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AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing for Meetings
 - A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 03/04/22.*
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of March 4, 2022
 - B. BP 3570 Tobacco-Smoke-Vapor-Free Campus
Description: *This is a periodic review of this BP. No changes were required.*
 - C. Approve AP 4236 Advanced Placement Credit - Bonds
Description: *Legally required sentence added.*
- VII. Reports
 - A. Academic Senate President – *Lara*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Siebelink*
 - E. Redesigning the Student Experience – *Ha*
 - F. Accreditation – *Lara*

VIII. Old Business

A. Chancellor's Office Guided Pathways Scale of Adoption Assessment Report – *Lindstrom* **(Time Certain 9:40am)**

Description: *MCC is required to submit a yearly "Scale of Adoption Assessment" (SOAA) report to the Chancellor's Office concerning the status of its Guided Pathways restructuring effort. The report must be approved by both the Academic Senate and College presidents. The deadline is March 30, 2022. A draft of the assessment was presented to the Academic Senate for initial feedback on February 4th. The final version is present today for approval.*

IX. New Business

A. AP 4230 Grading and Academic Record Symbols - *Bonds*

Description: *The CCLC template includes the definitions, so the AAC added them to the AP so it is more comprehensive and better aligned with the CCLC template.*

B. BP 4230 Grading and Academic Record Symbols - *Bonds*

Description: *The CCLC updated this policy to reflect additions to Title 5 requiring districts to ensure that students' academic records clearly annotate credit earned through examinations, such as IB, CLEP, and AP, as well as for successful completion of other prior learning experiences. (Title 5 Section 55052.5)*

C. BP 4235 Credit for Prior Learning - *Bonds*

Description: *The CCLC updated this policy to reflect additions to Title 5 requiring districts to grant students credit for satisfactory completion of International Baccalaureate or College Level Examination Program examinations and requiring districts to ensure that students' academic records clearly annotate credit earned through such examinations. (Title 5 Section 55052.5)*

D. Applications for Advancement on the Salary Schedule - *Munshower*

Description: *Twelve (12) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continue professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a first read.*

E. Applications for Altering an Approved Proposal – *Munshower*

Description: *Two (2) faculty members have submitted applications for Altering a previously Approved Proposal. SAC has reviewed the applications and brings them to AS for a first read.*

X. Information/Discussion

A. FACCC Legislative Updates – *Brill-Wynkoop* **(Time certain 10:30am)**

Description: *Wendy Brill-Wynkoop, FACCC President, will present a brief update on the pertinent bills introduced this legislative session. She will also share opportunities for faculty to get involved in the state advocacy process.*

B. ASCCC Area D Meeting and Resolutions Packet – *Lara*

Description: *The [ASCCC Area D meeting](#) will be held via [zoom](#) on Saturday, March 19, 2022, from 10am – 3:00pm. All senators and faculty are welcome to attend this free event. Statewide updates will be provided, and the initial resolutions packet will be discussed in preparation for spring plenary in April.*

XI. Senator Reports

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

XII. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Further, the passage of AB 361 allows for the continuance of conducting meetings remotely. Therefore, meetings will continue to be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. 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 1-800-735-2929 or 1-800-735-2922.

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 <http://www.miracosta.edu/governance/academicsenate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.

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

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

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

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

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

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

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

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

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

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

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



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Kumeyaay and Ipai peoples. In addition, we want to pay respect to elders, both present and past, the respected keepers of history, wisdom, culture, and knowledge. The meeting was called to order at **9:02am**.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Others present: Denise Cruz-Salazar, Ashley Gerdo, Thao Ha, Edward Pohlert, Transition Program Students – Kelvin, Paula Dubose, and Ricardo

I. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361

The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

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

II. Persons Wishing to Address the Senate

None.

III. Changes to Agenda Order

None.

IV. Consent Calendar

A. Approve Minutes of the Regular Meeting of February 4, 2022

B. Ratify Updates to the Faculty Committee Assignments for AY21-22

C. Curriculum

Description: *Every year the Courses and Programs Committee (CPC) reviews curriculum and submits it to Academic Senate for approval in multiple parts. Part III is a smaller packet and contains mostly courses that have been modified.*

D. Materials Fee

Description: *The materials fee list is updated every year to reflect any changes to materials fees in the fall when curriculum is approved. There were no changes this year.*

The consent calendar was approved by unanimous consent.

V. Reports

A. Academic Senate President

Academic Senate President, Luke Lara, noted it is Women's History month and International Women's Day on Tuesday. Lara sent an email earlier in the week on behalf of the Commencement Committee announcing Grad Fest and requesting faculty volunteers. Commencement will be in person this year but there will be additional activities on Wednesday, April 20th and Thursday, April 21st from 10am to 2pm on the 20th at SAN and on the 21st at the OC. April 22nd will be the Stoleabration. Contact Terrence Shaw to volunteer. The email contained a second request for a student speaker and poet. Students can apply through Engage. At the next AS meeting in March, Wendy Brill-Wynkoop with the Faculty Association of the California Community Colleges (FACCC) will make a presentation regarding legislation practices and

advocacy. There has been more legislation regarding community colleges and there is a need to be better advocates for our needs. Thanks to Yoshi Hayashi and Helena Westra for the amazing art display called *Place Within* at the Blue Gate Gallery, building 2100. The art of Olivia Prior and Summer Paa'ila-Herrera Jones is displayed. Lara purchased #5: *Traditions We Carry* which will be displayed in the Academic Senate Office. The exhibit runs through March 16th. Thanks to Robin Allyn for an amazing job with the new AS Newsletter. The ASCCC Area D meeting is preparation meeting a few weeks prior to Spring Plenary. It is a free event and will take place on Saturday, March 19th from 10am to 3pm. Senators and faculty are highly encouraged to attend. Acknowledged 14 faculty who were approved for tenure and congratulations to them and all others who are moving forward in the tenure process.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, called in from a countywide retreat which is an extension of the work being done at MCC around inclusion and equity. One million San Diegan's who cannot make ends meet are able through education and skills training to access good jobs that are family-sustaining and to help them live in San Diego County. Dr. Cooke welcomed back all who have returned to campus this week noting it is wonderful to see students being active and the college offering services. The college is working with legal carefully regarding Brown Act groups and one of the decisions concerns masking. The college has always taken a safe and sustainable approach at MCC. SD County is still higher in Covid cases than expected. There is a mini spike in cases as a result of unmasking. Communication will be made very clearly. They are very busy with the Futures community this week. New members got an accelerated training. Year-long futurists met all Wednesday afternoon to discuss planning about technology, education, equity, and staffing; focusing on students and embedding that in the plans.

C. Classified Senate

CS Vice President Ingrid Philips was not present. As the AS representative on CS, Robin Allyn reported CS will have classified professional development week, Monday through Wednesday, during spring break. They are scheduling Padres games and CS brings the entire campus together with these events. All faculty are encouraged to participate in these campus-wide events.

D. Associated Student Government

ASG VP for the CLC, Denise Cruz-Salazar reported on behalf of ASG Executive Vice President, John Siebelink. ASG had a great week of welcome to students back to campus. ASG is still meeting online and having discussions about meeting in person. The CLC is having a free laundry day and free showers for students on March 8th. ASG is reviewing their resolutions.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, reported that on Monday, March 7th at 3pm, there will be a Zoom workshop regarding student mentoring and advising. The goal is to create a structure to have faculty advisors and classified staff to be advisors as well, in order to mentor students. They are in the designing phase and looking at a couple of models and best practices. Monday will be the first part of that conversation. There is a boundary they don't want to cross over into the Counselor's work. They are asking what is the PD and learning that will be required. Advising student early about careers, personal life, and classroom strategies. A second workshop on academic maps will occur on Wednesday, March 30th from 3 to 4pm to advance academic maps to a 2.0 version. They will think about how to get students to know about the academic maps and how to improve them to help guide students along their pathway. The guided pathways leads have approached several governance committees to discuss the scale of adoption assessment and facilitate discussion on how to institutionalize the work with GP. Each committee will work on how they can adjust their policies and practices based on the best practices in the scale of adoption. They will also meet on March 9th with ACP Success team members to review the SOAA. Faculty were reminded to review their program academic maps and if there was any outdated information or missing maps, they should contact either their Instructional Faculty Liaison, Luke Lara, Thao Ha, Cindy Dudley, or Zhenya Lindstrom to initiate an update.

F. Accreditation

Luke Lara attached his accreditation report to the agenda. Institutional standard 4 has been brought to Senate and will present at the next meeting or first meeting in April as they begin to write to the evidence.

VI. Old Business

A. Approve Recommended Changes to AS Bylaws and AS Rules

In accordance with Article 3.H of the AS Bylaws, a taskforce was formed to conduct the annual review of the AS Bylaws and AS Rules. There are several recommend changes impact both documents. The agenda had linked

document with a summary of changes. This was a second read.

MSU (Safaralian / Warren) to approve the recommended changes to the AS Bylaws and AS Rules as presented.

VII. New Business

A. AS Goal #2 Taskforce Recommendations

The Academic Senate taskforce for Goal #2 provided a progress report with recommendations for the Academic Senate to consider scaling faculty data coaching efforts. The attached progress report was summarized. Four recommendations include: Train faculty in data coaching; Provide pedagogical interventions to respond to disproportionate impacts; Track the success rate of the participants; and, provide incentives to faculty participants. Discussion ensued around equipping coaches to help faculty within different disciplines, emphasis for online teaching, and having a strong focus on racial literacy and racial equity.

VIII. Information/Discussion

A. Transitions Program Update

Dr. Pohlert, along with students and colleagues provided a history and update on the MiraCosta Transitions program. Serving incarcerated and formerly incarcerated students is core to the California Community Colleges' mission, critical to the Chancellor's DEI Call to Action, and closely aligns with the Vision for Success goal to reduce equity gaps among traditionally underrepresented student groups. The CCCCO Rising Scholars programs now reach and serve almost 20,000 justice-involved students both on campus and in prisons, jails, and juvenile detention centers throughout the state. MiraCosta College's [Transitions Program](#) was developed with a coalition of staff, faculty, and administrators utilizing cross divisional expertise with instruction and student services in 2021-2022. Tyrone Nagai, liaison for the program and Ashley Gerdo, Transitions Specialist were introduced. Pohlert introduced students Ricardo Sanchez, Kelvin Fleming, and Paula Dubose who shared their stories about their experiences as Transition Program students. Each was enthusiastic and praised the program and expressed their gratitude to Dr. Pohlert for his guidance and assistance. They further discussed the value of having peer mentors as transition scholars and how the program has positively impacted their academic journey. As well, they talked about memorable moments in the program that left an impression with them. The program is applying to the state for funding and asking for support from Academic Senate in the form of, perhaps, a statement of support. Although it is too late to enroll in cohort classes, students can still do an intake form and can benefit from all resources.

