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## AGENDA

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate

*Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time 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.*
- IV. Changes to Agenda Order
- V. Consent Calendar
  - A. Approve Minutes of the Meeting of May 7, 2021
  - B. Approve Equivalency Request for Dance
  - C. Approve Equivalency Request for Earth Sciences
  - D. Ratify Faculty Office Assignments AY '21-'22
  - E. Ratify Faculty Committee Assignments AY '21-'22
  - F. Ratify AS Leadership and Governance Reassigned Time AY '20-'21
  - G. Adopt AY 2021-22 AS Calendar
- VI. Reports
  - A. Academic Senate President – *Lara*
  - B. College Superintendent/President – *Cooke*
  - C. Classified Senate – *Schneider*
  - D. Associated Student Government – *Clark*
  - E. Redesigning the Student Experience – *Ha*
- VII. Old Business
  - A. AP 4025 Philosophy and Criteria for Associate Degree and General Education - *Senigaglia*  
Description: *Summary if changes include Page 1: To local general education patter (Plan A), Area B—Natural Sciences, reduced required units to three. This aligns MiraCosta's GE requirement with other community colleges; Page 2: Added the LVN-RN degree as exempt from the Plan A, Area G requirement. This aligns with Board of Nursing licensing unit limits; and Page 7: Added students with an associate degree from a regionally accredited institution as exempt from local GE requirements. This removed barrier for students who have already met associate degree general education requirements.*
  - B. AP 4025B Philosophy and Criteria for Baccalaureate Degrees and General Education - *Senigaglia*  
Description: *On Page 3: Added missing Area F title and new Area G: Ethnic Studies (CSU only). This is a legal change to CSU lower-division general education requirements.*
  - C. AP 4050 Articulation - *Senigaglia*  
Description: *Added clarifying information to reflect current articulation officer responsibilities. This is a periodic review to update the procedure.*

**D. AP 4100 Graduation Requirements for Degrees and Certificates - Senigaglia**

Description: *CPC voted to allow the college to accept grades of C- from regionally accredited institutions to satisfy associate degree requirements. Title 5 prohibits community colleges from assigning C- grades, but it does not prohibit colleges from accepting C- grades from other colleges. The San Diego Community College District has been allowing the C- grades for a few years.*

**E. AP 4100B Graduation Requirements for Degrees and Certificates-Baccalaureate in Science Degree - Senigaglia**

Description: *CPC voted to allow the college to accept grades of C- from regionally accredited institutions to satisfy associate degree requirements. Title 5 prohibits community colleges from assigning C- grades, but it does not prohibit colleges from accepting C- grades from other colleges. The San Diego Community College District has been allowing the C- grades for a few years.*

**F. AP 4101 Directed Studies - Senigaglia**

Description: *Moved the sentence regarding the necessity of having a directed study course listed in the catalog from under the General Regulations heading to the first sentence of the AP. The college cannot legally offer a course that is not in the college catalog. The college has not had a directed study course in the catalog for two-going on three-years. Moving the sentence that establishes the scheduling restriction is CPC's proposed alternative to removing a process the college is not currently able to use. Emphasizing the restriction by positioning it first in the AP more accurately reflects current practice, which is the purpose of periodic review.*

**G. AP 4105 Distance Education – Julius and Senigaglia**

Description: *The MiraCosta Educators (MOE) added federal regulation language and language regarding equity. MOE wanted to ensure Title 5 standards and federal regulations were addressed, as well as, the college's commitment to equity.*

**H. AP 4260 Prerequisites and Corequisites - Senigaglia**

Description: *An addition to the first section of the first page was made: "Courses completed with a C- from U.S. regionally accredited colleges may also be used to satisfy a grade of C prerequisite requirement." The catalog states a grade of "C or better" may be used to clear a prerequisite, but that rule is not codified in any AP. The rule recently changed to allow a C-, so this was an opportunity to do it in the prerequisites and Corequisites AP.*

**I. AP 4300 Field Trips and Excursions - Bonds**

Description: *Information about the director of risk management was moved to the paragraph where application timelines is covered for better coherence.*

**J. BP 4300 Field Trips and Excursions - Bonds**

Description: *State categorical funding cannot be used for travel to states subject to California's ban on state-funded and state-sponsored travel. MiraCosta's decision to voluntarily honor the legislation described in AB 1887 needed to be added to the board policy.*

**K. AP 5031 Instructional Materials - Senigaglia**

Description: *The title of this AP has been changed from Instructional Materials Fees to Instructional Materials. The first part of the AP is about all types of instructional materials, not just the ones that can have a fee attached to them. It is important that all involved in selecting instructional materials recognize those important requirements/constraints from Title 5. The CCLC template for AP 5031 is titled Instructional Materials.*

**L. MiraCosta Online Class Quality Guidelines – Julius**

Description: *MiraCosta Online Educators (MOE) have completed a substantial revision to the MOE/MiraCosta Online Class Quality Guidelines, which were originally developed and approved in 2016. The new document is intended to help faculty develop and teach high-quality, equity-minded online classes, and will serve as a foundation for ongoing professional learning for online instruction at MiraCosta. MOE would like AS to approve this document for MiraCosta faculty use.*

**M. Taskforce Goal 1b Recommendations – Pohlert**

Description: *The AS created a taskforce to make recommendations on Goal 1b: faculty retention practices and strategies. The taskforce will present their findings and recommendations for AS consideration.*

**VIII. New Business**

**A. BP 4010 Academic Calendar – Bonds**

Description: *This is a periodic review of BP 4010. No changes are required.*

**B. AP 4010 Academic Calendar – Bonds**

Description: *This is a periodic review fo AP 4010. Updated reference to AAC calendar greoup as a taskforce rather than a subcommittee and added ASG representation as a desired resource.*

**C. AP 4026 Philosophy and Criteria for International Education - Senigaglia**

Description: *Added the adoption of equity-minded practices as an overarching goal of international education. As well, added the International Education Advisory Committee as a body that helps provide guidelines.*

**D. BP 4030 Academic Freedom - Bonds**

Description: *This is a periodic review of AP 4026. Modified primarily for cohesiveness, integrated accreditation Standards and Eligibilty Requirements for a more comprehensive policy.*

**E. Salary Advancement Handbook – Munshower (Time Certain: 9:15am)**

Description: *Each year the Salary Advancement Committee reviews the Salary Advancement Handbook and makes changes as necessary. Changes to the handbook this year include the addition of a SAC meeting in the fall and an additional deadline for application approval of October 1<sup>st</sup>; the spring deadline will be moved to March 1<sup>st</sup> from March 15<sup>th</sup>; a statement regarding the necessity to dual enroll in extension courses partnered with regionally accredited universities; a question has been added to both application forms asking if any portion of the classes requested have been funded by MCC; and Appendices C and D have been removed. The SAC is requesting a suspension of the rules to allow approval on a first read, given that this is the last meeting of the AS this academic year and the new timeline requires early fall communication to faculty.*

**F. AP 5055 Student Enrollment Limitations and Priorities - Higginbotham**

Description: *DSPS is changing the name of the department to Student Accessibility Services (SAS) and ensuring that inclusive language is used in reference to students with disabilities. Suspension of the rules is requested to allow approval on a first read, given that this is the last meeting of the AS this academic year and the name change will take effect this summer.*

**G. AP 5110 Counseling - Higginbotham**

Description: *DSPS is changing the name of the department to Student Accessibility Services (SAS) and ensuring that inclusive language is used in reference to students with disabilities. Suspension of the rules is requested to allow approval on a first read, given that this is the last meeting of the AS this academic year and the name change will take effect this summer.*

**H. AP 5140 Disabled Student Programs and Services - Higginbotham**

Description: *DSPS is changing the name of the department to Student Accessibility Services (SAS) and ensuring that inclusive language is used in reference to students with disabilities. Suspension of the rules is requested to allow approval on a first read, given that this is the last meeting of the AS this academic year and the name change will take effect this summer.*

**I. BP 5140 Disabled Student Programs and Services (DSPS) - Higginbotham**

Description: *DSPS is changing the name of the department to Student Accessibility Services (SAS) and ensuring that inclusive language is used in reference to students with disabilities. Suspension of the rules is requested to allow approval on a first read, given that this is the last meeting of the AS this academic year and the name change will take effect this summer.*

**IX. Information/Discussion**

**A. Leon Baradat Service Award Presentation – Lara (Time Certain: 10:15am)**

Description: *The Academic Senate will honor Robin Allyn and Scott Fallstrom as the two faculty awardees for the prestigious Leon Baradat Service Award for 2019-2020. The Leon Baradat Service Award is bestowed upon one full-time and one associate faculty member annually, who have demonstrated passion for teaching, counseling or library work and a dedication to students beyond the classroom or primary work site. Awardees must also be known for fostering engagement and creating positive and inclusive campus climate through service. These faculty will be given a plaque and a \$300 cash award.*

**B. Recognition of Out-going Academic Senators – Lara (Time Certain: 10:20am)**

Description: *Academic Senators who have served their elected term and will not continue, will be recognized and honored for their contributions to the Academic Senate.*

**X. Academic Senator Reports**

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

**XI. 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). Meetings will 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](mailto: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](mailto:dadler@miracosta.edu).



## 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 Ipai and Kumeyaay people. In addition, we pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:01am**.

### II. Roll Call

**Members present:** Robin Allyn, Ingrid Bairstow, Yessenia Balcazar, David Bonds, Rick Cassoni, Sunny Cooke (ex-officio), Zulema Diaz, , Thao Ha (Coordinating Officer), Himgauri Kulkarni, Luke Lara (President), Edward Pohlert, Susan Pynes, , Hossein Ravanbaksh, Leila Safaralian (Vice President), Krista Warren

**Members absent:** Steven Deineh, Oswaldo Ramirez

**Others present:** Debby Adler, Nery Chapeton-Lamas, Ian Clark, Jeff Ihara, Angela Senigaglia, Jim Julius, Eric Duran, Lilia Vidal

### III. Persons Wishing to Address the Senate

None.

### IV. Changes to Agenda Order

Old Business item A. Approve Applications for Advancement on the Salary Schedule and Altering an Approved Proposal will have a time certain of 10:30am and SAC will be represented by Lilia Vidal.

### V. Consent Calendar

**A. Approve Minutes of the Meeting of April 16, 2021**

**B. Approve Three (3) Equivalency Requests for Drama/Theater Arts**

**C. Approve Six (6) Comparable Degree Title Requests; two requests for Credit ESL and four requests for English, Option 2 minimum qualification of master's in TESL**

**The Consent Calendar items A., B., and C. were approved by unanimous consent.**

### VI. Reports

#### A. Academic Senate President

AS President, Luka Lara, expressed his sorrow for the hate towards the AAPI community. This should be a month of celebration and education and to stand up and stop the hate. He encourages participation in activities occurring this month. Visit the [Social Justice and Equity Center](#) webpage for more information. Congratulations to Eric Bishop for directing an amazing production of the play, *14*, by Jose Casa. It was inspired by the true-life event in May 2001 in which a smuggler abandoned 30 Mexicans crossing the desert near Yuma, AZ, resulting in 14 deaths due to dehydration. Congratulations to Scott Fallstrom and Robin Allyn, this year's recipients of the Leon P. Baradat award. Happy Mother's Day to all moms and those who play the role of mother in someone's life.

#### B. College Superintendent/President

Superintendent/President, Sunny Cooke, also wanted to recognize the hate of the Asian Pacific Islander community and to recognize the differences in opportunity along with the very different situations in the world. This time of year is very busy. We are trying to help our students, support them, and celebrate them. There is an all college webinar today following this meeting where administration will be talking about things as this semester is ending and as the summer and fall are beginning. Things are evolving rapidly surrounding reopening and the impacts this will have during these very uncertain times. Two things for fall include: 1) how we might envision the future we see and how we build a bridge back to where we are now, and 2) how to develop a strategic professional learning plan that all constituent groups can align to. The college received an invitation to participate in the Futures Leadership Academy.

Students will be invited to participate in September after they have an idea of their schedules. All constituent groups will be represented. We will gather professional learning leadership across the campus, along with a coach, to look at what worked well in this remote learning and working and what has not worked well and how we might align across constituent groups. Meetings are being scheduled now. There will be another chat and chai with the President on May 12<sup>th</sup> at 10am.

### **C. Classified Senate**

Debby Adler reported on behalf of CS, Vice President, Lori Schneider. It is a season of change and recognition. Classified Senate held their annual elections in April. Transition is underway between outgoing and incoming officers. Congratulations to the CS leaders for 2021-22: Carl Banks – President (*Re-elected*), Ingrid Phillips – Vice President (*newly elected*), Marlesha Keys – Treasurer, Kaarina Towey – Secretary (*newly elected*), Angelena Boles – Senator, Greg Stone – Senator, Silvia Martinez – Senator, Carrie Everts – Senator, Donney Cummins - Senator (*newly elected*), Omar Jimenez - Senator (*newly elected*), Maria-Isabel Rocha Duarte - Senator (*newly elected*), Jacob Sneary - Senator (*newly elected*). Congratulations to Classified Employee of the Semester, Kurt Borger. It was a very difficult task for the recognition committee to determine the recipient with over 15 Classified professionals receiving nominations for this prestigious award. Thank you to everyone who submitted nominations and support of classified is appreciated. Spotlight Awards were also given. Spotlight Awards focus on outstanding effort by an individual or team that may affect only a single department or that may have campus-wide impact. Most of the recipients of these awards this year stemmed around care, support, needs and services to students, faculty, staff and administration in response to the pandemic. Individual Award Recipients are Jay Hartzell and Sara Casseti and Team Award Recipients were the Library Operations & Pivot Team, the Child Development Center, and the Purchasing & Material Management Team. An all governance email from Carl Banks in which he will describe more in-depth as to what these folks all achieved to be presented with these awards is forthcoming.

### **D. Associated Student Government**

ASG, Vice President, Ian Clarke, indicated elections are over for ASG. The results included Hannah Schmidtler, President, Austin Quandy, Vice President at SEC, and Alma Cuevas, Student Trustee. Not many positions were applied for. Faculty are encouraged to reach out to students who they think may want to participate in ASG. While things are winding down for ASG, they are making sure the transition team has everything they need to take over next year and they are finishing out the way they began with more equity training.

### **E. Redesigning the Student Experience**

Faculty Lead, Thao Ha, indicated review of ACP success teams is being done including roles, responsibilities, and obtaining feedback to see how they can do better, add staff, align different roles and responsibilities. Zhenya Lindstrom is leading on the strategic planning document with staffing and budget requests. They want to institutionalize this work. They are also looking at and reviewing case management software.

## **VII. Old Business**

### **A. Approve [Applications for Advancement on the Salary Schedule and Altering an Approved Proposal](#)**

Vidal shared that eighteen (18) faculty members, both full-time and associate, have submitted Applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule and three (3) faculty have submitted an Application for Altering an Approved Proposal, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed all the applications and brings them to Academic Senate for approval.

**MSP (Safaralian / Allyn) [Bairstow abstained]** to recommend the applications for Advancement on the Salary Schedule and Altering an Approved Proposal as presented by the Salary Advancement Committee.

### **B. Approve Full-time Faculty Retiree List for Emeritus Status Consideration**

Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status ([AP 7280.4](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees.

**MSU (Safaralian / Cassoni)** to approve the retiree list for emeritus status consideration for full-time faculty Jonathan Cole, Anna O'Cain, June Porto, Jeffrey Uhlik, Margaret Essman, Keith Meldahl, Roberta Rosen, and Louisa Moon, as presented.



### **C. Approve Associate Faculty Retiree List for Emeritus Status Consideration**

Lara indicated that each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status ([AP 7280.5](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees.

**MSU (Warren / Pynes)** to approve the retiree list for emeritus status consideration for associate faculty Michael Byron and Susanne Concors.

### **D. Approve Equivalency Committee Recommended Change in Process for Intersession**

Lhara shared that under normal circumstances the Equivalency Committee meets once during the summer to evaluate requests made for Associate Faculty hires and the AS acts on recommendations during its first fall meeting. The committee proposes that on the rare occasion of a summertime full-time faculty hire, the equivalency committee's recommendation be reviewed and approved by the AS president.

**MSU (Safaralian / Kulkarni)** to approve the Equivalency Committee recommended change in process for intersession as presented in Option B.

**MSU (Warren / Ravanbaksh)** to amend the original motion to strike option A as presented.

Lhara described the second option which, along with the AS Officers, includes an associate faculty member to be part of the process. It was also noted that AS can meet during the summer; however, if they did, it would be to only look at one or more equivalencies. To gather 17 people virtually is not as difficult as meeting in person. Currently we are under a Brown Act waiver but it could have ramifications to meet in person and have quorum. Equivalency is a process that may be needed to allow hiring in rare instances over the summer. This would give flexibility for the summer months. It was also noted that this would be considered a taskforce for the summer and for only one meeting. The taskforce can meet in any venue and does not need to be public but would announce the results at the next regular public meeting.

## **VIII. New Business**

### **A. Associate Faculty Retiree List for Emeritus Status Consideration**

Lara indicated that each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status ([AP 7280.5](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees. One additional name is being submitted for consideration of emeritus status since the last regular meeting of the Academic Senate.

**MSU (Bonds / Warren)** to suspend the rules and allow a vote on the first read.

**MSU (Warren / Pynes)** to approve emeritus status consideration for associate faculty, Sarah Lopez, as presented.

### **B. AP 4025 Philosophy and Criteria for Associate Degree and General Education**

Senigaglia presented a summary of changes including Page 1: To local general education pattern (Plan A), Area B—Natural Sciences, reduction of required units to three. This aligns MiraCosta's GE requirement with other community colleges; Page 2: Added the LVN-RN degree as exempt from the Plan A, Area G requirement. This aligns with Board of Nursing licensing unit limits; and Page 7: Added students with an associate degree from a regionally accredited institution as exempt from local GE requirements. This removed barrier for students who have already met associate degree general education requirements. It was asked why there is a reduction from 4 to 3 units required for Plan A, Area B. It was explained that most sister colleges only require 3 units but most of courses in this area are 4 units. To be more consistent for students, the recommendation was to reduce the number of units from 4 to 3. This did not negatively impact students, and does not prevent them from taking additional unit classes.

### **C. AP 4025B Philosophy and Criteria for Baccalaureate Degrees and General Education**

Senigaglia indicated changes on Page 3: Added missing Area F title and the addition of new Area G: Ethnic Studies (CSU only). This is a legal change to CSU lower-division general education requirements.

### **D. AP 4050 Articulation**

Senigaglia reported that CPC added clarifying information to reflect current articulation officer responsibilities. This is a periodic review to update the procedure.

**E. AP 4100 Graduation Requirements for Degrees and Certificates - Angela Senigaglia**

Senigaglia reported that CPC voted to allow the college to accept grades of C- from regionally accredited institutions to satisfy associate degree requirements. Title 5 prohibits community colleges from assigning C- grades, but it does not prohibit colleges from accepting C- grades from other colleges. The San Diego Community College District has been allowing the C- grades for a few years.

**F. AP 4100B Graduation Requirements for Degrees and Certificates-Baccalaureate in Science Degree**

Senigaglia reported that CPC voted to allow the college to accept grades of C- from regionally accredited institutions to satisfy associate degree requirements. Title 5 prohibits community colleges from assigning C- grades, but it does not prohibit colleges from accepting C- grades from other colleges. The San Diego Community College District has been allowing the C- grades for a few years.

