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AGENDA

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

- I. Call to Order
- II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate **[Time 9:05; 15 minutes]**
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.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of September 20, 2024
- VII. Action Item, First Read
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. AP4026: Philosophy and Criteria for International Education – Hull **[Time 10:10; 5 minutes]**
Description: *AP4206 underwent a comprehensive review in Spring 2023 with CPC. Here AAC is suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph.*
 - B. AP43XX Student Travel Guidelines (new AP)- Hull and Mortaloni **[Time 10:15; 15 minutes]**
Description: *A group met throughout 2023 to create student travel guidelines, which included representatives from all constituencies (classified professionals, faculty, administrators, students) with representation from Athletics, Title IX, Student Affairs (Student Conduct), Associated Student Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity.*

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

- 1. Curriculum
- 2. Degree and certificate requirements
- 3. Grading policies
- 4. Educational program development
- 5. Standards or policies for student prep. and success
- 6. Governance structures, as related to faculty roles
- 7. Accreditation processes, including self-study and annual reports
- 8. Faculty professional development policies
- 9. Processes for program review
- 10. Processes for institutional planning and budget dev.
- +1 Academic calendar •
Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

VIII. Information / Discussion

A. Facilities Futures Plan Presentation and Proposal (FFP) - Flood

[Time 9:20; 50 minutes]

Description: *Tim Flood will present the Facilities Futures Plan and Proposal for review and discussion.*

B. Faculty-led, A.I. Taskforce **[Time 10:30; 10 minutes]**

Description: *Presentation by the A.I. Taskforce to finalize the charge and achievable goal, focusing on the 10+1 area.*

IX. Reports (Written, Included Via Links Below)

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

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

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

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

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

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

X. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

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

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.



UNOFFICIAL MINUTES

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

I. **Call to Order** – The meeting was called to order at 9:02am.

II. **Remote Member Attendance**

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

No members of Academic Senate requested remote participation under the provisions of AB2449.

III. **Roll Call**

Members present: curry mitchell (President), Robin Allyn, Daniel Ante-Contreras, Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Julie Graboi, Sarah Gross, Jim Julius (Coordinating Officer), Jeffrey Murico, Ghada Osman, Brian Page, Nate Scharf, Alexis Tucker Sade, Krista Warren, Afifa Zaman

Members absent: Sunny Cooke (Ex-officio)

Others present: Theresa Bolaños, Scott Fallstrom, Denée Pescarmona, Jack Taman

IV. **Persons Wishing to Address the Senate** – None.

V. **Changes to Agenda Order** – None.

VI. **Consent Calendar**

A. **Approve Minutes of the Regular Meeting of September 6, 2024**

The consent calendar was approved by unanimous consent.

VII. **Information / Discussion**

A. **CPC Update: AB 1111 Templates, Timelines, and 10+1** – *Scott Fallstrom, Theresa Bolaños*

Description: *Hear updates from CPC leadership about the phased implementation of AB 1111, Common Course Numbering. Open discussion about 10+1 and the Senate's role and responsibilities in this work.* It was noted that this legislation will impact all courses in all departments. As our colleagues share this and we reach out, everyone will be informed and should be thinking about our 10+1 responsibilities, with number 1 being curriculum.

Bolaños and Fallstrom shared an overview of AB11. For a comprehensive look view the attached slideshow of their presentation.

They covered that this is a mandate, and all California Community Colleges will have common course numbering (CCN) by July 2027. The CCN timelines were shared noting there will be six courses in Phase 1 and the Chancellor's Office deadline is December 1, 2024. The six courses are COMM 101 – Public Speaking, ENGL 100 – Academic Reading and Writing, ENGL 202 – Critical Thinking and Writing, MATH 103 – Statistics, PLSC 102 – American Government and Politics, and PSYC 101 – Introduction to Psychology. These are all MCC courses. The deadlines are strict for all three phases. Things are still fluid but there are required and optional elements. Faculty work is also outlined in the attached presentation.

Further, Phase 2 has 20+ courses that will be offered in fall 2026. Phase 3 has 50+ courses and will be offered in fall 2027. Groups are forming and the work is starting now. A town hall will take place in October to offer more information.

What is next was discussed. Faculty authors will launch modified COR in CurrlQunet by Sept 30th/Oct 4th. In November, AS and the Board of Trustees will approve. Courses must be submitted to COCI by December 1st.

