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## AGENDA

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

- I. Call to Order
- II. Remote Member Attendance  
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate  
*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.*
- V. Changes to Agenda Order
- VI. Consent Calendar
  - A. Approve Minutes of the Regular Meeting of December 5, 2025
  - B. Equivalencies
    - I. Bio Sciences - Prof. Carmen Teodorof
    - II. Art/Drama - Prof. Terrell Sledge
- VII. Action Items, First Read [12:05; 25 minutes]
  - A. AP 4025 Philosophy and Criteria for Associate Degrees and General Education  
Description: *update needed for compliance with AB 928; replaced references to and narrative about CSU GE and IGETC with Cal-GETC*
  - B. AP 4025B 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.*
  - C. AP 4101 Directed Studies  
Description: *Periodic Review; light editing for clarity and consistency*
- VIII. Discussion [12:30; 30 minutes]

### 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.

A. Overview of Academic Senate Agendas for Spring 2026 - Mitchell

*Description: An overview of plans for Academic Senate priorities, action items, and issues will be presented to Senators for discussion and feedback.*

IX. Reports

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

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

C. Classified Senate – *Streagle* ([access report](#))

D. Associate Student Government – *James* ([access report](#))

E. Senator Reports – ([access report](#))

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

X. Adjournment

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](mailto:alocke@miracosta.edu)

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



## UNOFFICIAL MINUTES

### I. Call to Order

ASP mitchell read the land acknowledgement and called the meeting to order at 9:03am.

### II. Remote Member Attendance

Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.* None.

### III. Roll Call

Present: curry mitchell (ASP), Sean Davis, Jim Sullivan (President-Elect), Afifa Zaman, Jeff Murico, Julie Graboi, Ghada Osman, Kristine Arquero, Robin Allyn (CO), Brian Page, Sarah Gross, Sunny Cooke (ex-officio), Krista Warren.

Absent: Alexis-Tucker Sade.

Others present: Luke Lara, Hayley Swartzkopch, Daria Davis, Jennifer Streagle, Toni Sharp.

### IV. Persons Wishing to Address the Senate

*Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items.*

**Senator Tamura** welcomed attendees to the Community Learning Center (CLC) and read two statements submitted by noncredit faculty (M. Silva, full-time; K. Reyes, part-time). The statements advocated for equitable access for noncredit students to main campus programs and services, including intentional bridge-building to credit pathways. Faculty emphasized strategic invitations to campus tours, academic and career pathways, and career education showcases to support noncredit students in achieving postsecondary educational goals. The comments noted alignment with the institution's Strategic Goal #1. Due to time constraints, the Academic Senate President allowed limited additional time for the senator to conclude the public comment.

**Senator Warren** invited all to learn more about non-credit programs at the institution, sharing the impact that the CLC has on the region in terms of English as a Second Language (ESL), Adult High School and other non-credit programming. She shared that the district is the sole provider of Adult Education for Coastal – North County.

### V. Consent Calendar

A. Approve Minutes of the Regular Meeting of November 21, 2025

B. MiraCosta 2025-26 ASCCC Hayward Award nominees

*Description: The award honors community college faculty who demonstrate outstanding commitment to student learning, leadership on campus, and service to the profession. After review and discussion, the Faculty Awards Committee recommends the following nominees: Claudia Flores and Shawntae Mitchum.*

**Item B was pulled for discussion by CO Allyn. A Motion to approve Item A MSU (Graboi/Page) carried.**

**Dicussion:** Allyn provided context on the ASCCC's Hayward Award application process – out of five applications that were received – the Awards committee selected Shawntae Mitchum and Claudia Flores. Both nominees will be acknowledged and presented with certificates during the Spring Celebration.

### VI. Action Item, Second Read

A. AP 4236 Advanced Placement Credit [9:30; 10 minutes]

*Description: Small language adjustment to clarify that some credits may be transferred, rather than that they will be. Also clarified to suggest that students need to submit AP information to be considered.*

**A Motion to approve revisions MSP (Murico/Osman)/passed. Sullivan opposed.** Discussion: President-elect Sullivan questioned the change and opposed the amended language, “*leaving a little room for interpretation is okay.*” Daniel Ante-Contreras mentioned that similar things came up in AAC. Specifics were left for the catalog – a common place for student access.