**G. AP 4101 Directed Studies**

Senigaglia reported that changes included, moving the sentence regarding the necessity of having a directed study course listed in the catalog from under the General Regulations heading to the first sentence of the AP. The college cannot legally offer a course that is not in the college catalog. The college has not had a directed study course in the catalog for two-going on three-years. Moving the sentence that establishes the scheduling restriction is CPC's proposed alternative to removing a process the college is not currently able to use. Emphasizing the restriction by positioning it first in the AP more accurately reflects current practice, which is the purpose of periodic review. This change honored AS's request and moved the language to the forefront of the AP. It was further noted that if a department is interested in a directed studies course, they would have to bring back the curriculum next year in order to offer the course the following academic year.

**H. AP 4105 Distance Education**

Julius shared that the MiraCosta Educators (MOE) added federal regulation language and language regarding equity. MOE wanted to ensure Title 5 standards and federal regulations were addressed, as well as, the college's commitment to equity. It was asked if there is anything that might go against working conditions with these changes. There was dialogue with FA around the absence portion of the AP asking if there was anything that presented concerns with these changes. The FA did not feel there were any concerning issues.

**I. AP 4260 Prerequisites and Corequisites**

Senigaglia shared that an addition to the first section of the first page was made: "Courses completed with a C- from U.S. regionally accredited colleges may also be used to satisfy a grade of C prerequisite requirement." The catalog states a grade of "C or better" may be used to clear a prerequisite, but that rule is not codified in any AP. The rule recently changed to allow a C-, so this was an opportunity to do it in the prerequisites and Corequisites AP.

**J. AP 4300 Field Trips and Excursions**

Bonds indicated that information about the director of risk management was moved to the paragraph where application timelines is covered for better coherence. Dr. Cooke noted that there needs to be clarification for the title of the Director of Risk Management. This correction could be a fast-track change and not need to return to AS for approval.

**K. BP 4300 Field Trips and Excursions**

Bonds shared that State categorical funding cannot be used for travel to states subject to California's ban on state-funded and state-sponsored travel. MiraCosta's decision to voluntarily honor the legislation described in AB 1887 needed to be added to the board policy.

**L. AP 5031 Instructional Materials**

Senigaglia indicated that the title of this AP has been changed from Instructional Materials Fees to Instructional Materials. The first part of the AP is about all types of instructional materials, not just the ones that can have a fee attached to them. It is important that all involved in selecting instructional materials recognize those important requirements/constraints from Title 5. The CCLC template for AP 5031 is titled Instructional Materials.

**M. MiraCosta Online Class Quality Guidelines**

Julius informed that the MiraCosta Online Educators (MOE) have completed a substantial revision to the MOE/MiraCosta Online Class Quality Guidelines, which were originally developed and approved in 2016. The new document is intended to help faculty develop and teach high-quality, equity-minded online classes, and will serve as a foundation for ongoing professional learning for online instruction at

MiraCosta. MOE would like AS to approve this document for MiraCosta faculty use. This is the first revision since the original version of this document. After five years of experience, MOE wanted to reflect the changes being made in AP4015. This document will be available on the TIC website at [www.tic.miracosta.edu](http://www.tic.miracosta.edu)

#### **N. Taskforce Goal 1b Recommendations**

Pohlert shared a summary of the Goal 1b Taskforce's work. The AS created a taskforce to make recommendations on Goal 1b: faculty retention practices and strategies. The taskforce presented their findings and recommendations for AS consideration. Pohlert explained the collaborative process of the taskforce and discussed the survey and its outcomes. Further described the summary of the themes. Six recommendations were presented including:

1. Working with HR to establish a comprehensive and consistent onboarding process for AF.
2. Encourage departments to create a Canvas page as a tool for communication and inclusion.
3. Encourage departments to establish AF recruitment practices that increase diversity.
4. Recommend review of Iodestar program and implementation of more rigorous criteria and expectations, and include training.
5. Work with the Office of Instruction to review and revise the department chair handbook.
6. Work with PDP and DEqCC to provide professional learning opportunities for classroom management strategies in teaching controversial topics, managing microaggressions, etc.

#### **IX. Information/Discussion**

##### **A. Timeline for AAC Reading and Ranking of Full-time Faculty Position Requests**

AAC Chair, David Bonds, will share the AAC's timeline and hiring prioritization guide. He will describe the timeline and the areas of consideration that AAC will be reading as they rank the positions requests. Bonds indicated an email from ACC will be sent which will contain two documents describing the timeline and hiring prioritization guide. He reviewed and shared the dates of the timeline. The intent is for an earlier timeline so departments can begin the process with HR to advertise positions and have a more diverse and robust pool of candidates for open positions. It was asked if it is possible to have the form request available for departments earlier instead of waiting for the first three weeks of the semester. Bonds will ask and get back to the AS with this information.

##### **B. Report to the Academic Senate on the ASCCC Spring 2021 Plenary**

Lara shared that several MCC faculty and some AS members attended the Academic Senate for California Community Colleges Spring 2021 Plenary. Some faculty took the opportunity to provide their reflections on plenary, the [resolutions](#), and suggestions for AS to consider in the future. Adrean Askerneese encouraged everyone to read the Rostrum in particular, regarding professional learning. Lara gave a shout out to Edward Pohlert, Adrean Askerneese, and Maria Figueroa for presenting at Plenary.

#### **X. Academic Senator Reports**

Pohlert encouraged everyone to participate and support our students both in the virtual commencement and the drive of champions. This is their graduation. The virtual commencement will take place on May 21<sup>st</sup> from 2 to 5pm and over 100 students have signed up to attend. Bairstow announced the National Adult Education Society commencement taking place on May 14<sup>th</sup> at 1:30pm and will honor CLC students. They are working on a virtual celebration. Safaralian mentioned the Math Scholarships Award ceremony to take place today and 2pm. Lara asked Senators to reach out to their constituents to let them know they are their senator. As well, to describe the conversations that surrounded the APs today that will require feedback for the next meeting.

#### **XI. Adjournment**

The meeting adjourned at 11:02am.



**MiraCosta College**  
**Office Inventory 2021-2022**

CAMPUS	Room Number	Maximum Occupancy	Occupants	Occupants 2	Occupants 3	Category (Discipline)	Area (sq. ft.)
OCN	2009	1	Eric Bishop	n/a	n/a	2 (Theatre)	110
OCN	2010	1	Tracy Williams	n/a	n/a	2 (Theatre)	75
OCN	2022A	1	<b>THEATER HIRE</b>	n/a	n/a	2 (Theatre)	75
OCN	2111	2	Yoshimi Hayashi	Leah Cluff	n/a	2 (Art)	111
OCN	2206	2	Matt Falker	<b>OPEN - FACULTY</b>	n/a	2 (Creat. Arts)	120
OCN	2215	2	Steve Torok	Dan Siegel	n/a	2 (Creat. Arts)	119
OCN	2220	2	Christy Coobatis	Arlie Langager	n/a	2 (Creat. Arts)	124
OCN	2268	2	Dean Ramos	Gilbert Neri	n/a	2 (Creat. Arts)	120
OCN	2274	2	Lauren Greenwald	<b>ART HIRE</b>	n/a	2 (Creat. Arts)	116
OCN	2705	1	Dave Massey	n/a	n/a	2 (Dance)	117
OCN	2706	1***	Billy Gunn	n/a	n/a	2 (Creat. Arts)	187
OCN	2707	1	Trisha Hanada-Rogers	n/a	n/a	2 (Creat. Arts)	100
OCN	3109	1*	Bradley Byrom	n/a	n/a	1	117
OCN	3110	1	Robert Kelley	n/a	n/a	1	99
OCN	3111	1	Shafin Ali	n/a	n/a	1	99
OCN	3112	1	Leola Powers	n/a	n/a	1	69
OCN	3113	1	Rachel Hastings	n/a	n/a	1	75
OCN	3114	1	Mark Whitney	n/a	n/a	1	78
OCN	3115	1	Isabel Luengo	n/a	n/a	1	79
OCN	3116	1	Bruce Hoskins	n/a	n/a	1	105
OCN	3121	2	Stephen Eso	Jeff Murico	n/a	1	119
OCN	3122	1	Lesley Doig	n/a	n/a	1	92
OCN	3123	1	John Phillips	n/a	n/a	1	106
OCN	3124	1	Lisa Fast	n/a	n/a	1	68
OCN	3126	1	Lilia Vidal	n/a	n/a	1	77
OCN	3206	2	Chris Sleeper	<b>NOT AVAILABLE</b>	n/a	1	168
OCN	T 111	2	Rick Cassoni	Delores Loedel	n/a	1	140
OCN	T 112	2	Jake Strona	Jade Hidle	n/a	1	140
OCN	T 113	2	Richard White	Raymond Clark	n/a	1	140
OCN	T 114	2	Casey McFarland	Rhonda Welch-Scalaco	n/a	1	140
OCN	T 115	2	Thao Ha	Roberto Falero	n/a	1	145
OCN	T-118	2	Mike Fino Staff	Mike Fino Staff	n/a	1	350
OCN	T-311	2	Teresa Guinon	curry mitchell	n/a	1	115
OCN	T-312	1	Lynne Miller	n/a	n/a	1	110

**MiraCosta College**  
**Office Inventory 2021-2022**

<b>CAMPUS</b>	<b>Room Number</b>	<b>Maximum Occupancy</b>	<b>Occupants</b>	<b>Occupants 2</b>	<b>Occupants 3</b>	<b>Category (Discipline)</b>	<b>Area (sq. ft.)</b>
OCN	T-314	2	Tyrone Nagai	<b>GEOGRAPHY HIRE</b>	n/a	1	115
OCN	T-315	1	David Bonds	n/a	n/a	1	109
OCN	T-316	1	Maria Figueroa	n/a	n/a	1	108
OCN	T-318	1	Jim Sullivan	n/a	n/a	1	97
OCN	T-411	2	Anthony Ongyod	Gail Meinhold	n/a	1	177
OCN	T-412	2	Kent McCorkle	Theresa Bolaños	n/a	1	177
OCN	T-415	2	David McField	<b>EARTH SCI HIRE</b>	n/a	1	167
OCN	T-421	3	Vicky Tam	Yana Gardiner	Alison Phinney	1	216
OCN	T-422	2	Yvette Duncan	Sue Simpson	n/a	1	104
OCN	T-423	2	Allison Perkins	Giana Carey	n/a	1	99
OCN	T-530	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	<b>1</b>	<b>100</b>
OCN	T-531	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-532	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-533	1	<b>OPEN FACULTY OR STAFF</b>	n/a		1	100
OCN	T-534	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-536	1	Robert Fulbright	n/a	n/a	1	100
OCN	T-537	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-538	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-550	1	Joanne Benschop	n/a	n/a	1	100
OCN	T-551	1	<b>OPEN FACULTY OR STAFF</b>	n/a	n/a	1	100
OCN	T-552	1	John Kirwan	n/a	n/a	1	100
OCN	T-556	1	Michael Paulding	n/a	n/a	1	100
OCN	T-557	1	Ruben Gomez	n/a	n/a	1	100
OCN	T-558	1	Nery Chapeton-Lamas	n/a	n/a	1	100
OCN	3614	2	Violeta Sanchez	Daniel Ante-Contreras	n/a	1	122
OCN	3615	2	Zulema Diaz	Alicia Lopez	n/a	1	129
OCN	3616	2	Mary Beth Headlee	Beth Powell	n/a	1	161
OCN	3617	2	Shawn Firouzian	Leila Safaralian	n/a	1	128
OCN	3618	2	JahB Prescott	Aaron Roberts	n/a	1	128
OCN	3619	2	Jose Jara	Chad Tsuyuki	n/a	1	128
OCN	3620	2	Phillip Boland	Zika Perovic	n/a	1	128
OCN	3621	2	Angela Beltran	Lemee Nakamura	n/a	1	128
OCN	3622	2	Serena Mercado	dara	n/a	1	129
OCN	3623	2	Brent Pickett	Keith Dunbar	n/a	1	129

**MiraCosta College**  
**Office Inventory 2021-2022**

<b>CAMPUS</b>	<b>Room Number</b>	<b>Maximum Occupancy</b>	<b>Occupants</b>	<b>Occupants 2</b>	<b>Occupants 3</b>	<b>Category (Discipline)</b>	<b>Area (sq. ft.)</b>
OCN	4018	3	Paul Katson	Steve Vail	Arnoldo Williams	2 (Auto Tech)	319
OCN	4057	2	Wally Perez	Barbara Juncosa	n/a	2 (Biotech)	150
OCN	4405	2	Roland Estrella	Richard Dicker	n/a	2 (Health Oc.)	118
OCN	4410	2	<b>NURSING HIRE</b>	Korey Goulette	n/a	2 (Health Oc.)	103
OCN	4502	2	Kristine Arquero	Pierre Goueth	n/a	2 (Chem.)	146
OCN	4507	1**	Erika Peters	n/a	n/a	1	117
OCN	4512	2	Pedro Morgado Flores	Rica French	n/a	1	118
OCN	4518	2	John Thomford	Himgauri Kulkarni	n/a	1	126
OCN	4519	2	Jeff Ihara	Joe Salamon	n/a	1	126
OCN	4520	2	Stacey Hull	Suzie Bailey	n/a	1	133
OCN	4536	2	Paul Clarke	David Parker	n/a	2 (Des. Tech)	144
OCN	4608	2	Mary Gross	Dominique Ingato	n/a	1	118
OCN	4609	2	John Turbeville	Jeanine Sepulveda	n/a	1	116
OCN	4620	2	<b>MEDIA ARTS HIRE</b>	Karl Cleveland	n/a	2 (IMT)	120
OCN	4621	2	Leigh Cotnoir	Catherine Walker	n/a	1	120
OCN	4702	1	Andrea Petri	n/a	n/a	2 (Int. Lang.)	120
OCN	4703	2	Christina Toharia	Rosa Viramontes	n/a	2 (Int. Lang.)	122
OCN	4704	1	Pilar Hernandez	n/a	n/a	2 (Int. Lang.)	120
OCN	4810	2	Annie Ngo	Christina Sharp	n/a	1	112
OCN	4811	2	Tina Walker	Janelle West	n/a	1	131
OCN	4812	2	Steve Isachsen	Eric Carstensen	n/a	1	131
OCN	4813	2	Nate Scharff	Lynnie Trzoss	n/a	1	144
OCN	4814	1	Emiko Kiyochi	n/a	n/a	1	100
OCN	7056	1	Mark Laurel	n/a	n/a	2 (Hort.)	102
OCN	7057	2	Megan Allison	Ashley Davis	n/a	2 (Hort.)	170
OCN	7058	1	Mike Deschamps	n/a	n/a	2 (Hort.)	86
OCN	8010	1***	Linda Haar	n/a	n/a	2 (Child Dev.)	165
OCN	8012	1	Claudia Flores	n/a	n/a	2 (Child Dev.)	138

**MiraCosta College**  
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<b>CAMPUS</b>	<b>Room Number</b>	<b>Maximum Occupancy</b>	<b>Occupants</b>	<b>Occupants 2</b>	<b>Occupants 3</b>	<b>Category (Discipline)</b>	<b>Area (sq. ft.)</b>
SAN	403	2	<b>PHYSICS HIRE</b>	Tina Johnson	n/a	2 (Phys/BioSci)	115
SAN	405	2	Thong Nguyen	Kaitlin Fisher	n/a		117
SAN	502A	2	Vicky Noddings	Jane Mushinsky	n/a		150
SAN	510	2	David Detwiler	Robert Bond	n/a		150
SAN	511	2	<b>OPEN - FACULTY</b>	Janeen Apalatea	n/a		150
SAN	512	2	<b>BUSINESS HIRE</b>	Alexis Tucker	n/a		150
SAN	513	2	Sean Davis	Krista Byrd	n/a		150
SAN	602	2	Kelly Hagen	Luke Lambert	n/a		158
SAN	603	2	<b>OPEN - FACULTY</b>	Shannon Myers	n/a		145
SAN	604	2	Sam Arenivar	<b>OPEN - FACULTY</b>	n/a		145
SAN	605	2	Lisa Lane	Polo Mariscal	n/a		150
SAN	608	2	Eric Robertson	Tony Burman	n/a		140

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2021-2022 Assignment</u></b>
<b>Budget and Planning Committee (BPC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years; 7 faculty total</i>
Budget and Planning Committee (BPC)	Sp22 (5yrs)	Joe Salamon (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Sp22 (4yrs)	Luke Lara (AS Pres)
Budget and Planning Committee (BPC)	Sp24 (4yrs)	Leila Safaralian (AS Pres-elect)
Budget and Planning Committee (BPC)	Sp22 (6yrs)	Raymond Clark
Budget and Planning Committee (BPC)	Sp22 (2yrs)	Edwina Williams (Associate Faculty)*
Budget and Planning Committee (BPC)	Sp22 (6yrs)	Maria Figueroa
Budget and Planning Committee (BPC)	Sp22 (2yrs)	Christy Coobatis
<b>College Council</b>		
College Council	Assigned by virtue of role	Luke Lara (AS Pres)
College Council	Assigned by virtue of role	Leila Safaralian (AS Pres-Elect)
College Council	Assigned by virtue of role	Polo Mariscal (IPRC Co-Chair) Kaitlin Fischer (IPRC Co-Chair)
<b>Institutional Program Review Committee (IPRC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total</i>
Institutional Program Review Committee (IPRC)	Sp24(6yrs)	Polo Mariscal (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(4yrs)	Kaitlin Fischer (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	John Kirwan
Institutional Program Review Committee (IPRC)	Sp23(2yrs)	Rick Cassoni
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Lisa Fast
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Cynthia Vasquez Gonzales
Institutional Program Review Committee (IPRC)	Sp22(2yrs)	Robin Allyn (Associate Faculty) *
<b>Tenure Review and Evaluation Committee (. TREC)</b>	<i>No term length</i>	<i>No number set; as needed</i>
Tenure Review and Evaluation Committee (TREC)		Chad Tsuyuki (Chair – Appointed by FA)



**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2021-2022 Assignment</u></b>
Tenure Review and Evaluation Committee (TREC)		Jose Jara
Tenure Review and Evaluation Committee (TREC)		Krista Byrd
Tenure Review and Evaluation Committee (TREC)		Jade Hidle
Tenure Review and Evaluation Committee (TREC)		Lesley Doig
Tenure Review and Evaluation Committee (TREC)		Keith Dunbar
Tenure Review and Evaluation Committee (TREC)		Kristi Reyes
Tenure Review and Evaluation Committee (TREC)		Eric Carstensen
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Arnoldo Williams
Tenure Review and Evaluation Committee (TREC)		Leah Cluff
Tenure Review and Evaluation Committee (TREC)		Mark Whitney
Tenure Review and Evaluation Committee (TREC)		Karina Duarte-Braunstein
Tenure Review and Evaluation Committee (TREC)		Violeta Sanchez
Tenure Review and Evaluation Committee (TREC)		Jim Sullivan
Tenure Review and Evaluation Committee (TREC)		Suzie Bailey
Tenure Review and Evaluation Committee (TREC)		Jed Schlueter

## FACULTY COMMITTEE ASSIGNMENTS 2021-22

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

<u>Committee Name</u>	<u>Term</u>	<u>2021-2022 Assignment</u>
Tenure Review and Evaluation Committee (TREC)		David McField
Tenure Review and Evaluation Committee (TREC)		Richard Dicker*
Tenure Review and Evaluation Committee (TREC)		Christina Johnson*
Tenure Review and Evaluation Committee (TREC)		OPEN
<b>Outcomes Assessment Committee (OAC)</b>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms; renewable twice for a max of six years; 9 faculty total + 2 resource faculty</i>
Outcomes Assessment Committee (OAC)	Sp23(3yrs)	Shannon Myers (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp22(6yrs)	John Thomford (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp22(4yrs)	Kristine Arquero
Outcomes Assessment Committee (OAC)	Sp22(4yrs)	Janelle West
Outcomes Assessment Committee (OAC)	Sp23(4yrs)	Krista Byrd
Outcomes Assessment Committee (OAC)	Sp22(2yrs)	Cristina Toharia
Outcomes Assessment Committee (OAC)	Sp22(3yrs)	Katie Ortiz (Associate Faculty)*
Outcomes Assessment Committee (OAC)	Sp22(2yrs)	Alison Phinney
Outcomes Assessment Committee (OAC)	Sp23(2yrs)	Ashley Davis
Outcomes Assessment Committee (OAC)	Resource	Joanne Benschop (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource	Jim Julius (Online Faculty Director)