IX. Senator Reports

Delores Loedel mentioned that as one of the co-advisors for Phi Theta Kappa Dr. Cooke was awarded the Shirley Gordon Award; one of only 13 out of 617 presidents eligible for the award. Student, Jennifer Brava will receive the outstanding student award and Yessenia Balcazar will receive the Nevada California Faculty appreciation award. Attended latest CTE coffee hour with the ASCCC regarding competency based education. Announced the 2022 virtual event, Career and Noncredit Institute to be held May 12th to 14th. Zulema Diaz recommended a book, *Counterstory: The Rhetoric and Writing of Critical Race Theory*. She will be hosting a workshop with the author prior to spring break.

X. Adjournment

The meeting adjourned at 10:46am.

The MiraCosta Community College District superintendent/president is authorized to enact procedures as appropriate and permitted by law regarding a tobacco/smoke/vapor-free college environment.

Students, employees, and visitors to the campuses of MiraCosta College are permitted to use tobacco products and/or vapor-producing implements in their personal vehicles only. All other use of tobacco or tobacco products is prohibited, including the use of electronic cigarettes and vapor-producing paraphernalia.

Tobacco products and vapor-producing paraphernalia may not be sold at any campus site, and no tobacco-related or vapor-producing paraphernalia advertising or sponsorship shall be permitted on MiraCosta College property, at college-sponsored events, or in publications produced by MiraCosta College.

See Administrative Procedure 3570.

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

Course-to-course equivalency for AP examination is determined by the appropriate discipline faculty.

If the district does not offer a course similar in content to an AP examination, the district will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

A student's academic record will be annotated to reflect credit earned through an AP examination.

The district shall post its Advanced Placement Credit procedure on the MiraCosta College website and in the college catalog.



AS President's Report on 3/14/22 – Luke Lara

1. Chris Tarman, Dean of Research, Planning, and Institutional Effectiveness (RPIE), presented the updated MiraCosta College Student Success Metrics for the ACCJC [Institutional Set standards](#) at College Council on 3/10/22. Of note is that the Institution-Set Standards are a “floor” and represent 90% of the 3-year average, ending in the year prior to the most currently reported year (except in the course completion and bachelor’s degree categories). The Stretch Goal represents 15% higher than the 3-year average.
2. At College Council on February 24 and March 10, we discussed proposed changes to the Governance Manual evaluation process. The most notable change was to amend the timeline and extend the process to every three years, including annual reflections by committees on their charge and composition to look for areas of improvement. The AS engages in an annual review of our Bylaws and Rules, as well as goal setting. [AS Rules, section P.8](#) has required all AS Subcommittees to annually reflect on their charge and goals and report to AS by April. Lastly, we discussed the survey instrument that will be deployed this spring. The [current Governance Manual](#) will be updated soon with the changes approved on 3/10/22 and all faculty should expect to receive governance survey soon after spring break.
3. Academic Senate Elections Status – There are five Associate Faculty running for two open Associate Faculty Senator positions. The Elections brochure is available at the top of the [election information page](#). Voting is occurring through March 17. Congratulations to Curry Mitchell, who will serve as the VP for a 1-year term. Also, congratulations to Angela Beltran-Aguilar and Shawn Firouzian for being elected to 2-year terms as full-time faculty Senator positions. We are still in need of two additional full-time faculty senators. The elections workgroup will announce a special election to take place immediately after spring break.
4. Full-time faculty, the Office Derby is coming your way. If you are hiring a new faculty member or if you want to change offices yourself, you will need to pay attention to the email I’ll send out after spring break with instructions according to the [office assignment procedures](#). Current [Office Inventory / Assignments for 2021-2022](#) are listed on the AS website.
5. All faculty – the great Committee Call will be sent out in early April. Full-time faculty, whether you are considering joining a new committee or staying with your current committee, you will need to respond to the Committee Call survey. We thank you in advance 😊. Associate faculty are also welcome and encouraged to express interest in serving on committees

Accreditation Report on 03/18/22 – Luke Lara

In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation.

The following is a **draft** of **Institutional Standard IV.A Decision-Making Roles and Processes** (as of 3/18/22)

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

MiraCosta college leaders create and encourage innovation leading to institutional excellence. Administrators, faculty, classified professionals, and students are supported in taking initiative for improving the practices, programs, and services in which they are involved. Systematic participation processes are used to assure effective planning and implementation of ideas for improvement that have policy or significant institution-wide implications. This is evidenced by manuals, policies, and meeting minutes.

Analysis and Evaluation

The **MiraCosta College Mission, Vision, Commitment, and Values Statement** and **Long-term Planning Framework 2020-2026** contains 10 distinct categories of values that guide the College. The values of Excellence, Innovation, and Sustainability and Stewardship provide evidence of the emphasis and commitment to innovation, while the value of Mutual-Respect, Community and Student-Centeredness demonstrate the commitment to the broad inclusiveness of institutional processes (see highlighted sections). Broad community input in planning process and specific constituent roles are codified in **BP and AP 2510 Collegial Governance and Participation in Local Decision Making** and the **governance manual**. MiraCosta College operates through four District-wide committees (BPC, OAC, IPRC, and SSC) and four constituent group committees which include the Academic Senate, Classified Senate, Administrators Committee, and Associated Student Government. The flow of information and input through these committees and constituent group committees up through College Council to the Board of Trustees is documented and understood. Committee agendas and minutes are broadly distributed across the college through email, members of the college community can attend, and any member of a committee may add agenda items to the meeting.

The following are several examples of innovation that has been brought through the governance process:

- Guided Pathways-College council minutes,
- A resolution to support the development of an Ethnic Studies program and department was brought to the Academic Senate by two faculty in January 2021. The resolution was adopted in March 2021 (see highlighted agenda and minutes for 2-21-19).
- Futures – BOT minutes from Feb or March 2020; invitations.
- The Guided Pathways Design Team of over fifty faculty, administrators, classified professionals, and students developed a proposal for an integrated academic support structure called the Academic and Career Pathways Success Team. This proposal was brought to College Council (see highlighted minutes for 3-12-20) and other committees, including Academic Senate (see highlighted minutes for 3-13-20).

MiraCosta College has a rich history of collegial consultation and governance processes, structures, and communication methods have been modified over the years to ensure transparency and to invite participation.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

MiraCosta College ensures that administrators, faculty, and classified professionals are authorized to participate in decision-making processes, while also fostering student participation. Student involvement in campus governance processes is defined for matters that have a direct impact on students. These roles and processes are evidenced by board policy, administrative procedure, the governance manual, and meeting minutes.

Analysis and Evaluation

MiraCosta college has a long and rich history of collegial governance with broad participation across all constituent groups. As can be seen in the highlighted sections, **BP and AP 2510 Collegial Governance and Participation in Local Decision making** and **BP and AP 3250 Institutional Planning** demonstrate through written policy and procedure that there are provisions for faculty, administrators, classified professionals, and student participation in college decision-making process. **BP and AP 5400 Associated Students Organization** emphasize the consideration of student views in those matters in which students have a direct and reasonable interest. The Governance Manual along with the policy and procedure detail the way individuals engage in the framework of the College's committee structures to bring ideas forward that eventually arrive before the College Council for recommendation to the CEO, and then the Board of Trustees (BOT). Section E.3 of **AP 2410 Board Policies/Administrative procedures**, states, "Any employee or student may initiate a review of an existing BP or AP or request development of a new BP or AP by submitting an agenda request to the representative committee, districtwide committee, district advisory, or working conditions committee to which the BP or AP has been routed." Active student participation and dialogue are encouraged in all governance committees. Student reports are standard procedure for student representatives on committees, such as the Academic Senate and the College Council, as well as the student trustee report given at each BOT meeting (see highlighted section of **Board of Trustees Meeting Minutes, November 18, 2021; College Council Meeting Minutes, December 16, 2021; Academic Senate Meeting Minutes, November 5, 2021**). Each representative group assigns constituent members to governance and other districtwide committees, or other college taskforce, workgroups, and advisory groups (e.g., Guided Pathways, Accreditation, etc.) as set forth in the highlighted sections of the Governance Manual. MiraCosta College ensures through policy and procedure that all representative groups, utilize collegial governance processes including districtwide committees, taskforce, workgroup, or advisory groups and informal dialogue to bring forward ideas for college innovation and improvement.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

At MiraCosta College, both administrators and faculty are active participants in institutional decision making and have a substantive and clearly defined role and exercise a substantial voice in policies, planning and budget as established in board policies and administrative procedures and evidenced by committee membership rosters and minutes.

Analysis and Evaluation

BP and AP 2510 Collegial Governance and Participation in Local Decision Making and the **Governance Manual** outline the roles and responsibilities of faculty and administrators in collegial governance. **BP and AP 3250 Institutional Planning** recognizes both faculty and administrators, along with classified professionals and students, as participants in planning decisions related to educational, human, physical, technology and financial resources through a broad-based, comprehensive, systemic, and integrated planning process. Committees, such as the Budget and Planning Committee, Institutional Program Review Committee, Outcomes and Assessment Committee, and the Long-term Planning Workgroup are co-chaired by an administrator and a faculty member. The membership of each of these committees include substantial representation by both faculty and administrators as can be seen in the highlighted sections (need membership rosters). The College Council, which serves as the penultimate governance group and is chaired by the superintendent/president, is composed of the chairs of the district-wide committees and leaders of each of the representative committees. The College Council routes governance issues to the appropriate committees for consideration. The routing of issues, many expressed as BPs and APs, helps to minimize the encroachment, and overlap of decision making. Planning and budgeting, specifically, have been co-routed to the Budget and Planning and Institutional Program Review Committees, and their work is largely codified in **AP 3250 Institutional Planning**. Using these policies and procedures, the College has recently updated the Educational Master Plan 2020/2021 (see highlighted section of Academic Senate minutes, 11-05-21; Administrators Committee minutes, 12-16-21; Board of Trustees agenda, 1-27-22). MiraCosta College has a well-defined and well-functioning governance structure that involves administrators and faculty as well as the voices and perspectives of classified professionals and students. As outlined in Standard IV.A.1, the College has a clear process for the consideration of governance issues, including the development or modification of institutional policies, as well as recommendations related to planning and budget development.

4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

At MiraCosta College, both faculty and administrators have responsibility for recommendations regarding curriculum, student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes. This is evidenced by the following documents.