B. BP 5500 Standards of Student Conduct

*Description: No changes*

**A Motion to approve BP 5500 MSU (Zaman/Page) carried.**

C. AP 5500 Standards of Student Conduct

*Description: Changes made to account for new state policies regarding the inclusion of hazing in this policy; references regarding Title IX added; some small changes made, especially in aligning language now used (unlawful rather than illegal)*

**A Motion to approve revisions of AP 5500 MSU (Zaman/Davis ) carried.**

D. AP 5520 Student Conduct Procedures [9:40; 1 minutes]

*Description: Some changes to language (such as inimical to harmful) to align with other policies; references regarding Title IX added; further explanation of the role of advisors within student conduct procedures given; clarification of process about appeals*

**A Motion to approve revisions MSU (Arquero/Murico) carried.**

VII. Action Item, First Read

A. [Propose Changing Academic Senate Meeting](#) to Thursday 1-3pm - mitchell

*Description: Changing the Academic Senate Meeting would establish Thursday afternoons as a time designated for 10+1 discussions and decisions. The Academic Senate would meet 1st and 3rd Thursdays, CPC would continue to meet 2nd and 4th Thursdays, and a 5th Thursday could be utilized for town-hall style discussions of salient 10+1 issues.* Discussion: Many concerns were raised regarding the day change, including affects to future recruiting of senators and current retention, equitable representation across FT and AF senators (Cotnoir, Gross, Arquero, Tamura), it was made clear that several senators would not be able to serve if the change was approved because governance is not priority over instruction. Another concern was the impact to the return of college hour on the main campus (Murico), Thursday is the desire day for this event and it would interfere with faculty's ability to engage with students during a time of community. Warren wanted to know why the day change was proposed and shared that it will hurt AFs ability to participate.

Sullivan spoke in favor of periodically reexamining long-standing Senate practices and acknowledged the concerns raised by multiple senators. He noted that MiraCosta College is among the few academic senates that convene on Friday mornings.

Senators Zaman and Cotnoir recommended that the Senate survey the full constituency to gather feedback on how the proposed change might affect faculty members' ability to serve. Both opposed advancing the item to an action stage prior to soliciting broader input. Sunny noted that the college conducts a governance survey every three (3) years in the spring and indicated that the Spring 2026 survey could incorporate the questions faculty wish to explore, allowing the issue to be addressed through an established assessment process. **A motion to extend discussion time by five (5) minutes (Warren) carried. A motion to survey the college community (Sullivan/Graboi) carried; Davis abstained.**

VIII. Information

A. Faculty Response to the Director of Employee Development & Training position [10:00; 15 minutes]

*Description: Faculty ask the following be stated in the posting for the position: At MiraCosta College, the programs for*

employee development & training and the programs for faculty professional development are managed through separate processes. The Director of Employee Development and Training will not have responsibility for the vision, leadership, development, coordination, management, organization, documentation, reporting, or budgeting of the faculty Professional Development Program and its committee, the faculty FLEX program, faculty professional development activities, or the faculty C3 Teaching and Learning Center, which will remain the responsibilities of the Academic Senate and the faculty.

*ASP mitchell* read a statement on behalf of faculty explicitly outlining the Senate's position regarding the Director of Employee Development & Training. The statement noted that, as Academic Senate President, he could not in good faith recommend that any faculty member participate on the hiring committee for this position at this time.

*President Cooke* referenced the formal assessment of professional learning included in the President's Report and acknowledged that improvements had been made in response to several concerns raised by faculty colleagues. She took responsibility for the Program Review's limited discussion on professional development, stating it was "less thoughtful that I would have liked." Cooke emphasized that the college does not intend to impinge upon faculty professional development, noting that there will be occasions for collaboration between faculty and administration, such as last year's 5th Friday AI event. Cooke further acknowledged that her office has not consistently or transparently communicated the evolution of professional development efforts following Achieving the Dream, including the PD Steering Committee, Program Review, and the development of the Director position.