Guidelines for Faculty development must be adhered to by faculty authors in CurrlQunet: Part 1 the draft COR must remain identical with no revisions, additions, or eliminations. Keep the course units from the previous COR.

Recommended textbooks have been listed, but faculty should retain the books they feel they have a voice in. You can list textbooks that are similar or different. The list of recommended textbooks should be listed. No cost textbooks or OER materials will not need to be removed from curriculum.

Phase 2 work is beginning now. mitchell is in contact with department chairs looking for two faculty to do this work at the state level. Teams of 12 faculty will be formed for all nominated faculty statewide, and so there is no guarantee MCC faculty will be selected. Phase 2 CCN templates will be released from the Chancellor's Office in spring 25. A survey will be used to inform the sessions. The town hall will be hyflex for folks to hear more directly about what is happening. It will be geared more towards Phase 2.

The expectation from the state is that when you write COR, it's written in chronological order, but it will not work that way with these new templates. New faculty may need a primer that shows what is required and for those new to the system. If you have part 1 and part 2, the COR is listed and not optional; they are required by law. It is an independent faculty decision to cover material that is not required.

This will likely be a mess for students. On the back end, this touches everything such as our Veterans who won't get paid for courses not listed. Working with CPC and Joanne Benschop, the college is trying to come up with language for the course schedule that says something like "this class was previously known as this." The old prefix will remain and redirect to the new prefix for the next five to seven years.

The autonomy that we used to have is being transitions for a group of courses that will be commonly articulated through the community college system. The pieces that are required are big chunks. The prerequisite and co-requisites have to be identical. The units have to adhere to a minimum. There are content performance objects, but not SLOs. SLO+Os are not covered by the identical components so faculty can maintain their own outcomes that will be assessed through this. Eventually Part 1 in CurrlQunet will be greyed out and cannot be touched.

MSU (Warren / Graboi) to extend the time for further discussion for five minutes

If a course is on the common list, the course listing will change to whatever the required change will be. Certificate changes will be made but not by faculty. These technical changes are impacting over 30 programs. Department chairs will have to approve them in CurrlQunet. Student facing impact will have effect on counseling and student Ed plans. Until classes are released in the catalogue and active, they cannot be used in Ed plans. Counseling will need to flag them and come back to them.

MSU (mitchell / Davis) to extend this conversation for an additional five minutes.

There are pieces that articulate to our local universities, so will that come together for all students across the state. Part 1 is mandated and part 2 is where we have articulation. Implementation is happening at the same time.

While they have been at the table, there is no guarantee from CSU or UC for articulation. They are saying use Part 2. We will do our due diligence with as little harm as possible to students. Noncredit will not be affected by this. Anything GE or on a credit pathway is impacted.

The idea is that students should be able transfer smoothly. It was asked how minimum quals will be met with the new codes. Is this in writing that faculty with min quals can teach these courses. Will the FA be involved?

MSU (mitchell / Warren) to continue the discussion for an additional two minutes and to answer more questions.

Every faculty member has a faculty service area. The discipline does not have anything to do with the prefix for the course. We will continue to follow the minimum qualifications handbook produced by the Statewide Academic Senate. All FSAs are listed when faculty are hired. Those disciplines are what are listed on the COR.

A one-page outline is being created of what we know and don't know.

It was suggested that this AS can create a resolution to help outline its role.

B. Appoint AS Senator Liaison to ASG – Jack Tarman

Description: *Short description of ASG needs and what's required of the liaison role followed by call for a volunteer and appointment.*

Tarman shared that ASG would look for somebody to work in tandem with him and provide the student body information that would be prudent to them such as course numbering changes. Last year there were multiple senators who attended ASG meetings. Ideally, Tarman would like to talk with the ASG body, but personally, he feels it would be more ideal to have one person from AS. He further noted that the statewide AS is looking for collaboration with student senates at the state level.

Jeff Murico is interested but Fridays don't always work for his schedule but can attend some. mitchell noted that he may be able to play part of the role, as well. Sean Davis volunteered will attend the ASG meetings and Murico will be kept in mind as well, if needed as a backup.