Analysis and Evaluation

Through clearly delineated roles, processes, committees, structures, and policies, MiraCosta faculty and administrators have responsibility for recommendations regarding curriculum and student learning programs and services, including for the biomanufacturing baccalaureate program. **BP and AP 2510 Collegial Governance and Participation in Local Decision Making** and **BP and AP 4020 Program and Curriculum Development** identify program and curriculum development as academic and professional matters under the purview of the Academic Senate. The roles within the collegial governance processes are codified in **BP and AP 2510 Collegial Governance and Participation in Local Decision Making** as well as the **Governance Manual**. These processes regarding curriculum and student learning programs and services are initiated by faculty and submitted for review, discussion, and approval to the Institutional Program Review Committee (IPRC), Academic Affairs Committee (AAC), Courses and Programs Committee (CPC), and Outcomes and Assessment Committee (OAC); all these committees are primarily comprised of faculty and administrators, and include student and classified professionals, which illustrates the collaborative nature of the process. The Vice President of Instructional Services is an integral member of Academic Senate subcommittees AAC and CPC as are deans. **AP 4021 Program Discontinuance** details the process to examine program viability. This approach, led by the Academic Senate, is collaborative in that the viability taskforce is comprised of faculty and administrators.

The Courses and Programs Committee (CPC) is charged with reviewing and making recommendations about all matters related to the College's curriculum; the Outcomes Assessment Committee (OAC) is charged with reviewing and commenting on student learning outcomes for courses. These two committees and several other governance and advisory committees made up of faculty and administrators are also charged with specific aspects of curriculum and student learning programs and services.

Advisory committees responsible for addressing issues and making recommendations related to student learning in all programs and services include the following:

- Dual Enrollment Advisory Committee
- Extended Opportunity Programs and Services/ Cooperative Agencies Resources for Education (EOPS/CARE) Advisory Committee
- Financial Aid Advisory Committee
- Guided Pathways Coordinating Group
- Honors Scholar Program Advisory Committee
- Institutional Program Review Committee
- International Education Advisory Committee
- MiraCosta Online Educators Committee
- Perkins Plan Advisory Committee
- Student Accessibility Services (SAS) Advisory Committee
- Student Conduct and Police Advisory Committee
- Service Learning Advisory Committee
- Student Services Council
- Strong Workforce Advisory Committee
- Technology Advisory Committee
- Transfer Center Advisory Committee

The Program Review Process Flowchart and Timeline outlines the annual program review process that features the directed, intentional responsibility of both faculty and academic administrators (deans, specifically) to review the performance of student learning programs and services.

BP and AP 3250 Institutional Planning detail the roles of all constituent groups, including faculty and administrators, in the integrated planning documents and program review processes. The Budget and Planning Committee (BPC) serves in an advisory capacity on the integration, development, and evaluation of institutional plans and budget planning priorities.

MiraCosta College ensures both faculty and administrators have responsibility for recommendations regarding curriculum, student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Through a system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations as evidenced by manuals, policies, and meeting minutes.

Analysis and Evaluation

BP and AP 2510 Collegial Governance and Participation in Local Decision Making establishes the roles for each constituent group in governance matters. It codifies the role for the major constituent bodies such as Academic Senate (faculty), Classified Senate (classified professionals), Administrators Committee (Administrators) and the Associate Student Government (Students). The accompanying governance distinguishes matters of governance from those that are operational or working conditions. It also identifies the six major governance groups and how information flows from those committees through constituent groups and finally to the CEO or board. College Council is the penultimate governance group that reviews all governance matters as they are being recommended to the BOT. Each committee has a charge and composition that is regularly reviewed and is communicated on the college website (link url). An example of recommendations that originate from Academic Senate committees include curriculum recommendations which are made multiple times per year (MINUTES OF BOT WHERE CURRICULUM IS REVIEWED). Another example is the annual program review recommendations prioritized by BPC and recommended to the CEO which is then considered and accepted, and final notice is given to the college regarding those items that will move forward to be funded in the following budget cycle (PRES LETTER TO CAMPUS ABOUT PROGRAM REVIEW FUNDS). BPC consists of 16 members of the college community including faculty, classified professionals, administrators, students. Finally, minutes of BOT meetings indicate that plans such as the **long-term planning framework** (March or April 2020) and the **educational master plan** (1/2022) after broad input and approval by committees and constituent groups are approved by the BOT. Finally, since March of 2020 large numbers of individuals representing all constituent groups and broad areas of the college have been involved in gathering to quickly review information and provide input into planning related to the Covid-19 pandemic. This was the case when we could gather physically prior to the Governor's lock down and also as we were contemplating Return2Campus. A broad group of people (regardless of title) were gathered as we contemplated schedule development and a slow, steady, and sustainable return to campus. Minutes of these meetings were disseminated to all college employees to ensure that diverse input was sought in the meetings and that transparency was valued across the college (ALL SITE EMAILS FROM SUNNY ON RETURN2CAMPUS)

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution as evidenced by manuals, policies, meeting minutes, and all site-emails.

Analysis and Evaluation

BP and AP 2510 Collegial Governance and Participation in Local Decision Making codify the roles for constituent groups in governance matters. The accompanying governance manual articulates the processes and sequence of discussions involved. College Council ensures that board policies and administrative procedures are appropriately routed to those committees and groups that provide broad and diverse input for policy and procedure review. A document management system ensures the origination of that review and that subsequent steps for approval are followed as defined in the governance manual and steering grid. Recent examples of this kind of review include the passage of **BP 4030 Academic Freedom, AP/BP 4300 Field Trips and Excursions** and the educational master plan, which made their way through the steering process, to College Council and the BOT.

To ensure that the College's commitment to equity and racial justice are applied to our review of policies and procedures, a schematic to draw an equity lens to this work was created. It was first reviewed by College Council and then was referred to each constituent group for review and input and was finally adopted by College Council on 10/21/21. And is now housed on the Policy website as well as College Council website:

<https://miracosta.edu/governance/docs/policies-procedures-assessment-schematic.pdf>.

Each year, the CEO sends a message to college employees to draw attention to the many accomplishments of the year. In this message, she reports on outcomes of important college processes and efforts and this also includes a report on plans adopted, programs started, and policies updated. (ALL SITE EMAIL TO COLLEGE EACH SPRING)

Important information about the College and news stories can also be found on the NewsCenter site of the College's main webpage.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

Leadership roles and the College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure integrity and effectiveness. The results of these evaluations are widely communicated and the results of the evaluations are used as the basis for improvement.

Analysis and Evaluation

MiraCosta College has a long and rich history of collegial governance which is codified in board policy (BP2510), procedures (AP2510), and in the governance manual. Formal and informal assessments and feedback are used to determine integrity and effectiveness. The entire governance system is periodically assessed, and appropriate improvements are made. Additionally, individual governance committees are empowered to recommend improvements to College Council or to make necessary improvements within their committee structure and operations.

Formal evaluations of the governance system were completed in 2016 and 2017. Based upon the feedback from these evaluations, in spring of 2017 a taskforce was convened to review the feedback and recommend necessary changes (STREAMLINING GOVERNANCE DOCUMENT). After nearly two semesters of dialog and input from a variety of governance groups, the Streamlining Governance Report was approved by all constituent group committees (Academic Senate, Classified Senate, Administrator's Council, and Associated Student Government and College Council) in Spring of 2018. The recommendations in the report were then carried out through 2018 and 2019. Since this was a multi-year effort based upon assessments of the Governance Structure and effectiveness, further annual assessments were paused while the recommendations of the Streamlining Governance and Governance Manual could be implemented. The College's Governance Manual was updated in 2020 based upon input from representatives of all constituent group committees at College Council. One important change made in this update was a recommendation that arose from the Outcomes Assessment Committee (OAC) to College Council that the number of faculty on this committee be expanded from seven to nine to enable broader engagement in OAC work across ([5-16-19 COLLEGE COUNCIL MINUTES](#)). A SURVEY OF GOVERNANCE WILL BE CONDUCTED IN SPRING 2022. The governance manual and related documents and recommendations can be found on the College's Governance website.

The College has also assessed its governance processes specifically related to DEI and its commitment to equity and racial justice. Three such examples are described, below.

Under the Academic Senate's goal of Diversity, Equity, and Inclusion (DEI) during the 2017-18 academic year, an Academic Senate taskforce for DEI partnered with representatives from the Diversity, Equity and Cultural Competency subcommittee of Academic Senate to create a survey to distribute to governance groups. The survey consisted of prompts for governance committees to engage in conversation and reflection around DEI. Governance groups reported back to the Academic Senate in April and May of 2018 about how equity is woven throughout their work. (see highlighted sections of **Academic Senate Minutes, 4/20/18, 5/4/18, and 5/18/18**)

In 2021 the College adopted a formalized manner to ensure that an equity lens is applied to policy and procedure updates. The "Applying an Equity Lens to Policies & Procedures" schematic was developed following discussion at College Council, Academic Senate (see highlighted **agenda for 9/17/21**), Classified Senate (need minutes), and

Administrator's Committee (need minutes). After suggested modifications, the schematic was approved by College Council on 10/21/21 and exists on the college's governance website. It is used by governance committees to ensure this important lens is present to assist in interrogating systemic barriers.

The Academic Senate has nine subcommittees to support its charge of making recommendations on policy regarding academic and professional matters. The **Academic Senate Rules (section P.8)** require that all its subcommittees evaluate themselves and provide an annual report to the Academic Senate, especially around recommended changes in charge and scope. These reports typically happen during the latter part of the spring semester (see highlighted sections of **Academic Senate Agendas for 4/17/20 and 4/16/21**).

Courses shall be graded using the grading system established by Title 5 as follows:

Evaluative Symbols

Symbol	Definition	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Less than satisfactory	1.0
F	Failing	0.0
P	Passing (at least satisfactory)	
NP	No Pass (less than satisfactory or failing)	
SP	Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).	

Nonevaluative Symbols

Symbol	Definition
I	Incomplete
IP	In Progress
RD	Report Delayed
W	Withdrawal
MW	Military Withdrawal
EW	Excused Withdrawal

I – Incomplete: Incomplete academic work for unforeseeable, emergency, and justifiable reasons. The condition for the removal of the “I” shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress: The “IP” symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that

assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” symbol shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student’s permanent record for the course.

RD – Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

W – Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The “EW” symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.^[CD1]

The superintendent/president shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- A. Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- B. The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- C. Limitations on access to grade records and grade storage systems.
- D. Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- E. Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see Board Policy 3310, Records Retention and Destruction; Administrative Procedure 4231, Grade Changes; and Board Policy/Administrative Procedure 5040, Student Records.

Effective Date: 5/19/09, 6/21/18, 11/29/18

Periodic Review: 7/7/15

References: Title 5, §55023; §55024; ~~§55051~~; ~~§55052~~; §55052.5

CCLC Update: #32, 4/18, #39, 10/21

Routing: AAC / AS

DRAFT

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog and made available to students.