Concerns regarding trust between faculty and administration were raised, noting that the relationship between Director and PDP Coordinator should happen organically (*Davis*). *Sullivan* stated that the person hired for the role will undoubtedly face skepticism from faculty, but appreciated Sunny's leadership and transparency.

**A Motion to extend conversation by five (5) minutes (Warren/Davis) was approved.** *HR VP Hayley Swartzkopf* – HR has incorporated wonderful feedback from faculty into the job description. Noting that they are willing to adjust the interview questions to meet the request of faculty where the language would be more appropriate. She also noted that there was some language in the description that will be removed based on Title 5 regulations such as the [director] co-chairing the PDP committee].

AP 7160 requires significant revision, as it has not been updated since 2010 and there is real opportunity to work collaboratively. *President Cooke and VP Schwartzkopf* are very open to working collaboratively with faculty colleagues. *ASP mitchell final remarks*, he appreciated ongoing discussion and adjustment to concerns. The current issue for Senate is the structure of the position in relationship with the vision for the college. **Senators took a four (4) minute recess after this, returning at 10:30am.**

## IX. Discussion

- A. Faculty Leadership - ASCCC Plenary Reports, Plans for Spring Elections [10:15; 30 minute] *Description:* Attendees of the ASCCC 2025 Fall Plenary will share highlights from notable sessions and resolutions and will engage senators in discussion about how our local senate can apply takeaways from the conference. Faculty leaders who attended the ASCCC Fall 2025 Plenary shared highlights from conference sessions and resolutions, engaging senators in discussion about potential local applications. Presenters noted that resolutions broadly focused on curriculum, technology, and student support, with particular discussion on counseling's role in educational technology, digital literacy pedagogy, and online proctoring tools. Additional sessions addressed implicit bias and the need for caution in interpreting research, as well as the expansion of community college bachelor's degrees, primarily in healthcare fields.

The ASCCC resolution process was reviewed, including the use of a consent agenda and the ability

to pull items for discussion or acclamation. Questions were raised regarding Common Course Numbering (CCN), with it noted that Chancellor's Office presentations on CCN templates were carefully managed. Luke Lara shared on leadership development and mentorship opportunities through ASCCC, including roles in AFILA which is an avenue Luke Lara advocates and heavily encourages participation in governance work. Reflections included consideration of applications for noncredit and career education faculty to serve in leadership positions and support of efforts inclusive of classified professionals such as Arielle Locke being invited and attending this year's Fall Plenary alongside senators.

#### X. Reports

- A. Academic Senate President – *MITCHELL* ([access report](#))  
Mitchell shared details about January's meeting; it will be scheduled as an afternoon meeting and possible combined townhall with Faculty Assembly. An invite for 11:30am-2:00pm was sent. The ending of AB2449 goes into effect December 31, 2025, therefore no longer will members of any Brown Act committee will be allowed to participate remotely as a voting member. Members may join a meeting remotely, but participation will not count towards quorum. An email was sent to all Brown Act committees by Arielle Locke in December with guidance and updates for agenda templates. ASCCC announcements were linked to Mitchell's report and senators and other participants were encouraged to review for the most up-to-date
- B. College Superintendent/President – *COOKE* ([access report](#))  
President Cooke provided updates on faculty hiring, enrollment, and ongoing professional development work at MiraCosta College. She announced that, following review of budget projections and institutional needs, the college will hire nine faculty for fall 2026 in disciplines prioritized by the Academic Affairs Committee and approved by the Academic Senate, including completing two previously unsuccessful searches. She reported strong spring enrollment growth, with headcount up approximately 15% and FTES up 10% compared to last year. President Cooke also shared an extensive historical overview of professional development efforts dating back to the Achieving the Dream initiative, outlining nearly seven years of assessment, facilitated dialogue, and collaborative work across faculty, classified professionals, and administrators. She emphasized that while faculty currently have multiple dedicated professional development roles and release time, other employee groups do not, creating an institutional gap. To address this, the college is moving forward with the creation of a Director of Professional Development & Training by repurposing an existing vacant position, aligned with a shared mission, vision, and values developed through the Professional Learning Steering Committee. She underscored that this role will not infringe upon faculty autonomy over professional development, but instead seeks to provide cohesive, equitable support for employee groups currently underserved. President Cooke affirmed the administration's commitment to transparency, shared governance, and continued collaboration with faculty, including making historical documents publicly available and inviting faculty representation on the hiring committee for the new director position.
- C. Classified Senate – *STREAGLE* ([access report](#))  
Jennifer shared that Classified Senate is working on preparing for the Year End Celebration Luncheon which will be held at El Camino Country club on Friday, December 19th from 12:30-4:30. This event is open for all MiraCosta Employees, not just Classified Professionals.
- D. Associate Student Government – *JAMES* ([access report](#))  
No report given
- E. Senator Reports – ([access report](#))  
No report given