C. Faculty-led, A.I. Taskforce

Description: *Recap last discussion and share feedback from constituents. Organize a team of senators and Senate leadership who will finalize the charge (a focused, 10+1 area) and achievable goal for the Taskforce, to be presented at our next Senate meeting.*

At the last AS meeting, the discussion ended with five options identified. A research charge that would be delivering 1. workshops for students, 2. delivering guidance for academic departments, and 3. another that would be delivering guidance for one assessment methodology such as quizzes or writing. The next two were a charge for professional development; 4. developing a framework for forming an ongoing faculty workgroup similar to Junto Podemos, and 5. the other focusing mostly on programming for spring's fifth Friday work.

mitchell indicated he would like to form a team to join Davis, Julius, and mitchell to meet this next week and finalize a recommendation that can be brought back to the next Senate meeting. A taskforce will formed from there.

Constituent feedback was shared. One indicated they felt there needs to be both information for students and professional development for faculty on AI. In their opinion, there needs to be a multifaceted approach that is inclusive of both students and faculty. Not sure if they need to be explicitly just 1, 2, 3, 4, or 5 or if there is the opportunity to merge since it seems they are interconnected.

Another constituent shared their anxiety about what is happening now in terms of department chairs, evaluators, and deans are kind of winging it through their own opinions and biases around AI and applying those to instructors. This, versus, faculty getting together to talk about this more and see what cool tools there are. Decisions are being made around AI within disciplines when it is so complex. They worry about top down authority already being implemented.

Another constituent is in favor of a fifth Friday event to get a broad overview. Everyone is still trying to build a foundation of knowledge of what this is.

Another noted a concern that they did not want to stop using AI tools for checking student work. Further agreed that any taskforces would be beneficial. A document was shared (attached) that already address what has been we discussed. A policy is needed with guidance.

Ideas were shared about what the charge for a taskforce might look like. Sees it as a tool and to look for ways students can use the tools. Where it can benefit faculty is for critical thinking in prompts. Faculty could use direction. Another suggestion is to help students with a procedure and recourse to contest when an instructor says they used AI and they did not.

An AP5505 on academic integrity already exists. The taskforce could be for prior to this happening. AAC revised the AP/BP so it is interpretable to say it is not acceptable to use AI. It was noted that the Arts ACP liaison had a great idea. In the absence of a taskforce, work is already being done. There is already a movement for this. In writing prompts, you need to know what to ask and that means you need to have knowledge of the topic. You may use AI without really thinking about it, such as Canva, for example. Need to think about how you are using it yourself as a tool outside your own discipline. Another way to ensure students are not using AI is to have them write their final essay in class to make sure they are doing most of the work.

MSU [Davis / Warren] to extend the discussion for an additional five minutes.

Critically, in terms of working with students, how to communicate clearly with each instructor as to what is and what is not acceptable; how it might be used in an acceptable way, and then having that process in mind, if there is a dispute if a student used AI in an unacceptable way, how can we resolve that before having to go to the AP.

Senators were asked if they'd like to volunteer to join Mitchell, Julius, and Davis. Ante-Contreras, Graboi, Cotnoir, and Allyn volunteered. The group will meet next week. The 5th Friday is already earmarked for this discussion about AI.

VIII. Periodic Review – Academic Senate Rules and Bylaws

A. AS Bylaws and AS Rules

Description: *Review the newly formatted Constituencies List. Form a short-term taskforce to research and recommend revisions to our Rules & Bylaws for organizing constituencies.*

It was noted there seems to be enough reason to form a short-term taskforce to look at these rules and bylaws and how others organize themselves for representation. Will also look at how it will implicate our elections and some way to assess, improve, or disrupt engagement.

Once or twice a month the taskforce will check in with Mitchell via email indicating where they are and what they are exploring with an initial report in November. Will need to propose changes to the rules and bylaws by January/February for elections in March. Will not change the current constituent groups until next year.

The changes for AF would be to link their newsletter in the constituency list and remove the alphabetized letter on the list for each AF Senate representative.

The question is; is this a problem and do we want something different?

AS is a representative body and is our constituency list at the level of our rules and bylaws?

It was asked what the purpose was for noting department chairs on the list. Curriculum, PD, programs in the 10+1 and department chairs are most interested in some of these issues that will impact them. Scharf noted that as a department chair and a member of Senate, it is helpful to him and sees the value in it.

MSU (Tucker Sade / Cotnoir) to extend the discussion for five additional minutes.