The grading system shall include a transcript notation for credit earned through successful completion of prior learning examinations, experiences, or assessments, pursuant to standards articulated in the District's administrative procedures and approved by the faculty in the appropriate discipline for which prior learning credit is earned.

See Administrative Procedure 4230.

DRAFT

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment **or examination**^[CD1]. The superintendent/ president shall establish administrative procedures to implement this policy.

The district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. The policy shall be posted on the college website and published in the college catalog.

See Administrative Procedure 4235.

DRAFT

SALARY ADVANCEMENT COMMITTEE
~ Spring 2022 ~
SAC Meeting 03/10/22
Academic Senate Meeting 03/18/22

**Summary of Applications for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

The Salary Advancement Committee reviewed all application at their regular meeting of March 10, 2022. The following determinations were made by the committee.

1. **BROWN, Darilyn:** Eligible to advance on the salary schedule. Coursework approved.
2. **GARCIA, Cyndy:** Eligible to advance on the salary schedule. Coursework approved.
3. **HAYEK, Laura:** Eligible to advance on the salary schedule. Coursework approved.
4. **HORNER, Amanda:** Eligible to advance on the salary schedule. Coursework approved.
5. **MacLEAN, Carolyn:** Eligible to advance on the salary schedule. Coursework approved.
6. **McMAHON, Sean:** Not eligible to advance on the salary schedule. Two of the three courses submitted were approved. MULT 101 was completed in 2016. Per the SA Handbook, coursework “must be submitted within five years of completion.” His application will be updated by HR to reflect this change in eligibility.
7. **MARISCAL, Eduardo:** Eligible to advance on the salary schedule. Coursework approved.
8. **NIEMANN, Lisa (Option 1):** Not eligible to advance on the salary schedule. Coursework approved.
9. **NIEMANN, Lisa (Option 2):** Not eligible to advance on the salary schedule. Coursework approved.
10. **PRESCOTT, JahB:** Eligible to advance on the salary schedule. Coursework approved.
11. **SCHARFF, Nate:** Eligible to advance on the salary schedule. Coursework approved.
12. **WILLIAMS, Edwina:** Eligible to advance on the salary schedule. Coursework approved.

Summary of Applications for Altering Approved Proposal

1. **McINTOSH, Daniela:** Alternate coursework approved to replace courses no longer be offered.
2. **PRESCOTT, JahB:** Alternate coursework approved to replace with courses more connected to teaching goals.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: _____

Date: _____

Dept: _____

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: _____

Department Chair Signature:  Date: 2/25/2022 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
				4	

2. Catalog description (Attach a photocopy or print-out)

13 semester units

Human Resources Use Only

Current Units: <u>36</u> Requested Units: <u>13</u> Total Units: <u>49</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input type="checkbox"/> Yes, eligible to advance from Class <u>2</u> to Class <u>3</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Name:

Date:

Department:

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Cyndy Garcia

Date: 2/24/2022

Dept: Counseling

- Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
 A credential other than teaching
 Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A - two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Cyndy Garcia Digitally signed by Cyndy Garcia
Date: 2022.02.24 16:32:17 -0800' Date: 2/24/22

Department Chair Signature: Donny Munshower Digitally signed by Donny Munshower
Date: 2022.02.28 06:10:11 -0800' Date: 2/28/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: [Signature] Date: _____ Yes No

Academic Senate President Signature: [Signature] Date: _____ Yes No

Superintendent/President Signature: [Signature] Date: _____ Yes No

Board of Trustees President: Signature: [Signature] Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within five years of completion from an accredited institution or two years for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific University (@ONF) +	TEC-1825	Online College Counseling	N/A	3	8/15/2021
Fresno Pacific University (@ONF) +	TEC-1821	Online Teaching & Design	N/A	5	12/18/2021

2. Catalog description (Attach a photocopy or print-out)

Course descriptions attached.

Human Resources Use Only

Current Units: <u>67</u> Requested Units: <u>8</u> Total Units: <u>75</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:20:07 -0800 Date: <u>3/3/22</u>

Name: Cyndy Garcia

Date: 2/27/2022

Department: Counseling

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Online College Counseling

The Online College Counseling course was beneficial, particularly because MiraCosta College only offered counseling services in an online format in Fall 2021. This course allowed me to build my skill set as a counselor, specifically how I serve students in an online format, ultimately contributing to my work in the Counseling Department. This course allowed me to identify strategies to foster successful online counseling sessions, identify best practices for navigating technical issues that may arise during counseling sessions, and engage with diverse student populations, including students with disabilities utilizing accessibility features. Since I completed this course within the first few weeks of joining MiraCosta College, I have been able to apply what I learned in this course in my day-to-day counseling sessions. For example, I have been able to mitigate technical issues that have come up during counseling sessions, shared tips that students can apply in other online appointments, and guided them on how to navigate MiraCosta's online catalog and resources on their own. I have continued to practice "netiquette," such as obtaining students' permission to share resources, guiding students through content via a shared screen, ensuring they can see everything clearly on their end, among other strategies. Although this class benefits my professional development as a counselor, it also benefits the department and students as I strive to better support and connect with our students in a remote format due to the pandemic.

Online Teaching & Design

Completing the Online Teaching & Design course has prepared me to teach asynchronous courses at MiraCosta College. Specifically, I learned key concepts for when I design an online course, interact with students, and develop assessments on Canvas. In addition to learning the technical pieces of developing a class on Canvas, I learned about online learning theory, approaches to online course design, and how to support and build community among students in an asynchronous course. This course contributed to my professional development as a counseling faculty member teaching courses, but also during counseling appointments. By taking this course, I learned in detail how asynchronous classes are designed, which allows me to offer students strategies for success and share other valuable tips as they embark on online-only courses. Learning foundational knowledge regarding course design also benefits the department as I can design a course that is inclusive to all students. For example, creating a course that is ADA compliant benefits students with disabilities, students with different learning styles, and students whose English is their second language. I can also develop summative and/or formative assessments to address student learning outcomes. More importantly, I can design a course where students do not feel they are taking a correspondence course, rather, an online course where they feel connected to their peers and myself as their instructor. I believe that I can apply what I have learned in this class in a way that aligns with the mission and values of the Counseling Department and MiraCosta College.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Laura Hayek
Dept: General Counseling

Date: 01/31/2022

Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Laura Hayek Date: 2/23/22
Department Chair Signature: [Signature] Date: 3/1/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No
Academic Senate President Signature: _____ Date: _____ Yes No
Superintendent/President Signature: _____ Date: _____ Yes No
Board of Trustees President: Signature: _____ Date: _____ Yes No
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
La Verne University	EDUC718	Cultivating Emotional Resilience in Educators & Students		3	11/15/21
San Diego Christian	Ed 951	Avoiding Burnout		3	08/27/21
Fresno Pacific	TEC 1743	Assessment in Digital		3	05/07/22
Fresno Pacific	TEC 1850	Humanizing Online Teaching		3	05/21/22

12 semester units

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>60</u> Requested Units: <u>12</u> Total Units: <u>72</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Statement of Purpose

I have been teaching Counseling courses online for the past few years. Two years ago, I completed a series of courses through @ONE to learn how to design my course in a clear, consistent, and organized way. I'd like to continue this work by diving a little deeper in how I stay connected with students and how to keep students engaged with each other from beginning to end. The two courses I feel will help reach my goal to continue improving my online courses are *Assessment in Digital Learning* and *Humanizing Online Teaching and Learning*. Taking these two courses will provide me with more resources and tools to better serve students in an online environment.

Lastly, during the pandemic and working exclusively from home, I found myself feeling burnout and emotionally exhausted. I found two courses to be extremely helpful. Through La Verne University, I completed the course *Cultivating Emotional Resilience in Educators and Students* and at San Diego Christian College I completed *Avoiding Burnout*. The exceptionally high rates of teacher/counselor burnout have been well documented and it's no secret that the pandemic has added a new layer of stress to our lives. These courses helped me recognize my emotions which helped me cope better with work related stress and anxiety. As I explored emotional resilience and how to recognize and avoid burnout, I began to see a shift in how I'm managing my work-related stress and burnout. I've been able to use the tools I learned from these courses to increase self-knowledge, revitalize lesson plans, build community (especially online) and learn how to deal better with unwanted change.

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

Name: Amanda Horner
 Dept: Business Administration

Date: 2-22-22

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Amanda M Horner Digitally signed by Amanda M Horner
Date: 2022.02.22 11:57:29 -08'00' Date: 2/22/22

Department Chair Signature: Delores Loedel Digitally signed by Delores Loedel
Date: 2022.02.22 13:43:14 -08'00' Date: 2/22/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No
 (When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific Univer	TEC-1743	Assessment in Digital Le		3	8/14/2021
Fresno Pacific Univer	TEC-1848	Introduction to Course [3	8/21/2021
Fresno Pacific Univer	TEC-1841	Equity & Culturally Resp		3	9/4/2021
Fresno Pacific Univer	TEC-1850	Humanizing Online Tea		3	9/18/2021
Fresno Pacific Univer	TEC-1717	Creating Accessible Co		3	9/18/2021
Fresno Pacific Univer	TEC-1809	Introduction to Teachin		3	9/25/2021
Fresno Pacific Univer	TEC-1631	Introduction to Asynchr		3	10/16/2021
Fresno Pacific Univer	LCM-1014	10-10-10: Communicati		3	12/4/2021
Fresno Pacific Univer	TEC-959	Google Drive for Educat		3	2/8/2022
Fresno Pacific Univer	TEC-1822	Online Teaching & Desi		2	2/8/2022

29 semester units total

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u> Requested Units: <u>29</u> Total Units: <u>77</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Snsary</u> Date: <u>3/3/22</u>

Name: Amanda Horner

Date: 2-22-22

Department: Business Administration

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- Contribution to the professional development of the applicant
- Enhancement of the individual in his or her work at the college
- Benefits to the students subsequently enrolling in his or her courses
- Benefits to the faculty member's colleagues
- Benefits to the department to which the faculty member belongs

STATEMENT of PURPOSE

The proposed coursework benefits students, my department, and my professional development. The courses focus on online teaching, specifically in the areas of course design, teaching in Canvas LMS, assessment, equity and culturally responsive teaching, humanizing the online experience, accessibility, asynchronous teaching, communication and student contact, and online education utilizing Google Drive. Students benefit from an all-around better experience in an online class from the perspective of ease ability, navigation, pedagogical practices, accessibility, and inclusion. The business department benefits by providing a quality course experience which leads to higher success and completion rates, as well as increased enrollment overtime. From a professional development standpoint, the courses have made me a better teacher by providing training that has made me think more critically about my course design, presence in an online class and pedagogical practices.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Carolyn MacLean
Dept: Noncredit ESL

Date: Feb. 22, 2022

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Carolyn MacLean Date: 2/22/22

Department Chair Signature: Ruth M. Coey Date: 02/23/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Fresno Pacific Univer	TEC 1821	Online Teaching and De		5	6/4/22
Fresno Pacific Univer	TEC 1850	Humanizing Oline Teac		5	5/21/22

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>40</u> Requested Units: <u>10</u> Total Units: <u>50</u>
Eligible for Advancement?
<input type="checkbox"/> No, _____ units needed to advance to Class _____
<input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>2</u> to Class <u>3</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Name: Carolyn MacLean

Date: 2/22/2022

Department: Noncredit ESL

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Facing the past two years' challenges of learning to teach online due to the Covid pandemic has made me a better teacher. I'm inspired to continue to improve my skills for the purpose of training to teach as an online educator. For this purpose, I've registered for two online training courses offered by California Community Colleges' @One Online Network of Educators, providing credit through Fresno Pacific University. Upon completion of the first course is "Online Teaching and Design," I will receive a certificate as an Online Educator. The second course is "Humanizing Online Teaching and Learning."

