

MiraCosta College
Academic Affairs Committee Regular Meeting
May 10, 2024
9:00 – 11:00 am, OC3515



Link for remote viewing and public comment
<https://miracosta-edu.zoom.us/j/86564846623>
Meeting ID: 865 6484 6623

- I. **Call to Order**
- II. **Remote Member Attendance**
Description: AAC will consider remote participation of members under the provisions of AB2449, if any.
- III. **Roll Call**
- IV. **Public Comment**
- V. **Changes/Additions to the Agenda**
- VI. **Minutes of the April 12, 2024 Regular Meeting: Review and Approval (attachment)**
- VII. **Reports**
 - a. **Hiring (Hull)** – timeline and criteria (see attachments)
 - b. **Calendar (Hull)**
 - c. **Textbook Affordability (Pescarmona)**
 - d. **SURF Updates (Hull)**
 - e. **Updating Syllabus Checklist (Davis)** (see attachments)
 - f. **Redesigning the Student Experience (Askerneese)**
 - g. **International Education Advisory Committee Update** – 9:30 time certain
- VIII. **New Business**
 - a. **AP43XX: Student Travel Guidelines (Mortaloni – 9:10 time certain)**
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. (see attachment)
 - b. **AP/BP 4300: Field Trips and Excursions**
Description: Revision of procedures for out-of-state and international travel for field trips. (see attachment)
 - c. **AP4026: Philosophy and Criteria for International Education**
Description: AP underwent a comprehensive review in Spring 2023 with CPC. Here we are 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. (see attachment)

IX. **Old Business**

a. Academic Calendar (Hull)

Description: Draft of 25-26 academic calendar. 2nd read and vote before forwarding recommendation to Academic Senate. (see attachment)

b. AP/BP 4010 Academic Calendar (Hull)

Description: Updates to include a classified senate representative as a resource member of the taskforce and removed operating principle of Veteran’s Day being observed on the federal holiday as our current practice includes asking veteran students for feedback on which of the pre-approved days from the Chancellor’s office they would like to observe the holiday. 2nd read and vote before forwarding recommendation to Academic Senate. (see attachment)

c. AP 5530 Student Rights and Grievances

Description: Update to the conflict resolution section related to resolving any issue with a faculty member. Part B now includes “department chair or faculty designee” as some programs do not have a department chair. 2nd read and vote before forwarding recommendation to Academic Senate. (see attachment)

X. **Adjournment**

Next Meeting: 24-25 Academic Year – time and location TBD

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 open 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 and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 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 and its subcommittees 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 Committees website at <https://www.miracosta.edu/governance/academic-senate/committees.html>. Such writings will also be available at the meetings. 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 meetings may be available upon request. 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.

MiraCosta College
Academic Affairs Committee
Meeting Minutes

April 12, 2024
9:00 a.m. – 11:00 a.m.
OC 3515

- I. **Call to Order** – 9:11 a.m.
- II. **Remote Member Attendance:** None
- III. **Roll Call**
Members Present: Shafin Ali, Daniel Ante-Contreras, Adrean Askerneese, Darlene Burke, Julie Cord, Daria Davis, Claudia Flores, Tacey Hosley, Stacey Hull (Chair), Maria Lopez, Tyrone Nagai, Kris Peck, Kathy Rodriguez, Tracey Williams