#### XI. The meeting was adjourned at 11:03am.



The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that comprise a general education curriculum. These competencies include the ability

- to think critically and communicate clearly and effectively both orally and in writing,
- to locate, evaluate, and use needed information effectively,
- to engage with diverse perspectives,
- to use quantitative reasoning,
- to understand the modes of inquiry of the major disciplines,
- to be aware of other cultures and times,
- to achieve insights gained through experience in thinking about ethical problems, and
- to develop the capacity for self-understanding.

In addition to these competencies, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units. (See Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates.)

The MiraCosta College General Education (MCGE) pattern (Plan A) for the associate in arts and associate in science degree includes the completion of three semester units each in Areas 1A and 1B, and three semester units each in Areas 2 through 6 for a total minimum of 21 semester units. Courses listed in two different areas (1–6) may be used to satisfy a requirement in one area but not both. A course listed in any area (1–6) may satisfy both a general education and a major or area of emphasis requirement.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the associate degree and philosophy of general education. The CPC ensures all general education courses at MiraCosta College fulfill the universal criteria set forth in Board Policy 4025 as well as the discipline-specific criteria outlined below. The general education course approval process is detailed in the Courses and Programs Committee Handbook.

Specific courses within the MCGE pattern program at MiraCosta College fulfill the following criteria as related to their area of specialty:

1. Area 1—English Composition, Oral Communication, and Critical Thinking (minimum 6 units), including the following:
  - Area 1A—English Composition (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and include both expository and argumentative writing.
  - Area 1B—Oral Communication and Critical Thinking (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
2. Area 2—Mathematical Concepts and Quantitative Reasoning (minimum 3 units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
3. Area 3—Arts and Humanities (minimum 3 units). Courses in the humanities study the cultural activities and artistic expressions of human beings. These courses develop students'
  - awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation;
  - aesthetic understandings; and,
  - ability to make value judgments.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Area 4—Social and Behavioral Sciences (minimum 3 units). These courses focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They also stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology,



and related disciplines.

5. Area 5—Natural Sciences (minimum 3 units). These courses examine the physical universe, its life forms, and its natural phenomena. They help students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Area 6—Ethnic Studies (minimum 3 units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within ethnic studies:

- Black Studies, African American Studies, Africana Studies
- Native American Studies
- Chicano/a/x Studies, Latino/a/x Studies, La Raza Studies
- Asian American Studies

Students may satisfy the requirements for any ~~MiraCosta College general education~~ **MCGE** area (1-6) through submission of an official transcript that demonstrates the completion of one of the following:

- A course at another California community college approved for the same general education area.
- A course at an institution accredited by **an agency recognized by the U.S. Secretary of Education** ~~a nationally recognized accrediting agency~~ in a comparable general education area.
- A comparable course at an institution accredited by **an agency recognized by the U.S. Secretary of Education** ~~a nationally recognized accrediting agency~~.

As an alternative to completing the ~~MiraCosta College general education~~ **MCGE** pattern (~~Plan A~~), students may satisfy ~~a~~ the general education requirement for an associate degree at MiraCosta College through completion of the ~~CSU-GE (Plan B) or IGETC (Plan C)~~ **California General Education Transfer Curriculum (Cal-GETC)** ~~certified general education~~ pattern or a bachelor's or an associate degree from an institution accredited by **an agency recognized by the U.S. Secretary of Education** ~~a nationally recognized accrediting agency~~. (See Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates.)

