as Coordinator for the Professional Development Program. The Academic Senate administrative ~~secretary assistant~~ will have an adequate percentage

of their total load assigned to work on the Professional Development Program on a twelve-month contract.

Duties and responsibilities of the coordinator and ~~A~~academic Senate administrative secretary assistant are detailed in the Professional Development Program handbook.

~~Annually, an evaluation and summary of the Professional Development Program shall be conducted and presented to the Academic Senate Council.~~

~~The Professional Development Program Coordinator shall recommend to the superintendent/president in-service training programs designed to improve the performance or maintain current levels of expertise of faculty members.~~

In accordance with Title 5, section 55730, the District will share records upon request of the Chancellor's Office that show effective use of resources during designated flexible calendar days, which will be ensured by surveying professional learning needs every three years, planning and maintaining records of professional learning activities and events, and evaluating the effectiveness of the program annually in order to update plans. The District will also appoint an advisory committee composed primarily of faculty, with adequate representation of classified professionals and administrators. The purpose of the committee will be to make recommendations about districtwide professional development to the Superintendent / President. The proposed composition of the Professional Development Advisory Committee is:

- Five (5) faculty members appointed by the Academic Senate;
- Two (2) classified professionals appointed by the Classified Senate; and
- Two (2) administrators appointed by the Administrators Committee.

~~Career Incentive Program for Classified Employees~~

~~Program Overview~~

~~The Career Incentive Program is an award program through which classified employees can be compensated for voluntarily enhancing their value to the district.~~

~~Under the Career Incentive Program, effective July 1, 2004, full-time permanent classified employees were granted a monthly salary increase of \$100 upon verification of satisfactory completion of nine (9) units of approved coursework/activities within each five-year period. Employees who work less than full time receive a proportional increase based on the ratio of their employment to 40 hours. (For example: if an employee works 20 hours per week, they receive an increase of \$50 per month [50 percent of \$100].) *This increase is an addition to the base salary; it does not change the original base salary. This is part of the annual earnings when referring to benefit-eligible salary.~~

~~A. Each employee is limited to three (3) career incentive award increases, regardless of when they began participation in the program. Only one program may be completed within each five-year period.~~

~~B. Eligibility~~

~~All permanent classified employees (employees who have passed the district's probation period and attained permanent employment status with the district shall be eligible to participate in the program. Permanency must be attained before the first day of semester/term of the beginning of the Career Incentive Program. Classified managers (see Board of Trustees Policy VI.D) and hourly/temporary classified employees are not eligible for participation in the Career Incentive program.~~

~~C. Eligible Courses~~

~~Courses suitable for the Career Incentive Program must be related to the employee's current position or appropriate for the employee's declared career goal as defined below. Intended course work must be approved as meeting one of these two categories at the time of application. A Career Incentive Program may include both types of courses:~~

- ~~1. Job-related courses are those undertaken to acquire new or more advanced skills or knowledge beyond the skills or knowledge reasonably expected for entrance into the employee's current position and which shall be clearly useful in the current position.~~
- ~~2. Career-development courses are those courses undertaken to meet education requirements for another position existing or planned within the district and which the employee can realistically expect to achieve.~~

~~Examples of eligible courses include, but are not limited to community services classes, college courses (credit/noncredit college courses, late start classes, online classes, and/or open entry/open exit courses). Coursework required for or needed as preparation for the specific major and/or general education is to be completed prior to career-incentive credit being granted for electives.~~

~~In recognition of the district's commitment to wellness, physical activity classes will be allowed at the rate of one physical activity course per Career Incentive Program (i.e., dance, physical education). Similarly, due to the district's commitment to maintaining currency with technology, course repeats of CIS classes (as allowed per the college catalog) may not occur within the same Career Incentive Program.~~

~~Career-incentive credit will be granted for workshops and seminars at a rate of one-quarter unit per four (4) hours, one-third unit per six (6) hours, and one-half unit per full eight (8) hours of workshop attendance, with a maximum of four (4) units for each Career Incentive program. Satisfactory completion shall mean completion of courses with a grade of C, CR, or better.~~

~~D. Ineligible Courses~~

~~Training in operating systems and software applications that are part of the minimum qualifications for an employee's current position is not eligible for a Career Incentive Program. This would include upgrades such as from Windows 98 to Windows XP. Please see information regarding Administrative Procedure~~

~~IV.C-04 for the enrollment fee reimbursement program.~~

~~Conferences, workshops, seminars, and other types of in-service training (such as PeopleSoft) for which the employee is paid or which is provided for by the district on or off campus and work-experience education are not eligible for the Career Incentive Program.~~

~~E. Application Process~~

~~Employees who wish to participate in the Career Incentive Program must complete and submit an application form, with their supervisor's signature, to Human Resources before a course begins and according to the timeline below:~~

- ~~1. July 1 for fall semester course work/activities occurring August 1 to December 31.~~
- ~~2. December 1 for spring semester course work/activities occurring January 1 to May 31.~~
- ~~3. May 1 for summer semester course work/activities occurring June 1 to July 31.~~

~~To apply for workshop/seminar or conference credit, the completed application must be submitted to the committee with a brochure or flyer from the workshop/seminar. Applications must be submitted for approval three (3) weeks prior to the date it begins. Exceptions are subject to the discretion of the committee on a case-by-case basis.~~

~~All applications shall include the school(s), course numbers, titles, and number of units of the courses to be taken, as well as a brief written justification of why each course is job-related or career development, and how the completed course work will benefit the District. With every application, participants must also submit official transcripts of all course work taken previously to avoid any duplication.~~