Members Absent: Giana Carey, Lauren Greenwald, Sylvia Harrington, Cheryl Harris, John Makevich, Denee Pescarmona.
- IV. **Public Comments** – None.
- V. **Changes/Additions to the Agenda** – Deferred action on AP5530 until May meeting.
- VI. Approve Minutes of the regular meeting on March 8, 2024 – **[Shafin/Flores] MSP approval March 8, 2024 minutes.**
- VII. **Reports**
 - a. **Hiring** – Hull mentioned that the hiring subcommittee met on March 15th to discuss criteria and timeline for the next hiring cycle. Consensus was to keep a similar timeline to the Fall 23 hiring cycle. Also, the subcommittee is looking at combining prompts in the criteria to streamline process.
 - b. **Calendar** – Hull mentioned that the campus Calendar Project work group held two campus-wide town halls in April to discuss finals, flex, intersessions, fall break/holidays, start and end dates, and alignment with K-12. The work group is now taking all the feedback from the town halls, meeting with various campus groups, student panel, survey results, ect and will make a recommendation to the college by the end of the academic year.
 - c. **Textbook Affordability** – Questions raised about the length of the contract the college has with the bookstore.
 - d. **SURF Updates** – Hull visited Academic Senate to relay conversations from AAC focused on waitlists, add codes, and when rosters lock and roster management transitions into the hands of faculty. Waiting to hear back from AS after the executives meet. Hull will reach out to AS to see if those conversations have been had and what recommendation they are providing.
 - e. **Updating Syllabus Checklist** – Workgroup will bring updated syllabus checklist to May meeting. Learning outcomes update for checklist: course learning outcomes are required by Title 5, course learning outcome alignment with core competencies and program learning outcomes are required by a local mandate.
 - f. **Redesigning the Student Experience** – Askerneese relayed that changes being made statewide to Cal-GETC are related to labor market. We are seeing a narrowing of GE course requirements to get students out into the labor market faster.
- VIII. **New Business:**
 - a. **Academic Calendar** Reviewed 1st draft of academic year 25-26. Veteran's feedback preferred the observed holiday be on Nov. 10, 2025, to have celebrations on campus on Nov. 11th. No new approved local holiday added to the 25-26 calendar.
 - b. **AP/BP 4010 Academic Calendar** Changes to include a classified senate representative as a resource member of the taskforce and removed operating principle of Veteran's Day being observed on the federal holiday as our current practice includes asking veteran students for feedback on which of the pre-approved days from the Chancellor's office they would like to observe the holiday.

IX. Old Business:

- a. **AP5060 Attendance Accounting.** Minor updates to align with CCLC template. Corrected name of Attendance Accounting Manual. **[Ante-Contreras/Peck] MSP Approve the changes made to AP5060.**
- b. **AP4040 Library and Other Instruction Support Services.** Update of section titled "Academic Support and Tutoring Services" to align with learning center reorganization. **[Nagai/Hosley] MSP Approve the changes made to AP4040.**
- c. **AP5530 Students Rights and Grievances.** Deferred action. Discussed updating the conflict resolution section related to resolving any issue with a faculty member. Part B will be updated to include "department chair or faculty designee" as some programs do not have a department chair.

X. Adjournment: 11:09 am

Academic Affairs Committee Hiring Taskforce Fall ~~2024~~ ~~2023~~ Timeline for Full Time Faculty Hire Plan Prioritization

Ranking of all full-time faculty requests for both growth and replacement faculty includes an analysis of quantitative and qualitative data as outlined in the AAC Hiring Prioritization Guide. Supporting evidence can be provided corresponding to five areas of consideration used in the scoring/ranking process:

- Area 1: Departmental and Institutional Planning
- Area 2: Student Success and Equity
- Area 3: Leadership
- Area 4: Campus Impact and External Factors
- Area 5: Program Quantitative Data

Timeline:

End of Week 3 of the Fall Semester (Sept ~~6, 2024~~ ~~8, 2023~~): Departments who are requesting a full-time position submit their full-time faculty hire request, providing supporting evidence of need under the five areas of consideration. During these first three weeks of the semester, deans will work with disciplines to determine which should submit requests for full-time faculty positions. Department chairs/plan authors notify the Academic Affairs Committee (AAC) chair via email that their program is submitting a plan to request a faculty position. **Retiring or resigning faculty must submit their notification to HR by this deadline** for the hire plan author to describe the requested hire as a replacement. Please note: all full-time faculty hire requests (growth and replacement) are reviewed and ranked using the same criteria as outlined in the AAC Hiring Prioritization Guide. Replacement requests are not guaranteed to rank higher than a growth position.

Weeks 4-5 (September ~~9-20~~ ~~11-22~~): The AAC hiring taskforce members will individually review all hire plans and evaluate each according to the five areas of consideration outlined in the AAC Hiring Prioritization Guide. Members will rank the hire plans in priority order and will keep notes on rationales for each ranking. At the end of week 5, the AAC hiring taskforce will meet to discuss each plan, collect any questions that the taskforce has for plans reviewed, and determine an initial priority ranking.

