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## AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing for Meetings
  - A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*  
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 04/15/22.*
- IV. Persons Wishing to Address the Senate  
*Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.*
- V. Changes to Agenda Order
- VI. Consent Calendar
  - A. Approve Minutes of the Regular Meeting of April 15, 2022
  - B. Ratify Faculty Office Assignments AY 2022-2023
  - C. Ratify AS Leadership and Governance Reassigned Time AY 2022-2023
  - D. Ratify AS Meeting Calendar for AY 2022-2023
  - E. Approve Salary Advancement Handbook Revisions – *Munshower*
  - F. Approve one Equivalency Request for Ethnic Studies - *Ihara*  
Description: *The Equivalency Committee revisited the request to include input from the department chair over the Ethnic Studies discipline, and voted unanimously to uphold their original recommendation to approve the equivalency request for Ethnic Studies.*
  - G. 2022-2023 Credit and Noncredit Discipline Lists - *Senigaglia*  
Description: *The Courses and Programs Committee (CPC) maintains an official disciplines and course list for all credit and noncredit courses. Each spring (April), working with discipline faculty, the CPC reviews and updates the lists and forwards the updated lists to Academic Senate. Once approved by the Senate, the updated lists are distributed to department chairs, instructional deans, and Human Resources, and are posted on the CPC Portal website.*

H. Social Justice Studies: African American Studies for transfer AA-T Degree – *Senigaglia*

Description: *The Social Justice Studies: African American Studies for Transfer AA-T degree originally came through spring 2021 and was approved by CPC, AS and the Board. When it was submitted to the Chancellor's Office (CO) it was not approved. The workgroup for this degree submitted a request for an exception to the curriculum timeline so they could submit a modification to the degree to address the CO's request for revisions and are hoping to get it approved and into the addendum for the 2022-2023 Catalog.*

VII. Reports

- A. Academic Senate President – *Lara*
- B. College Superintendent/President – *Cooke*
- C. Classified Senate – *Phillips*
- D. Associated Student Government – *Siebelink*
- E. Redesigning the Student Experience – *Ha*
- F. Accreditation – *Lara*

VIII. Old Business

A. Adult High School Accreditation Midterm Report – *Makevich* [Time certain: 9:40am]

Description: *The accreditation midterm report for the Adult High School is prepared as part of a comprehensive self-evaluation process. This documentation is going for first and second reads to campus constituent groups in April and May. The report is due to the Western Association of Schools and Colleges (WASC) in June. There is no site visit associated with this report.*

B. Sabbatical Leave Reports – *Meinhold* [Time certain: 10:25am]

Description: *Three (3) sabbatical leave reports come to Academic Senate for approval for returning faculty members Karl Cleveland, Billy Gunn, and Dean Ramos. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports will be forwarded to the President/Superintendent for final approval.*

C. BP 5055 Student Enrollment Limitations and Priorities – *Bonds*

Description: *Replaced “enroll/enrollment” with “register/registration” in the title and throughout the policy. The change in the language is to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships. There has also been a campus-wide effort to move away from the use of enroll/enrollment and move toward register and registration to align with the language used at the high schools.*

D. AP 5055 Student Enrollment Limitations and Priorities – *Bonds*

Description: *The registrar requested updates to the process and terminology. Updated priority groupings to reflect current practice and increased maximum units from 90 to 100 so students in high-unit majors are not penalized. Replaced “enroll/enrollment” with “register/registration” in the title and throughout the procedure to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships and to align with language used at the high schools.*

E. AP 4235 Credit for Prior Learning – *Bonds*

Description: *Updated Credit for Standardized Examinations per articulation officer's recommended modifications. Credit awarded for the three standardized exams is consistent with the CSU system, so the added language made that alignment more apparent. International Baccalaureate (IB) exam score updated to reflect current practice.*

F. Academic Calendar – *Bonds*

Description: *AAC has forwarded a 2023-24 MCC Academic Calendar option for consideration and approval. This option is more typical of recent calendars. Due to multiple mandated holidays placed on the same day of the week each semester, it is unavoidable to have one day each finals week designated as a fully instructional day.*

G. Governance Manual – *Lara*

Description: *College Council, which is composed of representatives of the various governance groups, is recommending changes to the governance manual. Highlights include updated language for each governance group. This is a revision from the first read – the Student Success, Equity, and Guided Pathways Advisory group description section was removed since it is not a governance committee. Feedback was requested at the last meeting and returns for approval.*

IX. New Business

A. AS Goal #4 Taskforce Recommendations – *Allyn, Ramirez*

Description: *The taskforce originally sought to establish physical land acknowledgements on the MiraCosta College campus. After consulting with several American Indian students, faculty and staff at MiraCosta College, and American Indian scholars at Cal State San Marcos and University of San Diego, the goals of the taskforce were re-evaluated.*

B. AP 4022 Course Approval Process – *Senigaglia*

Description: *One minor change was made to the name of the Chancellor's Office Curriculum inventory system. Deleted "COCI" and replaced it with Management Information Systems.*

C. AP 4105 Distance Education – *Senigaglia, Julius*

Description: *A legally required revision was made. Alignment with updates to federal and state distance education regulations. References to the DE addendum and local discretionary changes in response to regulatory changes.*

D. Program Review and Planning Handbook – *Mariscal* [Time certain: 9:30am]

Description: *IPRC updated the last version of the Program Review and Planning Handbook. In this update, IPRC redesigned the handbook format, updated the handbook language to be consistent with the three-year Comprehensive Program Review Cycle and Anthology (Campus Labs). In addition, references to the MiraCosta Long-Term Planning Framework. Please note that no new procedures are suggested, instead this handbook reflects the already approved APs.*

E. MiraCosta DE Handbook – *Julius*

Description: *Jim Julius created the DE Handbook as a spring 2019 sabbatical project. MOE's review and approval of it was interrupted by the pandemic. While the DE Handbook has been shared in the time since then, it also was updated significantly this year due to updates to federal, state, and local DE regulations and guiding documents. At its April 22 meeting, MOE approved a motion advising the Academic Senate to recommend the MiraCosta DE Handbook (<https://miracosta.instructure.com/courses/19220>) as an important resource for faculty, and that MOE and the Faculty Director of Online Education should work together on updates to the DE Handbook.*

X. Senator Reports

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

XI. Adjournment

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

Therefore, Academic Senate (AS) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

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

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

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

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

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

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

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

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

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

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

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

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

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



## UNOFFICIAL MINUTES

### I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. The meeting was called to order at 9:02am.

### II. Roll Call

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

**Members absent:** Yesenia Balcazar, Zulema Diaz, Oswaldo Ramirez

**Others present:** Kristina Arquero, Angela Beltran-Aguilar, David Bonds, Cindy Dudley, Erica Duran, Jim Julius, Deborah Ludford, Anthony Maciel, John Makevich, Gail Meinhold, Donny Munshower, Angela Senigaglia, Violeta Sanchez, Chris Tarman, John Thomford, Janelle West

### III. Teleconferencing for Meetings

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

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

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

### IV. Persons Wishing to Address the Senate

Krista Warren in her role of President of the Associate Faculty Union wanted to thank full-time faculty who advocated for AF to receive compensation to attend the fifth Friday event this month.

### V. Changes to Agenda Order

Agenda item IX.G. New Business, AS Goal #4 Taskforce Recommendations, will be tabled to a future meeting.

### VI. Consent Calendar

- A. Approve Minutes of the Regular Meeting of April 1, 2022
- B. Adopt Report from Academic Affairs Committee (AAC) for AY21-22
- C. Adopt Report from Courses and Programs Committee (CPC) for AY21-22
- D. Adopt Report from Equivalency Committee for AY21-22
- E. Adopt Report from Faculty Awards Committee for AY21-22
- F. Adopt Report from MiraCosta Online Educators Committee for AY21-22
- G. Adopt Report from Professional Development Committee for AY21-22
- H. Adopt Report from Sabbatical Leave Committee for AY21-22
- I. Adopt Report from Salary Advancement Committee for AY21-22
- J. Approve one Equivalency Request for ESL (Credit)
- K. Approve one Equivalency Request for Business
- L. Approve one Equivalency Request for Ethnic Studies

Consent Calendar items A through J were approved by unanimous consent.

Item K, one equivalency request for Business was pulled from the agenda for discussion. Item L, one equivalency request for Ethnic Studies was pulled from the agenda to be referred back to the Equivalency Committee. No discussion ensued concerning Item K.

**MSP (Safaralian / Nagai) [Delores Loedel abstained]** to approve consent calendar item K, one equivalency request for Business.

## **VII. Reports**

### **A. Academic Senate President**

Academic Senate President, Luke Lara noted today's long agenda. He reminded everyone of this afternoon's Celebration of Excellence and encouraged all to attend. The Leon P. Baradat Service award winner will be announced and retirees will be honored.

### **B. College Superintendent/President**

Superintendent/President, Sunny Cooke discussed the importance of the fifth Friday event (April 29<sup>th</sup>) to discuss institutional outcomes and assessment. It is the goal of fifth Friday events to carve out the space and time for important work. The faculty leadership of OAC have been the leads to plan this day. Breakfast starts at 8:30am and the event ends at 1:30pm. MCC will continue to mask indoors through the end of the spring semester. It was noted that Howard University in Washington, D.C. has shifted back to fully online classes and Philadelphia is having a mask mandate again. The MCC summer schedule is planned to be 83% online and in the fall the plan is for 50% online and 50% on ground classes. Further discussed facilities, Measure MM, and costly buildings noting these are unusual times concerning logistics, cost escalation, as well as the war in Ukraine. The cost to build has gone up 21% this year. This was not planned for. Adjustments will have to be made on how to use and repurpose space as we learn more about how students want to learn along with being flexible with schedules and working patterns. Some things may have to be scaled back such as plantings to focus on buildings. It was announced that Shannon Stubblefield has been selected to serve as Vice President of Institutional Advancement starting April 25<sup>th</sup>. Please join the Celebration of Excellence today starting at 3pm near the fountain on the Oceanside Campus.

### **C. Classified Senate**

Debby Adler presented on behalf of Classified Senate Vice President, Ingrid Phillips. The Employee Recognition Committee has selected the spring 2022 Outstanding Classified Employee of the semester, one individual Spotlight award recipient, and two team Spotlight award recipients. The winners will be announced at the Spring Celebration this afternoon. Classified Senate would like to encourage everyone to attend to learn who the winners are.

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

ASG Executive Vice President, John Siebelink, not present. Lara noted that ASG has one meeting in early May and will be wrapping up their year.

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

Faculty Lead, Thao Ha, not present. No report.

### **F. Accreditation**

Luke Lara shared a written report attached to the agenda. In addition, he highlighted the importance of learning outcomes for accreditation. The 10+1 is aligned to the mission and accreditation. Curriculum is the heart of what we do as faculty and SLOs are drivers of curriculum. Highlighted AAC approved syllabus checklist is updated and posted online under the webpage for faculty information. The red highlighted items in the checklist are required to be included on every syllabus. Distance education requirements, under MOE leadership, continue to be refined through conversations around AP 4105 and highlighted in the accreditation report.

## **VIII. Old Business**

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

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

**MSU (Safaralian / Loedel)** to approve the Full-time Faculty retiree list for emeritus status consideration as presented.



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

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

**MSU (Ravanbaksh / Warren)** to approve the Associate Faculty retiree list for emeritus status consideration as presented.

### **C. Credit for Prior Learning Implementation Framework**

At the AS meeting on April 1, 2022, the Credit for Prior Learning (CPL) team consisting of Ben Gamboa, Delores Loedel, and Donny Munshower presented the CPL Implementation Framework. The CPL team is looking for feedback and approval of the document.

**MSU (Allyn / Neri)** to approve the credit for prior learning implementation framework as presented.

Supportive feedback was shared including that framework be consistent among all departments and perhaps more education for faculty about what this means and how it functions. It was noted that there is still a need to identify faculty in various disciplines to take on this task.