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

**Academic Senate and Academic Senate Subcommittees**

<b>Academic Senate</b>	<b>Elected Members</b>	<b>Year and semester term ends</b>
Academic Senate	Allyn, Robin, <i>Coordinating Officer</i>	Sp23
Academic Senate	Arce, Michael	Sp23
Academic Senate	Balcazar, Yesenia	Sp22
Academic Senate	Bairstow, Ingrid	Sp22
Academic Senate	Cordero, Carla	Sp23
Academic Senate	Diaz, Zulema	Sp22
Academic Senate	Julius, Jim	Sp23
Academic Senate	Kulkarni, Humgaury	Sp22
Academic Senate	Lara, Luke, <i>President</i>	Sp23
Academic Senate	Loedel, Delores	Sp23
Academic Senate	Nagai, Tyrone	Sp23
Academic Senate	Neri, Gilbert	Sp23
Academic Senate	Ramirez, Oswaldo	Sp22
Academic Senate	Ravanbaksh, Hossein	Sp22
Academic Senate	Safaralian, Leila, <i>President Elect</i>	Sp24
Academic Senate	Warren, Krista	Sp23

<b><u>Committee Name</u></b>	<b><u>Term</u></b>	<b><u>2021-2022 Assignment</u></b>
<b>Academic Affairs Committee (AAC)</b>	<i>Ends</i>	<i>2-year member terms, renewable twice for a max of six years</i>
Academic Affairs Committee (AAC)	Sp22	David Bonds (Chair)
Academic Affairs Committee (AAC)	Sp23	Claudia Flores (Unbanking Spring 2021)
Academic Affairs Committee (AAC)	Sp22	Stacy Hull
Academic Affairs Committee (AAC)	Sp22	Alexis Tucker Sade
Academic Affairs Committee (AAC)	Sp22	Rosa Viramontes
Academic Affairs Committee (AAC)	Sp22	Daniel Ante-Contreras
Academic Affairs Committee (AAC)	Sp22	Thong Nguyen
Academic Affairs Committee (AAC)	Sp22	Yana Gardiner
Academic Affairs Committee (AAC)	Sp22	Beth Powell (Unbanking Spring 2022)
Academic Affairs Committee (AAC)	Sp22	Lauren McFall
Academic Affairs Committee (AAC)	Sp23	Kris Peck

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Academic Affairs Committee (AAC)	Sp22	Joseph King (Associate Faculty)*
Academic Affairs Committee (AAC)	Sp22	Dave Massey
Academic Affairs Committee (AAC)	Sp22	Tricia Hoste
Academic Affairs Committee (AAC)	Sp23	Shafin Ali
Academic Affairs Committee (AAC)	Sp22	Julie Cord
Academic Affairs Committee (AAC)	Sp22	Stephen Torok
Academic Affairs Committee (AAC)	Sp23	Rick White
Academic Affairs Committee (AAC)	Sp23	Ghada Osman
Academic Affairs Committee (AAC)	Sp23	Adrean Askerneese
<b>Courses and Programs Committee (CPC)</b>	<i>Ends</i>	<i>CPC chair no term limit; members 3-year with no limit</i>
Courses and Programs Committee (CPC)	Sp22	Angela Senigaglia (Chair)
Courses and Programs Committee (CPC)	Sp24	Kelly Hagen (GE Area A1, Pre-transfer)
Courses and Programs Committee (CPC)	Sp24	Scott Fallstrom (GE Area A2)
Courses and Programs Committee (CPC)	Sp24	Erika Peters (GE Area B)
Courses and Programs Committee (CPC)	Sp22	Gilbert Neri (GE Area C)
Courses and Programs Committee (CPC)	Sp22	Robert Bond (GE Area D)
Courses and Programs Committee (CPC)	Sp22	Nate Scharff (CE)
Courses and Programs Committee (CPC)	Sp22	Donny Munshower (Counseling)
Courses and Programs Committee (CPC)	Sp22	Billy Gunn (Noncredit, or other GE) (Sabbatical fall 2021) <b>OPEN (fall substitute; Noncredit, or other GE)</b>
Courses and Programs Committee (CPC)	Sp24	Yana Gardiner (CE)
Courses and Programs Committee (CPC)	Sp24	Darlene Burke (Associate Faculty)*
Courses and Programs Committee (CPC)	Permanent	Julius, Jim, Director Online Ed

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Courses and Programs Committee (CPC)	Permanent	Benschop, Joanne (Articulation Officer, SLO Coordinator)
<b>Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)</b>	2-year member term, renewable	6-9 members <b>only</b>
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp22	Alicia Lopez (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Nakamura, Lemee
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Hilda Gomez-Zinn
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Sean Davis (Sabbatical spring 2022)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Tina Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Mariana Silva
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Violeta Sanchez
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Christopher Sleeper
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Catherine Walker
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Don Love
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp23	Aaron Roberts (PDP Liaison)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	Sp22	Sonia Gutierrez (Associate Faculty)*
<b>Equivalency Subcommittee</b>	No term length	No number set
Equivalency Subcommittee		Jeff Ihara (Chair)
Equivalency Subcommittee		Isabel Luengo
Equivalency Subcommittee		Glorian Sipman



**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Equivalency Subcommittee		Paul Katson
Equivalency Subcommittee		Dan Siegel
Equivalency Subcommittee		Ruth Gay
<b>Faculty Awards Subcommittee</b>	No term length	Minimum two FT F, two AF, CO
Faculty Awards Subcommittee	Sp23	Robin Allyn (Chair)
Faculty Awards Subcommittee		Vicky Noddings
Faculty Awards Subcommittee		Christina Johnson
Faculty Awards Subcommittee		Allison Perkins
Faculty Awards Subcommittee		Al Nyman (Associate Faculty)*
Faculty Awards Subcommittee		Jose Rodriguez (Associate Faculty)*
<b>MiraCosta Online Educators (MOE)</b>	2-year member term, renewable; ending dates unknown	10-12 members
MiraCosta Online Educators (MOE)	Sp22	Jim Julius (Chair)
MiraCosta Online Educators (MOE)	Sp22	Shawn Firouzian
MiraCosta Online Educators (MOE)	Sp22	Sam Arenivar
MiraCosta Online Educators (MOE)	Sp22	Pamela Perry (Sabbatical spring 2022)
MiraCosta Online Educators (MOE)	Sp22	Eric Robertson
MiraCosta Online Educators (MOE)	Sp23	Roland Estrella
MiraCosta Online Educators (MOE)	Sp22	Michael Deschamps
MiraCosta Online Educators (MOE)	Sp23	Neri Chapeton-Lamas
MiraCosta Online Educators (MOE)	Sp23	Robert Kelley
MiraCosta Online Educators (MOE)	Sp23	Pedro Morgado
MiraCosta Online Educators (MOE)	Sp22	Angela Beltran – Aguilar
MiraCosta Online Educators (MOE)	Sp22	curry mitchell

## FACULTY COMMITTEE ASSIGNMENTS 2021-22

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

MiraCosta Online Educators (MOE)	Sp23	Karl Cleveland (Sabbatical Fall 2021)
MiraCosta Online Educators (MOE)	Sp23	Eli Clarke
MiraCosta Online Educators (MOE)	Sp23	Leola Powers
MiraCosta Online Educators (MOE)	Sp22	James Garcia (Associate Faculty)
MiraCosta Online Educators (MOE)	Sp22	Tanessa Sanchez (Associate Faculty)*
MiraCosta Online Educators (MOE)	Sp22	Paulino Mendoza (Associate Faculty)*
<b>Professional Development Program/Flex (PDP)</b>	No term length	No number of members set
Professional Development Program/Flex (PDP)	Sp24	Denise Stephenson
Professional Development Program/Flex (PDP)		Jim Julius
Professional Development Program/Flex (PDP)		Rica French
Professional Development Program/Flex (PDP)		Lynne Miller (Sabbatical fall 2021)
Professional Development Program/Flex (PDP)		Rachel Hastings
Professional Development Program/Flex (PDP)		Tony Burman
Professional Development Program/Flex (PDP)		Thao Ha
Professional Development Program/Flex (PDP)		Dominique Ingato
Professional Development Program/Flex (PDP)		JahB Prescott
Professional Development Program/Flex (PDP)		Aaron Roberts
Professional Development Program/Flex (PDP)		Zica Perovic
Professional Development Program/Flex (PDP)		Sean Davis (Sabbatical spring 2022)
Professional Development Program/Flex (PDP)		Serena Mercado
Professional Development Program/Flex (PDP)		Anna Alessi (Assoc Faculty)
Professional Development Program/Flex (PDP)		Brian Page (Assoc Faculty)
<b>Sabbatical Leave Subcommittee (SLC)</b>	No term length	No number set

## FACULTY COMMITTEE ASSIGNMENTS 2021-22

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

Sabbatical Leave Subcommittee (SLC)		Trisha Hanada-Rogers (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Gail Meinhold (Co-Chair)
Sabbatical Leave Subcommittee (SLC)		Lisa Lane
Sabbatical Leave Subcommittee (SLC)		Jennifer Paris
Sabbatical Leave Subcommittee (SLC)		Pilar Hernandez
Sabbatical Leave Subcommittee (SLC)		Denise Stephenson
Sabbatical Leave Subcommittee (SLC)		Zika Perovic
Sabbatical Leave Subcommittee (SLC)		John Kirwan
<b>Salary Advancement Subcommittee (SAC)</b>	No term length	
Salary Advancement Subcommittee (SAC)		Donny Munshower (chair)
Salary Advancement Subcommittee (SAC)		Lilia Vidal
Salary Advancement Subcommittee (SAC)		Vicky Noddings
Salary Advancement Subcommittee (SAC)		Eric Bishop
Salary Advancement Subcommittee (SAC)		Vicky Tam
Salary Advancement Subcommittee (SAC)		Alison Phinney

### Operational Subcommittee of the Senate:

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

### Campus Advisory Committees

<u>Committee Name</u>	<u>2021-2022 Assignment</u>
<b>Awards and Scholarships Advisory Committee</b>	
Awards and Scholarships Advisory Committee	Jade Hidle
Awards and Scholarships Advisory Committee	Laura Hayek

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Awards and Scholarships Advisory Committee	Dean Ramos (Sabbatical Fall 2021)
Awards and Scholarships Advisory Committee	Rebecca Morgan
Awards and Scholarships Advisory Committee	Sinar Lomeli
Awards and Scholarships Advisory Committee	Laney Collins
Awards and Scholarships Advisory Committee	Jeff Murico (Unbanking fall 2021)
<b>Basic Needs Workgroup</b>	
Basic Needs Workgroup	Abby Burd
Basic Needs Workgroup	Mary Gross
Basic Needs Workgroup	Rhonda Welch Scalco
Basic Needs Workgroup	Magdalena Zepeda
Basic Needs Workgroup	Delores Loedel
<b>Campus/Facilities Advisory Committee</b>	
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Michelle Farnam
Campus/Facilities Advisory Committee	Steve Vail
<b>Classified Senate Events Committee</b>	
Classified Senate Events Committee	Magdalena Zepeda
Classified Senate Events Committee	
<b>Commencement Advisory Committee</b>	
Commencement Advisory Committee	Adrean Askerneese
Commencement Advisory Committee	Edward Pohlert
Commencement Advisory Committee	Stephen Torok
<b>Dual Enrollment Advisory Committee</b>	
Dual Enrollment Advisory Committee	Magdalena Zepeda
Dual Enrollment Advisory Committee	Phillip Boland
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Theresa Bolanos
<b>Emergency Preparedness Advisory Group (EPAG)</b>	

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Arti Dua
<b>EOPS/CARE Advisory Committee</b>	
EOPS/CARE Advisory Committee	Candy Owens
EOPS/CARE Advisory Committee	Arnoldo Williams
EOPS/CARE Advisory Committee	Mark Laurel
EOPS/CARE Advisory Committee	Larry Burns
EOPS/CARE Advisory Committee	Krystle Taylor
EOPS/CARE Advisory Committee	Linda Haar
<b>Equal Employment Opportunity Advisory Committee (EEOAC)</b>	<i>2 members only</i>
Equal Employment Opportunity Advisory Committee (EEOAC)	Lesley Doig
Equal Employment Opportunity Advisory Committee (EEOAC)	Maria Figueroa
<b>Financial Aid Advisory Committee</b>	
Financial Aid Advisory Committee	Rebecca Morgan
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Sinar Lomeli
Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Robert Fulbright
<b>Honors Scholar Program Advisory Committee</b>	<i>6-9 FT, 2 Couns, 1-2 Associates</i>
Honors Scholar Program Advisory Committee	Chris Sleeper (Chair – Sp 23)
Honors Scholar Program Advisory Committee	Delores Loedel
Honors Scholar Program Advisory Committee	Leah Cluff
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Lynnie Trzoss
Honors Scholar Program Advisory Committee	Erika Peters
Honors Scholar Program Advisory Committee	Lise Flocken



**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Honors Scholar Program Advisory Committee	Casey McFarland
Honors Scholar Program Advisory Committee	OPEN (Associate Faculty)*
<b>International Education Advisory Committee</b>	
International Education Advisory Committee	Andrea Petri (Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico (Unbanking Fall 2021)
International Education Advisory Committee	Robert Bond
International Education Advisory Committee	Kent McCorkle
International Education Advisory Committee	David Parker
International Education Advisory Committee	Anthony Ongyod
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Jane Mushinsky
International Education Advisory Committee	David Detwiler (Unbanking Spring 2022)
International Education Advisory Committee	Rick White
<b>Perkins Plan Advisory Committee</b>	
Perkins Plan Advisory Committee	Yvette Duncan
Perkins Plan Advisory Committee	Arnoldo Williams
Perkins Plan Advisory Committee	Donna Davis
Perkins Plan Advisory Committee	David Parker
Perkins Plan Advisory Committee	Mike Deschamps
Perkins Plan Advisory Committee	Waldemar Perez
Perkins Plan Advisory Committee	Jeff Higginbotham
Perkins Plan Advisory Committee	Christy Coobatis
Perkins Plan Advisory Committee	Claudia Flores (Unbanking fall 2021)
<b>President's Alliance on Diversity, Equity, and Inclusion (PADEI)</b>	
President's Alliance on Diversity, Equity, and Inclusion (PADEI)	OPEN (Chair)
President's Alliance on Diversity, Equity, and Inclusion (PADEI)	Casey McFarland

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

President's Alliance on Diversity, Equity, and Inclusion (PADEI)	Hilda Gomez-Zinn (DEqCC rep)
President's Alliance on Diversity, Equity, and Inclusion (PADEI)	Krystle Taylor
President's Alliance on Diversity, Equity, and Inclusion (PADEI)	OPEN
President's Alliance on Diversity, Equity, and Inclusion (PADEI)	OPEN
<b>Student Accessibility Services (SAS)</b>	
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Teresa Guinon
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Himguari Kulkarni
<b>Service Learning Advisory Committee</b>	
Service Learning Advisory Committee	Casey McFarland
Service Learning Advisory Committee	Claudia Flores (Unbanking Fall 2021)
Service Learning Advisory Committee	Tricia Hoste
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Arlie Langager
Service Learning Advisory Committee	Jacob Strona
<b>Staff Development Advisory Committee (On Hiatus – 2021-2022)</b>	
Staff Development Advisory Committee	n/a
Staff Development Advisory Committee	n/a
<b>Student Conduct and Police Advisory Committee</b>	
Student Conduct and Police Advisory Committee	Thao Ha
Student Conduct and Police Advisory Committee	Ruben Gomez
Student Conduct and Police Advisory Committee	Don Love

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Student Conduct and Police Advisory Committee	Al Nyman (Associate Faculty)
Student Conduct and Police Advisory Committee	Krystle Taylor (DSPS)
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
<b>Strong Workforce Advisory Committee (SWAG)</b>	
Strong Workforce Advisory Committee (SWAG)	Michael Paulding
Strong Workforce Advisory Committee (SWAG)	Barbara Juncosa
Strong Workforce Advisory Committee (SWAG)	Christina Sharp
Strong Workforce Advisory Committee (SWAG)	Leigh Cotnoir
Strong Workforce Advisory Committee (SWAG)	Paul Clarke
Strong Workforce Advisory Committee (SWAG)	Eric Carstensen
Strong Workforce Advisory Committee (SWAG)	Rick Cassoni
Strong Workforce Advisory Committee (SWAG)	Mike Deschamps
Strong Workforce Advisory Committee (SWAG)	Karina Duarte-Braunstein
Strong Workforce Advisory Committee (SWAG)	Erica Duran
Strong Workforce Advisory Committee (SWAG)	Rich Dicker
<b>Student Services Council</b>	Assigned by virtue of role
Student Services Council	Donna Davis
Student Services Council	Lise Flocken
Student Services Council	Donny Munshower
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
<b>Sustainability Advisory Committee</b>	
Sustainability Advisory Committee	Janelle West
Sustainability Advisory Committee	Jennifer Paris
Sustainability Advisory Committee	Roberto Falero
Sustainability Advisory Committee	Jane Mushinsky
<b>Technology Advisory Committee</b>	
Technology Advisory Committee	Jim Julius

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
If no term ending dates are noted, the terms are flexible

Technology Advisory Committee	Dan Siegel
Technology Advisory Committee	Steve Eso
Technology Advisory Committee	Adrean Askerneese
Technology Advisory Committee	Lauren McFall
<b>Transfer Center Advisory Committee</b>	
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Jed Schlueter
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Arlie Langager
Transfer Center Advisory Committee	Candy Owens
Transfer Center Advisory Committee	Lynnie Trzoss

**Additional Assignments**

<b>Committee on Exceptions</b> Review COE's to approve/deny requests based on criteria Meets 1.5 hrs 2x/month	(Wendy Stewart, Chair)
Committee on Exceptions	Wendy Horton
Committee on Exceptions	Theresa Bolanos
Committee on Exceptions	Laney Collins
Committee on Exceptions	Michelle Farnam
<b>Enter the Path Workgroup</b>	
Enter the Path Workgroup	Donna Davis (co-lead)
Enter the Path Workgroup	Arti Dua
Enter the Path Workgroup	Yesenia Balcazar
Enter the Path Workgroup	Cynthia Vasquez-Gonzales
Enter the Path Workgroup	Stacey Mathis
Enter the Path Workgroup	Brian Page (Associate)*
<b>NCHEA Board</b>	
NCHEA Board	Rachel Hastings (Director AY 20-21, 21-22; Past Director AY 22-23)

**FACULTY COMMITTEE ASSIGNMENTS 2021-22**  
 If no term ending dates are noted, the terms are flexible

NCHEA Board	Nate Scharff
NCHEA Board	Kat Soto-Gomez (Associate Faculty)*
NCHEA Board	Lise Flocken, Transfer Center Director -Required by NCHEA Bylaws
NCHEA Board	Thao Ha
NCHEA Board	Denise Stephenson, PDP Coordinator – Required by NCHEA Bylaws
<b>Traffic and Parking Committee</b>	3 faculty
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Sue Simpson
<b>SDICCCA Faculty Intern Program</b>	
SDICCCA Faculty Intern Program	David Detwiler (Unbanking Spring 2022)
SDICCCA Faculty Intern Program	Sean Davis (Sabbatical spring 2022)
SDICCCA Faculty Intern Program	Lauren McFall
SDICCCA Faculty Intern Program	James Garcia (Associate Faculty)*





## **Fall 2021 and Spring 2022 – FTE/LHE Reassigned Time for AS Leadership Responsibilities**

### **Academic Senate Leadership**

AS President – Luke Lara – 0.8 FTE (12 LHE)

AS President Elect – Leila Safaralian – 0.3 FTE (4.5 LHE)

### **Academic Senate Subcommittee Faculty Chairs**

Academic Affairs (AAC) – David Bonds – 0.3 FTE (4.5 LHE)

Courses & Programs (C&P) – Angela Senigaglia – 0.5 FTE (7.5 LHE)

Diversity, Equity, and Cultural Competency (DEqCC) – Alicia Lopez – 0.2 FTE (3 LHE)

Professional Development Program (PDP) Coordinator– Denise Stephenson – 0.4 FTE (6 LHE)

### **Faculty Chairs / Governance**

Budget & Planning (BPC) – Joe Salamon – 0.3 FTE (4.5 LHE)

Institutional Program Review (IPRC) – Co-chairs/split

Kaitlin Fisher – 0.2 FTE (3 LHE)

Polo Mariscal – 0.2 FTE (3 LHE)

Outcomes & Assessments (OAC) – Shannon Myers – 0.333 FTE (5 LHE)

SLO Coordinator (OAC) – Joanne Benschop – 0.267 FTE (4 LHE)

Core Competency Coordinator (OAC) – John Thomford – 0.2 FTE (3 LHE)

References: District/Faculty Assembly Agreement July 1, 2018 – June 30, 2021, Article B, section 1.0; FA MOU 18-02; and AS Rules Sections C.5, C.32, and O.6.