Week 6 (September ~~23-27~~ ~~25-29~~): The AAC chair will forward questions from the hiring taskforce to hire plan authors and relay answers to the taskforce. At the end of week 6, the AAC hiring taskforce will meet to continue hire plan discussions, determine a recommended priority ranking, and write a rationale for each position's ranking.

Week 8 (October ~~11~~ ~~13~~): The Academic Affairs Committee votes on the prioritization of the hire plans.

Week 9 (October ~~14~~ ~~16~~): The Academic Affairs Committee chair forwards the recommended prioritization to the Academic Senate for their first read.

Week 11 (November ~~1~~ ~~3~~): The Academic Senate votes on the prioritization of the hire plans and forwards their recommendations to the Superintendent/President, who makes the final decision about the number of hires and their rankings. Human Resources and Deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

Academic Affairs Subcommittee Hiring Taskforce Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests

Area 1: Departmental and Institutional Planning

1. How does this full-time faculty hire request align with current short and long term programmatic, departmental and/or institutional goals? How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances these goals?
2. Is this hire request directly related to programs or initiatives relevant to institutional plans or innovation in the form of new programs, curricula, services, ect.
3. How have the college planning processes and data analysis been used to justify the hire request? For instance, is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours (WSCH), etc?
4. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

Area 2: Student Success and Equity

1. What key trends have been noted in student success, retention and equity data indicators such as:
 - a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
 - b. Successful course completion
 - c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
 - d. Utilization of support services
2. In what ways is the department or program currently working to support student success and retention (at the course, program, service, departmental and/or institutional level)? Would this hire be contributing to new initiatives to further support student success and retention?
3. What equity gaps in student success, retention, or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, 1st generation college, economically disadvantaged, SAS, Foster Youth, LGBTQIA+, sexual orientation, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
4. In what ways is the department or program working to close equity gaps for students? Would this hire be contributing to new initiatives to further close any noted equity gaps?

Area 3: Leadership

1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?
2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success, retention and achievement?

3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services? For instance, percent part-time faculty data from the data dashboards, availability of associate faculty or other alternatives to hiring full-time faculty limited, ect?

Area 4: Campus Impact and External Factors

1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. Are there any external factors such as regulatory requirements or state mandates that should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Area 5: Program Quantitative Data

1. Over the past three years, what trends have been observed in the following program efficiency and enrollment metrics ?
 - a. Instructional faculty requests: enrollment,, WSCH, FTEF, FTES, WSCH/FTEF, section counts, fill rates, average students per section, waitlist, percent part-time faculty, ect.
 - b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service, ect.
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?

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Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does not constitute a binding contract with students -- a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

Instructors are encouraged to consult with the department chair and/or with the course lead instructor to determine if other discipline or course-specific elements should be included.

To assist in designing the style, tone, and other components of your syllabus (and/or your Canvas page), this checklist is organized into four sections:

1. **Required Syllabi Content**
2. **Suggested Syllabi Content**
3. **Recommended Language for Your Syllabus or Canvas Page**
4. **Helpful Links for Your Syllabus or Canvas Page**

Required Syllabi Content

About the Class:

- Course prefix and number (example: CHEM 101)
- Semester and year
- Any onsite meetings if this is a hybrid class.

About the Instructor:

- Instructor's Name
- Instructor's contact information (at minimum, email address and/or phone number). For your personal security and for FERPA compliance, please use your MiraCosta email address and not your personal email address.