~~(*Additionally, if the course(s) is/are career development, an Educational Plan of required coursework developed in consultation with a college counselor must be submitted with the application.) This plan shall explain how the employee intends to achieve the stated career goal/position's objective. The employee may be required by the committee to submit further verification of the appropriateness of planned course work.~~

~~F. Program Guidelines~~

~~Nine (9) semester units or 14 quarter units of college course work, or 30 units of high school coursework must be completed within a five-year period. Once a five-year program has begun, the program's five-year timeframe continues whether or not the approved course(s) taken are completed or dropped by the participant. Any changes to an existing approved program (e.g., adding or dropping courses, changing goals) must be resubmitted to the Career Incentive Committee for approval. If the program is completed early within the five-year period, the participant must notify Human Resources, so that the Career Incentive compensation can commence.~~

~~The five-year period shall begin on the date specified by the employee in the application. No courses will be approved retroactively except for workshops/seminars announced by the seminar's institution/company after the application deadline.~~

~~Participation in the Career Incentive Program must be on the employee's own time and at their own expense. No salary credit will be given for course work taken on district paid time or at the direction of the district.~~

~~An employee desiring to enroll in classes/workshops/seminars during working hours must follow these procedures:~~

- ~~1. Discuss with supervisor the course(s) desired and arrange for absence from duty for the time required to attend class(es).~~
- ~~2. Make arrangements to have the duty station covered during the period of absence, if necessary, and have arrangements approved by the supervisor.~~
- ~~3. Arrange to make up time lost within the same work week.~~
- ~~4. Direct a memorandum to Human Resources setting forth the approved changes in the work schedule and the beginning and ending dates thereof. The supervisor's approval shall accompany the employee's memorandum; both shall be placed in the employee's personnel file.~~

~~If an employee changes positions at MiraCosta College, the employee will not need to wait for completion of the new position's one-year probation in order to participate within the Career Incentive Program. Career incentive compensation shall remain a permanent part of any non-management employee's salary regardless of a change in classification resulting from change in position, Y-rating, voluntary demotion, transfer, or classification review.~~

~~Career incentive compensation will discontinue for employees promoted to management positions, as well as their eligibility to participate in new Career Incentive Program.~~

~~G. Program Completion~~

~~Upon completion of the Career Incentive program, the employee shall immediately give written notification to Human Resources and submit an official transcript verifying satisfactory completion of each course taken as part of the Career Incentive Program as soon as it is available. After the workshop/seminar is completed, evidence of attendance (i.e., receipt for registration, etc.) must be submitted within sixty (60) days.~~

~~The participating employee shall receive an increase of \$100 per month. The increase shall become effective the first pay period following the end of the five-year period or, if the employee completes the program in less than five years, the increase will become effective on the January 1, June 1, or August 1 following completion. This increase is an addition to the base salary; it does not change~~

~~the original base salary. This is part of the annual earnings when referring to benefit-eligible salary. Employees who work less than full time will receive a proportional increase based on the ratio of their employment to forty hours.~~

~~Employees who began an approved nine-unit Career Incentive Program prior to July 1, 1987, received a salary increase equal to five (5) percent of their monthly salary at the time they completed the nine units of approved course work. Future compensation associated with this Career Incentive Program will remain at the initial dollar amount unless the employee's working hours change. In this event, the dollar amount will be proportionately decreased or increased. (See example in the above paragraph.)~~

~~Employees who have completed approved nine-unit Career Incentive Programs prior to June 30, 1987, will continue to be paid the dollar amount of the career-incentive salary increase(s) applicable to their FY88 salary, or \$100, whichever is greater.~~

~~Effective July 1, 2004, the amount of the stipend was increased from \$75 to \$100 per month. All other provisions shall remain unchanged unless indicated above.~~

Professional Advancement for Faculty

~~Faculty members should constantly be striving to improve their academic competence. To implement the board's policy that advancement on the salary schedule will be by acquisition of approved subject-matter units, the following principles for evaluating courses for salary-schedule advancement are established:~~

- ~~A. — Recognized Objectives: An instructor should have a recognized objective that would lead toward either improvement in their discipline or area of service; a masters' or doctoral degree in area of service; or meeting minimum qualifications in an additional discipline or area of service.~~

- ~~B. — Classification of Disciplines: Disciplines should be construed liberally to allow a faculty member to broaden their intellectual background. The suggested fields are as follows: humanities; natural sciences and mathematics; social sciences; health, physical education and recreation; business education; vocational and technical education; counselor, librarian, student services; and professional courses providing preparation for administration, supervision, or designated services.~~

- ~~C. — Exceptions to Listed Teaching Fields: Whenever it is necessary for an instructor to cross subject field areas to improve their background, this will be permitted. For example, advancement in psychology often depends upon increased competence in mathematics. A psychology instructor, therefore, would be permitted to take courses in statistics to improve his or her competence in psychology.~~

~~Instructors may be granted credit on the salary schedule for a maximum of eight units of lower-division work relevant to their area of service when taken at accredited colleges or universities. For instance, a language teacher may want to better understand their own language by taking courses in a foreign language that they have not have previously studied. This type of course is usually offered only on a lower-division level.~~

~~Enrollment in Classes and Tuition and Fees Reimbursement for Full-Time Faculty and Classified Staff~~

~~The following guidelines and criteria shall be followed in providing reimbursement to employees for enrollment fees paid for courses completed to further their professional development.~~