## ACADEMIC SENATE

### Academic Year 2021-2022 Academic Senate Calendar

Academic Senate regular meetings are held the first and third Friday of each month from 9:00am to 11:00am (unless otherwise noted below).

#### **FALL 2021**

August 13\*

September 3

September 17

October 1

October 15

November 5

November 19

December 3

#### **SPRING 2022**

January 14

February 4

March 4

March 18

April 1

April 15

May 6

May 20

\*Retreat as well as regular meeting

The MiraCosta Community College District's programs are consistent with the college's mission, vision, and core values.

The associate degree at MiraCosta College is awarded to students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units.

General education at MiraCosta College introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. Students completing this program are able to demonstrate the following:

- A. A broad understanding of mathematics, science, social science, humanities, and the arts.
- B. Effective communication in oral and written form.
- C. A multicultural global perspective.
- D. Critical thinking skills that apply analytical and creative approaches to problem solving.
- E. The ability to adapt to new environments and technologies.
- F. Social awareness and responsibility as a participating member of society.

The MiraCosta College general education pattern (Plan A) for the associate in arts and associate in science degree includes the completion of three units each in Areas A1 and A2, **four three** units in Area B, and three units each in Areas C through G.

Courses listed in two different areas (A–E) may be used to satisfy a requirement in one area but not both. Courses completed in Areas F and G may also satisfy other area (A–E) requirements.

A course listed in any area (A–G) may satisfy both a general education and a major requirement.

In lieu of the above, students may satisfy a general education requirement for an associate degree at MiraCosta College by completing the California State University (Plan B) or the University of California (Plan C) certified general education pattern. Placement of courses on the transferable general education patterns is governed by the California State University (CSU) and University of California (UC) and will be in accordance with these transfer policies.

Courses used to meet the MiraCosta College general education and associate degree requirements meet the standards set forth in Board Policy 4025 as follows:

- A. All courses designated for general education (GE) at MiraCosta College fulfill the following universal criteria:
  - 1. Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
  - 2. Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
  - 3. Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.
  - 4. Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
  - 5. Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
  - 6. Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
  - 7. Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.
- B. Specific courses within the GE program at MiraCosta College fulfill the following criteria as related to their area of specialty:
  - 1. Area A–Language and Reasoning: These courses develop the principles and applications of language toward the following for the student:
    - a. Logical thought.

- b. Clear and precise expression.
- c. Critical evaluation of communication.
  - (1) Area A1: English composition courses must include both expository and argumentative writing. These courses have an appropriate prerequisite that distinguishes them from a remedial course.
  - (2) Area A2: These courses include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics courses have a prerequisite of elementary algebra or higher math.

2. Area B–Natural Sciences: These courses examine the physical universe, its life forms, and its natural phenomena. These courses also should do the following:

- a. Help the student develop an appreciation and understanding of the scientific method.
- b. Encourage an understanding of the relationships between science and other human activities.

These courses include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

3. Area C–Humanities: These courses study the cultural activities and artistic expressions of human beings. These courses should help the student develop the following:

- a. An awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
- b. An aesthetic understanding.
- c. An ability to make value judgments.

These courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

4. Area D–Social and Behavioral Sciences: These courses focus on people as members of society. These courses should do the following:

- a. Develop an awareness of the method of inquiry used by the social and behavior sciences.

- b. Stimulate critical thinking about the ways people act and have acted in response to their societies.
- c. Promote appreciation of how societies and social subgroups operate.

These courses include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

- 5. Area E–Lifelong Learning: Courses in this category equip student learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Technology and information-fluency courses develop the students' ability to skillfully and effectively make use of two or more technological tools to access, evaluate, analyze, integrate, and utilize information in a variety of contexts in order to apply it to decision making, critical thinking, and problem solving in their lives. Self-development courses encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.

- a. Area E1–Technology and Information Fluency: Courses approved for this category do the following:
  - (1) Provide significant and comprehensive understanding of two or more technological tools, such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information.
  - (2) Emphasize a variety of contexts in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.
  - (3) Encourage information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately and creatively.
  - (4) Emphasize that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.
- b. Area E2–Self-Development: Courses in this category include selective consideration of content, such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Courses approved for this category do the following:

- (1) Analyze the relationship between an individual and the broader society.
- (2) Recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging.
- (3) Examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
- (4) (4) Encourage students to recognize the human being as an integrated physiological, social, and psychological organism.
- (5) Provide opportunities for students to demonstrate the ability to apply life-success skills.

Active-duty military personnel and U.S. military veterans may satisfy this requirement through submission of a military transcript that demonstrates the completion of basic training or recruit training (DD214, DD295, or other military transcript).

6. Area F—Cultural Diversity: Courses in this category demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community. Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental.

- a. Courses approved for this category meet at least four of the following goals and criteria:
  - (1) Study the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
  - (2) Increase students' knowledge and understanding of other cultures.
  - (3) Develop an awareness of racism or sexism and its impact on society.
  - (4) Promote critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
  - (5) Identify theories and practices of accommodation, assimilation, integration, and pluralism.
  - (6) Recognize artistic achievements and aesthetic values of non-Western cultures.

- (7) Provide opportunities for students to recognize their own attitude toward cultural diversity.
    - (8) Encourage and stimulate personal discovery of the individual's identity in a culturally diverse world.
  - b. Students can satisfy this requirement by successfully completing one course that MiraCosta College has approved as meeting the cultural diversity criteria and goals. Students may also satisfy the requirement through the submission of an official transcript that demonstrates completion of course work at a regionally accredited college or university that satisfies a cultural-diversity type of requirement.
  - c. Students earning an associate in science degree in registered nursing (ADN) or registered nursing (LVN-to-RN) at MiraCosta College will substantially meet the cultural diversity requirement through completion of the program. Each course in both programs has a component that promotes sensitivity to cultural diversity and fosters an understanding of the student's role in the global community.
- 7. Area G—American Institutions and History: Courses in this category develop the knowledge and skills necessary for intelligent citizenship. Courses focus on the major events and issues in U.S. history and the political processes used in the United States. Courses approved for this category substantially meet at least one of the following goals and criteria:
  - a. Examine the historical development of American institutions and ideals.
  - b. Examine the U.S. Constitution and structure of federal and state government.

Students may also satisfy the American institutions and history requirement through submission of an official transcript that demonstrates course work completed at a regionally accredited college or university that satisfies an American institution requirement.

Students completing an associate in science degree in registered nursing (Track I: Generic ADN or Track II: LVN-RN) at MiraCosta College will not be required to satisfy the American institutions and history requirement due to the Board of Registered Nursing's licensing-unit limits.

Students may satisfy the requirements for any MiraCosta College general education area (A-G) through submission of an official transcript that demonstrates one of the following:

- A. Completion of an approved course in the same general education area at another California community college.



- B. Completion of a course at a regionally accredited college or university in a comparable general education area.
- C. Completion of a comparable course at a regionally accredited college or university.
- D. A bachelor's or an associate degree from a U.S. regionally accredited institution.

Students who have completed courses at MiraCosta College prior to the implementation of Plan A in fall 2011 may use that course work to meet the Plan A category requirements as long as the course is approved for Plan A in the catalog year under which they are petitioning for the degree.

MiraCosta Community College District programs are consistent with the college mission, vision, and core values.

### **Baccalaureate Degree**

The baccalaureate degree at MiraCosta College is awarded to students who have successfully demonstrated they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, students graduating with a baccalaureate degree shall possess sufficient depth in the major to contribute to preparation for career positions within the region and beyond. The depth will be provided with a minimum of twenty-four (24) semester lower-division-major units and a minimum of thirty-four (34) semester upper-division-major units. The college catalog will clearly differentiate upper-division and lower-division course work. Upper-division courses will be open only to those students enrolled in the baccalaureate degree program.

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

### **General Education**

General education at MiraCosta College introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. The MiraCosta College general education program for the baccalaureate degree is comprised of thirty-seven (37) to forty-one (41) units of lower-division general education courses and nine (9) units of upper-division general education courses. Students completing this program are able to demonstrate the following:

- A. A broad understanding of mathematics, science, social science, humanities, and the arts.

- B. Effective communication in oral and written form.
- C. A multicultural global perspective.
- D. Critical-thinking skills that apply analytical and creative approaches to problem solving.
- E. The ability to adapt to new environments and technologies.
- F. Social awareness and responsibility as a participating member of society.

### **Lower-Division General Education**

Students may satisfy the lower-division general education requirement for the baccalaureate degree at MiraCosta College by completing the California State University (CSU) breadth (CSU-GE) pattern or the University of California (UC) intersegmental general education transfer curriculum (IGETC) pattern. MiraCosta College courses approved for the CSU-GE and IGETC patterns meet the standards set forth in Board Policy 4025-B and meet the following universal criteria: rigor, scope, autonomy, breadth, critical thinking, communication, and rationality.

Consistent with Board policy 4025, the CSU-GE and IGETC lower-division general education requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.

Lower-division general education courses for the baccalaureate degree will fulfill the following criteria related specifically to the designated CSU-GE or IGETC Area:

- A. CSU-GE Area A and IGETC Area 1: Communication in the English Language and Critical Thinking

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

- B. CSU-GE Area B1-3, Scientific Inquiry and IGETC Area 5, Physical and Biological Sciences

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

C. CSU-GE Area B4 and IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

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

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

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

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

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

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

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

G. CSU-GE Area F: Ethnic Studies (CSU Only)

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

Placement of courses on CSU-GE and IGETC is governed by the California State University (CSU) and University of California (UC) and will be in accordance with CSU and UC transfer submission and acceptance policies.

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

1. Each course completed in CSU-GE Area A and B4 must be completed with a

“C–” or a “P” or better.

2. Each course completed on IGETC must be completed with a “C” or a “P” or better.
3. Courses listed in two different areas may be used to satisfy a requirement in one area but not both areas.
4. All areas of the CSU-GE or IGETC pattern must be fully completed.
5. Students may request CSU-GE or IGETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

Coursework from other U.S. regionally accredited institutions will be approved to meet CSU-GE (Plan B) or IGETC (Plan C) requirements according to the following CSU-GE and IGETC certification guidelines:

- A. A CSU-GE or IGETC-approved course in the same area at another California community college.
- B. A course comparable to an approved MiraCosta College course on CSU-GE (Plan B) or IGETC (Plan C) or a course on another California community college CSU-GE or IGETC pattern.
- C. A lower-division course that meets the CSU-GE or IGETC area criteria.
- D. An upper-division course that is determined comparable by faculty to a lower-division CSU-GE or IGETC-approved course.
- E. Completion of the CSU-GE or IGETC general education pattern will satisfy the MiraCosta College associate degree competency requirements.
- F. Prior completion of the CSU-GE or IGETC general education pattern for a bachelor's degree at any CSU or UC.
- G. A single course may be used to complete both a general education requirement and a lower-division major requirement.

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

Upper-division general education courses will enhance the foundational knowledge gained by students through the completion of the lower-division general education program. The further development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

- A. Students will be provided with an upper-division general education curriculum designed to be:
  1. An integrative learning experience that make connections among the disciplines.

2. Intentional, engaging, and meaningful.
  3. Contextualized to the major and global workplace.
- B. Courses will be offered in at least two disciplines outside of the biomanufacturing major.
  - C. At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.
  - D. Courses will be open only to those students enrolled in the baccalaureate degree program.
  - E. Comparable upper-division courses from other U.S. regionally accredited institutions may be used to satisfy upper-division general education requirements.

Articulation is an ongoing process overseen by the articulation officer, a faculty position appointed by the Office of Instructional Services. This individual develops and maintains articulation with regional and statewide transfer institutions as well as with other community colleges. The articulation officer advises faculty and departments about changes in university majors, Associate Degrees for Transfer (ADTs), and degree and admissions requirements that will impact curriculum at the college. They will advise the Courses and Programs Committee (CPC) and other faculty about curriculum development and degree requirements related to title 5 compliance, C-ID, and ADTs.

### University Articulation

To facilitate the transfer of students to four-year colleges/universities, the articulation officer will initiate, develop, maintain, and disseminate written, faculty-approved documents called articulation agreements. Articulation agreements include transfer-course lists, general-education requirements, major preparation agreements, and course-by-course agreements. The intent of articulation is to provide transfer pathways that prepare students for upper-division study in a major in a unit-efficient manner.

### Types of Articulation Agreements

- A. Transferable Course List Agreements: These agreements indicate which courses at MiraCosta College are accepted as baccalaureate level at the University of California (UC) and the California State University (CSU). At minimum, these courses are acceptable for transfer electives. All subsequent articulation agreements are based on the transferable-course lists.
- B. Major Preparation Agreements: These agreements specify which courses at MiraCosta College fulfill lower-division major requirements at a four-year institution (California public, private and out-of-state). Supplemental admission requirements for selected majors may be included as part of the articulation agreement.
- C. General Education/Breadth Agreements: These agreements indicate those courses that a student can complete at MiraCosta College to satisfy the general education/breadth requirements, CSU-GE (Plan B), and IGETC (Plan C) at the California State University, the University of California, and some private and out-of-state institutions.

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#### MiraCosta Community College District

Page 1 of 2

Effective Date: 2/2/10, 9/1/15

Periodic Review: 3/18/16

References: Title 5 §51022(b)

Title 50 §55051

Accrediting Commission for Community and Junior Colleges

Accreditation Standard II.A.10

Education Code §§66720-66744

Reference Update: 1/15, 4/20/17

CCLC Update: #30, 4/17

Steering:

CPC / AS

- D. Course-by-Course Agreements: These agreements specify which courses at MiraCosta College have been accepted as comparable or equivalent to courses offered at a four-year college or university.

The articulation officer also oversees compliance of curriculum-based transfer programs required by the California Community Colleges Chancellor's Office (CCCCO) and/or the CSU and UC systems, such as the course identification numbering system (C-ID) and the associate degrees for transfer (AD-T). The articulation officer will work with faculty to initiate, create, revise, and submit courses appropriate to these programs.

### **High School Articulation**

The Board of Trustees authorizes and expects the staff to develop and implement articulation agreements with high schools served by MiraCosta College. Such agreements will provide for students to be granted college credit and/or accelerated placement in recognition of outcomes obtained in high school classes that are determined to be comparable to the competency objectives of MiraCosta College classes in the same subject area. The career and technical education transitions coordinator will facilitate the process of developing these types of articulation agreements. Courses to be included in the agreements will be determined by faculty members in academic or vocational departments. The vice president of instructional services is authorized to approve such agreements on behalf of the college, upon department recommendation. It is the responsibility of the career and technical education transitions coordinator to facilitate the review of high school curriculum so that career technical education faculty can make decisions regarding comparability of courses. High school students may earn college credit by passing their high school course and a college faculty-approved final exam with a grade of "B" or better.

An approved agreement will remain in effect until either party makes curriculum changes that would substantially change the existing agreement.



**Requirements for Graduation: Associate Degrees**

MiraCosta College shall offer the associate in arts and associate in science degrees. To obtain an associate degree, students must accomplish the following:

- A. Complete a minimum of 60 units of approved coursework, including a minimum of 18 units in a college-defined major.
  - 1. Courses from other U.S. regionally accredited colleges or universities will be evaluated for associate degree requirements based on C-ID number or course description, comparable or equivalent content, and appropriate prerequisites. Students may be required to provide a course outline and/or a syllabus to determine course comparability and a transcript to verify prerequisite completion.
  - 2. International courses will be evaluated for associate degree major requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript evaluation service. Course descriptions may also be required for prerequisite review. Only courses that were taught in the English language will be considered for the writing competency requirement.
- B. Complete a minimum of 12 units in residence.
- C. Complete the approved MiraCosta College general education pattern (Plan A) or the CSU-GE (Plan B) or IGETC (Plan C) transferable general education pattern. (See Administrative Procedure 4025).
- D. Satisfy competency in reading, written expression, and mathematics.
  - 1. Reading competency must be demonstrated by presenting proof of achieving one of the following:
    - a. A score of 3, 4, or 5 on a College Board Advanced Placement English Examination.
    - b. A score of 5 or better on the International Baccalaureate Higher Level English Test.

- c. Completion of one of the following with a minimum grade of "C" or "P": READ 100, ENGL 100, ENGL 100H, ENGL 201, ENGL 201H, ENGL 202, ENGL 202H, or equivalent.
2. Writing competency must be demonstrated by completing one of the following:
- Present proof of achieving one of the following minimum test scores:
    - A score of 3, 4, or 5 on a College Board Advanced Placement English Examination.
    - A score of 5 or better on the International Baccalaureate English Language A1 Higher Level Examination.
  - Complete one of the following with a minimum grade of "C" or "P" at MiraCosta College or an equivalent course at another regionally accredited college or university: ENGL 100, ENGL 100H, ENGL 201, ENGL 201H, ENGL 202, ENGL 202H.
3. Mathematics competency must be demonstrated by completing one of the following:
- Pass a MiraCosta College mathematics course numbered 64 through 270 or equivalent with a minimum grade of "C" or "P."
  - Achieve a qualifying score on a California community college mathematics assessment exam that gives clear placement into a math course that requires intermediate algebra as a prerequisite or has a traceable prerequisite to intermediate algebra.
  - Pass a MiraCosta College course approved for Plan A, Area A2 with a "C or P" or better that has the prerequisite of elementary algebra.
  - Present proof of achieving one of the following minimum test scores:
    - A passing score on the College Board Mathematics Achievement Test (500 Level I; 600 Level II).
    - A score of 3, 4, or 5 on a College Board Advanced Placement Math Examination.
    - A minimum score of 50 on a College-Level Examination Program Subject Exam (College Algebra, Pre-calculus, or Calculus).
    - A score of 4 or better on an International Baccalaureate Mathematics Examination.

Mathematics competency can also be met through the use of multiple measures established by the college, whereby a student is placed into a mathematics course numbered MATH 102 or above or is determined to have previously completed coursework comparable to a MiraCosta course that is designated as meeting the mathematics competency requirement.