I expect the following benefits for my professional development, for my students, and for the MiraCosta Noncredit ESL department.

1. Contribution to my professional development. I am excited that the training coursework I've selected will continue my growth in my profession. I will take pride in the accomplishment of improving my skills to design my courses and better reach my students, particularly in an online setting.

2. Benefits for my students. I currently teach adult students in Beginning levels of learning English. My students are typically shy, lacking confidence for communicating in English, and often intimidated by using technology. Completing the Online Teaching and Design course will improve my overall course design skills benefiting my students by teaching me how to better integrate my course content for online instruction. Furthermore, I specifically selected the Humanizing Online Teaching and Learning course to add new skills and strategies to help me better reach, engage, and support my students. I feel this is particularly needed to help low-level English learners and technology-shy students succeed in an online course.

3. Benefits for the ESL Department. The direction of teaching has significantly changed. I am excited to continue to participate as an active member of the NCESL department. I believe preparing myself to be a skilled Online Educator will benefit the needs of the Noncredit ESL Department by increasing my confidence and ability to design courses with well-integrated content. By completing these two training courses, I expect to escalate my skills and abilities, not only for online instruction but also for teaching Hyflex, hybrid, and face-to-face courses. The skills I gain from these training courses will prepare me to be more readily available to my department to teach a wider variety of courses and levels of learners.

Fresno Pacific University provides 8 credits total for these two courses. I have registered and paid for both. Upon completion I will receive a transcript and a Certificate as an Online Educator.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Sean McMahon

Date: 2/20/22

Dept: Chemistry

Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Sean McMahon Digitally signed by Sean McMahon
Date: 2022.02.20 17:40:39 -08'00' Date: 2/20/22

Department Chair Signature: Kent L. McCorkle Digitally signed by Kent L. McCorkle
Date: 2022.02.20 18:00:36 -08'00' Date: 2/20/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15 th	If approved, Letter of Intent due to Superintendent/President
September 5 th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within five years of completion from an accredited institution or two years for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Mesa College	MULT 10	Creating User-Centered		3	Fall 2017
Mesa College	WEBD 10	HTML and CSS - Beg		2	Fall 2017
Mesa College	MULT 10	Introduction to Multimed		4	Fall 2016

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>41.67</u> Requested Units: <u>8*</u> Total Units: <u>49.67</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>2</u> to Class <u>3</u> , effective <u>7/1/22</u>
Comments: *Lower division courses limited to 8 semester units.
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:29:17 -0800 Date: <u>3/3/22</u>

Name: Sean McMahon

Date: 2/20/22

Department: Chemistry

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

The completed courses at Mesa College contributed to the successful implementation of courses I taught during the COVID pandemic. Within the first three semesters of the pandemic, I taught three different courses on-line, CHEM 115, 140, and 150. I was able to construct courses from a user perspective by understanding Front End Web Development theories and applications. This enhanced user-friendliness and flow. It allowed students to easily navigate and complete assignments in all my courses. Not only did my students succeed during this turbulent time, I was able to fill my course enrollment and retain students. I've been able to assist peers in the Department with Online Assignments and construction of their courses as well.

Courses taken:

Multimedia 127 - Creating User-Centered - this course enabled me to enhance student usability.

Web Development 162 - Beginning Website - this course allowed me to enhance course content beyond the rich content editor using more robust tools such as HTML to improve the aesthetics of my course design and the navigation aspects.

Multimedia 101 - Introduction to Multimedia - this course provided an overview of the additional mediums to disseminate materials to students other than text. It emphasizes design and theory of Websites.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Eduardo Mariscal
Dept: Computer Science

Date: 2/28/2022

Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Eduardo Mariscal Date: 3/1/22

Department Chair Signature: Michael Paulding Date: 03.01.2022 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
CSUSM	CS 311	DATA STRUCTURES &		3	Fall 2019
CSUSM	CS 331	COMPUTER ARCHITE		3	Fall 2019
CSUSM	CS 351	PROGRAMMING LANG		3	Spring 2020
CSUSM	CS 421	THEORY OF COMP		3	Spring 2020
CSUSM	CS 513	ANALY & INTRACT OF		3	Spring 2020
CSUSM	CS 643	ADV DBSE MGMT SYS		3	Spring 2020
CSUSM	CS 433	OPERATING SYSTEMS		3	Fall 2020
CSUSM	CS 537	DATA COMM & COMP		3	Fall 2020
CSUSM	CS 542	DSGN PATTERNS & OI		3	Fall 2020
CSUSM	CS 441	SOFTWARE ENG		3	Spring 2021

33 semester units (see page two)

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>57</u> Requested Units: <u>33</u> Total Units: <u>90</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments: Salary advancement applicable to non-voc salary placement. Already placed at highest non-doctorate salary placement for voc instructional assignments.
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
CSUSM	CS 571	ARTIFICIAL INTELLIGE		3	Spring 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: _____ Requested Units: _____ Total Units: _____
Eligible for Advancement?
<input type="checkbox"/> No, _____ units needed to advance to Class _____
<input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments:
Human Resources: _____ Date: _____

Name: Eduardo Mariscal

Date: 3/1/22

Department: Computer Science

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- Contribution to the professional development of the applicant
- Enhancement of the individual in his or her work at the college
- Benefits to the students subsequently enrolling in his or her courses
- Benefits to the faculty member's colleagues
- Benefits to the department to which the faculty member belongs

STATEMENT of PURPOSE

The reason why I took these courses was to obtain a second master ' s degree in the field of computer science and enhance my professional development. On top of my computer science graduate courses, I took upper-division computer science courses as prerequisites to the master's program. These courses are courses I am and will be teaching at MiraCosta, and I believe having taken these courses gives me a full understanding and best teaching practice of the fundamentals of programming, software engineering, data structure, computer architecture, assembly language, and operating systems. Having taken the upper-division courses allows me to see the university-level content expectations. I worked through projects, labs, and exams. I transfer these experiences to my teaching courses. The graduate course allowed me to master beyond the fundamentals, through group project collaborations. These projects expectations were beyond what I did in my upper-division courses. The projects were more independent.

I believe my students benefit from my background since I can offer both pure mathematics and computer science approaches in their learning. I am not just a mathematician teaching computer science, but instead, I am a mathematician and computer scientist teaching computer science. When I am teaching programming, I can go into more depth on the memory and reference that the programming language uses. And how to create forks to best optimize the processor's usage.

My contribution to the department is my experience taking these courses and having worked in the industry. I know what content of the material is relevant and what is important to the industry. I am bringing my fresh computer science educational background. Having taken courses at CSUSM, a university that a lot of our MiraCosta students transfer to gives me transferring knowledge expectations.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Lisa L Niemann

Date: 2/16/22

Dept: Business Administration

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 2/16/22

Department Chair Signature: Delores Loedel Date: 2/22/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of Illinois	ACCY 532	Accounting for Mergers	4	4 2.66	July 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u> Requested Units: <u>2.66</u> Total Units: <u>50.66</u>
Eligible for Advancement? <input checked="" type="checkbox"/> No, <u>60</u> units needed to advance to Class <u>4</u> <input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments:
Human Resources: <u>Carolyn Smeary</u> Date: <u>3/3/22</u>

Application for Approval of Coursework/Activities Toward Salary Advancement

Mergers & Acquisitions Certificate Class #1

2/21/2022

Statement of Purpose

I would like to pursue a Mergers & Acquisitions Specialization Certificate with the University of Illinois. The certificate program consists of three, 4 unit classes designed to educate students on the financing of M & A deals, accounting for M & A, and application of instruction through a real-life investment banking case assignment. Upon completion of the certificate, I will have a better understanding of M & A to develop content for entrepreneurial/small business and accounting/tax course offerings.

The first course is Accounting for M & A and other Complex Transactions, which will allow me to not only develop course content for business management classes I currently teach (Entrepreneurship & Small Business Management and Funding Entrepreneurial Ventures), but also to cross-over into the accounting and tax departments. I'm hoping to structure my career where the courses I teach at MiraCosta are interrelated and cross-over departments.

Both business students and the Career Education Department would hopefully benefit from having in-depth courses on various pathways/aspects of business ownership and how the accounting supports & enhances business.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: Lisa L Niemann

Date: 2/16/22

Dept: Business Administration

Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 2/16/22

Department Chair Signature: Delores Loedel Date: 2/22/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
SDSU Extended Stuc	08571 FR	Intro to Context of CC &		2	May 2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>48</u> Requested Units: <u>2</u> Total Units: <u>50</u>
Eligible for Advancement? <input checked="" type="checkbox"/> No, <u>60</u> units needed to advance to Class <u>4</u> <input type="checkbox"/> Yes, eligible to advance from Class _____ to Class _____, effective _____
Comments:
Human Resources: <u>Carolyn Sneary</u> Date: <u>3/3/22</u>

Application for Approval of Coursework/Activities Toward Salary Advancement

San Diego & Imperial Counties Community College Association (SDICCCA)

2/16/2022

Statement of Purpose

I am currently a SDICCCA fellow and enrolled in a 2 unit course through SDSU Extended Studies. As a SDICCCA fellow, I am receiving hands-on training as a community college instructor. Through mentorship, training includes assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process. These skills will directly impact my ability to effectively teach at MiraCosta, benefiting both students and the department.

Additionally, my mentor is Christina Sharp, a full-time MiraCosta instructor in the Business Administration Department. Therefore, my training is tailored specifically to the needs of the MiraCosta students enrolled in Business Administration Classes and to the department.