- ~~A. All permanent (one who has successfully completed a one-year probationary period) classified employees shall be eligible to participate in the program.~~
- ~~B. All full-time faculty members are eligible to participate in the program.~~
- ~~C. Priority consideration shall be given for approving courses using the following criteria:~~
 - ~~1. Courses related to the current and/or projected duties of employment, including courses in Spanish, computer applications, first aid, and CPR.~~
 - ~~2. General and basic education courses (i.e., English, math, introduction to sociology, general psychology, etc.).~~
 - ~~3. Other credit courses not related specifically to professional development.~~
 - ~~a. Course work must be taken at MiraCosta College unless the course is required for maintaining or upgrading skills for current position and is not offered at MiraCosta College within the twelve (12) month period for which the employee is requesting enrollment fee reimbursement. In such a case, enrollment fee reimbursement will be limited to the cost of equivalent units at MiraCosta College, within the allowable limit.~~
 - ~~b. No course will be considered for reimbursement if its content is part of the minimum requirements for the current position.~~
 - ~~c. An employee must receive a minimum of a "C" grade or equivalent to receive reimbursement. If letter grades are not given for a course, a copy of the certificate indicating successful course completion or a letter of satisfactory completion signed by the instructor is required.~~
 - ~~d. In order for a class to be considered for enrollment fee reimbursement it must be scheduled during a time other than the employee's regularly scheduled work hours. If the class is offered only during the employee's work hours, the supervisor may approve a temporary work schedule change, which allows the employee to be off-duty during the class hours and to make up the time missed during the same week.~~
 - ~~e. Faculty members may not apply for enrollment fee reimbursement for courses scheduled during times that they are scheduled to~~

~~teach a class or have other specific work assignments.~~

- ~~f. No course will be considered for enrollment fee reimbursement if it is to be used by the employee for salary enhancement (professional development or career incentive), during flex time, or for courses taken during sabbatical leaves.~~
- ~~g. Courses or seminars mandated and paid for by the district are not eligible for enrollment fee reimbursement, nor may any employee apply for enrollment fee reimbursement for courses they may wish to substitute for the mandated ones.~~
- ~~h. It is the responsibility of the employee to apply for enrollment fee reimbursement and then to verify completion of coursework with an official transcript or the instructor's signature prior to June 30 of the year in which the course was taken.~~
- ~~i. Applications for enrollment fee reimbursement must be received prior to the start of the semester in which the class is to be taken. If the class approved is canceled and the employee must substitute a class, they must request and receive approval for substitution before the end of the second week of the semester.~~
- ~~j. Approval bodies for enrollment fee reimbursement are the Classified Career Incentive Committee and the Academic Employees' Professional Advancement Committee.~~
- ~~k. Completed approval forms must be forwarded to Human Resources. Upon completion of coursework, verification of satisfactory completion of class (i.e., transcripts) and a purchase request must be sent to Human Resources before enrollment fee reimbursement occurs.~~
- ~~l. Human Resources will sign the purchase request and forward it to Accounts Payable when verification is complete.~~

~~In addition, faculty members may request tuition reimbursement for courses taken outside the district in lieu of departmental and staff development professional travel reimbursement.~~

~~Professional Development Allowance for Full-Time Faculty~~

~~In addition to travel funds provided through the Professional Development Program and other sources, the District shall provide an annual allowance of \$600 per full-time faculty member per year to reimburse expenses associated with professional development. This allowance may be applied to professional travel or tuition reimbursement, subject to the following provisions:~~

- ~~A. The department to which the greatest percentage of each full-time regular faculty member is charged shall be allocated \$600 per faculty member annually.~~

~~B. Any unexpended funds from a given fiscal year may be rolled over to the following fiscal year. Any amount unused after two years shall be returned to the Professional Development Program.~~

~~C. Funds may be transferred to another full-time faculty member within the same department for professional travel or tuition reimbursement.~~

~~Professional Development – Academic and Classified Administrators~~

~~Academic and classified administrators are encouraged to participate in professional development opportunities on and off campus that will enhance their value to the district. Resource allocation for professional development of academic and classified administrators will be determined by the district through a "meet and confer" with each employee group's representatives.~~

~~Classified Staff Development~~

~~The Classified Senate negotiates staff development funds through the meet and confer process and usually via salary agreements on behalf of permanent employees. Staff development funds are purposed for the enrichment of classified employees through job enrichment and professional growth. The funds are managed by the Classified Senate according to established guidelines and procedures.~~

~~Attendance at Conferences, Seminars, In-Service Training, Workshops, Meetings, and Visits to Other Schools for Full-Time Faculty and Classified Staff~~

~~The superintendent/president shall recommend attendance by faculty and classified staff members at conferences, seminars and workshops. The board shall pay actual and necessary expenses within budgetary limitations and may authorize an advance of registration fees. (See Board Policy/Administrative Procedure 7400-Travel.)~~

~~Voluntary attendance at conferences, seminars, and workshops may be authorized with no loss of pay and with or without partial reimbursement of expenses.~~

~~Participation in in-service training, exclusive of career incentive programs that occurs on or off campus and at the direction of the employee's supervisor or the superintendent/president shall not result in a loss of pay or the necessity of making up for time lost.~~

~~The superintendent/president is authorized to direct the travel of employees to meetings or to visit other schools and colleges for the discussion or observation of any school matter relating to the duties of the employee or any question of interest to the district. The board shall pay the actual and necessary expenses on the basis of a schedule for reimbursement within budgetary limitations.~~

~~Memberships in Professional Organizations for Full-Time Faculty and Classified Staff~~

~~MiraCosta employees are encouraged to join professional organizations that help them remain current and/or strengthen their skills in their discipline or area of responsibility. The district will pay fifty percent (50%) of the cost of professional organization dues up~~

to a maximum of \$100 per employee per year. The superintendent/president or appropriate vice president will determine whether an organization meets the requirements of this policy for a specific employee.