There are chairs who are over several different disciplines. The power that would effect change may or may not affect the department. If we want the Senate to be as powerful as it can, we have to be representative. There are other colleges where department chairs are automatically on their Senate do departments have more representation at the Senate level. It was asked if we are potentially replacing one set of problems with another set of problems. It has been heard in prior discussions concerns about whether this body is actually a representative body in how we are procedurally constituted. In terms of our rules and bylaws there is not a lot there other than an arbitrary distribution of faculty per Senator. Can we truly represent a constituency as a senator given that structure.

The taskforce would continue this conversation. Sade Tucker, Osman, and Scharf volunteered for the taskforce.

IX. Reports (Written, Included Via Links Below)

Visit the links listed for written reports.

A. Academic Senate President – Curry Mitchell ([access report](#))

Been tasked to form a long term ed planning team.

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

Thanks to all who supported national registration day.

October 10th next webinar

C. Classified Senate – Carl Banks ([access report](#)) – not present.

D. Associate Student Government – Jack Tarman ([access report](#))

Reported all working groups for ASG have conducted their first meeting. At next meeting will have info from the working groups on projects to work on this year. Youth-led for November – event is in full swing.

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

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

X. Adjournment – The meeting was adjourned at 10:59am.

MCC & Common Course Numbering: *Phase 1 Implementation*

CPC at AS Meeting - Sept. 20, 2024

AB 1111 - Common Course Numbering (CCN)

- All California Community Colleges will have common numbering by July 2027.*
- Compliance is mandatory - CA State Law
- Three Phases with strict deadlines
- Implementation Plan is *very* fluid - templates, clarifications, tech solutions slow to CC
- “Required” and “Optional” Elements
- Articulation Concerns - Required Elements may not meet local UC/CSU standards

CCN - Timelines

Phase	# Courses	Start Work at MCC (tentative)	Deadline - <i>Chancellor's Office</i>	Courses Offered
1	6	Fall 24	Dec 1, 2024	Fall 25
2	20+	Spring 25	Dec 2025?	Fall 26
3	50+	Fall 25	Dec 2026?	Fall 27

Phase 1 - Six Courses *(10 total CORs - with Embedded and Honors)*

- **COMM 101 (MCC) - Public Speaking**
 - COMM C1000
- **ENGL 100 (MCC) - Academic Reading and Writing**
 - ENGL C1000
- **ENGL 202 (MCC) - Critical Thinking and Writing**
 - ENGL C1001
 - ENGL C1002H
- **MATH 103 (MCC) - Statistics**
 - STAT C1000
 - STAT C1000E
 - STAT C1000H
- **PLSC 102 (MCC) - American Government and Politics**
 - POLS C1000
- **PSYC 101 (MCC) - Introduction to Psychology**
 - PSYC C1000
 - PSYC C1000H

How did we get here? What comes next?

- **1st Week Sept** - State templates sent from Chancellor's Office, CPC working closely with Articulation Officer, Faculty, AS, VPI, Office of Instruction Staff
- **2nd Week Sept** - MCC Office of Instruction created 10 draft CORs in CurriQunet
 - Dept. requested faculty added as originators
 - Part 1 - "Required" Elements are provided in state template
 - Part 2 Placeholder - "Optional" Content faculty can add for articulation
- **Sept 30th/Oct 4th** - Faculty launch the 10 courses in CurriQunet
- **October** - Tech Review, CPC Approval
- **November** - AS Approval, Board of Trustee Approval
- **Dec 1**- Courses must be submitted to COCI

FACULTY Work Begins

- **Draft CORs** have been created in CurriQunet by Office of Instruction for **Faculty Development:**
 - State's template "IDENTICAL" requirements have been copy/pasted into the draft CORs **Part 1**
 - Current Course COR content has been copy/pasted into the draft CORs as **Part 2**
- Department Authors **WRITE and APPROVE** the CORs
 - work closely with Joanne Benschop and CPC Co-Chairs
 - 1:1 assistance is available

FACULTY Work Begins, cont.