Not only am I learning skills that will directly impact the students, but I am also learning about shared governance and the role instructors play in advancing the mission of the institution. Therefore, this class will provide the skills and knowledge to effectively contribute to MiraCosta's educational mission through shared governance.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: JahB Prescott

Date: 3/1/2022

Dept: Letters

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

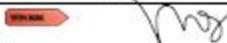
IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A - two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature:  Date: 3/2/22

Department Chair Signature:  Date: 3/2/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature:  Date: _____ Yes No

Academic Senate President Signature:  Date: _____ Yes No

Superintendent/President Signature:  Date: _____ Yes No

Board of Trustees President: Signature:  Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
Old Dominion University	CCL 866	Seminar on the Modern		3	8/6/2022
Old Dominion University	ENGL 566	Asian American Literature		3	6/25/2022

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>55*</u> Requested Units: <u>6</u> Total Units: <u>61</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>4</u> , effective <u>7/1/22</u>
Comments: Total units include 5 semester units per the request to alter previously approved coursework.
Human Resources: <u>Carolyn Sneary</u> <small>Digitally signed by Carolyn Sneary Date: 2022.03.03 18:12:17 -08'00'</small> Date: <u>3/2/22</u>

Name: JahB Prescott
Department: Letters

Date: 3/2/22

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

Leadership has always been in my wheelhouse. I previously engaged in Secondary Education leadership before being hired at MiraCosta. I'm interested in continuing that work with a course in Community College Leadership. CCL 866 will provide the opportunity to see the history of Community College and learn about current work in the field. I'm enrolling in the course at the Doctoral level in order to perhaps pursue a doctorate in this area in the future. I believe learning about Community College Leadership will assist me as I complete my tenure and seek to further my community relationship and presence on campus in a leadership role.

I'm interested in continuing that work with a course in Community College Leadership. I'm currently a co-lead in the Cultural Curriculum Collective and hold a position on several committees. I work in association with many leaders and see them as mentors. I want to eventually take what I have learned and return the power of mentorship for new incoming Spartans. CCL 866 will provide the opportunity to see the history of Community Colleges and learn about current work in the field. I'm enrolling in the course at the Doctoral level in order to perhaps pursue a doctorate in this area in the future. I believe learning about Community College Leadership will assist me as I complete my tenure and seek to further my community relationship and presence on campus in a leadership role.

Asian American Literature is a course I never had the opportunity to enroll in when I was in college. My college offered so few sections. I'm an advocate for Culturally Responsive and Culturally Relevant Literature. However, my ability to select a text that I feel confident with teaching the implicit and explicit cultural nuances requires more practice when attempting to include Asian American Literature. I believe I will be able to incorporate more culturally responsive and culturally relevant texts, as well as content lessons, and perhaps even include some zero cost texts from the OER. A text that engages my students with exposure to Asian American culture will increase their awareness and empathy toward their neighbors and classmates. This course will increase the equity and inclusion of voices represented in my English 100 course.

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

Name: NATE SCHARFF

Date: 02-17-2021

Dept: BUSINESS

Option 1 **Option 2 (See page 2 of the handbook)**

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- ◆ His or her professional development
- ◆ The enhancement of the applicant's work at the college
- ◆ The students
- ◆ The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). **(See page 3 of handbook for specific details.)**

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Nate Scharff Date: 02-17-2021

Department Chair Signature: Delores Loedel Date: 2-17-21 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No
(When eligible for advancement only.)

SCHEDULE of DEADLINES	
March 15th	Application for Advancement on the Salary Schedule due to SAC Administrative Secretary
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
MiraCosta College	SOC 207	Race & Ethnic Relations		3.0	12-10-2021
MiraCosta College	SOC 230	Introduction to Chicana/0 Studies		3.0	12-10-2021
MiraCosta College	SOC 240	Introduction to Black Studies		3.0	12-10-2021

2. Catalog description (Attach a photocopy or print-out)

See attachment with descriptions.

Human Resources Use Only

Current Units: <u>57</u> Requested Units: <u>8*</u> Total Units: <u>65</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>3</u> to Class <u>4</u> , effective <u>7/1/22</u>
Comments: <p>*Lower division courses limited to 8 semester units.</p>
Human Resources: <u>Carolyn Sneyry</u> Date: <u>3/3/22</u>

Name: NATE SCHARFF

Date: 02-17-2021

Department: BUSINESS

**Application for Approval of Coursework/Activities
Toward Advancement on the Salary Schedule**

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

As stated in my TRC cycle three self-study submission, I have a goal to increase both my personal efforts as well as department efforts towards enrollment, engagement and allyship for DI students and other marginalized groups facing oppression and equity challenges. Efforts to date include workshops, facilitation and support work at equity events and intent to complete DI-focused college courses as identified in this SAC application. As a Business instructor, my purpose is to provide DI students access to rewarding and successful careers by removing academic, industry and personal barriers that create a history of a white-dominated and unjust playing field.

The lower-division courses identified in this application have been selected deliberately to increase my knowledge of past and current racial oppression and structures impacting our most disproportionately impacted student groups: Black/African American and Chicanx/Latinx students. I teach Business. I am a White Male. Business runs on Capitalist ideals. Capitalist ideals are deeply intertwined with racism. There is a lot of work to do. Awareness, empathy and action are required. These courses are another step in this path for me.

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

Name: Edwina Williams

Date: 2/28/22

Dept: Sociology

Option 1 Option 2 (See page 2 of the handbook)

I. Check the area(s) of your educational objective(s):

- Master's or Doctoral Degree
- A credential other than teaching
- Improvement in the teaching field

II. Purpose and Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one or more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

III. Coursework

The applicant needs to complete the list of coursework on page 2 of this form.

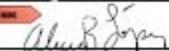
IV. Approval Process

The applicant must obtain his/her Department Chair's signature and submit the entire application packet to the SAC Academic Administrative Assistant (mail station #8C with SAC in the subject line). (See page 3 of handbook for specific details.)

V. Signature

I certify that the information provided on this application is correct (Appendix A – two pages). I will furnish Human Resources (HR) with official transcripts upon completion of the coursework.

Signature: Edwina Williams Digitally signed by Edwina Williams
Date: 2022.02.28 18:57:37 -08'00' Date: _____

Department Chair Signature:  Date: 2/28/22 Yes No

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair Signature: _____ Date: _____ Yes No

Academic Senate President Signature: _____ Date: _____ Yes No

Superintendent/President Signature: _____ Date: _____ Yes No

Board of Trustees President: Signature: _____ Date: _____ Yes No

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1st and/or March 1st	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant
May 15th	If approved, Letter of Intent due to Superintendent/President
September 5th	Official transcript(s) due to HR

Coursework

Courses to be used for salary schedule advancement should be submitted for approval prior to enrollment in the course but must be submitted within **five years** of completion from an accredited institution or **two years** for courses completed at other than an accredited institution in order to be considered.

1. List of courses taken to include (attach another sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of San Diego	EDUC 604	Critical Social Theory		3	12/10/21
University of San Diego	EDUC 605	Educational Research		3	12/10/21
University of San Diego	EDUC 606	History of Education for		3	5/12/22
University of San Diego	EDUC 606	Language, Race, and		3	5/12/22

2. Catalog description (Attach a photocopy or print-out)

Human Resources Use Only

Current Units: <u>61.83</u> Requested Units: <u>12</u> Total Units: <u>73.83</u>
Eligible for Advancement? <input type="checkbox"/> No, _____ units needed to advance to Class _____ <input checked="" type="checkbox"/> Yes, eligible to advance from Class <u>4</u> to Class <u>5</u> , effective <u>7/1/22</u>
Comments:
Human Resources: <u>Carolyn Sneary</u> Digitally signed by Carolyn Sneary Date: 2022.03.03 16:48:04 -0800 Date: <u>3/3/22</u>

Name: Edwina Williams

Date: 2/23/2022

Department: Sociology

Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule

II. Purpose of Benefits

The applicant must include a statement of purpose addressing the benefits of the proposed coursework to one of more of the following:

- His or her professional development
- The enhancement of the applicant's work at the college
- The students
- The applicant's department.

STATEMENT of PURPOSE

I, Edwina Williams, am writing to request an advancement on the grounds of being enrolled in a doctoral program. My aim in this program is to actively better my teaching pedagogy relating to culturally sustaining practices and develop policies that seek social justice in education to further the mission of the college and the educational experiences of students.

My involvement in this doctoral program goes beyond my role in the classroom. The Ph.D. in Education for Social Justice program at the University of San Diego prepares people in the field of education to cultivate "...rich understandings and experiences of how they might use education to build more equitable, tolerant, and socially just societies and institutions" through their research and practice.

As associate faculty in the department of sociology and an active member of various committees at MiraCosta, such as the Budgeting and Planning, Scholarships, Service Learning, Black Alliance, and others, furthering my education in this program provides me with the needed tools to use theory to address pressing educational questions and challenges, engage in critical conversations of social justice, culture, and opportunity, analyze and critique existing academic research using qualitative, quantitative and mixed-method research techniques, and apply the knowledge gained to my personal and professional life.

Application for Altering an Approved Proposal

Name: Daniela McIntosh

Date: 2/1/22

Should the need arise for altering an approved proposal, the applicant must complete this form and submit a copy of the original application to the SAC Academic Administrative Assistant electronically. Applications for Altering an Approved Proposal are due October 1st and/or March 1st.

Reason for altering an approved proposal:
 The courses listed below are no longer offered, and I ended up taking one of the listed courses for no credit. I am currently enrolled into the new courses listed in the second section. Please note that I did take Equity and Culturally Responsive Teaching and Humanizing Online Learning as listed in my original submission.

Previously Approved Coursework (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
FRESNO PACIFIC UNIVERSITY	TEC-1825	ONLINE COLLEGE COUNSELING		3	
FRESNO PACIFIC UNIVERSITY	TEC-1849	DIGITAL CITIZENSHIP		3	
FRESNO PACIFIC UNIVERSITY	TEC-1846	DYNAMIC ONLINE TEACHING		3	
FRESNO PACIFIC UNIVERSITY	TEC-1851	ONLINE TEACHING PRINCIPLES		2	

Change To (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
FRESNO PACIFIC UNIVERSITY	TEC-1848	INTRODUCTION TO COURSE DESIGN		3	2/12/22
FRESNO PACIFIC UNIVERSITY	LCM-1014	10-10-10 COMMUNICATION THAT MATTERS		3	4/9/22
FRESNO PACIFIC UNIVERSITY	TEC-1743	ASSESSMENT IN DIGITAL LEARNING		3	5/7/2022

Signature:  Date: 2/1/22
 Applicant

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair: _____ Date: _____ Yes No

Academic Senate President: _____ Date: _____ Yes No

Superintendent/President: _____ Date: _____ Yes No

Current Units: 36 Requested Units: 9 units Total Units: 45 semester units* Not eligible: 48 semester units needed to advance.