## **IX. New Business**

### **A. Adult High School Accreditation Midterm Report**

CLC Dean, John Makevich, presented the accreditation midterm report for the Adult High School is prepared as part of a comprehensive self-evaluation process. This documentation is going for first and second reads to campus constituent groups in April and May. The report is due to the Western Association of Schools and Colleges (WASC) in June. There is no site visit associated with this report. Erica Duran reported that AHS is accredited separate from the college. This is an update report for this year. It is the same accreditation body as other high schools. The timeline is 2022 for the midterm report and in 2025 they will seek the next full accreditation. The document structure is similar to other reports. Some highlights were shared including institutional and community information and student and program learner outcome highlights. There have been changes and developments since the last accreditation including construction and new facilities, expansion of instructional and student support services, and training of faculty and staff to effectively teach and support students online due to COVID. Six key issues were addressed with the last report and these are being updated for this report. This is being provided now for information and feedback and comments are encouraged and welcome.

### **B. Sabbatical Leave Reports**

Sabbatical Leave Committee Co-chair, Gail Meinhold, presented three (3) sabbatical leave reports to Academic Senate for a first read for returning faculty members Karl Cleveland, Billy Gunn, and Dean Ramos. Sabbatical leave reports are reviewed by the SLC to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports will be forwarded to the President/Superintendent for approval.

### **C. BP 5055 Student Enrollment Limitations and Priorities**

David Bonds and Kathy Rodriguez explained the changes to BP 5055. Replaced “enroll/enrollment” with “register/registration” in the title and throughout the policy. The change in the language is to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships. There has also been a campus-wide effort to move away from the use of enroll/enrollment and move toward register and registration to align with the language used at the high schools.

### **D. AP 5055 Student Enrollment Limitations and Priorities**

The registrar requested updates to the process and terminology. Updated priority groupings to reflect current practice and increased maximum units from 90 to 100 so students in high-unit majors are not penalized. Replaced “enroll/enrollment” with “register/registration” in the title and throughout the procedure to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships and to align with language used at the high schools.

David Bonds noted the changes related to the BP for consistency for wording and descriptions.

Discussion ensued around the words “homeless youth,” and it was clarified that this is the term used in CCCCO regulations, and that it has been a requirement for several years, but hadn’t been updated on this AP until now.

#### **E. AP 4235 Credit for Prior Learning**

Updated Credit for Standardized Examinations per articulation officer's recommended modifications. Credit awarded for the three standardized exams is consistent with the CSU system, so the added language made that alignment more apparent. International Baccalaureate (IB) exam score updated to reflect current practice. David Bonds explained the updates were made for consistency and preparing for the needs of accreditation. Cindy Dudley further indicated that when the catalogue pages were being reviewed it was noted it should be aligned with the CSU system. Further, the IB credit was only a score of 5 but can now be 4 or 5.

#### **F. Academic Calendar**

AAC has forwarded a 2023-24 MCC Academic Calendar option for consideration. This option is more typical of recent calendars. Due to multiple mandated holidays placed on the same day of the week each semester, it is unavoidable to have one day each finals week designated as a fully instructional day. David Bonds noted there is not a lot of wiggle room in this calendar and pointed out two consecutive Mondays in February. There is a wrap-around Monday during finals week and a wrap-around Friday in December 2023 because of observing Veteran's Day on Friday, November 10<sup>th</sup>. There are Saturday classes that are not represented on this calendar. There was further discussion surrounding a compressed calendar. The administration supports a compressed calendar, and it was suggested that perhaps a task force along with an outside consultant could be brought in next year.

#### **G. AS Goal #4 Taskforce Recommendations**

The taskforce originally sought to establish physical land acknowledgements on the MiraCosta College campus. After consulting with several American Indian students, faculty, and staff at MiraCosta College, and American Indian scholars at Cal State San Marcos and University of San Diego, the goals of the taskforce were re-evaluated.

**This agenda item was tabled until the May 6th Academic Senate meeting.**

#### **H. Governance Manual**

College Council, which is composed of representatives of the various governance groups, is recommending changes to the governance manual. Feedback is requested. Highlights include updated language for each governance group and the creation of a new advisory group called the Student Success, Equity, and Guided Pathways Committee. AS President, Luke Lara, indicated that the Governance Manual is looked at each year and because of accreditation it is being looked at very carefully. It is being reviewed through a diversity and equity lens. The former Student Services Committee has evolved into the new Student Success, Equity, and Guided Pathways Committee. The composition of this committee was previously heavily populated by faculty but now has only four faculty members in this new group. The description of Academic Senate has been modified to include the evaluation process. There has been a recent email survey about governance for accreditation purposes. Each governance committee is encouraged to do its own annual evaluation.

### **X. Information/Discussion**

#### **A. Technology Master Plan**

Anthony Maciel, Associate VP and Chief Information Systems Officer of AIS, and consultant, Deborah Ludford, gave an informative presentation to provide a general overview on the current status of the Technology Master Plan, the development process of the revised plan to date, and included the latest plan draft for the Senate's review. They shared a draft of the Technology Master Plan noting it is a living document that is updated each year. Steps used to complete the draft for distribution and review were shared, noting the participants in plan development including TAC. The Futures process is part of all plans being worked on presently. The planning framework includes the mission, vision, commitment, values, goals, and strategies. Plan highlights by college goal include Goal 1, equity and student success and Goal 2, workforce solutions, global citizenship and cultural enrichment, Goal 3, academic excellence, and Goal 4, responsible stewardship and sustainability. Next steps include feedback from all governance groups to make revisions before presenting the Board of Trustees.

#### **B. Core Competency Assessment Results**

Chris Tarman and John Thomford presented the Core Competency Assessment process and results to date. A final draft of the presentation will come back to Academic Senate at a later date. John Thomford gave a brief overview of the background and explained MCC adopted 13 core competencies adapted from the national LEAP (Liberal Education for America's Promise) Outcomes. The college assesses two core competencies every fall and spring semester. Faculty review and align CSLOs for the two



competencies. Faculty are recruited to participate in the assessment. Assessment results are reviewed at a post-assessment workshop about the findings and process. Chris Tarman discussed the average core competency scores and the overall core competency score by race/ethnicity; both based on a five-point value rubric placed on a scale of 0-4 using specified levels of performance. Zero (0) means that the student did not participate in the assessment but did complete the course. Some key findings included differences between male and female students on some assessments, most competency scores appear to be related to course grades, and educational progress appears to be a factor in several assessments. Discussing findings in the classroom, Janelle West noted impacts in her classroom after participating in four assessments. She noted the impact of collaboration and conversations within and outside of her department of Biology. Also discussed participating in the Critical Thinking assessment and working with all the different VALUE rubrics helped her to develop different rubrics for her students. Kristine Arquero of the Chemistry department also participated in four assessments and used her honor students to evaluate with the VALUE rubric. She recognized the opportunity for improvement including limitations and implications by scaffolding error analysis in written lab discussions. Thomford concluded noting what's next including collecting more data and reassessing the core competencies in spring 2023, as well as to broaden participation in core competency assessment, especially in general education and the student services areas.

### **C. Diversity, Equity, and Cultural Competency Committee Report**

Violeta Sanchez delivered an oral report on DEqCC's goals and progress. As the new chair of DEqCC she shared that she is not okay noting many are still healing from losses, burned out, parenting during the pandemic, and more. DEqCC is being asked and tasked with a lot. This amount is not feasible or sustainable. She has been asked to give input, participate in Futures, meetings, give input on PD events and opportunities on campus, provide feedback to TREC, facilitate workshops on microaggressions, prepare a panel for DEqCC, and more. She is making an oral report to make some recommendations to AS. DEqCC needs PD funds and would like to establish a DEqCC onboarding training. They need funding and expertise for the training. Members should attend at least one conference each year such as NCORE. DEqCC should have a separate budget. The DEqCC chair's reassigned time should be increased. This work is mentally, physically, and emotionally draining. Assign summer reassigned time and administrative assistance for the program. Regardless of the outcome of these recommendations, she and the committee will continue to do best job they can with the resources they have. She suggests folks attend meetings as a guest with questions and suggestions. Sanchez further suggested everyone listen to the podcast titled We Are Not Okay, and shared the link:

<https://teachinginhighered.com/podcast/were-not-ok/>. Finally, if a faculty member wants to support this work, please consider joining DEqCC. Angela Beltran-Aguilar also spoke to support Sanchez, her report, and the work of DEqCC.

### **XI. Senator Reports**

After being asked, it was noted the fifth Friday event will not be on Zoom but they are working on recording the event that could be listened to at a later date. It was also noted how hard Lara and others worked to get this clarified for Associate Faculty (AF).

### **XII. Adjournment**

The meeting adjourned at 11:36am.

**MiraCosta College**  
**Office Inventory 2022-2023**

CAMPUS	Room Number	Maximum Occupancy	Occupants	Occupants 2	Occupants 3	Category (Discipline)	Area (sq. ft.)
OCN	2009	1	Eric Bishop	n/a	n/a	2 (Theatre)	110
OCN	2010	1	Tracy Williams	n/a	n/a	2 (Theatre)	75
OCN	2022A	1	Sean Fanning	n/a	n/a	2 (Theatre)	75
OCN	2111	2	Yoshimi Hayashi	Leah Cluff	n/a	2 (Art)	111
OCN	2206	2	Matt Falker	<b>OPEN - FACULTY</b>	n/a	2 (Creat. Arts)	120
OCN	2215	2	Steve Torok	Dan Siegel	n/a	2 (Creat. Arts)	119
OCN	2220	2	Christy Coobatis	Arlie Langager	n/a	2 (Creat. Arts)	124
OCN	2268	2	Dean Ramos	Gilbert Neri	n/a	2 (Creat. Arts)	120
OCN	2274	2	Lauren Greenwald	Xuchi Naungayan Eggleton	n/a	2 (Creat. Arts)	116
OCN	2705	1	Dave Massey	n/a	n/a	2 (Dance)	117
OCN	2706	1***	Billy Gunn	n/a	n/a	2 (Creat. Arts)	187
OCN	2707	1	Trisha Hanada-Rogers	n/a	n/a	2 (Creat. Arts)	100
OCN	3109	1*	Bradley Byrom	n/a	n/a	1	117
OCN	3110	1	Robert Kelley	n/a	n/a	1	99
OCN	3111	1	Shafin Ali	n/a	n/a	1	99
OCN	3112	1	Leola Powers	n/a	n/a	1	69
OCN	3113	1	Rachel Hastings	n/a	n/a	1	75
OCN	3114	1	Jeff Murico	n/a	n/a	1	78
OCN	3115	1	Isabel Luengo	n/a	n/a	1	79
OCN	3116	1	Bruce Hoskins	n/a	n/a	1	105
OCN	3121	2	Stephen Eso	<b>New CNA Faculty Hire</b>	n/a	1	119
OCN	3122	1	Lesley Doig	n/a	n/a	1	92
OCN	3123	1	John Phillips	n/a	n/a	1	106
OCN	3124	1	Lisa Fast	n/a	n/a	1	68
OCN	3126	1	Lilia Vidal	n/a	n/a	1	77
OCN	3206	2	Chris Sleeper	<b>NOT AVAILABLE</b>	n/a	1	168
OCN	T-111	2	Suganya Sankaranarayanan	Delores Loedel	n/a	1	140
OCN	T-112	2	Jake Strona	Jade Hidle	n/a	1	140
OCN	T-113	2	Richard White	<b>New CHLD Faculty Hire</b>	n/a	1	140
OCN	T-114	2	Casey McFarland	Rhonda Welch-Scalaco	n/a	1	140
OCN	T-115	2	Thao Ha	Roberto Falero	n/a	1	145
OCN	T-118	2	Mike Fino Staff	Mike Fino Staff	n/a	1	350
OCN	T-311	2	<b>New ES Faculty 1st Hire</b>	curry mitchell	n/a	1	115
OCN	T-312	1	Lynne Miller	n/a	n/a	1	110
OCN	T-314	2	Tyrone Nagai	Taya Lazootin	n/a	1	115
OCN	T-315	1	David Bonds	n/a	n/a	1	109
OCN	T-316	1	Maria Figueroa	n/a	n/a	1	108
OCN	T-318	1	Jim Sullivan	n/a	n/a	1	97