About the Course Content:

- Required materials: (materials fees, textbook (full title), edition(s) and/or copyright year(s), and other course materials) (ISBN # is suggested, not required)
- Field trips or alternative assignments
- Student Learning Outcomes (from Course Outline of Record)
- Program Learning Outcomes (as applicable)
- Institutional Core Competencies (see "Important Links" below)

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Additional requirements for online or hybrid courses:¹

- Policy describing the frequency and timeliness of instructor-initiated contact.
- Policy describing how, where, when instructor provides feedback.
- Description of how, where, and when course documents are made available to students.
- Support services available to online students.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Student Learning Outcomes (SLOs) and Core Competencies

Accreditation requirements necessitate all faculty provide Core Competencies in their syllabi. Methods by which faculty may want to demonstrate the linkage between their Course SLOs (CSLOS) and the [MiraCosta's Core Competencies](#) utilizing one of the following methods:

- Method 1: Insert a table in your syllabus to highlight the alignment of your CSLOs to the College's Core Competencies. *See example below)

Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of BIO 220. These are assessed using exams, projects, and other assignments.	MCC Core Competencies are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in BIO 220.
SLO #1: Student will be able to evaluate a physiological event that disrupts homeostasis.	<ul style="list-style-type: none">• Critical Thinking,• Problem Solving,• Written Communication Skills
SLO #2: Student will be able to design a valid experiment which investigates a physiological process.	<ul style="list-style-type: none">• Critical Thinking,• Creative Thinking
SLO#3: Student will be able to defend structure-function relationships in the human body	<ul style="list-style-type: none">• Written Communication Skills

* Please ensure the table is inserted with the proper accessibility requirements. Consider reaching out to [Student Accessibility Services](#) personnel for assistance (<https://www.miracosta.edu/student-services/sas/index.html>)

- Method 2: Provide a [link](#).
- Method 3: Use written information to describe which of your CSLOs align to the College's Core Competencies. For example:

SLO #1: Students will be able to evaluate a physiological event that disrupts homeostasis.

This CSLO evaluates your ability in critical thinking, problem solving, and written communicating skills

¹ MCC AP 4105; Title 5, §55200 et seq., [MiraCosta Online Class Quality Guidelines](#)

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developed through assignments and exams in this course.

Program Student Learning Outcomes:

- PSLOs should be included on syllabi for courses that are part of the required core for that program and in the same discipline.
- It is not necessary for other required courses in that program (i.e., courses in other disciplines, non-core courses in the same discipline) to list the PSLOs.

Suggested Syllabi Content

About the Class:

- Course Section number
- Course name
- Meeting days, times, and locations

About the Instructor:

- Office hours
- Response time to email or voicemail messages.

About Attendance:

- Policy on late arrivals or early exits
- Definition of excessive absences (as the instructor, you are responsible for establishing attendance standards appropriate to your discipline and pedagogy and communicating them to your students²)

About Dropping:

- Policy on dropping students from your class (it is the student's responsibility to drop or withdraw, unless you state you will do so upon certain conditions, such as no longer participating in the course. This includes, but is not limited to, excessive unexcused absences but must relate to nonattendance. In an online environment, nonparticipation in course activities will be interpreted as nonattendance.¹)

NOTE: It is strongly encouraged to clear your roster by dropping students who have stopped attending class and participating regularly by the 75% withdrawal date.

About Coursework and Grading:

- Grading/evaluation structure
- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating³
- Academic integrity
- Policy/expectations for the use of Artificial Intelligence

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² MCC AP 5075 (Courses Adds and Drops); Title 5, §§55024, 58004, 58161, 58509

³ MCC AP 5500 (Standards of Student Conduct), AP 5520BP 5505 (Academic Integrity)

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- Participation (if it is included in grading)
- Circumstances for Incomplete grade

About Your Expectations:

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect
- Inform students about the unit requirements and study hours outside of the classroom.

About the Course Content:

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- Assignments
- Calendar
- Tips for success in this course

About Support Services:

- Student Accessibility Services (SAS) statement (see recommended language below on page 6)
- Academic support services
- Student support services

Important Dates:

- Important dates (Admissions web page) <https://www.miracosta.edu/student-services/admissions/important-dates.html>
- 75% withdrawal deadline
- Final exam date and time
- Pass/No pass is the last day of instruction for your class.