* Total units do not include TEC-1841 and TEC 1850 (6 semester units) listed on previous application. Cannot confirm if units have been completed. Carolyn Sneary, Human Resources Supervisor 3/3/22

Application for Altering an Approved Proposal

Name: JahB Prescott

Date: 3/1/2022

Should the need arise for altering an approved proposal, the applicant must complete this form and submit a copy of the original application to the SAC Academic Administrative Assistant electronically. Applications for Altering an Approved Proposal are due October 1st and/or March 1st.

Reason for altering an approved proposal:

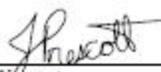
Discovered other courses more connected to my personal goals in teaching.

Previously Approved Coursework (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
University of California	LIT 801	Topics in American Culture	5		7/23/21
University of California	LIT 170	Topics in Poetry	5		7/23/21

Change To (attach additional sheet if needed):

Institution	Course #	Course Title	Quarter Units	Semester Units	Anticipated Completion Date
San Diego State University	ED 997	AFT: The Summer Institute		2	6/4/21
Old Dominion University	ENGL 824	Online Writing Instruction		3	5/28/2021

Signature:  Date: 3/1/2022
Applicant

APPROVALS: (If approval is not given, a separate sheet with reason for disapproval must be attached.)

SAC Chair: _____ Date: _____ Yes No

Academic Senate President: _____ Date: _____ Yes No

Superintendent/President: _____ Date: _____ Yes No

Total Unit: 50 semester units Requested: 5 semester units Total Units: 55 semester units
Not eligible to advance. 60 units needed to advance to salary class 4.



FACCC

FACCC is a **professional membership association** representing faculty members from the California Community Colleges with a **mission to inform, educate, empower, and advocate for faculty** in service to students and the communities of California. FACCC's vision of an **educational environment that is equitable, accessible, and appropriately funded** led by a diverse and empowered faculty.

FACCC → Unions & ASCCC

FACCC was founded in Long Beach in 1953.

FACCC fought for legislation creating ASCCC & sparked local collective bargaining.

FACCC co-sponsored legislation increasing STRS benefits & established part-time faculty office hours & health benefits programs.

1950s

1960s

1970s

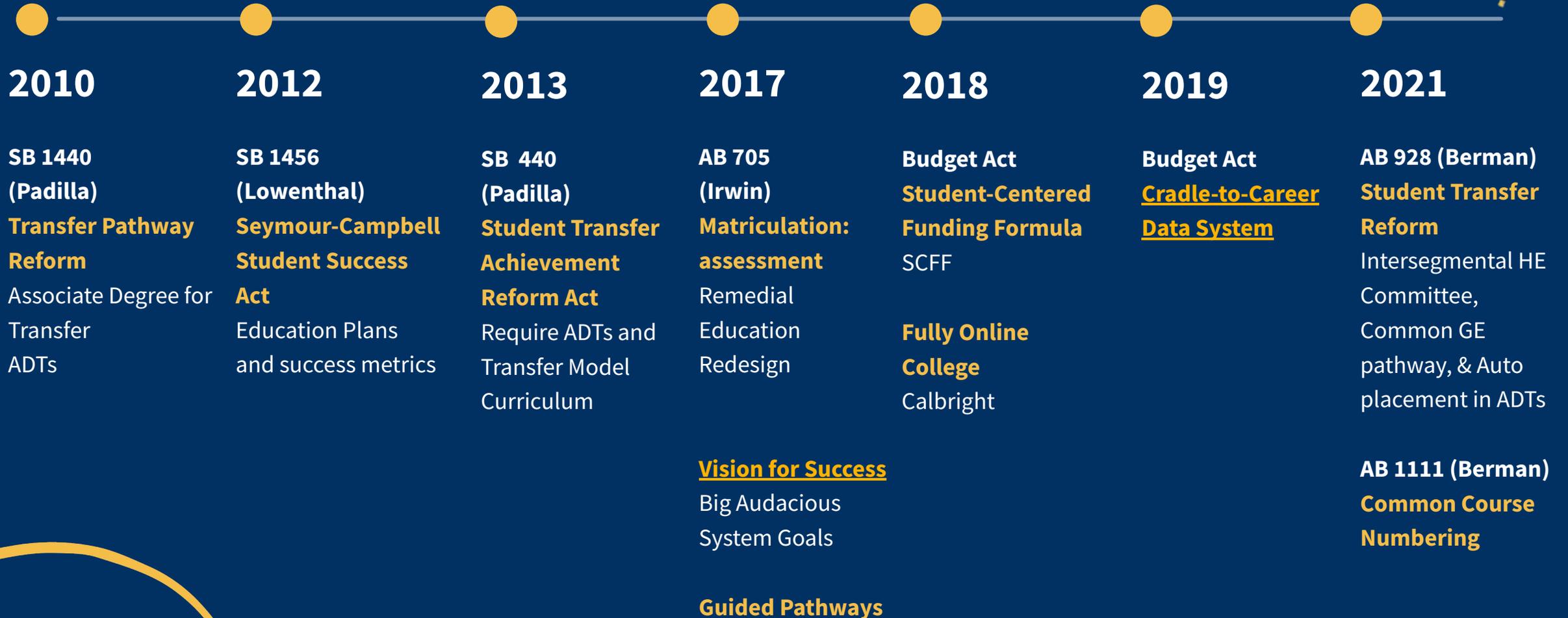
1980s

1990s

FACCC helped create local districts.

FACCC co-sponsored landmark AB 1725 (Vasconcellos).

Timeline





State Budget Advocacy

Presentation slides updated throughout the budget development session.

State Budget Advocacy Talking Points

Support:

- \$200 million for part-time faculty healthcare
 - [send a FACCC Action Alert](#)
- \$150 million one-time for student retention and enrollment
- \$1.1 million Expand African American Male Education Network and Development (A2MEND) student charters
- \$10 million EEO funding
- 5.33% COLA and add COLA to 21-22 new full-time faculty funding

Request to be added to the budget:

- Defunding Calbright
- \$25.7 million to increase MESA programs to 116 colleges
- \$30 million in one-time funding (over five years) for the creation of a Native American Student Support and Success Program at 20 colleges
- Funding to guarantee CCC students to enroll at CSU of choice
- Offset the districts' liability to STRS
- More base funding in the funding formula

Proposed Changes to SCFF Trailer Bill Language

Student Centered Funding Formula:

Districts Would Always
Receive the Highest
Funding Option

- A) SCFF Metrics
- B) One-year Stability
- C) Funding Floor

Predictability & Stability

Provides Districts a Funding
Floor That Won't Decrease

2024-25 Funding Floor



Amendment - COLA applied to funding floor “annually”

SCFF – ADVOCACY

- Increase the base allocation
- Add COLA to the “new funding floor”
- Calculate “FTES” from 30 units per year to 18 units per year
 - Each students used services
 - Closer to funding per headcount
- Recalculate the “supplemental” to align with the cost of living depending on the geographic region of the college
- Removed performance based funding



Bills to watch as of 3/8/22

Presentation slides updated throughout the legislative session.

Background on AB 705 (Irwin) 2017

AB 705 (Irwin) - 2017 (law)

- maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe (ESL 3 years)
- use one or more of the following: high school coursework, high school grades, and high school grade point average.
- **BOG establish regulations [[Title 5 § 55522](#)] to achieve the goal of maximizing the probability**
- certificate or degree programs student will enter and complete the required **college-level** coursework in English and mathematics within a one-year timeframe.
- **prohibit requiring students to enroll in remedial** English or mathematics coursework that *lengthens* their time to complete a degree unless data shows otherwise
- Can require students to **enroll in additional concurrent support**

AB 705 November 2021 – CCCCO Guidance Memo

- **Colleges directed to shift to transfer-level math and English courses for the vast majority of students (where math and English course requirements exist).**
- *Students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, **college-level mathematics may be appropriate** if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*
- **Pre-transfer level courses have not been disallowed.** However, **colleges are required to demonstrate the effectiveness of those pre-transfer level courses [ie DATA required]** per the standard set by AB 705 which is successful entrance into and completion of the relevant gateway courses within one year of initial enrollment in the discipline (i.e., placement, enrollment & completion).

AB 1705 (Irwin) – AB 705 “Clean-Up” Language as of 3/8/22

Would be codified in LAW

- **Requires all students** to *place, enroll, and complete* **transfer-level English** regardless of program goal in first year (amendment pending)
- **Requires majority of students** to *place, enroll, and complete* **transfer-level math** in first year
- High School GPAs for placement included in law (amendment pending)
- Definition of “enrollment” is unclear
- Unclear how we make students “Complete”
- Essentially removes “pre-transfer” or remediation from our mission

**As of March 9, 2022 FACCC has no position on AB 1705. It has yet to be reviewed by our Legislative Committee pending author amendments.*

Ed Code vs. Title 5 – Equitable Placement

<p><u>AB 705 (2017)</u></p>	<p><u>Title 5 § 55522</u> English and Mathematics Placement and Assessment</p>	<p><u>AB 1705 (2022)</u></p>
<ul style="list-style-type: none"> • Bill passed in 2017 and now law • Revised through an act of the legislator 	<ul style="list-style-type: none"> • Title 5 regulation has the weight of law but is created & modified through the consultation process and approved through the Board of Governors. • Theoretically regulations can be revised in a matter of months. 	<p>Bill currently working through the state legislature beginning in the Assembly in February. If it passes the Assembly by May it will move onto the Senate.</p>
<p>Maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe (ESL 3 years)</p>	<p>Details of AB 705 implementation. <u>CCCCO guidelines</u> which are not regulations, but intended to encourage colleges “implement AB 705 with fidelity”</p>	<p>Would codified (make law) many of the details in Title 5 and CCCCCO guidance memos making revisions to the implementation requiring an act of the legislature.</p>

There is **strong political support** for this bill from special interests groups, faculty **ADVOCACY** is essential

Now is the time to advocate with your state representatives

- Introduced in Assembly February 2022
- Moves through policy committee: end of March or early April - consider public comment
- Full vote in Assembly in May
- If it passed the Assembly, it moves onto the Senate
- Full Senate vote would be in September, then onto the Governor in October

There is **strong political support** for this bill from special interests groups, faculty **ADVOCACY** is essential

Talking points:

- **KEY: Acknowledge that many of our previous placement practices created lengthy remedial pathways that were barrier to students**
- Communicate the **need to preserve pre-transfer** in our mission for “some” students
- Attempting to undo AB 705 (which is law) while discussing this new bill AB 1705 is unlikely to be effective

AB 1705 (Irwin) – ADVOCACY Talking Points

- Not all students take math and English
 - the subjects are not a program requirements for all certificates and degrees
- Support/Resources for faculty to do this work:
 - Professional development
 - embedded faculty tutors in the classrooms
 - smaller class sizes
 - money to update the classroom environment
- Require new data in AB 1805 templates to include “drops before census”

CCCCO - Response to the first version of AB 1705 (February 2022)

“The rules create transfer-level English requirements for every program, which is unnecessary and harmful.”