Reimbursement Request Procedure

Administrative Services provides a form for employees who request approval of reimbursement for fifty percent of the cost of professional organization dues, with such reimbursement not to exceed \$100 per year per employee. The form shall include space for specifying how the membership benefits the employee's services to the district.

Employees requesting reimbursement will submit the form to the appropriate vice president for approval, together with receipt(s) or other documentation that dues have been paid. Dues paid via payroll deduction will be deemed to have been paid at the conclusion of the deduction period.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Human Resources Officers
Academic Senate Presidents
California School Employees Association
California Community College Council for Professional Development

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Professional Learning and Flexible Calendar Regulatory Revisions

On Aug. 19, 2025, the California Community Colleges Board of Governors' approved [regulatory action](#) entitled "Flexible Calendar" was filed with the Office of Administrative Law and the California Secretary of State. The regulation became effective on Sept. 18, 2025; and pursuant to California Code of Regulations (CCR), section 52010, community college districts have up to 180 days from the effective date—until March 17, 2026—to conform their policies and procedures to the new requirements.

Background

In 2024, the Chancellor's Office established a collaborative workgroup that included representatives from the Academic Senate for California Community Colleges, Chief Instructional Officers, California School Employees Association, the California Community College Council for Professional Development, and staff from the Chancellor's Office. The purpose of this workgroup was to review and revise the Flexible Calendar regulations to better align with the Vision 2030 goals and to promote equitable professional development opportunities for all campus staff.

These [revisions](#) ([§ 55720](#), [§ 55724](#), [§ 55726](#), [§ 55728](#), [§ 55729](#), [§ 55730](#), [§ 55732](#)) represent the most significant modernization of the flexible calendar program in decades. They shift the program from a narrow emphasis on "staff, student, and instructional improvement" toward a broad, inclusive vision of professional learning for all employees—a vision that recognizes professional growth as an essential, systemic driver of equitable student success, institutional innovation, and the effective use of technology across our colleges.

What is Changing and Why it Matters

A systemwide definition of professional learning, for everyone. The revised regulations establish professional learning as a shared responsibility of the entire college community. No longer limited to faculty, flexible calendar time may now be used for full-time and part-time faculty, classified professionals, administrators, and student employees. This change acknowledges that every role contributes to the student experience and that continuous growth across all positions strengthens our collective capacity to help students thrive. The 8.57% limit on flexible time for full-time faculty remains unchanged, ensuring stability while broadening the circle of participants.

Clear agreements that honor time and commitment. Professional learning is now framed as essential work, not optional enrichment. Agreements with employees participating in professional learning should include specifying the duties released, the activities to be undertaken, and the number of hours required—ensuring that time devoted to professional learning is equal to or greater than the time released. This alignment elevates professional learning as a recognized part of the workday, demonstrating to employees and students alike that growth and improvement are integral to our mission.

A refreshed menu of opportunities. The regulations modernize the list of eligible activities, inviting districts to design professional learning that responds directly to today's challenges and opportunities. In addition to course and curriculum redesign, allowable activities include institutional research, governance processes that support student success, improvement of student services, and strengthening partnerships with communities. By legitimizing these areas as professional learning, the regulations affirm that student success is the result of excellence in the classroom and excellence in every service that surrounds the student journey. Improved reporting for clarity and compliance.

Reporting, FTES adjustments and fiscal responsibility. Districts are still required to report faculty professional learning in a way that distinguishes credit and noncredit hours released. Instruction conducted on flexible calendar days that meet attendance accounting standards may still be claimed for apportionment, but those hours may not also be claimed as flexible time. This continues to ensure transparent, consistent reporting and protects the integrity of state apportionment. The familiar FTES multiplier method is also retained, safeguarding against artificial inflation or loss of FTES.

Planning, evaluation, and governance. The regulations establish a continuous improvement cycle for professional learning: a needs assessment every three years with annual updates, a district-wide plan of activities, record-keeping of participation, and an annual evaluation of

effectiveness. An advisory committee comprised of faculty and representatives of other employee groups is tasked with recommending professional learning activities to the college president. This structure ensures professional learning is not only compliant, but purposeful, inclusive, and responsive to evolving student needs.

Advancing Equitable Student Success

These changes are more than regulatory updates—they are an opportunity to reimagine professional learning as a cornerstone of equity, innovation, and student success across California’s community colleges. By bringing all employees into the flexible calendar framework, the regulations recognize that the conditions for student success are created collectively: through instruction, advising, enrollment services, technology, research, and governance.

The broader activity list empowers colleges to invest flexible time in addressing equity gaps, experimenting with new technologies, redesigning curriculum and services, and building inclusive governance practices that elevate diverse voices. The new cycle of needs assessment, planning, and evaluation ensures that professional learning responds directly to what students and communities need most.

In short, the revisions create a structure for colleges to seize this moment: to design professional learning that prepares faculty and staff to harness technology responsibly, to innovate boldly, and to serve all Californians equitably.