Recommended Language for Your Syllabus or Canvas Page

Academic and Career Pathways

Academic and Career Pathways (ACPs) are collections of majors with related courses that fit within a career area. ACPs help guide you toward fulfilling careers through academic programs and integrated experiences and support services. You can narrow down your choice of major and begin developing an educational plan that leads to degree or certificate completion or transfer. You will also join a community of diverse individuals working toward similar academic and career goals. For more information, please visit the [ACP webpage](https://www.miracosta.edu/academics/degree-and-certificate-programs/index.html) <https://www.miracosta.edu/academics/degree-and-certificate-programs/index.html>

Accessibility Statement

I have made every attempt to ensure this course is accessible for all students. If you encounter any accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so that we can investigate the matter further and provide equally effective alternatives, if needed.

Basic Needs

The benefits of including basic needs language in your course syllabi include:

- It destigmatizes basic needs concerns to promote student self-advocacy.

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- It promotes better relationships between faculty and students.
- More students become aware and utilize support services that are offered.
- Students experience greater success when they have access to more information on educational and personal resources.

Option A

It can be difficult to be present and maintain focus if you have challenges meeting basic needs such as a place to live, access to food, consistent transportation, and more. These challenges may impact your personal and academic success and we are here to help. Our Campus Assessment, Resources, and Education (CARE) program helps locate resources on and off campus to meet those basic needs. I urge you to speak with me so that I may submit a CARE referral on your behalf. You may also visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the CARE Resource Guide for Basic Needs linked on their website.

Option B

If you or someone you know is experiencing difficulty meeting basic needs such as food, housing, transportation, mental health, or other personal and academic challenges; our Campus Assessment, Resources, and Education (CARE) program is here to support you with finding resources on- and off- campus to meet those basic needs. Please visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the CARE Resource Guide for Basic Needs linked on their website.

Option C

MiraCosta College offers its students incredible support services through the Campus Assessment, Resources, and Education (CARE) program. The CARE Team is committed to taking a holistic approach to help students succeed while addressing any challenges you may be experiencing to meet your basic needs such as food, housing, transportation, mental health, childcare, legal aid, etc. On-campus and off-campus resources are often provided to students to help meet your short-term and long-term needs with the goal of improving the outcomes of your academic and personal success. Here are a few ways that the CARE team can help:

- Linkage to referrals
- Free food and groceries
- CalFresh application assistance
- Connection to technology resources such as computers and hotspots
- And more depending on your needs!

To learn more about the services offered, please visit www.miracosta.edu/student-services/care and check out the [CARE Resource Guide for Basic Needs](#). As your professor, I want to know how to support you in the best way possible. Please feel free to reach out to me if you have any questions about CARE and I can connect you with our amazing CARE team via the CARE Referral.

College Support Services

[The Learning Centers \(TLC\)](#) assist students by providing individual and group tutoring, writing feedback, drop-in appointments, and student success workshops. Services are free and available to all students at all MiraCosta College campuses and online through Zoom. The TLC includes the Academic Support & Innovations Center ([ASIC](#)), STEM Learning Centers ([STEMLC](#)), and Writing Center ([WC](#)) with current hours available on their websites. Additional [student support services](#) are also available including: [academic counseling](#), [military and veterans' services](#), [financial aid](#), [scholarships](#), [career counseling](#), [technical support](#), [computer labs](#), and support in [language courses](#). I highly encourage you to take advantage of these free support services.

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Disability Accommodations

If you have a disability, IEP, 504 plan or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you're encouraged to contact the [Student Accessibility Services](#) (SAS) office. The SAS office can be reached at (760) 795-6658 or email sas@miracosta.edu. The SAS office will help you determine what accommodations are available for you. If you're requesting my assistance utilizing any authorized accommodations, please contact me as soon as possible.

Diversity Statement:

Examples: It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I will strive to present materials and activities that are respectful of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel open to letting me know ways to improve the effectiveness of the course.

Hate Free Zone:

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listen to and appreciate differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. I thank you for honoring this practice and creating a brave space for us to learn and grow together.

Incomplete Grade

Students seeking a grade of Incomplete must have completed 75% of the course and request an incomplete prior to grades being submitted. <https://www.miracosta.edu/student-services/admissions/forms.html>

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are always connected to the Internet and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to monitor every computer at all times. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational trainings, scholarships for LGBTQIA+ students and their active allies, the [SPHERE Program](#), and the [Out@MiraCosta](#) online directory. Visit the MiraCosta College LGBTQIA+ Equity [web page \(https://www.miracosta.edu/student-services/student-equity/lgbtqia/\)](https://www.miracosta.edu/student-services/student-equity/lgbtqia/) to learn more about LGBTQIA+ equity efforts, to view contact information for LGBTQIA+ student services specialists, or to speak with someone about an incident of bias.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through

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class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. For more information, please visit the [Library webpage \(https://library.miracosta.edu/home\)](https://library.miracosta.edu/home).