Students who have completed courses at MiraCosta College prior to the implementation of ~~Plan A~~ **the MCGE pattern** in fall 2011 may use that coursework to meet the ~~Plan A MCGE category~~ **subject area** requirements if the course is approved

for ~~Plan A~~ **MCGE** in the catalog year under which they are petitioning for the degree.

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Effective Date: 2/9/10, 6/15/10, 4/19/11, 4/16/12, 8/13/13, 9/1/15, 6/17/21, 4/04/24

Periodic Review: 5/18/23

Reference Update: 11/14

Title 5, §§55060,

55061

ACCJC Standard 2.1, 2.3

34 Code of Federal Regulations Part 602

CCLC Update: #14, 2/08; #25, 11/14

Steering: CPC / AS

DRAFT

## ADMINISTRATIVE PROCEDURE 4025B: Philosophy and Criteria for the Baccalaureate Degree

### Baccalaureate Degree

Students graduating with a baccalaureate degree from MiraCosta College shall possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. This depth will be provided through the completion of at least 24 lower-division and 34 upper-division semester units in the major. The college catalog will clearly differentiate upper-division and lower-division coursework.

Upper-division courses will be open only to students enrolled in the baccalaureate degree program.

- A. Upper-division courses will require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.
- B. Upper-division courses will typically have prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations.
- C. Upper-division courses may encompass research elements, workforce training, apprenticeships, internships, practicum, or capstone projects.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

### Lower-Division General Education

Students in the baccalaureate program must complete 37-to-41 semester units of lower-division general education as part of the lower-division course requirements for the baccalaureate degree. Students may satisfy this requirement by completing one of the following:

- A. The California **General Education Transfer Curriculum (Cal-GETC) pattern**. ~~State University General Education (CSU-GE) Breadth pattern (Plan B)~~
- ~~B. The Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C).~~
- B. A bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.

Students enrolled in the baccalaureate program who have not completed a lower-division general education pathway the ~~CSU-GE or IGETC pattern~~ must complete **all** any remaining **Cal-GETC subject area requirements**.

Placement of courses on **Cal-GETC** ~~CSU-GE and IGETC~~ **is determined through an annual joint review conducted** governed by the California State University (CSU) and University of California (UC). and will be in accordance with ~~CSU and UC transfer submission and acceptance policies~~. **Subject area course requirements and approval criteria are published on the Intersegmental Committee of the Academic Senates (ICAS) website.**

~~Lower-division general education courses for the baccalaureate degree will fulfill the following criteria related specifically to the designated~~ **Cal-GETC** ~~CSU-GE or IGETC subject area:~~

A. ~~Area 1, English Communication~~ **Area 1, English Communication** ~~CSU-GE Area A, English Language Communication & Critical Thinking; IGETC Area 1, English Composition~~

~~Courses emphasize development of students' communication and reasoning skills. These areas require coursework in communication in the English language, to include both oral and written communication. Critical thinking courses will develop the students' abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.~~

B. ~~Area 2, CSU-GE Area B4 and IGETC Area 2, Mathematical Concepts and Quantitative Reasoning~~

~~Courses will be designed so that students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.~~

C. ~~CSU-GE Area C and IGETC Area 3: Arts and Humanities~~

~~Courses will cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination. Courses will encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance from Western and non-Western perspectives. Activities may include participation in aesthetic, creative experiences. Courses that primarily focus on skill development will be excluded.~~

D. ~~CSU-GE Area D and IGETC Area 4: Social and Behavioral Sciences~~

~~Courses provide students with the understanding that human social, political, and economic institutions and behavior are inextricably interwoven. Courses will ensure that students have the opportunity to develop understanding of the perspectives and methods of the social and behavioral sciences. Courses will help students gain an understanding and appreciation of the contributions and perspectives of men, women, and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies.~~

~~E. CSU-GE Area B1-3, Scientific Inquiry & Quantitative Reasoning; IGETC Area 5, Physical and Biological Sciences~~

~~Courses will develop the student's knowledge of scientific theories, concepts, and data about both living and nonliving systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems associated with human inquiry.~~