Next Steps for Colleges and Districts

Districts should use the implementation period to thoughtfully:

- Update local policies, procedures, and collective bargaining agreements to align with the new terminology and inclusive scope of professional learning;
- Develop or update processes to create agreements regarding professional learning with all participating employees, ensuring clarity of in-lieu duties and hour-for-hour expectations;
- Evaluate the advisory committee to include primary faculty, with adequate representation from other employee groups and other interested persons;
- Submit survey to the Chancellor’s Office every three years and needs assessment annually;
- Adjust reporting systems to track credit and noncredit professional learning substitutions; and,
- Integrate professional learning into local equity and student success plans, linking flexible calendar activities directly to institutional priorities.

Professional Learning and Flexible Calendar Regulatory Revisions

October 16, 2025

Conclusion

For questions about implementation, please contact Raul Arambula, Dean of Academic Affairs, at RArambula@CCCCO.edu. Thank you for your leadership and collaboration in implementing these changes. Together, we can ensure that professional learning across our colleges becomes a powerful lever for equity, innovation, and success for all Californians.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
Raul Arambula, Dean, Academic Affairs

Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55720. Operating Under Flexible Calendar; Accountability of Employees	<ul style="list-style-type: none"> • Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators
§ 55724. Request for Approval	<ul style="list-style-type: none"> • Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Language included to specifically address professional learning • Language regarding activities to focus on student success
§ 55726. Activities During Designated Days	<ul style="list-style-type: none"> • Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Removed language of instructional improvement and replaced with professional learning • Language clearer
§ 55728. Flexible Calendar Attendance Reporting	<ul style="list-style-type: none"> • Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators • Removed language of instructional improvement and replaced with professional learning
§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor	<ul style="list-style-type: none"> • Removed language of instructional improvement and replaced with professional learning

Professional Learning and Flexible Calendar Regulatory Revisions

October 16, 2025

Section	Summary
§ 55730. Ongoing Responsibilities of Districts	<ul style="list-style-type: none">• Reporting changed from once a year to every three years to the Chancellor’s Office• Removed language of instructional improvement and replaced with professional learning• Included language that requires adequate representation from other employee groups to the advisory committee• Language added that professional learning activities recommendation will be brought to the college president or chief executive officer

Final Revisions to Title 5, California Code of Regulations relating to Flexible Calendar

Section 55720 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Professional Learning Activities.

(a) Subject to the approval of the Chancellor pursuant to ~~§~~Section 55724, a community college district may designate an amount of time in each fiscal year for all employees, including full-time faculty, part-time faculty, classified staff, student employee, and administrators, to conduct engage in professional learning staff, student, and instructional improvement activities. These activities may be conducted occur at any time during the fiscal year. The time designated for these activities shall be known as “flexible time.”

(b) A district with an approved flexible calendar may designate as flexible time for an ~~employee~~ full-time faculty not more than 8.57 percent of that employee's contractual obligation for hours of ~~classroom instruction~~ service which are eligible for state apportionments in that academic year, exclusive of any intersessions.

(c) Under no circumstances may a district operate a flexible calendar program which results in an academic calendar which would be inconsistent with the requirements of subdivision (b) of ~~§~~Section 55701.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

Section 55724 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(1) A complete description of the calendar configuration.

(2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).

(3) The number of days during which ~~instructional staff~~ full-time faculty, part-time faculty, classified staff, student employee, and administrators will participate in ~~staff, student, and instructional improvement~~ professional learning activities in lieu of ~~part of the institution holding~~ regular classroom instruction.

(4) The activities which college personnel will be engaged in during their ~~designated staff, student and instructional improvement~~ professional learning days. Activities Institutional

service or professional learning activities for college personnel may also include, but need not be limited to, the following:

- (A) evaluation of course instruction and evaluation;
 - (B) staff development, in-service training and instructional service improvement;
 - (C) ~~program and course~~ curriculum or and learning resource development, and evaluation, and redesign to better meet the needs of students and improve student outcomes;
 - (D) ~~student personnel~~ engagement and learning resource services;
 - (E) ~~learning resource services~~ engagement in governance activities focused on student success;
 - (F) related activities, such as ~~student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity~~ evaluation and improvement of college and/or district services to students and communities served;
 - (G) ~~departmental, or divisional, or institutional~~ meetings, conferences and workshops, and institutional research;
 - (H) other duties as assigned by the district;
 - (I) the necessary supporting activities for the above;
- (5) A certification that all college personnel, as defined, will be involved in at least one of the activities authorized in subsection (4). For the purposes of this section, “all college personnel” shall include any district employee specified by the district in its approved plan to participate in such activities; and
- (6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete and meets the requirements of law.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55726 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55726. Activities During Designated Days.

(a) ~~For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in lieu of instruction activities. The required hours of in lieu of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus~~

~~those out of classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.~~

(a) For each full-time faculty, part-time faculty, classified, student employee, or administrative employee specified by the district to participate in professional learning activities, the district shall enter into an agreement with such employees specifying the following:

(1) the professional learning activities the employees will perform in lieu of normal job duties during the designated days;

(2) the number of hours of normal job duties being substituted with the professional learning activities; and

(3) the number of hours the employee is required to spend on the professional learning activities, which must be at least equal to the number of total work hours from which the employee is released.