**MiraCosta College**  
**Office Inventory 2022-2023**

CAMPUS	Room Number	Maximum Occupancy	Occupants	Occupants 2	Occupants 3	Category (Discipline)	Area (sq. ft.)
OCN	T-411	2	Anthony Ongyod	Gail Meinhold	n/a	1	177
OCN	T-412	2	Kent McCorkle	Theresa Bolaños	n/a	1	177
OCN	T-415	2	David McField	Eric Snortum	n/a	1	167
OCN	T-421	3	Michelle Odom	Yana Gardiner	Alison Phinney	1	216
OCN	T-422	2	Yvette Duncan	Sue Simpson	n/a	1	104
OCN	T-423	2	Allison Perkins	Giana Carey	n/a	1	99
OCN	T-530	1	STAFF	n/a	n/a	1	100
OCN	T-531	1	STAFF	n/a	n/a	1	100
OCN	T-532	1	Faculty Assembly	n/a	n/a	1	100
OCN	T-533	1	OPEN FACULTY OR STAFF	n/a	n/a	1	100
OCN	T-534	1	OPEN FACULTY OR STAFF	n/a	n/a	1	100
OCN	T-536	1	Robert Fulbright	n/a	n/a	1	100
OCN	T-537	1	New ES Faculty 2nd Hire	n/a	n/a	1	100
OCN	T-538	1	Instructional Designer - Nadia Khan	n/a	n/a	1	100
OCN	T-550	1	Joanne Benschop	n/a	n/a	1	100
OCN	T-551	1	New CS Faculty Hire	n/a	n/a	1	100
OCN	T-552	1	John Kirwan	n/a	n/a	1	100
OCN	T-556	1	Michael Paulding	n/a	n/a	1	100
OCN	T-557	1	Ruben Gomez	n/a	n/a	1	100
OCN	T-558	1	Nery Chapeton-Lamas	n/a	n/a	1	100
OCN	3614	2	Violeta Sanchez	Daniel Ante-Contreras	n/a	1	122
OCN	3615	2	Zulema Diaz	Alicia Lopez	n/a	1	129
OCN	3616	2	Mary Beth Headlee	Beth Powell	n/a	1	161
OCN	3617	2	Shawn Firouzian	Leila Safaralian	n/a	1	128
OCN	3618	2	JahB Prescott	Aaron Roberts	n/a	1	128
OCN	3619	2	Jose Jara	Chad Tsuyuki	n/a	1	128
OCN	3620	2	Phillip Boland	Zika Perovic	n/a	1	128
OCN	3621	2	Angela Beltran	Lemee Nakamura	n/a	1	128
OCN	3622	2	Serena Mercado	dara	n/a	1	129
OCN	3623	2	Raymond Clark	Keith Dunbar	n/a	1	129
OCN	4018	3	Paul Katson	Steve Vail	Arnoldo Williams	2 (Auto Tech)	319
OCN	4057	2	Wally Perez	Barbara Juncosa	n/a	2 (Biotech)	150
OCN	4405	2	Roland Estrella	Korey Goulette	n/a	2 (Health Oc.)	118
OCN	4410	2	New Sim Lab Faculty Hire	Richard Dicker	n/a	2 (Health Oc.)	103
OCN	4502	2	Kristine Arquero	Pierre Goueth	n/a	2 (Chem.)	146
OCN	4507	1**	Erika Peters	n/a	n/a	1	117
OCN	4512	2	Pedro Morgado Flores	Rica French	n/a	1	118
OCN	4518	2	John Thomford	Himgauri Kulkarni	n/a	1	126

**MiraCosta College**  
**Office Inventory 2022-2023**

CAMPUS	Room Number	Maximum Occupancy	Occupants	Occupants 2	Occupants 3	Category (Discipline)	Area (sq. ft.)
OCN	4519	2	Jeff Ihara	Joe Salamon	n/a	1	126
OCN	4520	2	Stacey Hull	Suzie Bailey	n/a	1	133
OCN	4536	2	Paul Clarke	David Parker	n/a	2 (Des. Tech)	144
OCN	4608	2	Mary Gross	Dominique Ingato	n/a	1	118
OCN	4609	2	John Turbeville	Jeanine Sepulveda	n/a	1	116
OCN	4620	2	Min Choi	Karl Cleveland	n/a	2 (IMT)	120
OCN	4621	2	Leigh Cotnoir	Catherine Walker	n/a	1	120
OCN	4702	1	Andrea Petri	n/a	n/a	2 (Int. Lang.)	120
OCN	4703	2	Christina Toharia	Rosa Viramontes	n/a	2 (Int. Lang.)	122
OCN	4704	1	Pilar Hernandez	n/a	n/a	2 (Int. Lang.)	120
OCN	4810	2	Annie Ngo	Christina Sharp	n/a	1	112
OCN	4811	2	Tina Walker	Janelle West	n/a	1	131
OCN	4812	2	Steve Isachsen	Eric Carstensen	n/a	1	131
OCN	4813	2	Nate Scharff	Lynn Trzoss	n/a	1	144
OCN	4814	1	Emiko Kiyochi	n/a	n/a	1	100
OCN	7056	1	Mark Laurel	n/a	n/a	2 (Hort.)	102
OCN	7057	2	Megan Allison	Ashley Davis	n/a	2 (Hort.)	170
OCN	7058	1	Mike Deschamps	n/a	n/a	2 (Hort.)	86
OCN	8010	1***	<b>CHLD Dev Director</b>	n/a	n/a	2 (Child Dev.)	165
OCN	8012	1	Claudia Flores	n/a	n/a	2 (Child Dev.)	138

SAN	411	2	Khang Nguyen	Tina Johnson	n/a	2 (Phys/BioSci)	115
SAN	412	2	Thong Nguyen	Kaitlin Fisher	n/a		117
SAN	502A	2	<b>OPEN - FACULTY</b>	<b>OPEN - FACULTY</b>	n/a		150
SAN	510	2	David Detwiler	Robert Bond	n/a		150
SAN	511	2	<b>OPEN - FACULTY</b>	Janeen Apalatea	n/a		150
SAN	512	2	<b>OPEN - FACULTY</b>	Alexis Tucker	n/a		150
SAN	513	2	Sean Davis	Krista Byrd	n/a		150
SAN	602	2	Kelly Hagen	Luke Lambert	n/a		158
SAN	603	2	<b>OPEN - FACULTY</b>	Shannon Myers	n/a		145
SAN	604	2	Sam Arenivar	<b>OPEN - FACULTY</b>	n/a		145
SAN	605	2	Lisa Lane	Polo Mariscal	n/a		150
SAN	608	2	Eric Robertson	Tony Burman	n/a		140



Submitted to AS for approval May 6, 2022

**ACADEMIC SENATE**

**Fall 2022 and Spring 2023 – FTE/LHE Reassigned Time for AS Leadership Responsibilities**

**Academic Senate Leadership**

AS President: Leila Safaralian – 0.8 FTE (12 LHE)

AS President Elect: curry mitchell – 0.3 FTE (4.5 LHE)

AS Coordinating Officer: Robin Allyn – 0.2 FTE (3 LHE)

**Academic Senate Subcommittee Faculty Chairs**

Academic Affairs (AAC): Stacey Hull – 0.3 FTE (4.5 LHE)

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

Diversity, Equity, and Cultural Competency (DEqCC): Violeta Sanchez – 0.3 FTE (4.5 LHE)

Professional Development Program (PDP) Coordinator (split):

Aaron Roberts – 84 hours summer stipend; F22/S23 – 0.333 FTE (5 LHE)

Chad Tsuyuki – 15 hours summer stipend; F22/S23 – 0.067 FTE (1 LHE)

**Faculty Chairs / Governance**

Budget & Planning (BPC): Maria Figueroa – 0.3 FTE (4.5 LHE)

Institutional Program Review (IPRC) Co-chair (split):

Kaitlin Fisher – 0.2 FTE (3 LHE)

Polo Mariscal – 0.2 FTE (3 LHE)

Outcomes & Assessments (OAC) Co-chair and Faculty Leads:

Shannon Myers, Co-chair – 0.333 FTE (5 LHE)

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

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

References: District/Faculty Assembly Agreement July 1, 2021 – June 30, 2022, Article B, section 1.0; and AS Rules Sections C.5, C.32, and P.6.



## ACADEMIC SENATE

### Academic Year 2022-2023 Academic Senate Calendar

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

#### FALL 2022

August 12\*

September 2

September 16

October 7

October 21

November 4

November 18

December 2

December 16

#### SPRING 2023

January 20

February 3

March 3

March 17

April 7

April 21

May 5

May 19

\* The regular meeting will be held from 9am – 10am, followed by the retreat from 10am – 12pm).



**Revisions made to the Salary Advancement Handbook – April 2022  
for AS review/approval 5/6/22:**

1. Added information about how to proceed if pursuing an additional Master's degree, or a Doctorate degree
2. Added sample Letter of Intent (Full-time faculty and Associate faculty)
3. Added language as to when the coursework for Salary Advancement for the following year needs to be completed
4. Updated footer information as to when the handbook was updated/approved
5. Clarified the "Approval Process" explanation with more specific information
6. Updated the "Schedule of Deadlines"
7. Added specific information about how to submit official transcripts to HR
8. Corrected the Roman Numerals to be accurate
9. Applications for advancement were updated with the above information
10. Full-time and Associate Faculty bargaining agreement links were updated
11. Updated "Table of Contents"



**MIRACOSTA COLLEGE**

# **SALARY ADVANCEMENT HANDBOOK**

**Application and Report  
Procedures Guide for Faculty**

**Salary Advancement Committee**

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

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## Introduction and General Information

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

### Professional Standards

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

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

## SAC Application Procedures

**Advancement on the Salary Schedule happens only once per year, but the committee will meet twice a year to grant approval for the coursework needed for advancement. The Fall semester deadline for approval is October 1<sup>st</sup> and the Spring semester deadline for approval is March 1<sup>st</sup>. Coursework for Salary Advancement must be completed by June 30<sup>th</sup> for the next years' salary advancement.**

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

### **Option 1:**

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

### **Option 2:**

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

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

## **I. Educational Objectives**

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

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

## **II. Purpose and Benefits**

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

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

### III. Courses

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

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

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

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

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

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

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

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

### IV. Approval Process

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

1. Submit completed application along with supporting documentation to Department Chair for approval.
2. Applicant sends application packet to **Debby Adler ([dadler@miracosta.edu](mailto:dadler@miracosta.edu))**, the SAC Academic Senate Administrative Assistant, by October 1<sup>st</sup> and/or March 1<sup>st</sup>.
3. HR calculates total units and determines if applicant is eligible for advancement.
4. The SAC reviews request **and notifies applicant of application status.** If approved, the SAC forwards **the** application to AS for review/approval.
5. The SAC Academic Senate Administrative Assistant notifies applicant of outcome.
6. If eligible for advancement, applicant submits letter of intent via email to HR by May 15<sup>th</sup> deadline. (Coursework/Activity must be completed prior to the end of the academic year. **by June 30<sup>th</sup>.**)
7. Salary advancement request is forwarded to the Superintendent/President and the Board of Trustees.
8. Applicant must submit official transcript(s) to HR by the September 5<sup>th</sup> deadline.

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



SCHEDULE of DEADLINES	
October 1 <sup>st</sup> and/or March 1 <sup>st</sup>	Application for Approval of Coursework/Activities toward advancement on the Salary Schedule due to the SAC Administrative Assistant and/or Application for Altering an Approved Proposal (described in section V. of this handbook)
May 15 <sup>th</sup>	If approved, Letter of Intent due to HR via email or Superintendent/President
June 30 <sup>th</sup>	Courses for salary advancement must be completed for advancement for the following year
September 5 <sup>th</sup>	Official transcript(s)* due to HR

\* Transcripts can be sent in multiple ways:

- I. Electronic transcripts are preferred and can be sent to [hr\\_department@miracosta.edu](mailto:hr_department@miracosta.edu).
- II. Official hardcopy transcripts can be hand-delivered or sent directly to:

*MiraCosta College*  
*c/o Human Resources*  
*1 Barnard Drive*  
*Oceanside, CA. 92056*

## V. Procedure for Altering an Approved Proposal

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

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

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

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

## VII. Completing Additional Degrees

**Additional Master's degrees:** Faculty who are eligible to advance through Salary Class 5 (highest salary class without a doctorate), must submit an application for approval of coursework to allow advancement. The petition can be submitted as the faculty member is completing the coursework (to advance as they complete the courses), or when the degree is completed.