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's CARE Team is here to provide support and/ or help you get connected to appropriate resources.

You may fill out a [CARE referral form](#) to request assistance, or schedule free mental health counseling sessions at [Health Services](#) or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a [Petition for Pass/No Pass](#) to Admissions & Records by *(the last date of instruction for the course (specify the last date of instruction for your class))*. The petition [form](#) is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the [MiraCosta College catalog](#) or schedule for more detailed information.

Helpful Links to for Your Syllabus or Canvas Page

MCC Administrative Procedures:

AP 4105 Distance Education: <https://miracosta.edu/office-of-the-president/board-of-trustees/docs/4105AP-DistanceEducation.pdf>

AP 5075 Course Adds and Drops: https://miracosta.edu/office-of-the-president/board-of-trustees/docs/5075AP-CourseAddsandDrops_002.pdf

AP 5500 Standards of Student Conduct: <https://miracosta.edu/office-of-the-president/board-of-trustees/docs/5500AP-StandardsofStudentConduct.pdf>

AP 5520 Student Conduct Procedures: <https://miracosta.edu/office-of-the-president/board-of-trustees/docs/5520AP-StudentConductProcedures.pdf>

Instruction:

About The STEM Learning Center: <https://miracosta.edu/student-services/stemlc/index.html>

Academic Counseling: [\(Credit\): https://miracosta.edu/student-services/counseling/index.html](#)

Academic Counseling: [\(Noncredit\): https://www.miracosta.edu/academics/continuing-education/counseling.html](#)

Academic Proctoring Center: <https://www.miracosta.edu/student-services/testing-services/academic-proctoring-center/index.html>

Assistive Tools Available for Learning: https://docs.google.com/document/d/1NEHZj-51VVFbRL2Bwm2bikq9roWsGTdfb_hjuCRjFD0/edit

Career Counseling/Services (Credit): <https://miracosta.edu/student-services/career-center/index.html>

[Type here]

Career Services (Noncredit): <https://www.miracosta.edu/academics/continuing-education/career-development-certificates.html>

Core Competencies: <https://miracosta.edu/governance/oac/slo.html>

Math Learning Center: <https://www.miracosta.edu/student-services/stemlc/index.html>

Library: <https://library.miracosta.edu/home>

Online Education Support Resources: <https://miracosta.edu/academics/online-education/index.html>

Student Learning Outcomes: <https://www.miracosta.edu/governance/oac/slo.html>

Tutoring & Academic Support Center (TASC): <https://miracosta.edu/student-services/tutoring-and-support/index.html>

Writing Center: <https://miracosta.edu/student-services/writing-center/index.html>

Student Services

Campus Reassessment, Resources and Education (CARE): <https://www.miracosta.edu/student-services/care/index.html>

Career Resources for Diverse Communities: <https://www.miracosta.edu/student-services/career-center/student-resources/career-resources-diverse-communities.html>

Food Pantry & Food Distribution: <https://www.miracosta.edu/student-services/care/food-pantry.html>

Health Services: <https://www.miracosta.edu/student-services/health-services/index.html>

LGBTQIA+ Resources: <https://www.miracosta.edu/student-services/student-equity/lgbtqia/index.html>

Military and Veterans Services: <https://miracosta.edu/student-services/veterans-services/index.html>

Student Accessibility Services (SAS): <https://www.miracosta.edu/student-services/sas/index.html>

Student Forms: <https://www.miracosta.edu/student-services/admissions/forms.html>

Student Resources: <https://www.miracosta.edu/student-services/index.html>

Academic Success & Equity Programs:

Puente: <https://www.miracosta.edu/student-services/student-equity/puente-project/index.html>