4. Competencies may be also met when students complete either the CSU-GE (Plan B) or the IGETC (Plan C) general education pattern or through submission of an official transcript verifying completion of a bachelor's degree from a U.S. regionally accredited institution.
  5. Upper-division courses in math or English with a stated prerequisite of intermediate algebra or college-level English, or a traceable prerequisite to intermediate algebra or college-level English, may be used to satisfy competency requirements for the associate degree.
- E. Maintain an overall 2.0 GPA with a grade of "C" or "P" or better in each course counted toward the major. **Courses completed with a C- from U.S. regionally accredited colleges may be used to complete this requirement.**

### **Requirements for Graduation: Associate Degree for Transfer (ADT)**

MiraCosta College shall offer an associate in arts for transfer and an associate in science for transfer degree. To obtain an ADT, students must:

- A. Complete a minimum of 60 CSU-transferable semester units. Courses from other U.S. regionally accredited colleges will be reviewed for placement on the associate degrees for transfer based on existing C-ID numbers and/or course comparability to the transfer model curriculum template developed by the California Community Colleges Chancellor's Office.
- B. Complete a minimum of 18 units in an approved ADT major.
- C. Complete all courses in the major with a "C" or "P" or better. **Courses completed with a C- from U.S. regionally accredited colleges may be used to complete this requirement.**
- D. Complete the CSU GE (Plan B) or IGETC (Plan C) general education pattern.
- E. Obtain a minimum CSU-transferable GPA of 2.0.
- F. Complete a minimum of 12 units in residence.

### **Multiple Degrees**

Students who are in progress to complete or who have previously been awarded a MiraCosta College associate degree may be qualified for an additional associate degree(s) under the following circumstances:

- A. The additional degree(s) represents a new major.
- B. Each degree has at least 12 mutually exclusive major units.
- C. All degree requirements have been met, including residency, with at least 12 units completed in the new major at MiraCosta College.

### **Requirements for Graduation: College Certificates**

Students may obtain certificates of achievement and certificates of proficiency through MiraCosta College.

#### **A. Certificates of Achievement**

Certificates of achievement are state-approved and thus are printed on a recipient student's transcript. To obtain a certificate of achievement students must:

1. Complete a state-approved program of study consisting of 16 or more semester units. (A sequence of courses consisting of 8 or more semester units may be approved by the Chancellor's Office as a program of study leading to a certificate of achievement if the program satisfies title 5 requirements.)
2. Obtain a "C" or "P" or better in each course counted toward the certificate with the exception that CSU-GE certificates will be awarded according to CSU policies. **Courses completed with a C- from U.S. regionally accredited colleges may be used to complete this requirement.**

#### **B. Certificates of Proficiency**

Certificates of proficiency are approved locally and are not printed on student transcripts. To obtain a certificate of proficiency students must:

1. Complete a district-approved program of study consisting of fewer than 16 semester units.
2. Obtain a "C" or "P" or better in each course counted toward the certificate. **Courses completed with a C- from U.S. regionally accredited colleges may be used to complete this requirement.**
3. Complete at least six units, or the maximum number of units required for the certificate, whichever is less, in residence at MiraCosta College.

**Requirements for Graduation**

MiraCosta College shall offer the baccalaureate in science degree. To obtain a baccalaureate degree, students must:

- A. Complete a combination of lower-division and upper-division coursework totaling a minimum of 120 semester or 180 quarter units to include the following:
  1. A minimum of twenty-four (24) units of lower-division-major courses
    - a. Lower-division courses acceptable toward the baccalaureate degree are designated as CSU or UC transferable or determined to be at the baccalaureate level.
    - b. Lower-division courses from other U.S. regionally accredited institutions will be evaluated by faculty to determine baccalaureate credit based on course description, comparable content, appropriate prerequisites, or C-ID number.
    - c. All lower-division requirements must be met before the baccalaureate degree is granted.
    - d. International courses will be evaluated for baccalaureate major requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript service.
  2. Thirty-four (34) units of upper-division-major courses
    - a. MiraCosta College courses designated as upper-division are applicable only to the baccalaureate degree and may not be used to satisfy associate degree requirements.
    - b. Upper-division courses from other U.S. regionally accredited institutions will be evaluated for appropriate major, general education, or elective baccalaureate degree credit.
    - c. When a previously completed lower-division course from another U.S. regionally accredited institution is determined by faculty to be equivalent to an upper-division baccalaureate requirement, the

student will be granted “subject” credit for that requirement, but will still be required to complete an additional upper-division course to meet the total upper-division unit requirement.

3. Completion of the California State University (CSU) GE Breadth (Plan B) or the University of California (UC) intersegmental general education transfer curriculum IGETC (Plan C) lower-division general education patterns (37-41 units)
    - a. Previously completed lower-division general education courses will be evaluated according to the CSU-GE or IGETC certification guidelines.
    - b. Students enrolled in the baccalaureate program who have not completed the CSU-GE or IGETC pattern must complete any remaining CSU-GE or IGETC Areas.
  4. Nine (9) units of upper-division general education courses
- B. Satisfy competency in reading, writing, and mathematics through the completion of the CSU-GE or IGETC general education patterns.
  - C. Complete a minimum of twelve (12) units in residence.
  - D. Maintain an overall 2.0 grade-point average (GPA); courses completed with a “P” may be used toward meeting baccalaureate degree requirements. **Courses completed with a C- from U.S. regionally accredited colleges may be used to complete this requirement.**

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

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

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

#### General Regulations

- A. The maximum number of units of directed-study credit that may be applied toward a degree is three (3) units.
- B. ~~To offer a directed-study course, the department must have a course titled "Directed Study" listed in the catalog.~~
- C. Directed-study units may apply toward the student's degree; they will not, however, fulfill general-education requirements.
- D. Special activity or project-type work may constitute a directed study.
- E. Directed-study courses may not substitute for credit by examination.
- F. Directed-study courses may not be offered in place of courses listed in the catalog.

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#### Academic Standards

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

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

objectives.

### **Instruction**

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

### **Student Progress**

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

### **Limits on Enrollment**

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



**MiraCosta Community College District**

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Effective Date: 4/6/10, 4/8/16  
Periodic Review: 5/24/11, 4/14/15  
References: Title 5, §§55230 et seq.  
CCLC Update: #14, 2/08  
Steering: C&P / AS

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### Definition

Distance education (DE) means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.

Courses in which the instructional time may be conducted in part or in whole through distance education are subject to the approval procedures described below. Course sections in which the instructional time is conducted in part or in whole through distance education must follow all standards described below.

### Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately via an addendum to the course outline of record. Separate approval is mandatory if any portion of the classroom instruction in a course, or an entire section of a course, is designed to be provided through distance education.

The addendum must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development and in the Courses and Programs Committee (CPC) Handbook. Distance education courses shall be approved under the same conditions and criteria as all other courses, subject to the certification standards described in the following section.

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Effective:	1/19/10, 6/18/13, 10/13/15, 6/11/20
Periodic Review:	3/18/16
References:	Title 5, §55200 et seq. U.S. Dept. of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended 34 Code of Federal Regulations §602.17 Accrediting Commission for Community and Junior Colleges Standard II.A.1
CCLC Update:	#26, 4/15
Steering:	CPC / AS

## Certification

When approving distance education courses, the CPC will certify the following:

- A. Course quality standards: The same standards of course quality are applied to distance education classes as are applied to onsite classes.
- B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CPC course-approval criteria and procedures.
- C. Instructor preparation: By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach distance education in accordance with any department and college procedures and negotiated agreements.
- D. Regular effective contact: Each section of a course in which the instructional time is conducted in part or in whole through distance education will include regular effective contact between instructor and students, and among students. By proposing a distance education course, the faculty author and department chair agree to the following specifications of instructor/student contact and contact among students.
  - 1. Instructor-initiated interaction: The instructor serves as both a provider of instruction and as a facilitator of student learning. Ensuring regular effective instructor/student contact guarantees that the student has the opportunity to benefit from the instructor's presence in the learning environment.
    - a. Types of interaction. Instructors will use a variety of means to initiate substantive and effective interaction with students, including several from among the following:
      - 1. Providing information or responding to questions about the content of a course or competency (i.e., weekly announcements, "Questions for the instructor" forums, and responding to student emails, phone calls, and postings in a timely manner).
      - 2. Assessing or providing feedback on a student's coursework (separate from or in addition to an automated grading system).
      - 3. Facilitating group discussions regarding the content of a course or competency (e.g., a threaded discussion forum or video conference with instructor participation).
      - 4. Providing direct instruction, such as instructor-prepared synchronous or recorded lectures, or introductions to educational resources (e.g., publisher-created materials, Open Educational Resources, library materials, or other materials freely available online) that, combined with other course materials, create the virtual equivalent of an onsite course section.

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**Deleted:** In course sections in which the instructional time is conducted in part or in whole through distance education, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

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5. Other instructional activities approved by the ACCJC.

- b. Frequency and opportunity of interaction. The frequency of instructor/student contact in a DE section will be at least the same as would be established in its onsite counterpart. This contact shall be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course section. The opportunities for instructor/student substantive interactions are to be predictable and scheduled.

An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback, and the expectations for student participation in student-to-student interaction, are to be posted in the syllabus and/or other course documents made available to students when the course section officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities.

- c. Proactive support. Instructors will regularly initiate interaction with students (see section C.1.a) to assess if students are doing the following:

1. Accessing and comprehending course material.
2. Participating regularly in course activities.

Instructors are expected to periodically monitor students' engagement and success, and promptly and proactively initiate substantive interaction with students when needed on the basis of such monitoring and upon request by a student (e.g., reaching out during office hours). For example, an instructor could inform students who are struggling in the class (e.g., as identified by their exam performance) of the option to meet with the instructor onsite, via web conferencing or via telephone.

Providing students with an open-ended question forum, although appropriate, would need to be combined with more proactive means of support. Faculty office hours are not included as fulfilling the entirety of the regular effective contact requirement and are a separate requirement.

- d. Academic performance. Regularly initiated interactions by the instructor in tandem with robust assessments offered frequently throughout the semester will create an environment of academic integrity that constitutes a means for the following:

1. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass."
2. Encouraging honest representation of one's own work.
3. Tracking students' engagement and attendance, including being able to determine the last day of attendance for a student who drops or becomes inactive. Prior to the first

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census date, the instructor will initiate an activity that requires student participation, as a means of evaluating whether or not the student is a "No Show."

2. Interaction among students: The frequency of student-to-student contact in a DE section will be at least the same as would be established in its onsite counterpart. Ensuring regular effective contact among students provides the opportunity for the students to receive the benefit of peer interaction in the learning environment. Instructors will use a variety of means to enable student-to-student interaction, such as the following:

- Threaded discussion forums and other asynchronous interaction tools.
- Group projects.
- Peer review activities.
- Peer presentations.
- Synchronous (live) online interactions.
- Collaborative documents and other tools for knowledge-building and sharing.

3. Managing unexpected instructor absence: During a course section in which the instructional time is conducted in part or in whole through distance education, the instructor will notify students if the instructor will be out of contact beyond what is described in the syllabus and/or course documents. This notification will include when students can expect regular, effective contact to resume.

College policies should be followed when instructor absences require coverage by a substitute.

E. Accessibility: Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the faculty author and department chair agree that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

F. Publicizing institutional support: The instructor shall help students in a DE course section to be aware of MiraCosta College support services and resources, especially those available online.

G. Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

## Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The district will

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<#> ¶ In a face-to-face instructional format, instructors are present at each course section meeting and interact via announcements, lectures, activities, and discussions that take a variety of forms. In course sections in which the instructional time is conducted in part or in whole through distance education, instructors will regularly initiate interaction with students to assess if they are doing all of the following:¶

<#>¶

<#>¶ Accessing and comprehending course material¶

<#>¶

<#>¶ Participating regularly in course activities¶

<#>¶

<#>¶ Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.¶

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<#>¶ Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student

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provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The vice president of instructional services shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:

- A. Secure login and password to enable authenticated access to MiraCosta College student information and course management systems.
- B. Proctored examinations.
- C. New or other technologies and practices that are effective in verifying student identification.

### **Student Support Services**

The college will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

### **Equity**

MiraCosta College acknowledges that equity gaps for some disproportionately impacted student populations have historically been even larger for DE course sections compared to onsite. Informed by data and guided by values rooted in pedagogy, excellence, equity, diversity, inclusion, and community, the college takes institutional responsibility for closing equity gaps and committing resources in support of approaches that do so. These approaches include equity-minded provision of online technologies, instruction, student services, professional learning, and research and innovation.

### **Accessibility**

The college will assure that all institutionally provided technology resources used in support of distance education will meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department are responsible for approving courses and establishing their associated prerequisites/corequisites as separate actions. The approval of a prerequisite or corequisite must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a course or program.

Determinations about prerequisites and corequisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (per Title 5 section 55003(a) and (j), respectively).

By August 1 of each year, MiraCosta College will report to the California Community Colleges Chancellor's Office the prerequisites and corequisites that were established during the prior academic year. The report will specify the level of scrutiny used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established (per Title 5 section 55003(i)).

Courses for which prerequisites or corequisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite (per Title 5 section 55003(b)(2) and (3)).

The college shall identify prerequisites, corequisites, and advisories on recommended preparation in the college catalog, each semester's schedule of courses, and the course outline of any course for which they are established (per Title 5 section 55003(h)).



### **Establishing Prerequisites and Corequisites**

In order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established (per Title 5 section 55003(b)(1)). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve; absolute necessity is not required (per Title 5 section 55000(h)).

Prerequisites and corequisites may be established only for any of the following purposes (per Title 5 section 55003(d)):

- A. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation.

- B. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established.
- C. The corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established.
- D. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health and safety of others.

### **Levels of Scrutiny**

The levels of scrutiny required for establishing prerequisites, corequisites, and advisories on recommended preparation are content review or content review with statistical validation (per Title 5 section 55003(a)).

- A. Content review is a rigorous, systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need either to possess prior to enrolling in a course or to acquire through simultaneous enrollment in a corequisite course (per Title 5 section 55000(c)). At a minimum, content review shall include the following (per ASCCC):
  - 1. Careful review of the course outline of record (COR) for the target course
  - 2. Review of syllabi, sample exams, assignments, instructional materials, and grading criteria for the relevant courses, when available.
  - 3. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite course
  - 4. Documentation that verifies the above steps were taken
- B. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite (per Title 5 section 55003(f)). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5 section 55003(g).

### **Exemptions from Scrutiny**

A prerequisite or corequisite shall be exempt from scrutiny if it satisfies any of the following criteria (per Title 5 section 55003(e)):

- A. It is required by statute or regulation.
- B. It is part of a closely related lecture-laboratory course pairing within a discipline.



- C. It is required by four-year institutions.
- D. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

### **Curriculum Review Process**

The Courses and Programs Committee (CPC) is responsible for the curriculum review process, and its membership is determined in a manner that is mutually agreeable to the college administration and the academic senate [per Title 5 section 55002(a)(1)].

CPC reviews and approves the establishment of prerequisites, corequisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to CPC without forfeiting its rights or responsibilities under Title 5 sections 5320–53204.

When content review is used to establish prerequisites or corequisites in reading, written expression, or mathematics for degree-applicable courses not in a sequence, CPC will do all of the following:

- A. Provide training to CPC members on the establishment of corequisites/prerequisites.
- B. Inform faculty about the regulations regarding the establishment of corequisites/prerequisites using content review.
- C. Direct faculty to the Office of Research, Planning, and Institutional Effectiveness to do the following: (a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or corequisite; (b) prioritize which courses should be considered for the establishment of new corequisites or prerequisites; (c) monitor if any disproportionate impact may occur based on the establishment of a prerequisite or corequisite.
- D. Assure through communication with the Office of Instruction that prerequisite courses, corequisite courses, and courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses, are reasonably available.

### **Standards for Approval of Prerequisites and Corequisites.**

CPC will review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course. CPC will also review the course outline to determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (per Title 5 section 55002(a)(2)(D) and (E)). If a course requires precollegiate skills in reading, written expression, or mathematics, MiraCosta College will do the following (per Title 5 section 55003(l)):

- A. Ensure these courses and sections are offered with reasonable frequency

- B. Monitor progress on student equity in accordance with Title 5 section 54220 as follows:
1. The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
  2. Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

### **Periodic Review of Prerequisites and Corequisites.**

Using an appropriate level of scrutiny, MiraCosta College will review all established career education course and program prerequisites, corequisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, corequisites, and advisories will be reviewed every six years (per Title 5 section 55003(b)(4)).

### **Challenging Corequisites and Prerequisites**

Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived when space in the corequisite course is not available (per Title 5 section 55003(m)).

A student may challenge any prerequisite or corequisite by submitting a challenge form at the time of registration to the Admissions and Records Office. The student will be enrolled in the requested class if space is available. The department whose course prerequisite is being challenged will review the challenge, and the student will be notified of the department's decision within five working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees (per Title 5 section 55003(o)).

Grounds for challenge are as follows (per Title 5 section 55003(p)):

- A. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites
- B. The prerequisite or corequisite is in violation of Title 5 section 55003
- C. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner\*
- D. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite
- E. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

\*In the case of a challenge that the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (see C above), the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Title 5, subchapter 5 (commencing with section 59300) of chapter 10 of the division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to Title 5 section 59327.

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

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

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

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

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

No student shall be prevented from making a field trip or excursion that is integral to the completion of the course because of lack of sufficient funds. The district shall coordinate efforts of community-service groups to provide funds for students in need of them.

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

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

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

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

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

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

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

If the trip destination is outside California or involves travel to an international destination, prior written approval from the appropriate vice president and/or the superintendent/president is required.

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

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

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

**Deleted:** The director of risk management shall be notified in writing a minimum of thirty (30) working days prior to the departure date for all travel outside California or the United States. ¶

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

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

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

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

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

See Administrative Procedure 4300.

MiraCosta College has developed an approval and annual reviewing process for instructional materials fees to ensure that the district is in compliance with Board of Governors regulations and the California Code of Regulations. Administrative law dictates that students may only be required to provide instructional materials that are of continuing value to them outside of the classroom setting and that are not solely or exclusively available from the district.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

### Definitions

- A. "Required instructional materials" means any material that a student must procure or possess as a condition of registration, enrollment, or entry into a class, or any such material that the instructor determines is necessary to achieve the required objectives of a course.
- B. "Solely or exclusively available from the district" means that the instructional material is not available except through the district or that the district requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and either of the following:
  - 1. The instructional material is otherwise generally available but is provided solely or exclusively by the district for health and safety reasons.
  - 2. The instructional material is provided in lieu of other generally available but more expensive material that would otherwise be required.
- C. "Required instructional materials that are of continuing value outside of the classroom setting" are materials that can be taken from the classroom setting and that are not wholly consumed, used up, or rendered valueless as they are

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**MiraCosta Community College District**

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Effective Date: 11/7/08, 12/1/09, 8/13/13, 2/12/15, 9/1/15

Periodic Review: 3/18/16

References: Education Code §76365  
Title 5, §§59400 et seq.

applied in achieving the required objectives of a course that are to be accomplished under the supervision of an instructor during the class.