- Writing focuses on Local UC/CSU Articulation in **Part 2 of draft COR**
 - **“Optional Part 2” used to add necessary content to ensure major and GE articulation**
- Resources Authors can Consider
 - Joanne may have advice based on conversations with UC/CSU, Guiding AO Notes
 - C-ID language; Current COR (that is approved and articulated)
- Faculty Author launches modified COR in CurriQunet by **Sept. 30/Oct. 4**
- Phase 1 will be the toughest; articulation is a concern but we hope for guidance and revision opportunity throughout the process

Guidelines for Faculty Curriculum Development

These must be adhered to by faculty authors in CurriQunet:

1. Part 1 the draft COR MUST remain “**IDENTICAL.**” *No revisions, additions or eliminations allowed.*
2. **KEEP the Course Units** from the previous COR. *The displayed units may be different than the state’s template recommendation, but course units must equal the units in our **current** COR to avoid a substantive change and resubmission to CO.*
 - a. The Course Units and Part 1 “identical” components have been pre-populated in the draft CORs for faculty.

Faculty “Mapping” in MCC draft COR:

- Faculty review Part 1 (required) and compare it to Part 2 (current COR).
- Faculty resolve duplications (*remove from Part 2 draft COR*).
- Faculty retain what merits major and GE articulation in Part 2.
- Faculty keep template list of recommended textbooks (add ISBNs) and can retain textbooks approved in current COR

Phase 2 Work begins NOW...

- curry is in process of nominating faculty to serve on the statewide development of content in CCN courses
- **“Teams of 12 Faculty”** will be formed from ***all*** nominated faculty statewide, so no guarantee MCC faculty will be selected.
- **Phase 2 CCN Development work** (online, 1-4 pm) occurs in groups:
 - **Oct 28-30** - HIST, ENGL, ECON, ART (art history)
 - **Nov 18-21** - BIO, CHEM, MATH, ASTR
 - **Dec 2-4** - ANTH, COMM, SOC, CHLD
- Phase 2 CCN Templates released from CO in Spring 25
- Phase 2 Faculty will modify CORs for the CCN courses and submit in Fall 2025 for Fall 2026 implementation

Phase 2: 20+ Courses

- US History to 1877
- US History from 1865
- Intro to Literature
- Argumentative Writing and Critical Thinking through Literature
- Principle of Macroeconomics
- Principles of Microeconomics
- Art History
- Human Anatomy with Lab
- Human Physiology with Lab
- General Survey Biology Course with Lab
- Intro to Chemistry
- General Chemistry for Science Majors Sequence *(2 courses)*
- Calculus Sequences *(I & II, 4 courses)*
- Astronomy with Lab
- Intro to Biological Anthropology *(with lab)*
- Interpersonal Communication
- Intro to Sociology
- Child Growth and Development

Want more CCN information?

- Attend CPC meetings
 - 2nd and 4th Thursdays; 1-3pm in OC 1068
 - Remember, the discussions about these materials take place at CPC, not AS
- ASCCC/CCCCO Weekly Webinars through Sept:
 - Wednesday, 12 noon - 1pm
 - Interested? Sign up here to attend
 - **Sept 25** - Student Facing Requirements and Communicating with Students
 - Other webinars occurred on all Wednesdays in September
 - Recordings are to be released after webinars
- CCN Website: [Common Course Numbering Project | California Community Colleges Chancellor's Office \(cccco.edu\)](https://www.cccco.edu/common-course-numbering-project)
- Scott, Theresa, Joanne Benschop, VPI Denee Pescarmona

Quick, one on one help is available!

Contact:

- Joanne Benschop, Articulation Officer
- Scott and Theresa, CPC Co-chairs

Many Thanks to:

- VPI Pescarmona and the Office of Instruction Staff for their assistance
- Joanne Benschop
- curry and AS
- **PHASE 1 Departments!** (Faculty, Chairs) for their flexibility, grace and commitment to our students to create these mandatory CCN courses



Policy Statement on the Use of Artificial Intelligence (AI) in the California Community Colleges System

The Faculty Association of California Community Colleges (FACCC) is committed to supporting high-quality education for all students. Few changes in the higher education classroom have arrived as abruptly as tools based in Artificial Intelligence (AI). AI can be a valuable tool for enhancing teaching and learning. Like all new tools, AI presents faculty with opportunities and threats. AI must be used responsibly and ethically, centered on human students and instructors.

AI is rapidly entering many aspects of society, including the education system, and the California Community Colleges system is no exception. We need clear policies governing the use of AI from our classrooms and counseling offices, through college and district administrations, to the Chancellor's Office.