**Completing a Doctorate degree:** If a faculty member is eligible for advancement to Salary Class 5, they must submit an application for approval of coursework to allow advancement while they are completing the courses. If a faculty member is already at Salary Class 5 (the highest salary class without a doctorate), a salary advancement application is not necessary. The faculty member must submit a letter of intent to advance due to the award of a doctorate directly to Human Resources via email. Salary advancement will be effective as of the first of the month following Board approval (or as of the first of the month following the date the degree is conferred if the conferral date occurs after Board approval). An official transcript is due within 30 days of Board approval or within 30 days following the date the degree is conferred (if applicable).

## APPENDIX A

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

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

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

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

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

☐ Option 1    ☐ Option 2 (See page 2 of the Handbook)

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

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

**II. Purpose and Benefits**

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

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

**III. Coursework**

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

**IV. Approval Process**

The applicant must obtain their Department Chair's signature and submit the entire application packet by email to the Academic Senate Administrative Assistant by October 1<sup>st</sup> and/or March 1<sup>st</sup>. (See page 3 for specific details.)

**V. Signature**

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

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

Department Chair: Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Yes ☐ No ☐

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

SAC Chair: Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Yes ☐ No ☐

Academic Senate President: Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Yes ☐ No ☐

Superintendent/President: Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Yes ☐ No ☐

Board of Trustees President: Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Yes ☐ No ☐

(When eligible for advancement only.)

SCHEDULE of DEADLINES	
October 1 <sup>st</sup> and/or March 1 <sup>st</sup>	Application for Approval of Coursework/Activities Toward Advancement on the Salary Schedule due to the SAC Administrative Assistant and/or Application for Altering an Approved Proposal (described in section V. of this handbook)
May 15 <sup>th</sup>	If approved, Letter of Intent due to HR or the Superintendent/President
June 30 <sup>th</sup>	Courses for salary advancement must be completed for advancement for the following year
September 5 <sup>th</sup>	Official transcript(s) due to HR

## Coursework

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

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

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

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

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

#### Human Resources Use Only

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

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

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

Reason for altering an approved proposal:

Previously Approved Coursework (attach additional sheet if needed):

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

Change To (attach additional sheet if needed):

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

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

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

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

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

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

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

**SAMPLE:**

**Full-Time Faculty Letter of Intent to submit to Human Resources**

[Date]

Governing Board  
MiraCosta College  
One Barnard Drive  
Oceanside, CA 92056

Dear Members of the Governing Board:

This letter serves as notice of my intent to advance on the Academic Salary Schedule from Class \_\_\_\_ to Class \_\_\_\_, effective July 1<sup>st</sup>, 20\_\_, due to completion of SAC approved coursework.

I will submit official transcripts to the Human Resources Office no later than the September 5<sup>th</sup>, 20\_\_ deadline.

Sincerely,

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**SAMPLE:**

**Associate Faculty Letter of Intent to submit to Human Resources**

[Date]

Governing Board  
MiraCosta College  
One Barnard Drive  
Oceanside, CA 92056

Dear Members of the Governing Board:

This letter serves as notice of my intent to advance on the Associate Faculty Salary Schedule from Class \_\_ to Class \_\_\_\_, effective July 1<sup>st</sup>, 20\_\_, due to completion of SAC approved coursework.

I will submit official transcripts to the Human Resources Office no later than the September 5<sup>th</sup>, 20\_\_ deadline.

Sincerely,



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

Department Chair or Supervisor:

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

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

Salary Advancement Committee (SAC):

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

Academic Senate (AS):

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

Superintendent/President:

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

Board of Trustees:

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

## **Salary Classes for Non-CE and Career Technical Education Positions**

*(Consult the most current bargaining agreements)*

**Full-time Faculty:** [Faculty Assembly Agreement \(pg. 164\)](#)

**Associate Faculty:** [Collective Bargaining Agreement \(pg. 54\)](#)

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

**Class I:**

Minimum qualifications or equivalent

**Class II:**

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

**Class III:**

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

**Class IV:**

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

**Class V:**

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

**Class VI:**

Earned Doctorate

**Note:**

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

### **Career Technical Education (Vocational) Positions**

**Class I:**

Minimum qualifications or equivalent

**Class II:**

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

**Class III:**

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

**Class IV:**

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

**Class V:**

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

**Class VI:**

Earned Doctorate

**Note:**

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

## 2022-2023 Disciplines List

*Approved by CPC on April 14, 2022*

DISCIPLINES LISTED IN TAB	DEPARTMENT TAB
Accounting	BUSDEPT
Administration of Justice	ADMDEPT
African American Studies	SOCDEPT
Agriculture Production	HORTDEPT
Anthropology	SSCIDEPT
Architecture	DESNDEPT
Art	ARTDEPT
Art History	ARTDEPT
Auto Technology	AUTODEPT
Biological Sciences	BIODEPT
Biotechnology	BTECDEPT
Broadcasting Technology	MATDEPT
Business	BUSDEPT
Chemistry	CHEMDEPT
Chicano Studies	SOCDEPT
Child Development/Early Childhood Education	CHLDDEPT
Coaching	KHANDEPT
Communication Studies	COMMDEPT
Computer Information Systems	CSITDEPT
Computer Science	CSDEPT
Counseling	CAST/COUNDEPTS
Dance	DNCEDEPT
Drafting (CAD, CADD)	DESNDEPT
Drama/Theater Arts	THEATDEPT
Earth Science	PHSCDEPT
Economics	SSCIDEPT
Education	CHLDDEPT
Engineering Technology	DESNDEPT
English	LETTERSDEPTS
English as a Second Language	ESLDEPT
Ethnic Studies	SOCDEPT
Film Studies	THEATDEPT
Foreign Languages	ILNGDEPT
Geography	SSCIDEPT
Gerontology	PSYCDEPT
Graphic Arts	MATDEPT
Health	KHANDEPT
Health Care Ancillaries	NAAHDEPT
Health Information Technology	NAAHDEPT
History	HISTDEPT
Hotel and Motel Services	BUSDEPT
Interdisciplinary Studies in Humanities	LETTERSDEPTS
Kinesiology	KHANDEPT
Law	BUSDEPT

**2022-2023 Disciplines List***Approved by CPC on April 14, 2022*

<b>DISCIPLINES LISTED IN TAB</b>	<b>DEPARTMENT TAB</b>
Library Science	LIBRDEPT
Licensed Vocational Nursing	NAAHDEPT
Manufacturing Technology	BTECDEPT
Martial Arts/Self-Defence	KHANDEPT
Mathematics	MATHDEPT
Media Production	MUSDEPT
Multimedia	MATDEPT
Music	MUSDEPT
Nursing	NAAHDEPT
Nursing Science/Clinical Practice	NAAHDEPT
Nutritional Science/Dietetics	KHANDEPT
Office Technologies	CSITDEPT
Ornamental Horticulture	HORTDEPT
Philosophy	PHRELDEPT
Physics/Astronomy	PHSCDEPT
Political Science	SSCIDEPT
Printing Technology	MATDEPT
Psychology	PSYCDEPT
Reading	LETTERSDEPTS
Religious Studies	PHRELDEPT
Sociology	SOCDEPT
Special Education	DSPSDEPT
Stagecraft	THEATDEPT

Subject	Course Number	Course Title
<b>ADMINISTRATION OF JUSTICE (police science, corrections, law enforcement)</b>		
Any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience is described as full-time experience in a position related to law enforcement, criminal investigation, forensic analysis, criminal/intelligence analysis, and/or criminal prosecution. It includes sworn peace/police officers, non sworn forensic scientists, non-sworn intelligence/crime analysts working for a law enforcement/intelligence agency, criminal investigators, correctional officers, prosecutors, and criminal defense counsel working at the municipal, state, or federal levels. This would specifically include those positions named in CA Penal Code 830. Active duty military experience to include police, investigative, and intelligence gathering and assessment are not intended to be excluded. Non-sworn law enforcement agency personnel performing administrative and/or other functions not directly related to operational criminal law enforcement or intelligence gathering are not included within this definition.		
ADM	100	Introduction to Criminal Justice
ADM	100H	Introduction to Criminal Justice (Honors)
ADM	107	Introduction to Computer/Digital Forensics
ADM	200	Concepts of Criminal Law
ADM	210	Criminal Procedures
ADM	220	Criminal Evidence
ADM	230	Policing in a Diverse and Multicultural Society
ADM	240	Written and Oral Communication in the Administration of Justice
ADM	250	Police Field Operations
ADM	260	Organized Crime, Gangs, and Terrorism
ADM	270	Crime and Delinquency
ADM	280	Criminal Investigation
ADM	292	Internship Studies
ADM	296	Topics in Administration of Justice
ADM	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>ART</b>		
Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.		
ART	100	Drawing and Composition
ART	101	Design and Color
ART	102	Drawing and Composition II
ART	103	3D Design
ART	104	Artists & Designers Now
ART	157	<i>Art Orientation (Art History)</i>
ART	158	<i>Traditional Arts of Africa, Oceania, and the Americas (Art History)</i>
ART	159	<i>Pre-Columbian Art (Art History)</i>
ART	159H	<i>Pre-Columbian Art (Honors) (Art History)</i>
ART	177	Art in the Elementary Schools
ART	200	Drawing III
ART	201	Objects and Ideas in Contemporary Art
ART	202	Painting I: Acrylic
ART	203	Figure Drawing I
ART	204	Painting I: Oils
ART	205	Painting I: Watercolor
ART	206	Mixed Media Figure Studies I
ART	207	<del>Beginning Photography</del> Film Photography I
ART	208	<del>Advanced Photography</del> Film Photography II
ART	210	Printmaking I
ART	211	Mixed Media Figure Studies II
ART	212	Painting II: Acrylics
ART	213	Figure Drawing II
ART	214	Painting II: Oils
ART	215	Painting II: Watercolor
ART	216	Sculpture
ART	217	Figure Sculpture I
ART	218	Printmaking II
ART	219	Figure Sculpture II
ART	221	Printmaking III
ART	222	Printmaking IV
ART	223	Woodworking and Furniture Design I
ART	224	Woodworking and Furniture Design II
ART	225	Ceramics I
ART	226	Ceramics II
ART	227	Ceramics III
ART	228	Ceramics IV
ART	229	Woodworking and Furniture Design III
ART	230	Installation Art



Subject	Course Number	Course Title
ART	232	Video Art
ART	234	Kinetic Art
ART	239	Woodworking and Furniture Design IV
ART	241	Painting III: Acrylic
ART	242	Painting III: Watercolor
ART	244	Digital Media for the Visual Artist
ART	245	Digital Art and Media
ART	251	Digital Photography
ART	253	Applied Digital Photography
ART	254	Understanding and Appreciating the Photographic Image
ART	258	<i>Ancient to Gothic Art (Art History)</i>
ART	259	<i>History of Renaissance to Modern Art (Art History)</i>
ART	260	<i>History of Modern Art (Art History)</i>
ART	260H	<i>History of Modern Art (Honors) (Art History)</i>
ART	261	Mixed Media Figure Studies III
ART	262	Introduction to Silkscreen
ART	263	Figure Drawing III
ART	264	Painting III: Oils
ART	268	Film Photography III
ART	269	Film Photography IV
ART	270	<i>History and Theory of Museum and Gallery Exhibition (Art History)</i>
ART	271	<i>Museum and Gallery Exhibition (Art History)</i>
ART	290	Landmarks of Art
ART	292	Internship Studies
ART	295	Visual Art/Professional Practice
ART	296	Topics in Art
ART	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>ART HISTORY</b>		
Master's in art history, history of art and architecture or visual culture/visual studies <b>OR</b> bachelor's in art history and master's in history <b>OR</b> master's in art with a recorded emphasis or concentration in art history <b>OR</b> the		
ART	157	<i>Art Orientation (Art)</i>
ART	158	<i>Traditional Arts of Africa, Oceania, and the Americas (Art)</i>
ART	159	<i>Art of Ancient Mesoamerica and South America (Art)</i>
ART	159H	<i>Art of Ancient Mesoamerica and South America (Honors) (Art)</i>
ART	258	<i>Ancient to Gothic Art (Art)</i>
ART	259	<i>History of Renaissance to Modern Art (Art)</i>
ART	260	<i>History of Modern Art (Art)</i>
ART	260H	<i>History of Modern Art (Honors) (Art)</i>
ART	270	<i>History and Theory of Museum and Gallery Exhibition (Art)</i>
ART	271	<i>Museum and Gallery Exhibition (Art)</i>