### **Approval Procedure for a New Instructional Materials Fee**

- A. Review the above regulations and definitions to ensure the fee complies with Title 5.
- B. If the fee complies, determine the appropriate cost:
  - 1. List the items each student would buy.
  - 2. Add the cost of each item to determine the total individual student fee.
- C. Identify one or more specific course objectives that cannot be met without the instructional materials.
- D. Determine if the instructional materials have continuing value to the student outside the classroom.
- E. Discuss the fee and the objective(s) with the department chair and get their approval.
- F. If other modifications are being made to the Course Outline of Record (COR), add the fee information into the curriculum software. Submit the COR modification proposal via the curriculum software for Courses and Programs Committee (CPC) approval and email the request for a new fee to the instructional technical support specialist. Include the course number, instructional materials fee amount, and a detailed description of the fee.
- G. If no other modifications are being made to the COR, do not generate a proposal. Email the request for a new fee to the instructional technical support specialist who will submit the request to CPC for approval. Include the course number, instructional materials fee amount, a detailed description of the fee, and the specific course objective(s) that cannot be met without the instructional materials.
- H. Attend the CPC approval meeting in case the committee has questions about the addition of an instructional materials fee.
  - 1. If CPC approves the fee, the fee and its description will be included in the official COR.
  - 2. If CPC does not approve the fee, it will not be included in the official COR.

### **Modification Procedure for a Current Instructional Materials Fee**

- A. Review the current fee and determine the appropriate, modified cost:
  - 1. List the items each student would buy.
  - 2. Add the cost of each item to determine the total individual student fee.



- B. Identify any additional, specific course objectives that cannot be met without the instructional materials.
- C. If adding instructional materials, determine if the additional materials have continuing value to the student outside the classroom.
- D. Discuss the modified fee and any additional objectives with the department chair and get their approval.
- E. If other modifications are being made to the COR, modify the fee information in the curriculum software. Submit the COR modification proposal via the curriculum software for CPC approval and email the request for a modified fee to the instructional technical support specialist. Include the course number, revised instructional materials fee amount, and any changes to the fee's description.
- F. If no other modifications are being made to the COR, do not generate a proposal. Email the request for a modified fee to the instructional technical support specialist who will submit the request to CPC. Include the course number, revised instructional materials fee amount, any changes to the fee's description, and any additional course objectives that cannot be met without the instructional materials.
- G. Attend the CPC approval meeting in case the committee has questions about the modification of an existing instructional materials fee.
  - 1. If CPC approves the modified fee, the fee and its description will be included in the official COR.
  - 2. If CPC does not approve the modified fee, it will not be included in the official COR.

### **Annual Review Procedure**

Each spring Instructional Services will contact departments that have courses with instructional materials fees. The department will review and, if necessary, update the materials fee and description. Instructional Services will update the instructional materials fee annual report to reflect any changes. The instructional materials fee document will be submitted first to CPC and then to the Board of Trustees for approval.



# MiraCosta Online Class Quality Guidelines

*The following guidelines were developed by the MiraCosta Online Educators committee to help faculty develop and redesign online classes and foster conversation in departments about effective and equity-minded teaching practices in online education. The document has three sections:*

- **PART I: REQUIREMENTS**

Required elements for Distance Education classes at MiraCosta College as per [AP4105](#).

- **PART II: PRACTICES**

Effective and equity-minded teaching practices and examples.

- **PART III: PRINCIPLES**

Evidence-based guiding principles, key equity practices, and quality indicators in online education.

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## PART I: REQUIREMENTS

### Required Elements for Classes that Include Distance Education

*Essential elements that are required by the department, the district, and mandates included in [AP 4105](#). Many of them can be implemented using the examples in the [Effective Practices](#) section below.*

#### Instructors of online and hybrid classes must:

**A. Abide by any departmental directives in the course outline of record.**

Directives include the course description, course content outline, performance objectives, assignments, methods of instruction, methods of evaluation, required materials, student learning outcomes, and any specifications of how the course is or is not to be taught as an online/hybrid section as specified in Form A.

**B. Abide by the [MiraCosta syllabus checklist](#).**

**C. Ensure regular effective contact between instructor and students.**

Requirements include establishing expectations on the frequency and timeliness of such contact, including frequent, quality, instructor-initiated interaction, feedback, and managing unexpected instructor absences.

Regarding the type of contact that will exist in all MiraCosta College course sections in which the instructional time is conducted in part or in whole through distance education, instructors will use a variety of means to initiate contact with students, such as the following:

- a. Threaded discussion forums (with appropriate instructor participation)
- b. "Questions for the instructor" forums
- c. General email
- d. Weekly announcements
- e. Timely and frequent feedback for student work
- f. Instructor-prepared electronic lectures or introductions in the form of electronic lectures to any publisher-created materials (written, recorded, broadcast, etc.) that, combined with other course materials, create the virtual equivalent of the face-to-face course section.

**D. Ensure regular effective contact among students.**

Contact among students provides the opportunity for students to receive the benefit of peer interaction in the learning environment.

Regarding the type of contact that will exist in all MiraCosta College course sections in which the instructional time is conducted in part or in whole through distance education, instructors will use a variety of means to enable student-to-student interaction, such as the following:

- a. Threaded discussion forums and other asynchronous interaction tools.
- b. Group projects.
- c. Peer review activities.
- d. Peer presentations.
- e. Synchronous (live) online interactions.
- f. Collaborative documents and other tools for knowledge-building and sharing.

**E. Create an environment of academic integrity, monitor progress, and track attendance and participation.**

**F. Uphold [institutional procedures](#) to authenticate students.**

**G. Meet the [accessibility](#) requirements in state and federal regulations.**

**H. Be prepared to teach distance education in accordance with any department and college procedures, and negotiated agreements.**

- I. **Help students in a DE course section to be aware of MiraCosta College support services and resources, especially those available online.**
  - J. **Monitor students' engagement and success, and promptly and proactively initiate substantive interaction with students when needed on the basis of such monitoring and upon request by a student.**
- 

## PART II: PRACTICES

# Examples of Effective and Equity-Minded Online Teaching Practices

*The following examples of effective and equity-minded teaching practices were developed by the MiraCosta Online Educators committee based on [principles](#) for good teaching practice and encouraging equity in online education. This list is not meant to be prescriptive or all-inclusive. It includes examples that will vary in their applicability across classes and disciplines, and are offered to encourage creativity and exploration.*

## Design and Organization

### A. Organize your course so that it is easy to understand and navigate.

*Examples might include:* Menu organized as weeks with dates; modules organized progressively; course content organized into manageable “chunks”; consistent use of colors, fonts, icons, and other visuals to communicate information and ease navigation.

### B. Establish an encouraging tone and culture of support in your course documents.

*Examples might include:* Avoid punitive language. Implement supportive teaching where mistakes are expected and respected. Adopt welcoming language throughout the course, starting from the syllabus. If you are transitioning an in-person class to online, be sure to update language throughout your course documents to be specific to the online environment.

### C. Make use of supported technologies.

The college and departments provide many technologies that support online education. The college evaluates and implements these tools to ensure that principles of student privacy, information security, and technical accessibility are upheld, and that students and faculty have access to technical support. Instructors who use external (non-college-supported) tools should ensure that they meet these principles.

#### **D. Make success in the course transparent.**

Transparently and proactively answer the question: "What will it take to be successful in this course?" Let students know how they should approach the readings (model for them), study and prepare for exams and quizzes (starting from day 1), take and organize their notes (model for them).

#### **E. Explicitly establish community norms.**

Create expectations for frequency of communication among students; establish how participants are to share critical feedback and exchange perspectives; describe appropriate language for community members to use during interaction.

#### **F. Provide clear class information.**

*Examples might include:* Follow the [syllabus guidelines](#) mentioned in *Part 1: Requirements* of this document; list learning objectives and grading policy on the syllabus; include clear instructions and reminders of grading standards as each task is assigned; ensure that outcomes, content, and assessment are aligned and made explicit; provide expectations for appropriate communication in the class; provide clear information to students at the start of the semester about how to get started in the class; send regular updates and reminders to the class via announcements, email, social media.

## **Communication and Support**

#### **A. Set the tone for an inclusive classroom.**

Recognize that conveying your care and inclusion online can be a challenge. While all of the following are important for all classes, they may be especially important in setting an inclusive tone online.

*Examples might include:* Establish a culture of care. Adopt a decolonized, equity-minded, inclusive syllabus. Recognize the indigenous populations who lived in the land we are occupying. Include your personal pronouns. Include a variety of ways for students to reach you (email, text messages, office hours, etc.). Consider adding visual elements (pictures, gifs, videos, etc.) to the syllabus. Share if you speak another language. Show vulnerability with students by sharing your own challenges. Include statements of support for different student populations: LGBTQ, Undocumented Students (UPRISE), etc. Make sure all college level concepts can be understood by non-college students. Consider that your class could be the first college class your students are entering.

#### **B. Use positive and supportive language.**

Recognizing that learning online poses added challenges for many students, and that equity gaps for some disproportionately impacted student populations have historically been even larger for DE course sections compared to onsite, use positive language that rejects deficit perspectives and affirms the ability of every student to succeed online.

*Examples might include:* Implement supportive teaching where mistakes are expected and respected. Intentionally reject deficit perspectives about students' intellectual capacity or how "fit" or

"prepared" they are for college (validation and positive messaging are critical). Different students may need to hear affirming messages such as, "you belong," "you can do the work," "you can succeed," "you have the ability." Hold high expectations in performance and convey how invested we are in the success of each student.

**C. Provide opportunities for students to receive personalized and appropriate feedback about performance.**

Make sure students know that you care about their learning by authentically affirming their bigger picture goals in the context of specific class or assignment-related feedback. Take notes you can refer to later when giving personal feedback to students (the notes column in the Canvas gradebook can be useful to this end).

*Examples might include:* Individualized instructor feedback, group feedback from the instructor, peer feedback, use of audio or video feedback, automated feedback on objective quizzes, instructor summaries and comments in discussion forums, grading rubrics.

**D. Introduce yourself to students and orient them to your class.**

*Examples might include:* Brief orientation videos and introductions of yourself and the class, the assignments, Canvas, and/or to other technology they might need. Supplement written instructions when possible. Don't assume students know where to go or what to do.

**E. Introduce students to each other.**

*Examples might include:* Seek to create a sense of community and shared learning through relationship-building in introductory discussions/forums online. Have community building activities that value students' whole identity. Establish clear norms for collaborations.

**F. Address microaggressions.**

*Examples might include:* Monitor online discussions and intervene if/when microaggressions appear.

**G. Embrace race discourse.**

*Examples might include:* Be intentional about discussion of issues of race and racism.

**H. Provide opportunities for leadership.**

*Examples might include:* Set strong social presence expectations for students through authentic sharing in online discussions. Allow students to lead discussions and incorporate personal life experiences in online discussion.

**I. Allow for shared reflections and perspectives.**

*Examples might include:* Enable students to think critically and reflect on content, and to deepen class community by sharing these reflections. Extend reflections and self-evaluation on content to how the learning can improve personal lives and communities.

**J. Provide proactive advice.**

*Examples might include:* Don't assume students have skills to succeed online. Encourage and

facilitate use of resources such as tutoring and technical support. Provide advice on skills such as time management. Help students track their own progress (module requirements). Provide links and encouragement to a variety of student support services (online and on site) such as the student help desk, tutoring, writing center, library, online learning orientations, counseling, and other student services.

#### **K. Help to focus learning time.**

*Examples might include:* Provide a clear list of tasks and course requirements, provide time estimates for weekly activities to help keep students on track, create a course calendar, point students to time management resources if they need them.

## **Instructor Interaction**

#### **A. Proactively monitor student performance.**

*Examples might include:* Use the data provided by Canvas to track student progress. Recognize positive performance. Reach out to students who are falling behind, not robustly participating, and/or are failing; provide suggestions on how they will catch up; connect them with student support services. Encourage, don't penalize. Ensure marginalized students feel supported and encouraged to participate. Recognize some students, especially men of color, struggle to reach out because of negative social stereotypes around asking for help. Remember that penalizing for absences or late assignments discourages students from persisting.

#### **B. Introduce yourself.**

*Examples might include:* Share a short introductory video and invite students to do the same. Send a welcome letter. Be active in class discussion boards and chats.

#### **C. Encourage interaction.**

*Examples might include:* Provide opportunities for synchronous interactions or give extra credit for virtual or in-person office hour attendance, or other forms of direct interaction with you.

#### **D. Live engagement.**

*Examples might include:* Use synchronous tools and video so people see you and hear you. Use student's names. Take notes on interactions that you can refer to later when giving personal feedback to students. Provide real opportunities for students to meet with you in person. Rename office hours using student-centered language such as "student hours" or "connection hours."

#### **E. Enable learning with interest.**

*Examples might include:* Find out why students enrolled in college and in your class. Help students connect class learning to their goals. Help students build on these reasons and overcome potential barriers.



**F. Provide opportunities for interaction and communication between student and instructor.**

*Examples might include:* A help forum for getting information about the class, an assigned early post or activity to ensure students are active in the course, using course management system tools to monitor student engagement and achievement, synchronous online sessions, asynchronous discussion board, emails and chat.

**G. Provide opportunities for students to contact the faculty for support.**

*Examples might include:* In-person office hours; online office hours using tools such as web conferencing, chat, or other online messaging tools; email, phone, social media.

**H. Establish a clear and humanized sense of instructor presence in the class.**

*Examples might include:* Instructor-created videos or voice, a photo of the instructor, an introduction to the instructor, instructor participation in online discussion boards as appropriate, instructor announcements.

**I. Provide opportunities for students to give meaningful feedback.**

*Examples might include:* “Get to know you” surveys, informal surveys of students’ experiences in online or virtual learning, optional check-in or mid-semester surveys, student reflections on learning, open discussion, anonymous optional class evaluation surveys.

## Peer Interaction

**A. Provide opportunities for peer interaction and collaboration among students.**

*Examples might include:* Threaded discussion forums, synchronous (live) online interactions, group projects, peer reviews, peer presentations, idea generation, group problem solving, peer feedback/grading exercises, open assignments.

**B. Establish norms for appropriate interaction.**

*Examples might include:* Provide examples of appropriate critical and supportive comments, share or collaboratively create ground rules for communication (e.g. netiquette), encourage broad participation and diverse viewpoints, respond/intervene when students are inappropriate or inaccurate.

**C. Foster relationships and a sense of community.**

*Examples might include:* For synchronous meetings where camera use is optional, encourage students to turn on their camera — seeing each other and the instructor (via live video) improves relationships and engagement, but students may have limited access or reasons not to share, so flexibility is important. Highlight opportunities to engage outside of class: online study groups, group projects, virtual meet-ups, class social media, etc.

## Content and Assessment

### A. Provide rich, high-quality, engaging course content.

*Examples might include:* Provide materials that are current, rich, and sufficient in breadth and depth. Provide content from multiple sources, including OER resources and instructor-created and class-specific content. Allow students to have a role in shaping and/or creating course content. Connect content to students lives and real-world applications. Provide content that sparks curiosity, supports dialogue, and encourages critical thinking and problem-solving.

### B. Be thoughtful in selecting course texts.

*Examples might include:* Select material that is inclusive and validating for all students. Be conscious of the voices and imagery which prevail in your course content. Consider adopting Zero or Low Cost material for your classes.

### C. Use inclusive course images.

*Examples might include:* Be thoughtful and inclusive with the images you select to include in your online class material. You may need to seek out imagery that is inclusive of a range of folks of various races, ethnicities, ages, genders, abilities, and sexual orientations.

### D. Help students develop critical thinking and/or problem-solving skills.

*Examples might include:* Exercises applying course skills to real-world or academic problems, activities analyzing content, activities requiring students to synthesize and create, reflection and self-evaluative activities, peer instructional opportunities.

### E. Provide content and activities supporting a variety of communication modalities and student learning preferences.

*Examples might include:* Screencasts navigating students through the class, textual explanations of video and audio material, videos of lectures or other content, providing multiple versions of material for different preferences, providing additional materials to support remedial or advanced learners, providing assignment completion options when possible to students.

### F. Include ongoing strategies to measure content knowledge and skills.

*Examples might include:* Weekly low-stakes quizzes, automatically graded assignments, quizzes, tests, or projects.

### G. Create assignments designed to encourage students to do their best work.

*Examples might include:* Large assignments broken into multiple steps over time, activities situated in authentic contexts, assignments requiring personal perspectives and/or reflection, assignments requiring instructor or peer review of a draft, use of plagiarism detection software, assignments incorporating self-evaluation.

**H. Provide resources that are clearly linked to the activities on which students will be assessed.**

*Examples might include:* Rubrics, grading guidelines, assignment practice, low-stakes quizzes.

**I. Link course content and activities to student learning outcomes.**

*Examples might include:* An introduction to each module/unit of study that includes key outcomes and descriptions of how the course content and activities help students achieve the outcomes; a syllabus component or study guide that links outcomes, content, and assignments.

**J. Use variable assignments.**

*Examples might include:* Follow Universal Design for Learning principles such as providing options for how students demonstrate assignment outcomes. Consider allowing videos, PowerPoint presentations, even songs or poems when appropriate, along with traditional assessment types such as essays and quizzes. Enable creative engagement without lowering standards.

**K. Use assessment strategies that focus on continuous improvement and progress toward demonstrating proficiency by the end of the course.**

*Examples might include:* Smaller more frequent assignments are likely to work better than a couple of high-stakes assessments. Ask your students. Include variable ways in which students can complete an assignment (multimedia, creative performance, non-text-based assignments). Give credit for effort. Give personalized feedback along the way.

**L. Provide opportunities for interaction between student and content.**

*Examples might include:* An assigned early post or activity to ensure students are active in the course; short video lectures/screencasts; other forms of multimedia created by the instructor, a publisher, or obtained as an open educational resource.

**M. Provide opportunities for students to engage in a variety of types of learning activities.**

*Examples might include:* Webquests, internet searches, presentations, group meetings, video with assessments, audio lectures, reflection, self- and peer-assessment, activities at various levels of Bloom's Taxonomy, adaptive learning activities, etc.

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## PART III: PRINCIPLES

# Principles for Good Practice and Equity-Minded Teaching in Online Education

*The following principles and online class quality indicators were collected by the MiraCosta Online Educators committee to help faculty develop and redesign online classes and foster conversation in departments about effective practices in online education.*

## Seven Principles for Good Practice in Undergraduate Education

*The following are designed to help faculty apply **Chickering and Gamson's seminal Seven Principles for Good Practice in Undergraduate Education** to online classes.*

### 1. Encourages student-faculty contact

- Providing opportunities for interaction and communication between student and instructor.
- Providing opportunities for students to contact the faculty for support.
- Establishing a clear and humanized sense of instructor presence in the class.
- Initiating contact with students.

### 2. Encourages cooperation among students

- Creating an environment that is intellectually and socially safe for learning.
- Providing opportunities for (student-to-student) interaction and communication student to student, as appropriate to the class.
- Providing opportunities for collaboration among students, as appropriate to the class.
- Establishing norms for appropriate interaction.

### 3. Encourages active learning

- Providing opportunities for interaction between student and content.
- Providing opportunities for students to engage in a variety of types of learning activities.

### 4. Gives prompt feedback

- Including ongoing strategies to measure content knowledge and skills.
- Providing opportunities for students to receive appropriate feedback about their performance.

## 5. Emphasizes time on task

- Organizing class content and navigation to facilitate use.
- Helping to focus learning time.
- Using available and supported technologies.
- Providing resources that are clearly linked to the activities on which students will be assessed.
- Linking course content and activities to student learning outcomes.

## 6. Communicates high expectations

- Providing clear class information.
- Helping students develop critical thinking and/or problem-solving skills.
- Creating assignments designed to encourage students to do their best work.

## 7. Respects diverse talents and ways of learning

- Providing content and activities supporting a variety of communication modalities and student learning preferences.
- Ensuring content and activities are accessible to the greatest extent possible and in compliance with MiraCosta, state, federal, and accreditation policies and regulations.
- Providing links and encouragement to a variety of student support services (online and on site).
- Providing opportunities for students to give meaningful feedback on their experience in the class.
- Fostering a respectful and inclusive class climate.