Mana: <https://www.miracosta.edu/student-services/student-equity/mana/index.html>

RAFFY (Resources & Assistance for Former Foster Youth): <https://www.miracosta.edu/student-services/student-equity/raffy.html>

Umoja: <https://www.miracosta.edu/student-services/student-equity/umoja-summer-bridge/umoja.html>

UPRISE (Undocumented Student Rise in Solidarity and Empowerment): <https://www.miracosta.edu/student-services/student-equity/uprise/index.html>

Transitions: <https://www.miracosta.edu/student-services/student-equity/transitions/index.html>

SPHERE: <https://www.miracosta.edu/student-services/student-equity/lgbtqia/lgbtqia-ase.html>

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.

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~~ 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 and / or the MiraCosta College Foundation to provide funds for students in need of them.

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

MiraCosta Community College District

Page 1 of 2

Effective Date: 3/2/10, 12/1/15, 6/17/21
Periodic Review: 12/15
References: Education Code §35330(d)
Title 5, §55220
CCLC Update: #13, 8/07

Steering: AAC / AS/ADMIN

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 risk and safety manager 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~~ and 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. Plans for any trips outside the United States by the aforementioned parties must be submitted to the appropriate vice president for review and comment approval 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. All international travel must be approved by the appropriate vice president, superintendent/president and the board of trustees in advance of the travel start date.

Commented [DP1]: Revise out of state—VP. Out of country board approval

Commented [DP2]: Revise to update for out of country travel.

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.~~

Students on College-authorized field trips will not be penalized for absences incurred in other classes during the field trips. When possible, faculty members should make reasonable accommodations to allow students to complete work missed during a field trip. Faculty may request documentation of the field trip from students.

Commented [DP3]: Revise to update for out of country travel.

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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. If a trip destination for a class field trip or a student organization activity is outside the country, written approval for the trip must be obtained from the appropriate vice president and the superintendent/president. All out of country travel must be board approved in advance of the travel start date.

~~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 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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MiraCosta College 2025-2026 Academic Calendar

Summer Session 2025 June 2025

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July 2025

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Fall Semester 2025 August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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Spring Semester 2026 January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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82 Days of Instruction • 5 Days of Flex

15+1 15+1 16+1 15+1 15+1 15+1
82 Days of Instruction • 5 Days of Flex
1 All-College Day

IMPORTANT DATES

SUMMER

June 9 Start of Summer 8-week Intersession
June 9 Start of Summer 6-week Intersession
August 2 End of Summer Intersession

FALL

Aug 15 All-College Day
Aug 18 Classes Begin
Sept X Last Day to Add Classes
Sept X No "W" Deadline*
Sept X First Census
Nov XX 75% Withdrawal Deadline**
Dec 8-13 Final Exams
Dec 13 Pass/No Pass Deadline***
Dec 13 End of Semester
Dec 25-Jan 1 Campus Closed

SPRING

Jan 20 Classes Begin
Feb X Last Day to Add Classes
Feb X No "W" Deadline*
Feb X First Census
Mar 16-21 Spring Break
Apr XX 75% Withdrawal Deadline**
May 18-23 Final Exams
May 23 Pass/No Pass Deadline***
May 22 Commencement

*Last day to withdraw from classes without a "W"

**Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

***Last day for exercising pass/no pass option

June 19 Juneteenth (Legal Holiday)
July 4 Independence Day (Legal Holiday)
Sept 1 Labor Day (Legal Holiday)
Nov 10 Veterans Day (Observance)
Nov 27 Thanksgiving Day (Legal Holiday)
Nov 28 Fall Break (Local Holiday)
Dec 25 Christmas (Observance)
Dec 25-31 Winter Closure
Jan 1 New Year's Day (Observance)
Jan 19 Martin Luther King, Jr. Day (Legal Holiday)
Feb 13 Lincoln Day (Observance)
Feb 16 Washington Day (Legal Holiday)
Mar 19-20 Thursday/Friday of Spring Break (Local Holiday)
May 25 Memorial Day (Legal Holiday)

 Legal/Local Holidays	 Spring Semester
 Commencement	 Flex
 Final Exams	 Spring Break
 Summer Intersession	 Non-class days
 Fall Semester	 All-College Day



The MiraCosta College Academic Calendar is reviewed and developed annually by a taskforce of the Academic Affairs Committee (AAC). This 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, **Classified Senate Representative** 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.A. Spring break is scheduled for one week following the eighth week of instruction during the spring semester.