Subject	Course Number	Course Title
<b>AUTOMOTIVE TECHNOLOGY</b>		
Any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the industry that would be appropriate in Automotive Technology is described as automotive technical trade experience in automotive maintenance, engine performance, engine rebuilding and repair, emission control systems, suspension, steering and wheel alignment, brake systems, drivetrain; including automatic transmissions, manual transmissions, and differentials, automotive electrical, HVAC, and/or small engine service/repair. Evidence of such experience would be the possession of current ASE certification(s) in one or more of the stated area(s) above.		
AUTO	100	Basic Motorcycle Maintenance and Small Engine Repair
AUTO	102	Preventive Maintenance and Engine Performance
AUTO	105	Automotive Reconditioning and Detailing
AUTO	110	History of the Automobile
AUTO	125	CA Smog Technician Engine and Emission Control - Level 1
AUTO	130	Basic Engine Performance
AUTO	135	Auto Electronic Fundamentals
AUTO	140	Automotive Engine Technology
AUTO	141	Automotive Engine Performance and Drivability
AUTO	155	Manual Transmissions and Transaxles
AUTO	156	Automatic Transmissions and Transaxles
AUTO	160	Automotive Suspension, Steering, and Alignment
AUTO	161	Automotive Brake Service and Repair
AUTO	200	<del>Hybrid Automotive Service and Repair</del> Automotive Electric and Hybrid Vehicles
AUTO	201	Alternative Fuel Vehicles
AUTO	205	Automotive Reconditioning and Paint Fundamentals
AUTO	220	HVAC Heating, Ventilation, and Air Conditioning
AUTO	225	Smog Check Technician Inspection Procedures - Level 2
AUTO	235	Advanced Electronics and Electronic Engine Control Systems
AUTO	292	Internship Studies
AUTO	296	Topics in Automotive Technology
AUTO	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>BIOLOGICAL SCIENCES</b>		
Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.		
BIO	110	Introductory Biology: Preparation for pre-Health Professions
BIO	111	Introductory Biology: Preparation for pre-Health Professions
BIO	111L	Introductory Biology: Preparation for pre-Health Professions
BIO	102	Introductory Biology: Ecology and Environmental Biology
BIO	103	Introductory Biology: Animal Diversity
BIO	105	Introductory Biology: Biotechnology in Society
BIO	104	Introductory Biology: Botany (Plant Life)
BIO	106	Introductory Biology: Infectious Diseases--A Global Concern
BIO	107	Introductory Biology: Marine Biology
BIO	108	Introductory Biology: Ecology of the Oceans
BIO	109	Introductory Biology: The Fundamentals of Life on Earth
BIO	190	Survey of Human Musculoskeletal System
BIO	202	Foundations of Biology: Evolution, Biodiversity, and Organismal Biology
BIO	204	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology
BIO	204H	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology (Honors)
BIO	210	Human Anatomy
BIO	210H	Human Anatomy (Honors)
BIO	220	Human Physiology
BIO	230	Introduction to Microbiology
BIO	290	Human Dissection Laboratory
BIO	292	Internship Studies
BIO	296	Topics in Biology
BIO	299	Occupational Cooperative Work Experience
BIO	340	Molecular Mechanisms of Disease
<i>BTEC</i>	<i>180</i>	<i>Biostatistics (Biotechnology)</i>
<i>BTEC</i>	<i>180H</i>	<i>Biostatistics (Honors) (Biotechnology)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>BIOTECHNOLOGY</b>		
Bachelor's degree in biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience. The individual should have direct work experience in academic or industry laboratory settings that are actively engaged in research, development, or production of biological materials and/or products. Individuals should have direct experience in the use of laboratory equipment and reagents, maintaining laboratory notebooks, documenting procedures, data collection and protocols, and performing scientific techniques and/or experiments. The following job titles represent some work experiences that would be appropriate in this discipline: laboratory technician, quality control technician/analyst, research associate/scientist, or production technician/chemist.		
BTEC	110	Basic Techniques in Biotechnology
BTEC	110H	Basic Techniques in Biotechnology (Honors)
BTEC	107	Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry
BTEC	108	Biomanufacturing: From Gene to Product
BTEC	108H	Biomanufacturing: From Gene to Product (Honors)
<i>BTEC</i>	<i>120</i>	<i>Business and Regulatory Practices in Biotechnology (Manufacturing Technology)</i>
<i>BTEC</i>	<i>180</i>	<i>Biostatistics (Biological Sciences)</i>
<i>BTEC</i>	<i>180H</i>	<i>Biostatistics (Honors)(Biological Sciences)</i>
BTEC	201	Advanced Cell Culture
BTEC	203	Techniques in DNA Amplification
BTEC	204	Recombinant DNA
BTEC	206	Principles of Separation and HPLC
BTEC	207	Techniques in Immunochemistry and ELISA
<i>BTEC</i>	<i>210</i>	<i>Data Analysis with Excel (Manufacturing Technology)</i>
<i>BTEC</i>	<i>211</i>	<i>Technical Writing for Regulated Environments (Manufacturing Technology)</i>
<i>BTEC</i>	<i>221</i>	<i>Bioprocessing: Cell Culture and Scale-up (Manufacturing Technology)</i>
<i>BTEC</i>	<i>222</i>	<i>Bioprocessing: Large Scale Purifications (Manufacturing Technology)</i>
BTEC	231	Gene Editing Techniques: CRISPR-Cas9
BTEC	292	Internship Studies
BTEC	296	Topics in Biotechnology
<i>BTEC</i>	<i>296-1</i>	<i>Environmental Monitoring and Quality Control Microbiology Techniques (Biomanufacturing)</i>
BTEC	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>MANUFACTURING TECHNOLOGY (Quality control, process control)</b>		
Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. The individual should have direct work experience in technical scientific settings (academic or industry) engaged in development, manufacturing, and/or testing of biological materials and/or products. Individuals working in these settings may have experience on either the production or quality side of the operations; their experience may also be a combination of these duties. For production work, individuals should have direct experience in the use of technical equipment and reagents, maintaining appropriate documentation and data collection, and executing scientific procedures and/or experiments. For quality work, individuals should have direct experience in the systems requirements within quality assurance, the technical testing in quality control, and/or the strategies and communications in regulatory affairs.		
<i>BTEC</i>	<i>120</i>	<i>Business and Regulatory Practices in Biotechnology (Biotechnology)</i>
<i>BTEC</i>	<i>210</i>	<i>Data Analysis with Excel (Biotechnology)</i>
<i>BTEC</i>	<i>211</i>	<i>Technical Writing for Regulated Environments (Biotechnology)</i>
<i>BTEC</i>	<i>221</i>	<i>Bioprocessing: Cell Culture and Scale-up (Biotechnology)</i>
<i>BTEC</i>	<i>222</i>	<i>Bioprocessing: Large Scale Purifications (Biotechnology)</i>
<i>BTEC</i>	<i>296-1</i>	<i>Environmental Monitoring and Quality Control Microbiology Techniques (Biotechnology)</i>
BTEC	300	Supply Chain and Enterprise Resource Planning in Biomanufacturing
BTEC	310	Biomanufacturing Process Sciences
BTEC	320	Design of Experiments for Biomanufacturing
BTEC	330	Advanced Topics in Quality Assurance and Regulatory Affairs
BTEC	340	Six Sigma and Lean Manufacturing
BTEC	360	Design of Biomanufacturing Facilities, Critical Utilities, Processes, and Equipment
BTEC	400	Bioprocess Monitoring and Control
BTEC	410	Methods in Quality, Improvements, Investigations, and Audits
BTEC	460	Capstone Seminar in Biomanufacturing Technologies
BTEC	470	Capstone Seminar in Biomanufacturing Quality
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>ACCOUNTING</b>		
Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, or finance, OR Bachelor's degree in accounting AND a Certified Public Accounting license or certificate OR the equivalent.		
ACCT	101	Practical Accounting
ACCT	104	Payroll Accounting
ACCT	145	Individual Income Tax
ACCT	146	Taxation of Business Entities
ACCT	147	Ethics, Representation, Practice, and Procedures
ACCT	148	<i>Computer Accounting (Business)</i>
ACCT	149	IRS Volunteer Preparation
ACCT	158	<i>Business Mathematics (Business)</i>
ACCT	201	Financial Accounting
ACCT	201H	Financial Accounting (Honors)
ACCT	202	Managerial Accounting
ACCT	202H	Managerial Accounting (Honors)
ACCT	204	Intermediate Accounting I
ACCT	292	Internship Studies
ACCT	299	Occupational Cooperative Work Experience
BUS	144	<i>Budgeting Basics (Business)</i>
BUS	147	<i>Personal Finance (Business)</i>
BUS	289	<i>Career Mentoring (Business)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>BUSINESS</b>		
Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.		
BUS	117	Human Resources Management
BUS	120	Introduction to Business
BUS	120H	Introduction to Business (Honors)
BUS	128	Introduction to Supply Chain Management
BUS	130	Entrepreneurship and Small Business Management
BUS	131	Management Principles
BUS	132	Marketing
BUS	133	Project Management
BUS	134	Retail Management
BUS	135	Personal Selling
BUS	136	Human Relations in Business
BUS	138	Business Promotion
BUS	140	<i>Legal Environment of Business (Law)</i>
BUS	140H	<i>Legal Environment of Business (Honors) (Law)</i>
BUS	141	Transportation and Logistics

Subject	Course Number	Course Title
BUS	143	Warehousing Operations
BUS	144	<i>Budgeting Basics (Accounting)</i>
BUS	147	<i>Personal Finance (Accounting)</i>
BUS	152	Business Idea Generation and Feasibility Analysis
BUS	153	<i>Business Startup Fundamentals (Law)</i>
BUS	154	Funding the Entrepreneurial Venture
BUS	155	Business Plan Development
BUS	160	International Business
BUS	204	Business Statistics
BUS	204H	Business Statistics (Honors)
BUS	205	Manufacturing and Service Operations
BUS	289	<i>Career Mentoring (Accounting)</i>
BUS	290	<i>Business Communication (Communication Studies)</i>
BUS	290H	<i>Business Communication (Honors) (Communication Studies)</i>
BUS	292	<i>Internship Studies (Law)</i>
BUS	296	Topics in Business Administration
BUS	299	<i>Occupational Cooperative Work Experience (Law)</i>
BUS	302	Leadership and Personal Development
ACCT	148	<i>Computer Accounting (Accounting)</i>
ACCT	158	<i>Business Mathematics (Accounting)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>HOTEL AND MOTEL SERVICES</b>		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience is understood to reflect paid, professional employment within the hospitality industry or its sectors including: lodging, food service operations, culinary arts, special events management, casino and gaming operations, travel and tourism, parks and recreation management.		
HOSP	100	Introduction to Hospitality Management
HOSP	110	Guest Services and Presentations
HOSP	114	Hospitality Law
<del>HOSP</del>	<del>120</del>	<del>Hospitality Human Resources Management</del>
<del>HOSP</del>	<del>128</del>	<del>Hospitality Marketing</del>
HOSP	130	Conference and Special Event Management
HOSP	133	<del>Front Office Management</del> Introduction to Hotel Management
HOSP	134	Sustainable Facilities Management
HOSP	150	<del>Control Basics of Purchasing</del> Hospitality Cost Control
HOSP	153	<del>Restaurant Management</del> Introduction to Food and Beverage Management
HOSP	292	Internship Studies
HOSP	296	Topics in Hospitality
HOSP	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>LAW</b>		
<b>JD or LL.B</b>		
BUS	140	<i>Legal Environment of Business (Business)</i>
BUS	140H	<i>Legal Environment of Business (Honors) (Business)</i>

Subject	Course Number	Course Title
BUS	153	Business Startup Fundamentals (Business)
BUS	292	Internship Studies (Business)
BUS	299	Occupational Cooperative Work Experience (Business)
WKEX	233	General Cooperative Work Experience (All disciplines)



Subject	Course Number	Course Title
<b>COUNSELING</b>		
Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR Bachelor's degree in counseling AND a Marriage and Family Therapist license or certification, OR the equivalent.		
COUN	100	College and Career Success
COUN	101	Orientation to College
COUN	105	Transfer Success
COUN	292	Internship Studies
COUN	296	Topics in Counseling
CRLP	101	Introduction to Career Planning
HSENG	40	<i>Information Literacy &amp; College Success (Basic Skills-Reading/Writing, Counseling)*</i>
INTR	100	<i>Foundation Skills for the College Experience (Computer Info Systems; Library Science)</i>
<del>NCABE</del>	<del>70</del>	<del><i>Job Readiness for Workplace Success (Basic Skills-Interdisciplinary, Short-Term Vocational Education)*</i></del>
<del>NCENG</del>	<del>40</del>	<del><i>Information Literacy &amp; College Success (Basic Skills-Reading/Writing, Counseling)*</i></del>
<del>NCWFP</del>	<del>70</del>	<del><i>Job Readiness for Workplace Success (Basic Skills-Interdisciplinary, Short-Term Vocational Education)*</i></del>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

\*Basic Skills-Interdisciplinary and Short-Term Vocational Education is located on the Noncredit Disciplines List.