# Five Equity Practices for Teaching Online

*The following is a summary of key equity practices identified by **Dr. Luke Wood** in his keynote address at the 2018 Online Teaching Conference.*

## 1. Be Intrusive

- *Performance monitoring:* Use the data provided by Canvas to find students that may be falling behind.
- *Intervening:* Use Canvas features to reach out to students that appear in danger of not succeeding. Encourage, don't penalize.
- *Mandatory interactions:* Require or give extra credit for virtual or in-person office hour attendance, or other forms of direct interaction with you.

- *Proactive advice:* Don't assume students have skills to succeed online. Encourage and facilitate use of resources such as tutoring and technical support. Provide advice on skills such as time management.

## 2. Be Relational

- *Live engagement:* Use synchronous tools and video so people see you and hear you. Use student's names. Take notes on interactions that you can refer to later when giving personal feedback to students.
- *Learning with interest:* Find out why students enrolled in college and in your class. Help students connect class learning to their goals. Help students build on these reasons and overcome potential barriers.
- *In-person engagement:* Provide real opportunities for students to meet with you in person.
- *Personalized feedback:* Make sure students know that you care about their learning by authentically affirming their bigger picture goals in the context of specific class- or assignment-related feedback.

## 3. Be Relevant

- *Course texts:* Select material that is inclusive and validating for all students. Be conscious of the voices and imagery which prevail in your course content.
- *Variable assignments:* Following Universal Design for Learning principles, provide options for how students demonstrate assignment outcomes. Consider allowing videos, PowerPoint presentations, even songs or poems when appropriate, along with traditional assessment types such as essays and quizzes. Enable creative engagement without lowering standards.
- *Leadership opportunities:* Set strong social presence expectations for students through authentic sharing in online discussions. Allow students to lead discussions and incorporate personal life experiences in online discussion.
- *Course images:* As with course text selection, also be thoughtful and inclusive with the images you select to include in your online class material. You may need to seek out imagery that is inclusive of a range of folks of various races, ethnicities, ages, genders, abilities, and sexual orientations.

## 4. Be Community-Centric

- *Introduction forums:* Seek to create a sense of community and shared learning through relationship-building in introductory discussions online.
- *Shared reflections and perspectives:* Enable students to think critically and reflect on content, and to deepen class community by sharing these reflections. Extend reflections on content to how the learning can improve personal lives and communities.

## 5. Be Race-Conscious

- *Address microaggressions:* Monitor online discussions and intervene if/when [microaggressions](#) appear.
- *Embrace race discourse:* Be intentional about discussion of issues of race and racism.

## Eight Online Course Quality Indicators

*The following online class quality indicators were developed based on quantitative and qualitative cross-institutional studies conducted by the **National Research Center for Distance Education and Technological Advancements (DETA)** at the University of Wisconsin - Milwaukee.*

### 1. Design

- Specific and measurable learning objectives
- Alignment to assessments and learning activities
- Authentic, real-world experiences

### 2. Organization

- Well-organized course
- Easy to navigate
- Logical and consistent format
- Alignment between topics and subtopics
- Manageable sections

### 3. Support

- Manage students expectations
- Provide orientation to the course (purpose, format, and getting started)
- Illustrate alignment of objectives, assessments, and activities
- Clear instructions and directions
- Description of grading and assessment plan

### 4. Clarity

- Reduce barriers to learning
- Provide clarity in the expectations of student activity (participation and performance)
- Include explanations, descriptions, standards, requirements, guidelines, and context

## **5. Instructor Interaction**

- Express interest in student learning
- Actively participate in online discussions
- Facilitate learning and peer interaction
- Expand students' thoughts and knowledge
- Provide new prompts and additional content
- Provide timely and detailed feedback on assessments and student inquiries

## **6. Peer Interaction**

- Facilitate active learning through frequent and ongoing peer involvement and meaningful collaborative work
- Provide opportunities and technologies available for students to learn from each other

## **7. Content Interaction**

- Strategically enhance the student interaction with accessible and interactive content (preferably OER)
- Support dialogue, critical reflection and analysis, and real-world applications of the content
- Provide materials that are current, rich, and sufficient in breadth and depth
- Identify important topics and provide context

## **8. Richness**

- Provide richness in learning materials and activities, support and instructions, instructor interactions, and tools and media



*Senate Goal 1B: Faculty Retention - “A task force in collaboration with other campus stakeholders, will conduct a holistic evaluation of the faculty (full-time and associate) onboarding process through a Diversity Equity & Inclusion (DEI) lens and provide recommendations by March 2021.”*

**- Task force members: Thao Ha, Steven Deineh, Oswaldo Ramirez, Edward Pohlert**

### **Associate Faculty Survey DEI Results**

Task force members in consultation with BIPOC associate faculty developed a seven-question survey focused on Associate Faculty retention, engagement, & sense of belonging through a DEI Lens. The survey respondents (28) demographics were: White 64%, Latinx 29%, Black 7%, Mixed Race 7%, Female 32%, Male 18%, and LGBTQ+ 7%. Our collaborative process extracted themes from open ended responses that derived multiple perspectives.

#### **Summary of themes from survey results:**

- Associate faculty need more structured institutional and departmental onboarding opportunities for consistency and inclusion in college and departmental participation
- Last minute assignments are common and associate faculty are left scrambling to prepare
- Some departments are diverse and implement culturally relevant practices while others are lacking in these areas

### **Tenure Track Faculty Survey DEI Results**

Task force members developed a seven-question survey focused on Tenure Track Faculty retention, engagement, & sense of belonging through a DEI Lens. The survey respondents (29) demographics were: White 45%, Latinx 21%, Black 17%, Asian Pacific Islander 14%; Female 41%, Male 24%, and Heterosexual 28%. Our collaborative process extracted themes from open ended responses that derived multiple perspectives.

#### **Summary of themes from survey results:**

- Lodestar mentoring is inconsistent and varied depending on mentor
- Departmental onboarding, mentorship, and support varied depending on department
- The presence of White Supremacist groups in North County and the heightened national clashes over issues of race and racism present challenges for BIPOC faculty, inside and outside the classroom

**Based on the above survey themes and taskforce discussion, the following are recommendations for the Academic Senate to act upon:**

1. Recommend working with HR to establish a comprehensive and consistent onboarding process for Associate faculty, including the creation of a Canvas page for college wide onboarding.
2. Encourage each department to create a Canvas page as tool for communication and inclusion, to assist with last minute assignments, and to provide resources for equity work for new and continuing associate faculty.
3. Encourage departments to establish associate faculty recruitment practices that increase diversity in associate faculty pools.
4. Recommend review of lodestar program and implementation of more rigorous criteria and expectations for participation as lodestar mentor, including training.
5. Recommend working with Office of Instruction to review and revise the department chair handbook to add more robust and inclusive processes for department onboarding and department chair mentorship of new faculty.
6. Recommend working with PDP and DEqCC to provide professional learning opportunities for classroom management strategies in teaching controversial topics, managing microaggressions, etc. to include working with Dean of Student Affairs in reviewing student conduct policies to address challenges in this area.

By the end of September of each year, the superintendent/president shall, in consultation with the Academic Senate, submit to the Board of Trustees for approval an academic calendar for the year following the next academic year.

See Administrative Procedure 4010.

The MiraCosta College Academic Calendar is reviewed and developed annually by a ~~subcommittee~~ **taskforce** of the Academic Affairs Committee (**AAC**). This ~~subcommittee~~ **taskforce** will be composed of members of **AAC** plus additional resource members. These resource members should include the Professional Development Program (PDP) Coordinator, **Associated Student Government (ASG)**, Office of Instruction, and Office of Student Services representatives, and others as needed.

### Regulatory Variables

- A. Per California Code of Regulations (CCR) §55701, the academic year consists of a minimum of 175 days of instruction. Note that both assessment and “flex” days (as arranged through the Flexible Calendar Program per CCR §55720) are included within the 175 days.
- B. Primary terms of the academic year are fall and spring semesters. The academic year begins with the fall semester.
- C. There must be sufficient time to meet the minimum required instructional hours for each course, in accordance with the course outline of record.
- D. All state and federal holidays are scheduled on the specified days/dates (with the exception of Veterans Day and Lincoln Day, which generally have allowable options). Refer to Education Code §79020 for the list of official academic holidays and laws regulating the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends. The Board of Trustees may declare other days to be holidays, but must maintain the minimum required 175 days of instruction.

### Operating Principles

- A. Veterans Day is observed on the federal holiday if all other regulatory constraints are met.
- B. Spring break is scheduled for one week following the eighth week of instruction during the spring semester.

#### MiraCosta Community College District

Revised (Academic Senate): 1/19/10, 4/5/13, 1/18/14

References: Education Code §79020

CCLC Update: #19, 8/11; #25, 11/14

Steering: AAC / AS

## Timeline

- A. In the spring semester, the AAC develops an academic calendar for the year after the next academic year and proposes it to the Academic Senate Council.
- B. By mid-September, the Academic Senate Council approves the recommended academic calendar.
- C. The superintendent/president submits the Academic Senate's recommended academic calendar to the Board of Trustees for their approval; the board adopts the academic calendar by the end of October.

MiraCosta College supports international education so students may become productive citizens in a diverse and dynamic world. The college offers a variety of international education programs that are designed to develop and enrich multicultural awareness, intercultural competence, and understanding of global issues and trends through curricula that encompass world cultures and perspectives, and programs that encourage participation in international experiences.

MiraCosta College will strive to accomplish the following:

- A. Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.
- B. Offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values.
- C. Provide opportunities for students to participate in study abroad programs and/or virtual international exchanges to enrich their academic training, perspectives, and personal development.
- D. Develop and provide opportunities for all MiraCosta College students and faculty to engage and interact with students abroad to share their views, perceptions, and experiences in life.
- E. Develop innovative public educational forums and venues to explore global issues and showcase world cultures.
- F. Encourage the presence of qualified students and scholars from other countries to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.
- G. Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.

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For international students and scholars, MiraCosta College will strive to accomplish the following, as resources permit.¶

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H. Initiate collaborative research undertakings to address issues of global significance.

I. Recruit and retain the world's best and brightest faculty to educate MiraCosta College students as globally competent citizens.

J. Accomplish all the above stated goals adopting equity-minded practices that work toward the MiraCosta College commitment of closing the equity gap.

### Study Abroad Program Requirements

The vice president of instructional services and vice president of student services must approve international education programs, experiences, and initiatives such as the following:

- A. Any agreements with groups of community colleges to offer international education courses and/or programs through study abroad consortia.
- B. Any full-time faculty member's assignment to teach a semester abroad.
- C. Any travel across international borders for educational programs.
- D. International excursions must comply with Board Policy/Administrative Procedure 4300, Field Trips and Excursions.

Students participating in semester-length study abroad programs must have at least 12 credit hours of college coursework completed and must have earned a minimum cumulative GPA of 2.5 or higher (except in cases where a lower-GPA is part of an approved consortia agreement or partnership).

Travel and host country accommodations for study abroad programs will be provided through contracts with commercial vendors that meet standards of excellence and reputable service as determined by the college.

### International Education

Courses developed or adapted specifically for international education must be approved by the Courses and Programs Committee and must be as rigorous as any offered on campus. In particular, the curriculum should foster and enhance international perspectives, increase fluency in foreign languages (when relevant), and promote understanding of the host culture. These courses must be approved in accordance with Education Code and Title 5 regulations and be taught by faculty members meeting the minimum qualifications for providing instruction.

Department colleagues may work together to investigate international education opportunities they may wish to pursue. Faculty members should discuss their plans with their department chair and secure support from their dean prior to presenting their proposal to the vice president of instructional services for consideration.

Students participating in international education experiences must be enrolled at MiraCosta College or at a consortium-member or partner institution. Students enrolling in study abroad experiences must be over the age of 18 (unless they are emancipated minors). The college considers all international activities to be part of a learning

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experience, and each participant to be an ambassador of MiraCosta College. Therefore, students, staff, and faculty participating in international education, including study abroad, educational excursions, or field study, must obey all civil and criminal laws of any country visited and must comply with the district's board policies and administrative procedures.

### **International Education Guidelines**

The Institute for International Perspectives (IIP) provides support for faculty and students interested in study abroad programs. The IIP [and International Education Advisory Committee](#) also maintains a list of procedures and guidelines that outlines how to design, promote, and operate a study abroad program approved by the district. Faculty members are encouraged to talk to the IIP coordinator [and/or the International Education Advisory Committee](#) about any questions concerning study abroad opportunities and requirements.

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#### MiraCosta Community College District

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Effective Date: 4/13/10, 9/1/15, 1/10/19

Periodic Review: 3/18/16

References: Education Code §66015.7

CCLC Update: -

Steering: AAC / CPC

## BOARD OF TRUSTEES POLICY

## 4030: Academic Freedom

The MiraCosta College Community College District recognizes the free pursuit of knowledge and the free exchange of ideas as core tenets of academic freedom.

As a fundamental concept, academic freedom ensures institutions of higher education function for the common good and are constructed on a foundation of genuine trust. It represents an understanding of mutual respect in valuing how faculty and students engage in conversations and learning. The district superintendent/president and Board of Trustees will actively and openly work toward fostering an environment characterized by openness, tolerance, and civility and an atmosphere in which intellectual freedom exists and is protected for all constituencies, including faculty and students.

Academic freedom must always be accompanied by academic responsibility. This responsibility emphasizes the obligation to examine, test, and interpret all knowledge appropriate to a discipline or major area of study, to avoid bias on controversial topics, and to present conclusions and interpretations supported by evidence with consideration for the impact on students and colleagues. Employees and students should at all times strive for accuracy and engage in respectful discourse, especially when opinions differ. All constituencies must be mindful of the district's policies on ethical conduct (BP 3050), diversity, equity, and inclusion (BP 3400), non-discrimination (BP 3410), and equal opportunity (BP 3420).

To promote and support the intellectual, socioeconomic, and socioemotional growth of students, all faculty require the assurances and protections academic freedom affords. Academic decisions should be based solely on intellectual standards that are relevant to the subject matter under consideration and consistent with the institution's mission and core values. Neither students nor faculty shall be disadvantaged or evaluated on the basis of their views and perspectives. The district will defend and support any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds their freedom of expression attacked or curtailed.

In the classroom context, both virtual and in person, faculty are expected to present data and information fairly and objectively, to ensure students have access to varying points of view, and to acknowledge and defend the free inquiry of students in the exchange of criticism and ideas. Academic freedom gives students the right to express and to defend their views, to question, and to differ with the views of their instructors or the district without penalty. Academic freedom gives faculty the right to distinguish between personal conviction and professionally accepted views in a discipline and to interpret their fields and communicate conclusions without interference or penalty.

Outside of the classroom setting, faculty have the right to research, present, and publish without interference or sanction, subject to the adequate performance of their other academic duties. Research for financial gain shall be based upon an understanding with the MiraCosta Community College District as outlined in Board Policy/Administrative Procedure 3715: Intellectual Property. When faculty speak or write as citizens, authorities of their discipline, and community representatives of MiraCosta College, they should be free from institutional censorship or discipline, but this freedom carries with it a responsibility to at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate they are not speaking on behalf of the institution.

**Commented [CD1]:** Sources: Accreditation Standard I.C.7 and 1940 Statement of Principles on Academic Freedom and Tenure. ("The professional standard of academic freedom is defined by the 1940 Statement of Principles on Academic Freedom and Tenure, developed by the American Association of University Professors (AAUP). It is the fundamental statement on academic freedom for faculty in higher education.")

**Commented [CD2]:** Source: 1940 Statement of Principles on Academic Freedom and Tenure

**Commented [CD3]:** Source: American Council on Education (ACE) Statement on Academic Rights and Responsibilities (2005). Endorsed by American Association of Community Colleges, American Council on Education, et al

**Commented [CD4]:** Source: Accreditation Standard I.C.7

**Commented [CD5]:** Source: Accreditation, Eligibility Requirement 13

**Commented [CD6]:** Source: American Council on Education (ACE) Statement on Academic Rights and Responsibilities.

**Commented [CD7]:** Source: MiraCosta College Code of Ethics

**Commented [CD8]:** Source: Fairness and Objectivity, Tenure Candidate Handbook, 2014, pp. 9-11; Tenured Faculty Professional Growth and Evaluation Handbook, 2014, pp. 2-3

**Commented [CD9]:** Source: Accreditation Standard I.C.9

**Commented [CD10]:** Source: 1940 Statement of Principles on Academic Freedom and Tenure.

**CURRENT POLICY**



## Definitions

Academic freedom in the classroom is the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty ~~because these conclusions may be at variance with those of constituted authorities, organized groups or individuals.~~

Commented [CD11]: See paragraph 5 above.

Outside the classroom, faculty members are entitled to full freedom in research and in the presentation and publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

Commented [CD12]: See paragraph 6 above.

Academic freedom carries with it corresponding responsibility. Academic responsibility emphasizes the obligation to study facts, to present and interpret ideas ~~concerning human society and all fields of knowledge. Since human knowledge is limited and changeable,~~ faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. ~~However, controversial matters that bear no relation to the subject matter should not be introduced into classes.~~

Commented [CD13]: See paragraph 3 above.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. ~~As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances.~~ Hence they should at all times strive for accuracy, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Commented [CD14]: See paragraph 6 above.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.

Commented [CD15]: See paragraph 2 above

Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds their freedom of expression attacked or curtailed.

Commented [CD16]: See paragraph 4 above.

The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.

Commented [CD17]: See paragraph 5 above.

### MiraCosta Community College District

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Adoption History: 4/21/09  
Periodic Review: 6/16/15  
Reference Update: 11/14  
References: Title 5, §51023  
Accrediting Commission for Community and Junior Colleges  
Eligibility Requirements 13, 20  
Accreditation Standard I.C.7, I.C.9

American Association of University Professors (AAUP) 1940 Statement of  
Principles on Academic Freedom and Tenure  
American Council on Education (ACE) Statement on Academic Rights and  
Responsibilities (2005)

CCLC Update:  
Steering:

#25, 11/14  
AAC / AS

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**MIRACOSTA COLLEGE**

# **SALARY ADVANCEMENT HANDBOOK**

**Application and Report  
Procedures Guide for Faculty**

**Salary Advancement Committee**

<https://www.miracosta.edu/governance/salary-advancement-committee/index.html>

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## **Introduction and General Information**

This booklet has been prepared by the Salary Advancement Committee (SAC). The mission of SAC is to ensure the integrity of the professional growth process and support the professional development of faculty by assisting those colleagues in the preparation of quality applications and reports of activities undertaken for advancement on the salary schedule.

### **Professional Standards**

Unit credit for advancement on the salary schedule is a privilege, not a right, granted to the faculty by the Board of Trustees. All applicants for advancement are expected to respect this privilege. As such, all applicants are trusted to do the following:

- ◆ Prepare comprehensive, professional-quality applications and reports that clearly communicate and document the purpose, objectives, activities, and documentation for advancement on the salary schedule;
- ◆ Incorporate into their applications and reports the same topic headings listed in this booklet;
- ◆ Complete the required forms available on the Salary Advancement Committee webpage at <https://www.miracosta.edu/governance/salary-advancement-committee/index.html> by the given deadlines and submit the forms and any supporting documentation to the SAC Academic Senate Administrative Assistant at mail station #8C.