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.
- B. By mid-September, the Academic Senate 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.

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 purpose of this procedure is to provide an efficient and equitable means of resolving student grievances. This procedure is available to any student who believes a decision or action by an instructor, college official, or by another student has adversely affected their status, rights, or privileges as a student.

Grievances related to course grades are addressed in Board Policy 4231: Grade Changes and Administrative Procedure 4231: Grade Changes.

For grievances related to sexual harassment, sexual assault, or discrimination (i.e. age, ancestry, citizenship status, color, physical disability, mental disability, ethnic group identification, sex, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or military and veteran status, or because they are perceived to have one or more of the foregoing characteristics), students should contact the Title IX Coordinator, Deputy Title IX Coordinators, and/or the MiraCosta College Police Department. Staff members in those areas will assist students with the correct processes for resolution. Complaint and investigation policies and procedures related harassment and discrimination (including sexual assault, sexual violence, dating violence, stalking and domestic violence) can be found in Board Policy 3433: Prohibition of Sexual Harassment under Title IX, Administrative Procedure 3433: Prohibition of Sexual Harassment under Title IX, Administrative Procedure 3434: Responding to Harassment under Title IX, and Administrative Procedure 3435: Discrimination and Harassment Complaints and Investigations.

This procedure does not apply to the following:

- A. Student conduct, which is covered under Administrative Procedure 5500: Standards of Student Conduct, and Administrative Procedure 5520: Student Conduct Procedures.
- B. Traffic tickets. Those complaints must be made to the local courts.
- C. Parking tickets. Those complaints must be made at the College Police Office.
- D. Grievances related to sexual harassment, sexual assault, or discrimination.

Definitions

- A. The college: This means MiraCosta Community College District.
- B. Grievance: A statement of a complaint about something believed to be wrong or unfair.

A student who has a concern or complaint should follow the conflict resolution process, which is described below. The Student Affairs department can assist a student with this process.

Conflict Resolution

To resolve any issues with a faculty member, the student should make a reasonable effort to follow the steps listed below:

- A. Contact the instructor in person, by email, or by telephone, unless there is a valid reason (student feels intimidated, instructor unavailable after several attempts, etc.) to omit this step.
- B. If the concern or complaint is not resolved satisfactorily by contacting the faculty member, contact the faculty member's department chair or faculty designee in person, by email, or by telephone. The department chair or faculty designee will determine if the student contacted the faculty and if applicable, explore their reasons not to do so.
- C. If the concern or complaint is still not resolved, contact the faculty member's dean in person, by email, or by telephone. The dean will determine if the student contacted the faculty and/or department chair and if applicable, explore their reasons not to do so.
- D. If the concern or complaint is still not resolved, contact the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center to explore other possible options to address the concern.

To resolve any issue with a staff member or administrator, the student should make a reasonable effort to follow the steps listed below:

- A. Contact the staff member or administrator with whom the student has the grievance in person, by email, or by telephone, unless there is a valid reason (student feels intimidated, staff member or administrator unavailable after several attempts, etc.) to omit this step.
- B. If the concern or complaint is not resolved satisfactorily, contact the appropriate supervisor in person, by email, or by telephone.
- C. If the concern or complaint is still not resolved, contact the appropriate dean or department head in person, by email, or by telephone.

- D. If the concern or complaint is still not resolved, contact the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center to explore other possible options to address the concern.

To resolve a conflict with another student, the student with the complaint should make a reasonable effort to follow the steps listed below:

- A. If appropriate, discuss the issue with the other student directly in person, by email, or by telephone unless there is a valid reason (student feels intimidated, other student unavailable after several attempts, etc.) to omit this step.
- B. Meet with the Dean of Student Affairs, the Director of Student Services at the San Elijo Campus, or the Director of Student Services at the Community Learning Center, or designee in person to explore other possible options to address the concern.