(b) For each employee specified by the district to participate in ~~staff, student and instructional improvement~~ professional learning activities during the designated days, the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in ~~these~~ those activities.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55728 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (~~teaching instructional~~ time) ~~which instructors that full-time faculty and part-time faculty~~ specified in the district's approved plan were required to ~~teach~~ provide instruction;

(2) of the total in ~~§~~ subsection (a)(1), the total faculty contact hours of instruction for which ~~staff, student, and instructional improvement~~ professional learning activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor, including any data necessary to compute the FTES adjustment specified in Section 55729.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55729 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student (FTES) of a district operating under a plan approved in accordance with this article to reflect the conduct of ~~staff, student, and instructional improvement~~ professional learning activities in lieu of scheduled instruction during flexible time. The adjusted units of ~~full-time equivalent student FTES~~ FTES shall be computed by multiplying the actual units of ~~full-time equivalent student FTES~~ FTES in the academic year, exclusive of any intersessions, computed pursuant to ~~§~~sSection 58003.1, by a factor which does not change the ~~full-time equivalent student FTES~~ FTES which would have otherwise been generated if the time for the professional learning ~~improvement~~ activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of ~~§~~sSection 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to ~~§~~sSection 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of ~~§~~sSection 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing ~~staff, student, and instructional improvement~~ professional learning activities as the amount of time ~~he or she was~~ they were released from classroom instruction.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

Section 55730 of Article 2 of Subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55730. Ongoing Responsibilities of Districts.

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during the designated flexible calendar days (flex days):

(a) every three years, conduct and ~~annually~~ update a survey of the most critical ~~staff, student, and instructional improvement~~ professional learning needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

- (c) maintain records on the description, type and number of activities scheduled and the number of district employees ~~and students~~ participating in these those activities;
- (d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;
- (e) appoint and hold regular meetings of an advisory committee composed primarily of faculty, ~~students, administrators~~ with adequate representation from other employee groups and other interested persons to make recommendations on ~~staff, student, and instructional improvement~~ professional learning activities to the college president or chief executive officer; and
- (f) provide, upon request of the Chancellor, copies of documents and information specified in ~~S~~subsections (a) through (d), inclusive.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Section 55732 of Article 2 of subchapter 8 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

§ 55732. Ongoing Responsibilities of the Chancellor.

The Chancellor shall:

- (a) Adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of ~~s~~Section 55729;
- (b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of ~~sections 55720, 55726, 55728, and 55730~~this article, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and
- (c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause, failed to conduct its flexible calendar operation in a manner consistent with its approved request or failed to comply with any of the requirements of this article.
 - ~~(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request;~~
 - ~~(2) failed to comply with the requirements of section 55720;~~
 - ~~(3) failed to carry out the responsibilities specified in section 55726; or~~
 - ~~(4) failed to meet its ongoing responsibilities as specified in section 55730.~~

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

Professional Development Committee

COMMITTEE MEMBERS		
Admin	Classified Staff	Faculty
Denée Pescarmona Wendy Stewart Charlie Ng	Toni Sharp Carl Banks Lori Schneider	Leila Safaralian curry mitchell Aaron Roberts

Mission

MiraCosta College is dedicated to cultivating a learning environment for continual professional growth where every employee has access to the development they seek. (See process document breakdown for each constituency)

Vision

Our vision is to grow professionally together while recognizing the uniqueness of each employee and constituent group.

Values

1. We believe equity is at the heart of professional development.
2. We believe that each employee arrives with knowledge, skills, and insights on day one and also has opportunities to grow through exposure to additional learning and experiences.
3. We believe in learning from each other.
4. We believe that partnerships, communities, collaboration, and our own networks of support are sources of professional growth.
5. We believe that each employee has the agency to direct their own professional learning according to their own goals.
6. We believe in all employees having opportunities to grow, thrive, and mature recursively throughout their careers.

Joint Recommendations

- Address potential duplication of efforts and conflicts between multiple recommendations with a process that includes participation from affected PDP committees.
- Create a main calendar (filter by role) that is inclusive of all PD activities at the college and helps to ensure no overlap or conflict across activities.
- Create a shared professional development center for all employees with specific needs for each constituent group to still be determined.
- *Conduct two events per year for all employees as a community focusing on content relevant to everyone led by a committee.

Faculty Recommendation:

Faculty need to maintain a program that empowers our purview over academic professional growth as teachers and counselors. Ultimately, each individual faculty member at MiraCosta College is in charge of their own professional growth and development. Only faculty can supervise faculty professional development.

We seek a fully resourced, institutionalized teaching and learning center—managed and led by the Joyful Teacher (a faculty member in an institutionally supported role)—through which our professional development programs can be coordinated and sustained, starting with goals set within departments and then forming partnerships and communities of practice across departments and programs.

Existing processes, critical roles:

Each of the groups or individuals below play vital roles in governing, shaping, and implementing our professional development work as faculty.

- a. The Academic Senate role
 2. [PDP Committee role \(AS subcommittee\)](#)
 3. DEqCC
 4. MOE
 5. Administrative assistant for Academic Senate and PDP
- b. The department's role
- c. The role of faculty inquiry groups (communities of practice)
- d. The faculty role
- e. The Joyful Teacher's Role

Faculty set their own individual professional development goals in each academic year. They pursue their own course of professional development to meet their flex hour requirement per our participation in the [flexible calendar system within the CCC](#). The Academic Senate—in consultation with [its subcommittee PDP](#), DEcQQ, MOE, and others, including academic departments—is the primary governing body for faculty professional development at MCC. Faculty members also participate in professional development within their departments, in myriad faculty inquiry groups within the local

communities of practices and individually at their own direction. Other roles, like the Joyful Teacher, are instrumental in shaping professional development.