We also need to be cognizant of the temptation posed by AI tools to students who are still in the early stages of developing the critical thinking and communication skills characteristic of higher education. Faculty need to be thoughtful in designing content, delivery, and assessments that *enhance* students' ability to use a range of tools, including AI, as they develop their critical reading, thinking, writing, and speaking skills. The use of AI tools should never substitute for our commitment to providing students with the skills they need in an increasingly technology-driven world.

Guardrails

The following guardrails should be in place to ensure the responsible use of AI in the California Community Colleges system, if AI is implemented:

- **Enhancing core skills:** Any AI implementation should focus on developing and enhancing students' core skills in critical thinking and communication.
- **Preserving human teaching:** AI should not replace human teachers. If used, AI should serve as a tool to supplement and enhance teaching and learning, recognizing that human teachers are essential for providing students with personalized instruction and support.
- **Ensuring transparency:** When AI is used in the classroom, students and faculty should be fully informed and given the opportunity to provide input on its implementation.

- **Promoting equity and inclusion:** AI implementations should be designed to create equitable and inclusive learning environments for all students, while also ensuring equitable access to these tools for both students and faculty. The use of AI should reduce existing inequalities rather than perpetuate or exacerbate them.

Academic Integrity and Concerns

Using Generative AI (GenAI) and Artificial Intelligence (AI) tools in the classroom raises academic integrity concerns that faculty should address in their syllabi. To ensure students engage in honest and ethical academic practices, faculty should provide clear expectations and guidance on using AI tools. This may include requiring proper citation for any AI-generated content, establishing clear policies on acceptable and unacceptable uses of AI, and emphasizing the importance of student oversight to ensure appropriate tone and terminology.

Faculty should also consider adopting policies that promote transparency and accountability when using AI tools. This may involve requiring students to disclose their use of AI-generated content, implementing plagiarism detection software, and providing students with opportunities to demonstrate their understanding of the material beyond the use of AI tools. By incorporating these considerations into their syllabi, faculty can help ensure that AI enhances student learning while upholding academic integrity and promoting ethical research and scholarship.

There are several concerns about the use of AI in the classroom:

- **Bias:** Due to reliance on databases used to train language models, AI systems can be biased, and this bias can be harmful to students.
- **Privacy:** AI systems can collect and store a lot of data about students. This data can track students' progress and identify struggling students. However, there are concerns about how this data is used and how it is protected from unauthorized access.
- **Transparency:** AI systems are often black boxes, making it difficult to understand how they work and make decisions. This lack of transparency can make it difficult to trust AI systems and hold them accountable for their decisions.
- **Humans should be at the center of all AI-enabled learning experiences.** AI should support and enhance human teaching and learning, not replace it. Faculty should be involved in designing and implementing all AI-enabled learning experiences and have the opportunity to provide input on how AI is used. Students should also be involved in designing and implementing AI-enabled learning experiences and have the opportunity to provide feedback on how AI is used.

Labor Considerations and Concerns for Community College Faculty

Integrating AI in community colleges raises specific labor considerations and concerns for faculty. The widespread adoption of AI for tasks such as grading student work, tutoring, advising, delivering instruction, or creating course content could disproportionately affect contingent faculty employment. These faculty members may face job displacement or reduced compensation as AI assumes more responsibilities.

Additionally, using AI in the classroom may necessitate changes in the skills and knowledge required of faculty. Faculty may need to develop expertise in AI systems and tools to use them effectively and responsibly. This may require professional development and training opportunities to ensure that faculty are equipped to navigate the changing landscape of teaching and learning.

Implementing AI in community colleges should address potential biases and ensure equitable outcomes for faculty and students. AI systems should be evaluated for fairness and accuracy, and faculty should be trained to use AI in a culturally sensitive and inclusive manner. By considering these labor concerns and taking steps to mitigate them, community colleges can harness the potential of AI to enhance teaching while safeguarding the learning process.

Student Support

Colleges must prioritize equitable access to AI tools and resources for all students, regardless of their background or circumstances. Institutions should proactively address potential biases and promote fairness in AI systems to achieve this. This includes conducting thorough assessments of AI tools for potential biases and implementing measures to mitigate any identified biases. Colleges should strictly adhere to data privacy regulations and ethical guidelines to protect student data collected by AI systems. Ensuring that students have equitable access to training and support on the proper use of AI is crucial. By providing comprehensive training and support, institutions can empower students to harness the benefits of AI responsibly and effectively while mitigating potential risks.