Subject	Course Number	Course Title
<b>CHEMISTRY</b>		
Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.		
CHEM	103	Chemistry and Society: For Non-Science Majors
CHEM	103L	Chemistry and Society: For Non-Science Majors (Lab)
CHEM	112	Introductory General, Organic, and Biological Chemistry: For Allied Health Majors
CHEM	115	Introductory General Chemistry: For Allied Health Majors
CHEM	115H	Introductory General Chemistry: For Allied Health Majors (Honors)
CHEM	116	Introductory Organic and Biological Chemistry: For Allied Health Majors
CHEM	140	Preparation for General Chemistry: For Science Majors
CHEM	150	General Chemistry I: For Science Majors
CHEM	150H	General Chemistry I: For Science Majors (Honors)
CHEM	151	General Chemistry II: For Science Majors
CHEM	151H	General Chemistry II: For Science Majors (Honors)
CHEM	210	Organic Chemistry I: For Science Majors
CHEM	210H	Organic Chemistry I: For Science Majors (Honors)
CHEM	211	Organic Chemistry II: For Science Majors
CHEM	211H	Organic Chemistry II: For Science Majors (Honors)
CHEM	292	Internship Studies
PHSN	106	<i>Introduction to Physical Science: Physics &amp; Chemistry (Physics/Astronomy; Earth Science)</i>
PHSN	106L	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (Earth Science; Physics/Astronomy)</i>
PHSN	108	<i>Introduction to Climate Change (Earth Science; Physics/Astronomy)</i>
PHSN	108H	<i>Introduction to Climate Change (Honors)(Earth Science; Physics/Astronomy)</i>
PHSN	292	<i>Internship Studies (Physics/Astronomy; Earth Science)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION</b>		
Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.		
CHLD	105	Introduction to Teaching Young Children
CHLD	106	Introduction to Curriculum in Early Childhood
CHLD	109	Child Behavior and Guidance
CHLD	111	Programs for Infants and Toddlers
CHLD	112	Child Growth and Development
CHLD	113	Child and Adolescent Growth and Development
CHLD	130	Science and Math for Young Children
CHLD	140	Language and Literacy in Early Childhood
CHLD	150	Art for Young Children
CHLD	160	Music and Movement for Young Children
CHLD	200	Observation and Assessment in Early Childhood
CHLD	205	Health, Safety, and Nutrition
CHLD	210	Child, Family, and Community
CHLD	212	Advanced Issues in Infant-Toddler Care
CHLD	230	Family Engagement in Early Childhood Programs
CHLD	235	Children in a Diverse Society
CHLD	240	Children with Special Learning Needs
CHLD	245	Adult Supervision and Mentoring in Early Care and Education
CHLD	250	Administration I: Programs in Early Childhood Education
CHLD	251	Administration II: Personnel and Leadership in Early Childhood Education
CHLD	270	Practicum - The Student Teaching Experience
CHLD	292	Internship Studies
CHLD	296	Topics in Child Development
CHLD	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>EDUCATION</b>		
Master's in education OR the equivalent.		
EDUC	115	Foundations of Teaching as a Profession
EDUC	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>COMMUNICATION STUDIES (Speech Communications)</b>		
Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.		
COMM	101	Public Speaking
COMM	106	Group Communication
COMM	111	Oral Interpretation of Literature
COMM	120	Principles of Human Communication
COMM	135	Gender Studies in Communication
COMM	207	Interpersonal Communication
COMM	212	Argumentation
COMM	215	Intercultural Communication
COMM	220	Introduction to Mass Communication
COMM	292	Internship Studies
COMM	296	Topics in Communication
COMM	299	Occupational Cooperative Work Experience
BUS	290	<i>Business Communication (Business)</i>
BUS	290H	<i>Business Communication (Honors) (Business)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>COMPUTER SCIENCE</b>		
Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's degree in any of the above AND a Master's degree in information science, computer information systems, or information systems OR the equivalent.		
CS	101	Introduction to Computer Science Principles
CS	111	Introduction to Computer Science I: Java
CS	112	Introduction to Computer Science II: Java
CS	113	Basic Data Structures and Algorithms
CS	130	Fundamentals of Scripting Languages
CS	134	Mobile Application Development
CS	138	Programming with Python
CS	150	C++ Programming
CS	151	Advanced C++ Programming
CS	155	C# and the .NET Framework
CS	210	Software Engineering
CS	220	Computer Architecture and Assembly Language
CS	226	Discrete Structures
CS	292	Internship Studies
CS	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>COMPUTER INFORMATION SYSTEMS (Computer network installation, microcomputer technology, computer applications)</b>		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Qualification to teach in this discipline will depend on the depth and breadth of education, theoretical and applied work experience, and professional responsibilities as directly related to the subject matter to be taught. Depending on the area, this may include experience with computers, software, networks, servers, systems and their programming, or application in business or other relevant environments such as government, education, military, etc.		
INTR	100	<i>Foundation Skills for the College Experience (Counseling; Library Science)</i>
CSIT	101	Introduction to Computers
CSIT	110	Computer Applications
CSIT	120	Fundamentals of Computer Information Systems
CSIT	123	Introduction to Data Analytics
CSIT	125	Microsoft Word for Business
CSIT	128	Microsoft Excel for Business
CSIT	131	Microsoft Access for Business
CSIT	134	Microsoft PowerPoint for Business
CSIT	137	Google Apps for Business
CSIT	146	E-Commerce and Web Presence
CSIT	149	Microsoft Windows
CSIT	155	Social Media for Business
CSIT	160	Technology, the Individual, and Society
CSIT	165	Living in an Online World
CSIT	180	Fundamentals of Computer Hardware and Software
CSIT	181	Fundamentals of Computer Networking
CSIT	182	Fundamentals of Computer Security
CSIT	183	Windows Server
CSIT	184	Linux Server
CSIT	186	Cybersecurity: Analyst
CSIT	188	Cybersecurity: Ethical Hacker
CSIT	191	Fundamentals of Cisco Networking
CSIT	195	IT Career Exploration and Portfolio Development
CSIT	286	Professional Certification Preparation
CSIT	292	Internship Studies
CSIT	296	Topics in Computer Studies and Information Technology
CSIT	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>DANCE</b>		
Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.		
DNCE	100	Dance Appreciation
DNCE	100H	Dance Appreciation (Honors)
DNCE	101	Dance History
DNCE	101H	Dance History (Honors)
DNCE	104	Dance on Film
DNCE	105	Dance Cultures of the World
DNCE	105H	Dance Cultures of the World (Honors)
DNCE	121	Hip Hop I
DNCE	122	Hip Hop II
DNCE	130	Middle Eastern Dance I
DNCE	131	Middle Eastern Dance II
DNCE	132	Afro-Cuban Dance I
DNCE	133	Afro-Cuban Dance II
DNCE	134	Pacific Island Dance I
DNCE	135	Pacific Island Dance II
DNCE	140	Ballroom Dance Technique I
DNCE	143	Ballroom Dance Technique II
DNCE	146	Latin Dance Technique I
DNCE	147	Latin Dance Technique II
DNCE	150	Pilates Mat & Reformer I
DNCE	152	Ballet I
DNCE	154	Ballet II
DNCE	166	Jazz Dance I
DNCE	168	Jazz Dance II
DNCE	169	Introduction to World Dance Forms
DNCE	172	Musical Theater Dance I
DNCE	174	Musical Theater Dance II
DNCE	176	Modern Dance I
DNCE	178	Modern Dance II
DNCE	179	Musical Theatre Dance Production
DNCE	185	Introduction to Choreography
DNCE	191	Tap Dance I
DNCE	200	Contempoary Dance Production I
DNCE	201	Contemporary Dance Production II
DNCE	202	Contemporary Dance Production III
DNCE	203	Contemporary Dance Production IV
DNCE	204	Classical Dance Production I
DNCE	205	Classical Dance Production II
DNCE	206	Classical Dance Production III

<b>Subject</b>	<b>Course Number</b>	<b>Course Title</b>
DNCE	207	Classical Dance Production IV
DNCE	214	Student Choreography Production I
DNCE	215	Student Choreography Production II
DNCE	221	Hip Hop III
DNCE	222	Hip Hop IV
DNCE	230	Middle Eastern Dance III
DNCE	240	Ballroom Dance Technique III
DNCE	243	Ballroom Dance Technique IV
DNCE	246	Latin Dance Technique III
DNCE	247	Latin Dance Technique IV
DNCE	250	Contemporary Dance Intensive I
DNCE	253	Contemporary Dance Intensive II
DNCE	254	Contemporary Dance Intensive III
DNCE	256	Contemporary Dance Intensive IV
DNCE	260	Dance Touring Ensemble
DNCE	263	Contemporary Dance Workshop and Performance A
DNCE	264	Contemporary Dance Workshop and Performance B
DNCE	266	Jazz Dance III
DNCE	267	Contemporary Dance Workshop and Performance C
DNCE	268	Jazz Dance IV
DNCE	269	Contemporary Dance Workshop and Performance D
DNCE	278	Dance as a Profession
DNCE	292	Internship Studies
DNCE	296	Topics in Dance
DNCE	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>