Faculty must maintain their leadership and primacy in the following areas:

2. Reporting

- a. The PDP committee, and faculty at large, will not report to the administrative position supervising the office of professional learning.
- b. The PDP coordinator will continue reporting the status of our participation in the Flexible calendar program with the CCC Chancellor's office.

3. Scheduling

- a. All groups responsible for professional development have rights to scheduling. No single division should have a say over what can/ cannot be scheduled. PDP will decide what is offered for scheduled Flex Days. PDP often works with the admin/ classified positions in the office who helps with scheduling logistics like room booking. The Joyful Teacher, faculty departments, and individual faculty members themselves may also schedule professional development events.

4. Budgeting

- a. There is a budget for professional development that is shared by the Academic Senate and PDP and the AS and PDP will remain in charge of budgeting for faculty PD.

Teaching and Learning Center, The C3

Faculty recommend institutionalizing The C3 Teaching and Learning Center. Faculty recommend choosing a location for The C3 that is central to campus as near to faculty offices and classrooms as possible. The space needs to be large enough and designed to accommodate the following 3 spaces and offices:

1. Innovation Teaching Classroom
2. Pedagogical Lounge
3. Content Maker Space
 - Faculty Director of Online Ed Office
 - Instructional Designer & Technologists Offices

As a location within a building, the C3 will share space and resources with other professional development spaces. It is important to clarify, however, that the C3 will not be a sub-space within a building branded as an Office of Professional Learning nor will the space or resource designated to the C3 be "under" the management of a Professional Learning Director.

The Joyful Teacher

Faculty recommend institutionalizing the Joyful Teacher in Residence: coordinator of the C3 Teaching and Learning Center. We recommend the following description of the application process, role, duties, accountability, and structure of release time

- 1) Faculty members interested in the Joyful Teacher position shall submit a letter of interest to the Academic Senate President.
- 2) The selection and evaluation of the Joyful Teacher will be made by the Academic Senate President following consultation with the Vice President of Instructional Services and the Chair of PDP.
- 3) The Joyful Teacher shall provide ongoing and regular reports to PDP and the Academic Senate as well as consult regularly with the VPI, academic deans, and department chairs .
- 4) The Joyful Teacher shall be responsible for the leadership of the C3 Teaching and Learning Center to promote faculty-led efforts to:
 - a. Celebrate the joy of teaching and learning;
 - b. Cultivate innovative and effective teaching and learning strategies; and
 - c. Connect with each other to explore interdisciplinary possibilities and applications, equity-minded pedagogies, and culturally relevant instructional practices.
- 5) During the summer prior to the Academic Year, the Joyful Teacher shall undertake responsibilities to prepare a program to “celebrate, collect, and connect” professional development—in its various manifestations—for all faculty by performing such duties as:
 - a. Communicate regularly with new faculty hires and department chairs who are on contract
 - b. Plan First Friday program with the PDP Coordinator
 - c. Plan and prepare activities, resources, and programmatic series for the upcoming Academic Year
 - d. Support faculty professional development events scheduled during the summer (i.e. the Light the Fire Institute)
 - e. Update, reorganize, and develop the C3 web presence
- 6) During the Academic Year, the Joyful Teacher shall undertake responsibilities to “celebrate, collect, and connect” professional development—in its various manifestations—for all faculty by performing such duties as:
 - a. Collaborate with the Academic Senate, PDP Committee, and academic departments to develop faculty led teaching and learning professional development opportunities;
 - b. Establish a physical presence and collegial atmosphere in the three areas of the C3, including the informal meeting area, tech/ computer work area, and experimental classroom lab/ seminar space;

- c. Develop programming for the three areas of the C3 through collaboration with faculty (in departments, small groups and individually i.e. Pedagogy of Carinos, the Mindful Teacher series, AI Discovery Labs, STEM Focus);
- d. Participate in the budgeting, physical space design, and program review activities for the C3;
- e. Facilitate one-to-one teaching and learning strategy sessions with colleagues;
- f. Work with associate faculty to promote the use of the C3 to enhance their connections with full-time faculty colleagues;
- g. Facilitate the study of teaching and learning by supporting activities such as faculty research, faculty inquiry groups and communities of practice, and connections with the larger teaching and learning profession through conference attendance, participation in professional organizations, and the study of scholarship and research;
- h. Develop a series of pedagogy practicums to be recorded and/or live broadcasted in the teaching and learning lab;
- i. Integrate a C3 web space into the existing PDP Canvas page;
- j. Create and distribute a weekly newsletter about C3 activities;
- k. Develop a film series in the C3 to show films, documentaries, webinars, and teaching and learning videos;
- l. Develop and maintain a Teaching and Learning library;
- m. Work with student leaders, the Career Center, and administrators to find ways to involve students in the TLC as interns and/or work study partners; and
- n. Explore ways to use the C3 to connect with NCHEA colleagues and local high school faculty.

7) the Joyful Teacher shall not be assigned to a governance committee or taskforce without the approval of the Academic Senate President

8) the Joyful Teacher shall be provided with reassigned time per semester in support of these responsibilities as close to a half-load as mathematically possible

- a. The intention of the Joyful Teacher is they are available, present, and visible to act as an agent on behalf of faculty professional develop, WHILE they are also practicing their own pedagogy in the teaching and learning environment; for this reason, overloading significantly or taking on release time that removes the Joyful Teacher from the classroom is not advised.

First Fridays & Lodestar

The faculty recommend continuing the First Friday and Lodestar programs for new faculty hires. We recommend the Joyful Teacher and PDP Coordinator plan, program, and facilitate First Friday events. To increase the gains of First Friday experiences for new faculty hires, we also ask for a commitment from academic deans to ensure weekly obligations and overall load for new faculty hires is such that they are available on the 1st Friday of each month to participate.