~~F. CSU-GE Area E: Lifelong Learning and Self-Development (CSU Only)~~

~~Courses in this area are designed to equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Courses will draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives.~~

~~G. CSU-GE Area F and IGETC Area 7: **Area 6**, Ethnic Studies~~

~~Courses shall have the following course prefixes: African American, Asian American, Latina/o American, or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses that are approved to meet this requirement shall meet at least three of the five ethnic studies competencies. These competencies can be found on the CSU General Education Breadth Requirements website.~~

Successful completion of the CSU-GE or IGETC **Cal-GETC** general education patterns will be in accordance with CSU-GE or IGETC **the following Cal-GETC** certification guidelines: that include the following:

- ~~1. Each course completed in CSU-GE Area A and B4 must be completed with a "C" or a "P" or better.~~
- ~~2. Each course completed on IGETC must be completed with a "C" **or better**, or a "P" or better.~~
- ~~3. Courses listed in two different **subject** areas may be used to satisfy a requirement in **only** one of the area but not both areas.~~
- ~~4. All **subject** areas **requirements** of the CSU-GE or IGETC pattern must be fully completed.~~

Students may request CSU-GE or IGETC **Cal-GETC** certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

Coursework from other institutions accredited by an agency recognized by the U.S. Secretary of Education will be approved to meet ~~CSU-GE (Plan B) or IGETC (Plan C)~~ **Cal-GETC** requirements according to the following ~~CSU-GE and IGETC~~ certification guidelines:

- A. A ~~CSU-GE or IGETC~~ **Cal-GETC**-approved course in the same **subject** area at another California community college.
- B. A course comparable to an approved MiraCosta College course on ~~CSU-GE (Plan B) or IGETC (Plan C)~~ **Cal-GETC** or a course on another California community college ~~CSU-GE or IGETC~~ **Cal-GETC** pattern.
- C. A lower-division course that meets the ~~CSU-GE or IGETC~~ **Cal-GETC subject** area criteria.
- D. An upper-division course that is determined comparable by faculty to a lower-division ~~CSU-GE or IGETC~~ **Cal-GETC**-approved course.
- E. Prior completion of **a lower-division** ~~the CSU-GE or IGETC~~ general education ~~pattern~~ **pathway** for a bachelor's degree at any CSU or UC.

**Courses listed in multiple subject areas may be used to satisfy a requirement in only one area. However,** a single course may be used to complete both a general education requirement and a lower-division major requirement. one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.

### **Upper-Division General Education**

Students in the baccalaureate program must complete nine semester units of upper-division general education as part of the upper-division course requirements for the baccalaureate degree. Upper-division general education courses will enhance the foundational knowledge gained by students through the completion of the lower-division general education program. ~~The~~ **F**urther development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

- A. Students will be provided with an upper-division general education curriculum designed to be:
  - 1. An integrative learning experience that makes connections among the disciplines.
  - 2. Intentional, engaging, and meaningful.
  - 3. Contextualized to the major and global workplace.
- B. Courses will be offered in at least two disciplines outside of the biomanufacturing major.

- C. At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.
- D. Courses will be open only to those students enrolled in the baccalaureate degree program.
- E. Comparable upper-division courses from other institutions accredited by an agency recognized by the U.S. Secretary of Education may be used to satisfy upper-division general education requirements.

The CPC determines which courses can be used for upper-division general education to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

**MiraCosta Community College District**

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Effective Date: 4/8/16, 10/4/18, 6/17/21, 5/16/24  
References: Title 5, §§55009, 55060 et seq  
34 Code of Federal Regulations Part 602  
ACCJC Standards 2.1, 2.3  
CCLC Update: --  
Steering: CPC / AS



To offer a directed-study course, the department must have a course titled “Directed Study” listed in the catalog.

Directed-study courses provide an opportunity for students to pursue a special area of interest ~~in order~~ to achieve specific goals beyond the scope of existing courses offered at MiraCosta College.

Students enrolled in a **directed study** work independently and interact directly with an instructor of record on an individual basis and as prescribed by the **Directed Study Agreement**, which is a learning contract developed collaboratively with the instructor; approved by the instructor, department chair, and appropriate dean; and submitted to the Admissions and Records Office by the add-deadline date for the class session.