AB 1705 (Irwin) – ADVOCACY Talking Points

- **Preserve pre-transfer level in our mission**
 - It is more than arithmetic!
- **Provide examples and clarify examples of pre-transfer courses:**
 - For example: intermediate algebra, geometry, various contextualized courses, or personal finance
 - One-level below transfer counts often counts for the local associate degree graduation requirement
 - Pre-transfer courses like intermediate algebra or equivalent are prerequisites for other STEM courses like chemistry
- **Entry-level transfer-level course examples:**
 - college algebra, trigonometry, statistics, mathematic ideas

Bills to watch

AB 1187 (Irwin) - Expanded Supervised Tutoring (Support)

Would make supervised tutoring for credit courses eligible to capture apportionment funding.

AB 1746 (Medina) - Cal Grant Reform (Support)

Would reform the state's Cal Grant system by matching eligibility requirements with Pell Grants, making it easier for non-traditional students to qualify for financial aid and simplifying the process in which students apply for Cal Grants.

Amendment: Increase award amount

Bills to watch

AB 2738 (Reyes) - The Community College Completion Act

Sponsored by the California Association of Latino Community College Trustee and Administrators

Requires CCC's to annually publish on their websites:

- 1) The schedule of courses that must be completed to obtain every associate's degree or certificate,
- 2) the time it takes to complete
- 3) data regarding completion rates by race, ethnicity, and economic status.

This bill then requires community colleges to make available the classes necessary for students to complete their degrees within two years. CCC's that are unable to meet these requirements must hold a public hearing to develop and approve a plan to address this issue within six years.

Bills to watch

AB 1752 (Santiago) - Part-Time Faculty Pay Parity (Support)

Would require hourly compensation for part-time faculty members to be equal to the amount of compensation to full-time faculty members.

AB 1856 (Medina) - Part-Time Faculty Teaching Load (Support)

Would increase the number of classes a part-time faculty member can teach and still classify as a part-time faculty member. The permitted course load would go from two-thirds of a full-time teaching load to up to 85%. Colleges would be required to assign these additional courses based on seniority and could be liable for Affordable Care Act mandated benefits.

2022 FACCC Sponsored Legislation

AB 1505 (Rodriguez) - Rebench the Full-Time Faculty Obligation Number

Would re-bench the faculty obligation number to reported Fall 2023 full-time faculty numbers and be adjusted annually after.

Advocacy needed: CCLC opposed

AB 2315 (Arambula) - Preferred names

Districts to implement a process by which students, staff, and faculty can declare a preferred or affirmed name to be used in their records where legal names are not required by law.

AB 2820 (Medina) - Defund Calbright - Online Colleges

This bill would make the California Online Community College Act inoperative on January 1, 2024.

2022 FACCC Sponsored Legislation

SR - 45 (Min) Senate Resolution in Support of Academic Freedom

Resolved, That the Senate recognizes that academic freedom, as defined by the American Association of University Professors, entitles teachers to freedom in the classroom discussing their discipline, and states that teachers should not introduce into their teaching matter that has no relation to their discipline

Audit: Full-time Faculty funding

Audit to determine how districts spent their full-time faculty hiring allocations.



How to get involved?

FACCC Monthly Legislative Roundtables

Friday, March 18, noon

Register at [FACCC.org/events](https://www.faccc.org/events)



FACCC / ASCCC

Legislative & Advocacy Training Webinar

Join your Academic Senate for California Community Colleges and Faculty Association of California Community Colleges colleagues to learn about how to advocate on behalf of faculty and students at the state level.

Register in advance today. After registering, you will receive a confirmation email containing information about joining the webinar.

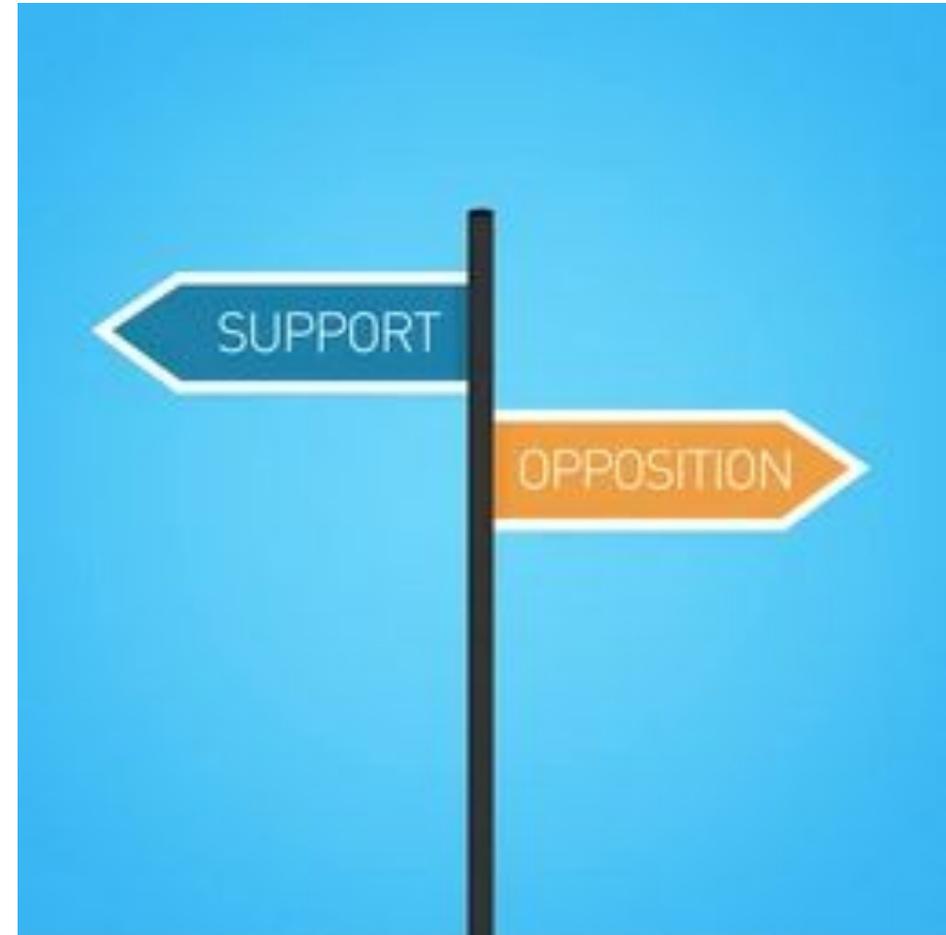
- March 22, 6-8 pm [Register here](#)
- April 26, 6-8 pm [Register here](#)
- May 24, 6-8 pm [Register here](#)

FACCC/ASCCC February's [Advocacy Webinar recording](#)

[Advocacy Webinar presentation materials](#)

It's a lot to keep up with... let System Partners can help.

- ASCCC Legislative Updates
- FACCC Legislative Positions
- CFT Legislative Updates
- CCA Legislation and Political Action
- CCCCO Tracked Legislation
- CCLC Legislative Actions





Join us!

Contact Information

President, Wendy Brill-Wynkoop: brillwynkoop@gmail.com

We need you! Become a member of FACCC at FACCC.org

Join our advocates list-serve by sending email to:

FACCCadvocates+subscribe@googlegroups.com

You will receive an automatic email, follow link, click join

AB 928 (Berman) Transfer Process and Reform

Signed into law October 2021

- Intersegmental HE Oversight Committee charged with improving transfer
- Singular GE Pathway - CSU GE Breadth and IGETC
 - Limit of 34 units
 - How will this change course taking patterns and enrollments
- Auto placement in ADTs
 - doesn't address the barriers to transfer

Submit Input on AB 928: <https://www.asccc.org/content/submit-input-ab-928>

AB 1111 (Berman) Common Course Numbering

Signed into law October 2021

- Require the establishment of a common course numbering system for all GE and transfer pathway courses throughout the CCCs by July 1, 2024;
- Urge the common course numbering workgroup (see above) to consider starting with courses in the current C-ID system and expand from there.

Trailer Bill Language California Budget 2021-22

- Allocate \$10 million to the CCCCO to form a workgroup to support the development and implementation of a common course numbering system throughout the CCCs.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

58th SESSION RESOLUTIONS **Spring Plenary**

FOR DISCUSSION AT AREA MEETINGS

MARCH 18-19, 2022

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2nd Chair)

Nancy Persons, Santa Rosa College, Area B

Craig Rutan, Santiago Canyon College, Area D

Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.

Resolutions and amendments submitted at Area Meetings are marked with a +.

Resolutions and amendments submitted during open comment period are marked with a #.

- *1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- *1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- *3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- *3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- *5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- *6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- *7.01 S22 Public Access for Vision Resource Center Materials
- *10.01 S22 Disciplines List – Asian American Studies
- *10.02 S22 Disciplines List – Native American/American Indian Studies
- *10.03 S22 Disciplines List – Nanotechnology
- *17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

***1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

***1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

***3.01 S22 Develop and Publish an IDEAA Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA³);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and “to put these words into practice”;

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#) recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhamed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

***3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action⁵ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*⁶ and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03 S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://sccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

⁶ [DEI In Curriculum Model Principles and Practices](#)

degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁷ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁷ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

5.0 BUDGET AND FINANCE

***5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987⁸ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122⁹ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

⁹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

***6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)**

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01¹⁰ *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹¹;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹²; and

Whereas, AB 1746¹³ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746¹⁴ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 S22 Public Access for Vision Resource Center Materials**

¹⁰ Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹¹ ASCCC Position January 2019:
<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹² Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹³ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁴ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor's Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the

California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook \(PCAH\)](#);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{15, 16} but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

¹⁵ https://www.asccc.org/sites/default/files/COR_0.pdf

¹⁶ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

***10.01 S22 Disciplines List – Asian American Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

***10.02 S22 Disciplines List – Native American/American Indian Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

***10.03 S22 Disciplines List – Nanotechnology**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office Information and Communication Technology and Instructional Material Accessibility Standard ¹⁷(2020) says that “ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”;

¹⁷ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2022 to include clarification of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor's Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support

services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)¹⁸ charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

¹⁸ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see Resolution 13.01 R F21) for clarification on intent and how each “Resolved” can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

17.0 LOCAL SENATES

***17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom’s March 19, 2020 [Stay At Home Order](#), of most of California’s community colleges’ course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges’ Chancellor’s Office responded by November 2, 2020¹⁹ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor’s Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

¹⁹ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving IDEAA Work

Whereas, [Resolution SP14 3.01](#) *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool²⁰ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

²⁰ [Cultural Humility Tool](#)