Subject	Course Number	Course Title
<b>ARCHITECTURE</b>		
Any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the architecture discipline must include a minimum of two years (preferably 6 years or more) of direct and/or supervisory responsibilities creating and revising plans, drawings, or models used in the construction of spaces, structures, products, or facilities. Experience in this field should involve interaction with architects, engineers, drafters, owners, planners, or city officials using graphical communication tools, contracts and specifications, or material test and impact reports. Qualified employers include private architecture, engineering, and construction (AEC) firms, for profit industrial companies, public utilities and municipalities, and higher education institutions – specifically architecture, design or other related departments.		
DESN	102	Architectural Drawing
DESN	103	Architectural Communications
DESN	105	Construction Materials
DESN	107	History of Western Architecture - A Sustainable Perspective
DESN	108	World Architecture
DESN	200	Architectural Design I
DESN	207	<i>Revit Building Information Modeling (Drafting)</i>
DESN	290	<i>Portfolio and Presentation (Drafting)</i>
DESN	292	<i>Internship Studies (Drafting, Engineering Technology)</i>
DESN	299	<i>Occupational Cooperative Work Experience (Drafting, Engineering Technology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>DRAFTING (CAD, CADD)</b>		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the drafting discipline must include a minimum of two years (preferably 6 years or more) direct and/or supervisory responsibilities creating and revising drawings, models, and prototypes used to manufacture or construct products, facilities, or infrastructure projects. Experience in this field should include interaction with engineers, manufactures, designers (landscape, industrial, interior, etc.), architects, construction personnel or regulatory agencies using graphical communication tools such as sketching, advanced computer-aided drafting (CAD), solid modeling and simulation tools.		
DESN	100	Fundamentals of Design
DESN	101	Computer-Aided Design and Drafting
DESN	110	<i>Graphics Communication (Engineering Technology)</i>
DESN	111	<i>Engineering Design Graphics (Engineering Technology)</i>
DESN	120	<i>Manufacturing Processes (Engineering Technology)</i>
DESN	201	Advanced Computer-Aided Design and Drafting
DESN	203	<i>Solid Modeling (Engineering Technology)</i>
DESN	204	Advanced 3D Modeling and Prototyping
DESN	207	<i>Revit Building Information Modeling (Architecture)</i>
DESN	290	<i>Portfolio and Presentation (Architecture)</i>
DESN	292	<i>Internship Studies (Architecture, Engineering Technology)</i>
DESN	296	Topics in Drafting
DESN	299	<i>Occupational Cooperative Work Exp (Architecture, Engineering Tech)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>ENGINEERING TECHNOLOGY</b>		
Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license or certification OR the equivalent.		
DESN	109	Introduction to Engineering and Design
DESN	110	<i>Graphics Communication (Drafting)</i>
DESN	111	<i>Engineering Design Graphics (Drafting)</i>
DESN	120	<i>Manufacturing Processes (Drafting)</i>
DESN	203	<i>Solid Modeling (Drafting)</i>
DESN	213	Solid Modeling II
DESN	286	Professional Certification Preparation
DESN	292	<i>Internship Studies (Architecture, Drafting)</i>
DESN	299	<i>Occupational Cooperative Work Experience (Architecture, Drafting)</i>
PHYS	280	<i>Introduction to Electronics (Physics/Astronomy)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

**SPECIAL EDUCATION**

Minimum Qualifications for service as a community college faculty member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements: (1) Possession of a master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and (2) Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to: (A) Learning disabilities; (B) Developmental disabilities; (C) Deaf and hearing impaired; (D) Physical disabilities; or (E) Adapted computer technology.

LRNS	40	Educational Planning and Assessment
LRNS	42	Strategies Designed for Students with Learning Disabilities: Mathematics
LRNS	46	English Essentials Designed for Students with Learning Disabilities
WKEX	233	General Cooperative Work Experience (All disciplines)

Subject	Course Number	Course Title
<b>ENGLISH AS A SECOND LANGUAGE (ESL)</b>		
Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.		
ACE	149	Introduction to Academic Writing for Students from Multilingual Backgrounds
ACE	150	Introduction to College Composition for Students from Multilingual Backgrounds
ACE	296	Topics in American College English
ESL	20	Listening and Speaking for Non-Native Speakers of English
ESL	30	Reading and Vocabulary Development for Non-Native Speakers of English
ESL	40	Grammar for Non-Native Speakers of English
ESL	80	Advanced Grammar for Writing for Non-Native Speakers of English
ESL	149	Introduction to Academic Writing for Students from Multilingual Backgrounds
ESL	150	Introduction to College Composition for Students from Multilingual Backgrounds
ESL	292	Internship Studies
NCESL	29	Listening and Speaking for Non-Native Speakers of English
NCESL	39	Reading and Vocabulary Development for Non-Native Speakers of English
NCESL	49	Grammar for Non-Native Speakers of English
NCESL	53	Advanced Grammar for Writing for Non-Native Speakers of English
NCESL	55	Introduction to Academic Writing for Students from Multilingual Backgrounds
NCESL	57	Introduction to College Composition for Students from Multilingual Backgrounds
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>HISTORY</b>		
Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.		
HIST	100	World History to 1500
HIST	100H	World History to 1500 (Honors)
HIST	101	World History Since 1500
HIST	101H	World History Since 1500 (Honors)
HIST	102	History of the Modern Middle East
HIST	102H	History of the Modern Middle East (Honors)
HIST	103	Early European History and Culture
HIST	103H	Early European History and Culture (Honors)
HIST	104	Modern European History and Culture
HIST	104H	Modern European History and Culture (Honors)
HIST	105	History of England
HIST	105H	History of England (Honors)
HIST	106	History of Technology
HIST	106H	History of Technology (Honors)
<i>HIST</i>	<i>107</i>	<i>East Asian Societies (Ethnic Studies)</i>
HIST	110	United States History to 1877
HIST	110H	United States History to 1877 (Honors)
HIST	110S	Learning Assistance for American History to 1877
HIST	111	United States History Since 1877
HIST	111H	United States History Since 1877 (Honors)
HIST	111S	Learning Assistance for American History from 1877
HIST	113	American Military History
HIST	113H	American Military History (Honors)
HIST	115	Women in American History
HIST	115H	Women in American History (Honors)
HIST	116	History of the Americas to 1830
HIST	116H	History of the Americas to 1830 (Honors)
HIST	117	History of the Americas Since 1830
HIST	117H	History of the Americas Since 1830 (Honors)
HIST	141	Mexican American History Through 1877
HIST	141H	Mexican American History Through 1877 (Honors)
HIST	142	Mexican American History Since 1877
HIST	142H	Mexican American History Since 1877 (Honors)
HIST	145	African American History to 1877
HIST	145H	African American History to 1877 (Honors)
HIST	146	African American History Since 1877
HIST	146H	African American History Since 1877 (Honors)
HIST	165	California History
HIST	292	Internship Studies
HIST	296	Topics in History
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>AGRICULTURE PRODUCTION</b>		
Any bachelor's degree and two years of experience, or any associate's degree and six years of experience. Work experience in the industry that would be appropriate for Agricultural Production would be as an instructor, supervisor, manager or owner-operator of a vineyard, grove, farm, production nursery, greenhouse, or other venue where plants and food are grown and propagated. Laboratory or field experience in plant genetics & breeding, tissue culture, soil testing, enology, plant pathology, forestry, horticulture, natural resource management, ecology or other applied plant and soil sciences would also be appropriate.		
HORT	115	Soil Science
HORT	116	Plant Science
<i>HORT</i>	122	<i>Horticulture Laws and Regulations (Ornamental Horticulture)</i>
HORT	140	Subtropical Fruit and Plant Production
<i>HORT</i>	149	<i>Vineyard Production and Management (Ornamental Horticulture)</i>
<i>HORT</i>	162	<i>Organic Crop Production: Warm Season (Ornamental Horticulture)</i>
<i>HORT</i>	163	<i>Organic Crop Production: Specialty Crops (Ornamental Horticulture)</i>
<i>HORT</i>	164	<i>Organic Crop Production: Cool Season (Ornamental Horticulture)</i>
<i>HORT</i>	166	<i>Introduction to Sustainable Agriculture (Ornamental Horticulture)</i>
HORT	292	Internship Studies
HORT	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>ORNAMENTAL HORTICULTURE</b>		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the industry that would be appropriate for Ornamental Horticulture is as an instructor, supervisor, manager or owner-operator of a municipal or other public park or garden, urban forest, water agency, estate, golf course, landscape contracting, exterior or interior landscape design, maintenance, irrigation, nursery, greenhouse, florist, arborist, winery, farm, or other allied business. The candidate should also possess (or be able to obtain within 3 months) a current pesticide license, C-27 contractor's license, state landscape architecture registration, or other professional certification (ISA, AIFD, CLIA, CID, CFD, LICT, etc.) and be proficient in the computer applications commonly used in their profession.		
HORT	117	Plant Identification: Trees, Shrubs, and Vines
HORT	118	Arboriculture
HORT	121	Sustainable Landscape and Turf Management
<i>HORT</i>	122	<i>Horticulture Laws and Regulations (Agriculture Production)</i>
HORT	126	Irrigation and Water Management
HORT	127	Landscape Design
HORT	128	Landscape Construction
HORT	134	Integrated Pest Management
HORT	144	Nursery Management and Production
HORT	147	Wines of California
HORT	148	Introduction to Wine Production
<i>HORT</i>	149	<i>Vineyard Production and Management (Agriculture Production)</i>
HORT	150	Winery Operations and Management
<i>HORT</i>	162	<i>Organic Crop Production: Warm Season (Agriculture Production)</i>

Subject	Course Number	Course Title
<i>HORT</i>	<i>163</i>	<i>Organic Crop Production: Specialty Crops (Agriculture Production)</i>
<i>HORT</i>	<i>164</i>	<i>Organic Crop Production: Cool Season (Agriculture Production)</i>
<i>HORT</i>	<i>166</i>	<i>Introduction to Sustainable Agriculture (Agriculture Production)</i>
HORT	220	Computer-Aided Landscape Design Application
HORT	230	Landscape Architecture
HORT	292	Internship Studies
HORT	296	Topics in Horticulture
HORT	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>FOREIGN LANGUAGES</b>		
Master's in the language being taught* OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent. * For CHSN, language is Chinese; for FREN, language is French; for GRMN, language is German; for ITAL, language is Italian; for JAPN, language is Japanese; for SPAN, the language is Spanish.		
<del>CHNS</del>	<del>121</del>	<del>Introduction to Chinese Culture</del>
FREN	101	Elementary French (First Semester)
FREN	102	Elementary French (Second Semester)
FREN	121	Introduction to French Culture
FREN	201	Intermediate French (Third Semester)
FREN	202	Intermediate French (Fourth Semester)
FREN	292	Internship Studies
FREN	296	Topics in French
GRMN	101	Elementary German (First Semester)
GRMN	102	Elementary German (Second Semester)
GRMN	121	Introduction to German Culture
GRMN	201	Intermediate German (Third Semester)
GRMN	292	Internship Studies
ITAL	101	Elementary Italian (First Semester)
ITAL	102	Elementary Italian (Second Semester)
ITAL	103	Elementary Italian for Spanish Speakers (First Semester)
ITAL	121	Introduction to Italian Culture
ITAL	201	Intermediate Italian (Third Semester)
ITAL	202	Intermediate Italian (Fourth Semester)
ITAL	292	Internship Studies
ITAL	296	Topics in Italian
JAPN	101	Elementary Japanese (First Semester)
JAPN	102	Elementary Japanese (Second Semester)
JAPN	121	Introduction to Japanese Culture
JAPN	201	Intermediate Japanese (Third Semester)
JAPN	202	Intermediate Japanese (Fourth Semester)
JAPN	210	Intermediate Conversation I and Reading
JAPN	211	Intermediate Conversation II and Writing
JAPN	292	Internship Studies
JAPN	296	Topics in Japanese
SPAN	101	Elementary Spanish (First Semester)
SPAN	102	Elementary Spanish (Second Semester)
<del>SPAN</del>	<del>160</del>	<del>Spanish for Health Care Providers I</del>
<del>SPAN</del>	<del>161</del>	<del>Spanish for Health Care Providers II</del>
SPAN	201	Intermediate Spanish (Third Semester)
SPAN	202	Intermediate Spanish (Fourth Semester)
SPAN	205	Hispanic Film, Literature, and Composition
SPAN	200 221	Spanish for Native Speakers
SPAN	222	Spanish for Native Speakers II