Conclusion

FACCC emphasizes the need for conscientious and ethical integration of AI in our educational system. By adhering to transparent and inclusive practices, we can harness the benefits of AI while safeguarding student well-being and academic integrity. The California Community Colleges need to establish clear policies, promote equity, and ensure that faculty students are equipped to navigate the evolving landscape of AI in education. The goal is to foster a learning environment where AI is a valuable tool, complementing human instruction and enhancing the educational experience for all.

To ensure transparency, we acknowledge that AI tools have contributed to the drafting of this document.

MiraCosta College supports international education to provide a comprehensive educational experience that empowers students to make reasoned decisions in both the international and domestic contexts through the use of critical analysis informed by a globalized perspective. 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 international contexts and to enhance their understanding of other cultures.
- 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. Recruit and retain 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.
- 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.

Additionally, the Board of Trustees must approve all international employee travel, per Board Policy 7400, Employee Travel.

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 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.~~~~procedures.~~

International Education Guidelines

~~The Institute for International Perspectives (IIP)~~ ~~The International Office (IO)~~ provides support for faculty and students interested in study abroad programs. The ~~IO~~ ~~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~~ Student Services Coordinator for study abroad and/or the International Education Advisory Committee about any questions concerning study abroad opportunities and requirements.

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The purpose of these guidelines is to provide district employees and students with information about traveling with students for college-sponsored events and activities. These guidelines are applicable to all travel-related activities, including local, within the state of California, out-of-state, and international travel with students.

General Guidelines

- All overnight trips with students require at least one employee in a permanent position or faculty member to be present during the trip. All exceptions require approval from the department's Dean/Director, Associate Vice President, or Vice President.
- The responsible employees should have emergency contacts for all participants.
- All student travel requires a Field Trip Form (and/or Field Trip Form for Minors) to be completed and signed by students (and if applicable, their Parent/Legal Guardian) prior to travel.

Behavioral Expectations

- It is an expectation that all participants follow local laws and district policies during travel.
- Drugs, alcohol, and/or smoking are not permitted during the official itinerary of any MiraCosta-sponsored travel activity or event.
- The district reserves the right to end travel at any point for a student who is in violation of the student travel guidelines and/or behavioral expectations.

Lodging

- The district strongly prefers that students and employees stay in hotels during overnight travel. All exceptions (AirBnB, VRBO, etc.) require approval from the department's Dean (if applicable) and Vice President (or Associate Vice President).
- During overnight travel, the requirement is one student per bed.
- Employees and students should always sleep in separate rooms.
- All participants (employees and students) need to sleep in a room that locks.
- Employees may not room with other employees where there is a power and/or reporting dynamic. Examples can be found in AP 3430: Prohibition of Harassment and include, but are not limited to, supervisors and their employees.
- Overnight rooms are for MiraCosta-sponsored participants only and non-students may not stay overnight. Exceptions (e.g. parent/guardian of a minor student, aide for ADA Accommodations, etc.) may be considered in unique circumstances by the department's Dean, Associate Vice President, or Vice President.

- Students should participate in the process of roommate selection, and the district reserves the right to assign roommates when needed. Final decisions on room assignments are within the sole discretion of the district.
- Students may make requests for individual rooms due to health, medical, and cultural considerations.

Transportation

- When travel includes the use of a personal vehicle, rental car, or MiraCosta vehicle, drivers must be an approved driver with the district.
- Students should be picked up and dropped off at a district site. Exceptions may be considered in unique circumstances by the department's Dean, Associate Vice President, or Vice President. Any differences to pick-up and drop-off locations should be planned in advance. If there is a change during the trip, employees should document the circumstances and notify their supervisor and Risk Management.
- Students can choose to drive themselves in their personal vehicle; however, if they make this choice, they will not be reimbursed for mileage, parking, or other related expenses.
- Student employees may drive other participants in their personal vehicle if they are an approved driver with the district and they have received approval to drive to the event by the department's Dean.

Meals

- For overnight trips, the department may decide between paying for meals on a per diem basis (daily meal allowance) or based on the student field trip amount in AP 7400: Employee Travel. The option to use per diem rates applies to overnight trips only; one day field trips must use the student field trip amount.
- Whenever possible, it is strongly recommended that departments offer the meal per diem amount (daily meal allowance) for students during overnight trips.