Personnel hired to support the Joyful Teacher and C3 events and functions

Personnel hired to support faculty professional development programs and processes will report to the Office of Instruction. This is nonnegotiable given the philosophy, structure, and roles outlined above.

The job description for this role, including duties, responsibilities, and scope of work, must not duplicate existing duties and responsibilities of The Joyful Teacher's role within the C3, which is to "Celebrate, Cultivate, and Connect." We strongly recommend that any job description written to any personnel as a lead of or support for a professional development program at MiraCosta also not duplicate the Joyful Teacher in Residence role.

Responsibilities and duties of supportive personnel that would benefit faculty professional development programs include

1. Serves as a resource for faculty professional development as identified by the Joyful Teacher in Residence and PDP Chair (no official supervisory authority)
2. Provides support for logistics associated with reporting (formatting reports, delivery methods, reminders)
3. Provides support for logistics associated with surveying
4. Provides support for logistics associated with events amenities
5. Reports on their role to the Office of Instruction

Further recommendations where faculty would benefit from coordination:

1. coordination with classified and administrators professional development programs
2. coordination afforded by a All Days and Events, main calendar that all constituent groups can add to and view

Classified Professionals Recommendation

In response to the Professional Development Steering Committee's philosophy, charge, shared values, and roles and responsibilities, classified professionals recommend the following:

- Collaboration with the Classified Professional Learning Committee to identify needs, resources, and opportunities for classified professionals.
- Assist with the planning, coordination, and implementation of professional development events and activities for classified professionals; specifically hiring, purchasing, calendaring, and advertising.
- Create professional development content relevant to classified professionals.
- Identify common professional development opportunities amongst all constituency groups to avoid duplication of efforts.
- Track Futures signals and develop professional development content in response to those

signals.

- Assist Classified Professional Learning Committee chair as needed.
- Compensation to Classified Professional Learning Committee co-chairs for their committee work until the new Professional Development Office is able to assist with tasks.
- Responsible for the creation and maintenance of a professional development webpage similar to [Pasadena City College](#) and [College of the Canyons](#).
- Identify and design career development and mentorship programs.

Administrator's Recommendation

In response to the Professional Development Steering Committee's philosophy, charge, shared values, and roles and responsibilities, the administrators recommend the following:

- The creation of an Administrator's Professional Development Committee to plan and support implementing administrators' professional development activities and represent administrators when collaborating with others.
- The creation of a professional development office to coordinate and support professional development. The professional development office will serve as a centralized hub for enhancing administrator capabilities, fostering career growth, and aligning individual goals with organizational objectives.

Objectives

The primary objectives of the recommendation are as follows:

1. Facilitate Learning and Growth: Provide resources, tools, programs, and support to enhance administrators' skills knowledge, and competencies.
2. Promote Career Advancement: Assist administrators in their professional goals by offering tailored development opportunities.
3. Enhance organizational performance: strengthen the workforce by aligning development initiatives with strategic priorities.
4. Work with advisory stakeholders (other professional development committees, other interested employees, and external contributors) to support programming.

Professional Development Office Structure

Staff the office with two employees; a director/manager and an assistant, provide space, equipment and supplies to support professional development activities.

1. Director/Manager: lead the professional development office, oversee its operations, and collaborate with stakeholders to design effective programs. Responsibilities would include collaborating with others in supporting a strategic vision for professional development for

administrators, create partnerships with internal and external training providers and industry experts, evaluate program effectiveness for administrators and adjust as needed.

2. Assistant to the Director/Manager: provide administrative support to ensure smooth office operations. Responsibilities supporting scheduling, logistics, procurement, and communications; support the recording and maintenance of training records and feedback for professional development sessions; assist in organizing workshops, seminars, and events; handle inquiries from employees regarding professional development opportunities.
3. Space
 - a. Learning Space: workshops, meetings, and individual consultations including learning equipment and furniture, storage, supplies, and reference materials.
 - b. Office Support Space: space for Director/Manager and assistant including office equipment and furniture, storage, and supplies.

Professional Development Programming

1. Support for workshops: covering topics such as equity and inclusion, student success, futures, leadership, communication, project management, and technical skills.
2. Provide information of certifications: various certifications relevant to administrators.
3. Support mentorship programs: connecting administrators with experienced mentors.
4. Coordinate lunch-and-learn sessions: informal sessions on industry trends and best practices.

Processes

1. The administrators' professional development committee would regularly meet with the professional office staff, and other professional development committees as appropriate, to coordinate and plan professional development opportunities. These plans may consist of a combination of annual and emerging professional development opportunities.
2. As ideas and plans are identified and determined, either annually or as they emerge, the office would communicate professional development opportunities to administrators.
3. The office would coordinate support and participation of opportunities throughout the year including related communication, procurement, and logistics requirements.

Deadline for recommendations: 11:59 PM, 5/10/24



STUDENT-CENTERED SCHEDULING SUMMIT

Friday, February 20

10:00 am - 3:00 pm

Courtyard by Marriott San Diego Oceanside
3501 Seagate Way
Oceanside, Ca 92056

Agenda at a Glance

- 9:30 am Check-in & light refreshments
- 10:00 am Program starts
- 12:30 pm Working lunch
- 3:00 pm Closing

Please RSVP by
Wed, February 4th



Link: <https://forms.gle/jZ8ivmJrXkFrD1xc8>