## SAC Application Procedures

**Advancement on the Salary Schedule happens only once per year, but the committee will meet twice a year to grant approval for the coursework needed for advancement. The Fall semester deadline for approval is October 1<sup>st</sup> and the Spring semester deadline for approval is March 1<sup>st</sup>.**

**Choose ONE of the following two options:**

### **Option 1**

This is the preferred option for salary advancement. Applicant will submit documentation to the Salary Advancement Committee (SAC) for approval PRIOR to undertaking the coursework/project by **October 1<sup>st</sup> and/or March 1<sup>st</sup>**. Documentation includes application form, statement of purpose of benefits, list of coursework to be done, a copy of the catalog description(s), applicant signature, and department chair approval/signature. After completing the coursework/project, the applicant will submit a letter of intent for salary advancement to HR by May 15<sup>th</sup> and official transcript(s) verifying coursework completion by September 5<sup>th</sup>.

### **Option 2**

If the applicant has not obtained prior approval for coursework/project, he or she will need to provide documentation for review by the SAC without guarantee of approval for salary advancement, by **October 1<sup>st</sup> and/or March 1<sup>st</sup>**. Documentation includes application form, statement of purpose of benefits, list of completed coursework, a copy of the catalog description(s), applicant signature, and department chair approval/signature.

If coursework is approved by the SAC, the applicant will submit a letter of intent for salary advancement to HR by May 15<sup>th</sup> and official transcript(s) verifying coursework completion by September 5<sup>th</sup>.

## **I. Educational Objectives**

Each faculty applicant must have one or more recognized objective(s) that would lead toward any one of the following:

- ◆ 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. Courses

**Graduate or upper division courses** are highly recommended for salary advancement.

**Accredited international college or university courses** are permitted based on prior review by SAC and approval by ASC and the Superintendent/President and before the courses are taken. Units may require transcription and fees will be the responsibility of the applicant.

**Lower division courses**, up to a maximum of eight (8) **semester** units, taken at accredited colleges or universities may be granted credit toward salary advancement. The Applicant **should** obtain prior approval from SAC before starting any lower division courses.

**Vocational/Technical** courses or training, up to a maximum of **eight (8) semester** units, may be granted credit toward salary advancement. The applicant should obtain prior approval from the SAC before starting any coursework or training. One semester unit of credit may be awarded for each forty-eight (48) hours of verified work. Proof of completion needs to be provided to HR and the SAC.

1. List of courses taken to include: (please type)
  - ◆ Institution
  - ◆ Course #
  - ◆ Course title
  - ◆ Unit (Identify Quarter or Semester)
  - ◆ Anticipated completion date
2. Catalog description (Attach a photocopy or printout)

#### **Note regarding Extension Courses:**

If a faculty member enrolls in an extension course partnered with a regionally accredited university, the faculty member must dual-enroll in the course at the partnered university to receive credit. A separate fee due to the university may apply. This statement does not guarantee that every extension course offers this dual enrollment option. The faculty member should check the availability of this option for each class in which they will enroll.

Any "Course(s)" options listed in Section III., which include these extension courses used for salary advancement cannot be funded by MiraCosta College in any way. Professional development funds, department funds, etc., cannot be used towards any portion of a course or training used for salary advancement.

### IV. Approval Process

Applicants should submit for approval, courses or training to be used for salary schedule advancement prior to enrollment in the course or start of activity. However, applications must be submitted within five years of completion from an accredited institution or two years for courses or training completed at other than an accredited institution in order to be considered.

1. Submit completed application along with supporting documentation to Department Chair for approval.
2. Applicant sends application packet to the SAC Academic Senate Administrative Assistant at mail station 8C by **October 1<sup>st</sup> and/or March 1<sup>st</sup>**.
3. HR calculates total units and determines if applicant is eligible for advancement.
4. The SAC reviews request and notifies applicant of application status. If approved, the SAC forwards application to AS for review/approval.
5. The SAC Academic Senate Administrative Assistant notifies applicant of outcome.
6. If eligible for advancement, applicant submits letter of intent to HR by May 15<sup>th</sup> deadline. (Coursework/Activity must be completed prior to the end of the academic year.)
7. Salary advancement request is forwarded to the Superintendent/President and the Board of Trustees.
8. Applicant must submit official transcript(s) to HR by the September 5<sup>th</sup> deadline.

**Failure to meet these deadlines will result in postponement of advancement on the salary schedule by a full year.**

<b>SCHEDULE of DEADLINES</b>	
October 1 <sup>st</sup> and/or March 1 <sup>st</sup>	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant and/or Application for Altering an Approved Proposal (described in section V. of this handbook)
May 15th	If approved, Letter of Intent due to HR or Superintendent/President
September 5th	Official transcript(s) due to HR



## **V. Procedure for Altering an Approved Proposal**

Should the applicant of an approved coursework/activity for advancement on the salary schedule find it necessary to alter the proposed study or project after it has been approved, an "Application for Altering an Approved Proposal" form available on the SAC webpage (see Appendix B), must be submitted to the SAC for approval. Following the granting of such approval, the amended proposal will be rerouted to the Academic Senate and the Superintendent/President for approval.

The deadline for all letters of intent to advance on the salary schedule **must** be submitted to the Superintendent/President or HR by May 15th. Actual evidence of qualification (transcripts, etc.) must be delivered to HR by September 5<sup>th</sup> to be effective for the ensuing school year. Failure to meet these deadlines will result in postponement of advancement on the salary schedule by a full year.

## **VI. Applying Advanced Coursework Towards Salary Advancement During Sabbatical Leave**

A full-time faculty member who wishes to apply advanced coursework towards salary advancement is allowed to do so during their sabbatical leave. Please note that being approved to study at a foreign institution of higher education as part of your sabbatical leave does not imply that such study will be approved for advancement on the salary schedule. Please consult with the Chair of the Salary Advancement Committee for information on the types of work that will qualify (<https://www.miracosta.edu/governance/salary-advancement-committee/index.html>).

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dept: \_\_\_\_\_

Job Title: \_\_\_\_\_

☐ 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 two of this form.

IV. **Approval Process**

The applicant must obtain his/her Department Chair's signature and submit the entire application packet by email to the Academic Senate Administrative Assistant by **October 1<sup>st</sup> and/or March 1<sup>st</sup>**. (See page 3 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: \_\_\_\_\_ 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	
<b>October 1<sup>st</sup> and/or March 1<sup>st</sup></b>	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant and/or Application for Altering an Approved Proposal (described in section V. of this handbook)
<b>May 15<sup>th</sup></b>	If approved, Letter of Intent due to Superintendent/President
<b>September 5<sup>th</sup></b>	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 (see page three of the Handbook) 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

☐ Check this box to confirm MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement.

### 2. Catalog description (attach a photocopy or printout)

#### 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:		

## ***Application for Altering an Approved Proposal***

Should the need arise for altering an approved proposal, the applicant must complete this form **and submit an application by email (Appendix A)** to the Academic Senate Administrative Assistant by **October 1<sup>st</sup> and/or March 1<sup>st</sup>**.

Reason for altering an approved proposal:

Previously Approved Coursework (attach additional sheet if needed):

<b>Institution</b>	<b>Course #</b>	<b>Course Title</b>	<b>Quarter Units</b>	<b>Semester Units</b>	<b>Anticipated Completion Date</b>

Change To (attach additional sheet if needed):

<b>Institution</b>	<b>Course #</b>	<b>Course Title</b>	<b>Quarter Units</b>	<b>Semester Units</b>	<b>Anticipated Completion Date</b>

☐ Check this box to confirm MiraCosta College has not paid for any portion of the course(s) or training submitted for salary advancement.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approvals: (If approval is denied, a separate sheet with reason for denial must be attached.)

SAC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent/President: \_\_\_\_\_ Date: \_\_\_\_\_

**SAC Application Approval Notice**

Applicant Name: \_\_\_\_\_

Date Application Reviewed & Approved by the  
Salary Advancement Committee (SAC): \_\_\_\_\_

Dear Applicant:

This letter is to inform you that the Salary Advancement Committee (SAC) has approved your application for coursework/activities toward advancement on the salary schedule.

Your application has now been submitted to the Academic Senate (AS) for review/approval.

Please contact the Academic Senate Administrative Assistant after \_\_\_\_\_  
to check on the status of the decision of the Academic Senate.

Included with this notice is a copy of your application. Please keep both of these forms for your records. You may be asked to procure them in the future.

Thank you,  
SAC

**SAC Application Denial Notice**

Applicant Name: \_\_\_\_\_

Date Application Reviewed & Denied by the  
Salary Advancement Committee (SAC): \_\_\_\_\_

Dear Applicant:

This letter is to inform you that the Salary Advancement Committee (SAC) has denied your application for coursework/activities toward advancement on the salary schedule due to the following reason(s):



Application incomplete



Course/Activity not listed



Course/Activity does not meet prescribed standards



Course/Activity catalog description not included



Other: \_\_\_\_\_

If requested, please submit a new application with the required materials. Please note that the date of the new application is NOT retroactive to this one. Included with this notice is a copy of your application.

Thank you,  
SAC

***Role of Department Chair, SAC, AS, Superintendent/President,  
and Board of Trustees***

Department Chair or Supervisor:

To approve or disapprove the application based on the determination of the following factors:

- ◆ 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

Salary Advancement Committee (SAC):

- ◆ To ensure the quality, integrity, and appropriateness of each proposed project and report
- ◆ To encourage and facilitate the preparation of clear and complete documents
- ◆ To make recommendations for or against applications and reports for advancement on the salary schedule
- ◆ To forward the SAC recommendations regarding those applications and reports to the Academic Senate (AS) for approval
- ◆ To recommend changes in policy and procedure as needed
- ◆ To revise the SAC Handbook as necessary

Academic Senate (AS):

- ◆ To make recommendations, as appropriate, for approval of the Board of Trustees

Superintendent/President:

- ◆ To recommend approval or disapproval to the Board of Trustees regarding advancement applications and reports
- ◆ To arbitrate any disputes using the District Grievance Policy

Board of Trustees:

- ◆ To approve or disapprove applications and reports of all requests for advancement on the salary schedule forwarded to the Board of Trustees by the Superintendent/President

**Salary Classes for Non-CE and Career Technical Education Positions**  
(Consult the most current [MiraCosta Community College District, District/Faculty Assembly Agreement](#))

**Non-CE (Non-Vocational) Teaching Positions**

**Class I:**

Minimum qualifications or equivalent

**Class II:**

Master's or Bachelor's degree + 36 semester units of upper division or graduate coursework

**Class III:**

Master's with a total of 48 semester units of upper division or graduate coursework

**Class IV:**

Master's with a total of 60 semester units of upper division or graduate coursework

**Class V:**

Master's with a total of 72 semester units of upper division or graduate coursework

**Class VI:**

Earned Doctorate

**Note:**

Lower division courses, up to a maximum of eight (8) semester units, taken at accredited colleges or universities may be granted credit toward salary advancement. The Applicant should obtain prior approval from SAC before starting any lower division courses.

**Career Technical Education (Vocational) Positions**

**Class I:**

Minimum qualifications or equivalent

**Class II:**

Master's or Bachelor's degree + 36 semester units of upper division or graduate coursework

**Class III:**

Master's with a total of 48 semester units of upper division or graduate coursework



**Class IV:**

Master's with a total of 60 semester units of upper division or graduate coursework

**Class V:**

Master's with a total of 72 semester units of upper division or graduate coursework

**Class VI:**

Earned Doctorate

**Note:**

Vocational/Technical courses or training, up to a maximum of eight (8) semester units, may be granted credit toward salary advancement. The applicant should obtain prior approval from the SAC before starting any coursework or training. One semester unit of credit may be awarded for each forty-eight (48) hours of verified work. Proof of completion needs to be provided to HR and the SAC.

Enrollment in specific courses or programs may be limited as follows:

- A. Students may enroll in no more than 18 credit units per semester and no more than 8 credit units per summer session. Concurrently enrolled high school students may enroll in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students. Students who have extenuating circumstances and who need to enroll in more than the allowed limit must meet with a counselor to discuss their options.
- B. Enrollment may be limited to students meeting properly validated prerequisites and corequisites as outlined in Administrative Procedure 4260.
- C. Enrollment may also be limited due to the following legal or practical considerations:
  - 1. Health-and-safety considerations
  - 2. Facility limitations
  - 3. Faculty workload
  - 4. Availability of qualified instructors
  - 5. Funding limitations
  - 6. Regional planning constraints
  - 7. Legal requirements imposed by statutes, regulations, or contracts.
- D. The college may establish audition or try-out as a limitation on enrollment for intercollegiate competition and public performance courses, or may establish a limitation on enrollment in honors courses, allocating available seats to those students judged most qualified. The specific criteria of the limitation shall be both well-defined and as measurably objective as possible.
- E. The college may limit enrollment to a cohort of students enrolled in two or more courses together provided a majority of all sections of each course do not have

**MiraCosta Community College District**

Effective Date: 4/20/10, 5/14/12, 9/9/14, 6/10/16  
References: Title 5, §§51006, 58106, 58108  
Education Code §66025.8, §66025.9  
CCLC Update: #30, 4/17; #25, 11/14; #24, 4/14; #21, 9/12; #20, 3/12  
Steering: AAC / AS

such restrictions. However, the college may limit enrollment in a course section to any group of students, with approval of the vice president of instructional services, if the college does not claim that course section for state apportionment.

- F. With respect to students on probation or subject to dismissal, the college may limit enrollment to a total number of units or to selected courses for students who have appealed and been granted permission to set aside their dismissal as determined by the dean of counseling and student development.
- G. Enrollment in upper division courses is limited to students who are enrolled in the baccalaureate degree program.

See Administrative Procedure 5052, Student Open Enrollment, for the enrollment-limitation challenge process.

### Enrollment Priority System

Students will have the following registration priority in the order of priority listed below. Priority may not apply for enrollment in programs requiring a separate application process, such as nursing and the baccalaureate degree program.

Group A Students who have completed all the steps for matriculation and are eligible as any of the following:

1. Member or former member of the armed forces of the United States and a resident of California (as determined by Admissions and Records) for any academic term within four years of leaving active duty or while receiving G.I. Bill benefits. Veterans who have been discharged within the last 15 years and have not taken advantage of priority enrollment for more than four years may request priority enrollment through the Admissions and Records Office.
2. Foster youth or former foster youth (up to and including the age of 24).
3. ~~Student with a disability~~ as defined by statute and upon the recommendation of ~~Student Accessibility Services (SAS)~~.
4. Disadvantaged student as defined by statute and upon the recommendation of Extended Opportunity Programs and Services (EOPS).
5. CALWorks student.

To receive and maintain priority enrollment, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least 50 percent of enrolled units, and not have exceeded 90-degree applicable units.

**Deleted:** Disabled student

**Deleted:** Disabled Students Programs and Services (DSPS)

- Group B      Students new to the college or returning after two semesters who have completed the steps for matriculation. To receive and maintain priority enrollment, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least 50 percent of enrolled units, and not have exceeded 90 degree applicable units.
- Group C      Continuing students who have not matriculated and new and returning students, including those in Group A and Group B who have not matriculated.
- Group D      Any student who has been on probation for at least two consecutive semesters, including students on academic probation (GPA based) or progress probation (based on percentage of courses completed with an evaluative grade).
- Group E      Students who have completed more than 90 units with a grade of A–F, P, or NP. Courses considered “basic skills” will not be counted toward the completion of units in this category, but they will be counted in Group B and Group C.
- Group F      Concurrently enrolled high school students.

#### **Loss of Enrollment Priority**

Student Services will notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, of the potential for loss of enrollment priority. The student will be notified that a second consecutive term on academic or progress probation will result in the loss of priority registration until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.

#### **Appeal of Loss of Enrollment Priority**

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances or when a student with a disability applied for but did not receive a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control.

Students who have demonstrated significant academic improvement may also appeal the loss of priority-enrollment status. Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, Probation, Disqualification, and Readmission.

The dean of counseling and student development or his/her designee will determine the appeal in his/her sole discretion.

The counseling services available in the district's counseling program include the following:

1. Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals.
2. Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends.
3. Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education.
4. Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

The following students are strongly recommended to seek assistance from a counselor:

1. All first-time students who are seeking priority registration.
2. Students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
3. Students who need assistance in defining their course of study and developing a comprehensive student educational plan (recommended by the end of the third term and no later than completion of fifteen [15] units).
4. Students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).
5. Students with disabilities who need accommodations through Student Accessibility Services (SAS).
6. Financial aid students who must submit a satisfactory academic progress appeal.

**Deleted:** the Disabled Students Programs & Services (DSPS)

**MiraCosta Community College District**

Effective Date: 5/19/09, 9/1/15

Periodic Review: 5/12/15

Reference Update: 4/15

References: Education Code §§72620, 72621

Title 5, §51018

Accrediting Commission for Community and Junior Colleges

Accreditation Standard II.C.5

7. Students who are receiving support from Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), or California Work Opportunity and Responsibility to Kids (CalWORKs).

#### **Confidentiality of Counseling Information**

Information of a personal nature disclosed by a student twelve years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the superintendent/president or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the college community; reporting information to the superintendent/president or other persons as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been committed; reporting information to one or more persons specified in a written waiver by the student.

## ADMINISTRATIVE PROCEDURE

5140:

**Commented [JH1]:** Student Accessibility Services

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**Deleted:** Disabled Students Programs¶  
and Services

The district maintains a plan for the provision of programs and services to students with disabilities designed to ensure that they have equality of access to district classes, programs, and activities. The SAS plan is reflected in various documents located on the MiraCosta College website. These documents include SAS service policies, and SAS faculty handbook. These documents are reviewed and updated at least annually by the SAS faculty director. Documents include but are not limited to:

**Deleted:** DSPS

**Deleted:** a program review report completed each fall semester, DSPS

**Deleted:** DSPS

**Deleted:** , and the end-of-year expenditure report

**Deleted:** DSPS

- Procedure for timely response to accommodation requests involving academic adjustments that, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.
- Long-range goals and short-term measurable objectives for the program.
- Definitions of disabilities and students eligible for the program.
- Support services and instruction provided.
- Technology accessibility.
- Verification of disability.
- Student rights and responsibilities.
- Academic accommodation plan that is developed by a designated person in consultation with the student.
- Academic adjustments, auxiliary aids, and services.
- Provisions for course substitution and waivers.
- Staffing.
- Advisory committee.

The SAS Office operates with standards and specific policies and processes to ensure students with verified disabilities may request and receive reasonable accommodations and academic support services in a timely manner. Furthermore, SAS maintains detailed procedures for handling accommodation disputes, exceptions, and grievances. Procedures include Level I, course accommodation; Level II, course substitution; and Level III, course waiver. Service policies and accommodation procedures can be found in detail on the SAS website.

**Deleted:** DSPS

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### MiraCosta Community College District

Page 1 of 1

Effective Date: 5/5/09, 9/1/15, 9/16/16  
References: Title 5, §§56000 et seq.  
CCLC Update: #28, 4/16; #23, 10/13; #20, 3/12  
Steering: VPSS

## BOARD OF TRUSTEES POLICY

5140:

Commented [JH1]: Student Accessibility Services

Deleted: Disabled Students Programs and Services

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs in the district.

The **Student Accessibility Services (SAS)** program shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.

Deleted: Disabled Student Programs and Services (DSPS)

**Services provided by SAS** shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, disability management counseling, and academic counseling.

Deleted: DSPS

Deleted: s

No student with disabilities is required to participate in the **SAS** program.

Deleted: DSPS

The district shall respond in a timely manner to an accommodation request involving academic adjustments. The superintendent/president shall establish a procedure to implement this policy that, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The superintendent/president shall assure that the **SAS** program conforms to all requirements established by the relevant law and regulations.

Deleted: DSPS

See Administrative Procedures 5140.

### MiraCosta Community College District

Adoption History: 5/5/09, 11/16/16  
References: Education Code §§67310, 84850  
Title 5, §§56000 et seq.  
Steering: VPSS / N/A  
CCLC Update: #29, 10/16