### General Regulations

- A. The maximum number of units of directed-study credit that may be applied toward a degree is three (3) **semester** units.
- C. Directed-study units may apply toward the student’s degree; they will not, however, fulfill general-education requirements.
- D. Special activity or project-type work may constitute a directed study.
- E. Directed-study courses may not substitute for credit by examination.
- F. Directed-study courses may not be offered in place of courses listed in the catalog.

### Academic Standards

Academic standards for directed-study courses are the same as those applied to other credit courses at MiraCosta, including the following:

- A. Units and required hours are Carnegie-standard compliant.
- B. Course content represents the specific body of knowledge the course will cover.
- C. Performance objectives emphasize critical thinking about the content of the student’s individualized study.
- D. Assignments are used as appropriate to promote student mastery of the course objectives.

## Instruction

- A. Students enrolled in directed-study courses have the same access to the instructor that students enrolled in traditional credit courses have, in addition to regularly scheduled office hours. The instructor's consultation schedule is included in the Directed Study Agreement.
- B. The directed-study instructor is qualified to provide service in that capacity during the period in which that service is rendered.
- C. The instructor is responsible for the following:
  - 1. Assisting the student in developing the Directed Study Agreement, which includes identifying the following:
    - a. Course content
    - b. Number of units and hours of study required
    - c. Performance objectives
    - d. Work product(s) to be evaluated.
  - 2. Providing orientation, guidance, and information regarding course-content materials and services for the student as soon as possible subsequent to **after** the student's official enrollment in the course.
  - 3. Supervising, controlling, and evaluating the course and the enrolled student.

## Student Progress

- A. The instructor measures the student's mastery of the directed-study's performance objectives using the same standards of achievement as those used in other MiraCosta credit courses.
- B. The methods of evaluation, including the work product(s) to be evaluated and the certification of adequate and proper progress toward accomplishment of course objectives, are identified in the directed-study agreement.

## Limits on Enrollment

- A. Instructor, department chair, and instructional dean approval is required.
- B. Student must have previously successfully completed twelve (12) **semester** units of college work with at least a 3.0 grade-point average
- C. May be taken for a total of three (3) **semester** units.

Effective Date: 4/6/10, 4/8/16, 6/17/21  
Periodic Review: 5/24/11, 4/14/15, 5/18/23  
References: Title 5, §§55230 et seq.  
CCLC Update: #14, 2/08  
Steering: CPC / AS

DRAFT

## Senate Governance Responsibilities

Faculty Elections  
- early spring

Committee Assignments  
- mid spring

Office Assignments  
- late spring

## Senate Priority: Student Centered Scheduling

2/6 - Time Blocks & Goals - hear from the Office of Instruction about new time blocks and about mid to long-term goals for student centered scheduling

2/20 - **Scheduling Summit; short AS Meeting**

3/6 - Defining and Evaluating a Program - a discussion of program management as it relates to institutional planning and student access/success

4/3 - Classroom Standards Planning - a discussion of the technology and design of classrooms and how planning for classroom standards may support teaching & learning and meet scheduling needs

4/17 - Prof. Development Planning - a discussion of areas faculty can further develop to teach in the new calendar & scheduling paradigm, including planning for the new post-Fall Monday FLEX day

5/1 - Educational Futures Plan - hear updates from the taskforce

5/15 - Online Ed Plan - hear updates from MOE

## Senate Work

Curriculum, Outcomes Assessment, and Program Review - new systems & timelines

Ongoing action, Resolution 1-25: Artificial Intelligence in Teaching and Learning

AP 7160 Professional Development  
AP 4240 Academic Renewal

Revisit Cameras On/Off Guidelines for synchronous coursework

Online Teaching Certification/Recertification

AS budget planning, credit union account

Faulty survey, AS meeting days/times

A meaningful discussion with each Academic Senate Subcommittees that will inform the AS Annual Report

## Issues

- Burden Free Cost Materials
- New Accessibility Standards
- Common Course Numbering
- Academic Freedom / IP Rights
- Professional Development (Title 5 & local changes)