Subject	Course Number	Course Title
SPAN	292	Internship Studies
SPAN	296	Topics in Spanish
SPAN	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>COACHING</b>		
The individual must have any bachelor's degree and two years experience, or any associates degree and six years experience. Work experience appropriate to the discipline of Coaching includes either a) coaching/teaching experience in the sport being taught in one of the following settings: high school, club, college or professional or b) playing the sport being taught at the collegiate or professional level. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in coaching.		
ATHL	100	Volleyball Techniques
ATHL	102	Intercollegiate Volleyball, Women
ATHL	103	Intercollegiate Beach Volleyball, Women
ATHL	117	Basketball Competition
ATHL	118	Basketball Technique
ATHL	134	Soccer
ATHL	135	Soccer Competition
ATHL	171	Intercollegiate Basketball, Men/Women
ATHL	172	Intercollegiate Basketball, Men/Women (Advanced)
ATHL	188	Intercollegiate Soccer, Men/Women
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>HEALTH</b>		
Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR bachelor's in any of the above AND master's degree in public health, or any biological science OR the equivalent.		
HEAL	101	Principles of Health
HEAL	180	Introduction to Public Health
HEAL	200	<i>First Aid and Safety (Kinesiology)</i>
HEAL	201	<i>CPR and AED (Kinesiology)</i>
HEAL	205	Integrative Health and Wellness
HEAL	292	<i>Internship Studies (Health Care Ancillaries)</i>
HEAL	296	<i>Topics in Health (Health Care Ancillaries)</i>
HEAL	299	<i>Occupational Cooperative Work Experience (Health Care Ancillaries)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>HEALTH CARE ANCILLARIES (Find under NAAHDEPT)</b>		
<b>KINESIOLOGY</b>		
Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education or bachelor's degree in any of the above and master's degree in any life science, dance, physiology, health education, recreation administration, or physical therapy or the equivalent.		
HEAL	200	<i>First Aid and Safety (Health)</i>
HEAL	201	<i>CPR and AED (Health)</i>
KINE	100	Beginning Weight Training
KINE	101	Intermediate Weight Training
KINE	102	Advanced Weight Training
KINE	110	Walking for Fitness

Subject	Course Number	Course Title
KINE	112	Beginning Cardio Training
KINE	113	Intermediate Cardio Training
KINE	114	Advanced Cardio Training
KINE	145	Yoga Teacher Training Foundation
KINE	147	Yoga Teacher Training Development
KINE	149	Yoga Teacher Training Integration
KINE	150	Beginning Yoga
KINE	154	Intermediate Yoga
KINE	155	Advanced Yoga
KINE	156	Beginning Flexibility Training
KINE	157	Intermediate Flexibility Training
KINE	158	Advanced Flexibility Training
KINE	159	Yoga Teacher Training Implementation
<i>KINE</i>	<i>161</i>	<i>Beginning Martial Arts(Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>162</i>	<i>Intermediate Martial Arts (Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>163</i>	<i>Advanced Martial Arts(Martial Arts/Self Defense)</i>
KINE	190	Introduction to Kinesiology
KINE	200	Physical Education in the Elementary School
KINE	203	Techniques in Athletic Training
KINE	204	Techniques and Analysis of Fitness and Weight Training
KINE	210	Exercise Prescription for Special Populations
<i>KINE</i>	<i>292</i>	<i>Internship Studies(Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>296</i>	<i>Topics in Kinesiology (Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>299</i>	<i>Occupational Cooperative Work Experience (Martial Arts/Self Defense)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

### **MARTIAL ARTS/SELF-DEFENSE**

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience is described as “professional experience” (includes teaching experience) in Martial Arts/Self-Defense in one of the following settings: martial arts dojo/studio/training facility, military, law enforcement, university or college, fitness facility, or self-employment. Individuals must have a minimum of a 2nd degree black belt in a recognized martial arts or self-defense system with the proper paperwork acknowledging their rank and/or training.

<i>KINE</i>	<i>161</i>	<i>Beginning Martial Arts (Kinesiology)</i>
<i>KINE</i>	<i>162</i>	<i>Intermediate Martial Arts (Kinesiology)</i>
<i>KINE</i>	<i>163</i>	<i>Advanced Martial Arts (Kinesiology)</i>
<i>KINE</i>	<i>292</i>	<i>Internship Studies (Kinesiology)</i>
<i>KINE</i>	<i>296</i>	<i>Topics in Kinesiology (Kinesiology)</i>
<i>KINE</i>	<i>299</i>	<i>Occupational Cooperative Work Experience (Kinesiology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

### **NUTRITIONAL SCIENCE/DIETETICS**

Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics, OR Bachelor's degree in nutritional science or dietetics AND a Registered Dietitian license or certification, OR the equivalent.

Subject	Course Number	Course Title
NUTR	100	Nutrition Today
NUTR	100H	Nutrition Today (Honors)
NUTR	105	Human Performance and Sports Nutrition
NUTR	108	Cultural Aspects of Foods and Nutrition
NUTR	120	Principles of Food Science with Lab
NUTR	125	Nutrition and Aging
NUTR	292	Internship Studies
NUTR	296	Topics in Nutrition
NUTR	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>ENGLISH</b>		
Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.		
ENGL	30	Sentence Crafting
ENGL	50	Introduction to College Composition
ENGL	52	College Composition Skills and Support
ENGL	100	Composition and Reading
ENGL	100H	Composition and Reading (Honors)
ENGL	201	Critical Thinking, Composition, and Literature
ENGL	201H	Critical Thinking, Composition, and Literature (Honors)
ENGL	202	Critical Thinking and Composition
ENGL	202H	Critical Thinking and Composition (Honors)
ENGL	280	Creative Writing
ENGL	292	Internship Studies
ENGL	296	Topics in English
LING	110	English Language Structure and Function
LIT	100	Introduction to Chicano Chicana Literature
LIT	101	Introduction to Asian American Literature
LIT	120	Introduction to Literature
LIT	250	American Literature: First Contact Through the Civil War
LIT	250H	American Literature: First Contact Through the Civil War (Honors)
LIT	251	American Literature: Mid-1800s to the Present
LIT	251H	American Literature: Mid-1800s to the Present (Honors)
LIT	260	English Literature Through the 18th Century
LIT	260H	English Literature Through the 18th Century (Honors)
LIT	261	English Literature: Romantic to Contemporary
LIT	261H	English Literature: Romantic to Contemporary (Honors)
LIT	265	Shakespeare Studies
LIT	265H	Shakespeare Studies (Honors)
LIT	270	World Literature to 1600
LIT	270H	World Literature to 1600 (Honors)
LIT	271	World Literature Since 1600
LIT	292	Internship Studies
LIT	296	Topics in Literature
NCENG	30	Sentence Crafting
NCENG	50	Introduction to College Composition
NCENG	52	College Composition Skills and Support
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>INTERDISCIPLINARY STUDIES IN HUMANITIES (Constituent disciplines are Humanities, Art, English, Music, Philosophy, History, Film Studies, Dance, Theater, Religious Studies, Ethnic Studies, Women's Studies)</b>		

Subject	Course Number	Course Title
Master's in one of the constituent disciplines*—Humanities, Art, English, Music, Philosophy, History, Film Studies, Dance, Drama/Theatre Arts, Religious Studies, Ethnic Studies, Women's Studies--included in the interdisciplinary area and upper division or graduate course work of at least 12 units in one, or 18 units total from two or more, of the other constituent disciplines. *Note: "Master's in the discipline" is defined as any master's degree that fulfills minimum qualifications as designated on the State List for that specific discipline.		
HUMN	101	Introduction to the Arts
HUMN	101H	Introduction to the Arts (Honors)
HUMN	201	Humanities of the Western World: Pre-History Through the Middle Ages
HUMN	202	Humanities of the Western World: The Renaissance to the Twentieth Century
HUMN	205	Women in Western Art and Literature
HUMN	292	Internship Studies
HUMN	296	Topics in Humanities
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>READING</b>		
Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.		
READ	100	Critical Reading and Thinking
READ	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>LIBRARY SCIENCE</b>		
Master's in library science, or library and information science, OR the equivalent.		
<i>INTR</i>	<i>100</i>	<i>Foundation Skills for the College Experience (Counseling; Computer Info Systems)</i>
LIBR	101	College Research Skills
LIBR	201	Media & Information Literacy
LIBR	201H	Media & Information Literacy (Honors)
LIBR	292	Internship Studies
LIBR	296	Topics in Library Science
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>MATHEMATICS</b>		
Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.		
MATH	28	Math Fundamentals for Statistics I
MATH	30	Elementary Algebra
<del>MATH</del>	<del>36</del>	<del>Intermediate Algebra— Learning Assistance for Pre-Calculus</del>
MATH	64	Intermediate Algebra
MATH	64S	Intermediate Algebra with Integrated Support
MATH	102	Math Fundamentals II: Mathematics for Life
MATH	103	Statistics
MATH	103S	Statistics with Integrated Support
MATH	105	Concepts and Structures of Elementary Mathematics I
MATH	106	Concepts and Structures of Elementary Mathematics II
MATH	112	Mathematical Analysis
MATH	115	Calculus with Applications
<del>MATH</del>	<del>115S</del>	<del>Calculus with Applications with Integrated Support</del>
MATH	126	Pre-Calculus I: College Algebra
MATH	126S	Precalculus 1: College Algebra with Integrated Support
MATH	131	Pre-Calculus II: Trigonometry and Analytic Geometry
MATH	131H	Pre-Calculus II: Trigonometry and Analytic Geometry (Honors)
MATH	150	Calculus and Analytic Geometry I
MATH	150H	Calculus and Analytic Geometry (Honors)
MATH	155	Calculus and Analytic Geometry II
MATH	155H	Calculus with Analytic Geometry II (Honors)
MATH	226	Discrete Mathematics
MATH	226H	Discrete Mathematics (Honors)
MATH	260	Calculus and Analytic Geometry III
MATH	260H	Calculus and Analytic Geometry III (Honors)
MATH	265	Differential Equations
MATH	265H	Differential Equations (Honors)
MATH	270	Linear Algebra
MATH	270H	Linear Algebra (Honors)
MATH	292	Internship Studies
MATH	296	Topics in Mathematics
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>



Subject	Course Number	Course Title
<b>BROADCASTING TECHNOLOGY (Film making/video, media production, radio/TV)</b>		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Broadcast Technology is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using video cameras, lighting, audio recording equipment, special effects techniques, video production and postproduction, and studio and field video and audio recording techniques. In addition, experience should include theory and practice of video production principles, video concept development and film studies. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: the use of Adobe CS(X) Production Premium software, specifically in Adobe After Effects, Illustrator, Photoshop; and Apple Final Cut Studio software, specifically in Apple Final Cut Pro. The following job titles represent some work experiences that would be appropriate in this discipline: video producer, video director, videographer, cinematographer, video editor, motion graphics animator, special effects artist.</p>		
MAT	160	Video 1: Production
MAT	200	Video 2: Post-Production and Special Effects
MAT	270	Advanced Design Studio (Multimedia; Graphic Arts; Media Production)
MAT	290	<i>Portfolio Development (Multimedia; Graphic Arts; Media Production)</i>
MAT	292	<i>Internship Studies (Graphic Arts; Media Production; Multimedia)</i>
MAT	296	<i>Topics in Media Arts Technology (Graphic Arts; Media Prod; Multimedia)</i>
MAT	299	<i>Cooperative Work Experience (Graphic Arts; Media Prod; Multimedia)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>GRAPHIC ARTS (Desktop Publishing)</b>		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Graphic Arts is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching and/or using Adobe CS(X) Design Premium software, and graphic design and graphic arts principles and practices. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: Adobe Photoshop, Illustrator, InDesign; and the principles, theory and practice of graphic design, typography, color theory, structure and layout; as well as graphic production techniques applied to print, web, and interactive design. The following job titles represent some work experiences that would be appropriate in this discipline: Art director, creative director, graphic designer, graphic production artist, illustrator, Photoshop artist.</p>		
MAT	105	History of Graphic Design
MAT	110	Digital Imaging 1: Adobe Photoshop
MAT	135	Graphic Design 1: Principles
MAT	145	<i>UI/UX Design (Multimedia)</i>
MAT	155	Graphic Design 2: Typography
MAT	170	Digital Illustration 1: Adobe Illustrator
MAT	180	<i>Digital Publishing: Adobe InDesign (Print Technology)</i>
MAT	185	Graphic Design 3: Design and Layout
MAT	210	Digital Imaging 2: Advanced Photoshop
MAT	220	<del>Digital Illustration 2: Advanced Illustrator</del>

MAT	230	Advanced Publishing: Output for Print
MAT	270	<i>Advanced Design Studio (Multimedia; Broadcast Technology; Media Production)</i>
MAT	290	<i>Portfolio Development (Multimedia; Broadcast Technology; Media Production)</i>
MAT	292	<i>Internship Studies (Broadcast Tech; Media Production; Multimedia)</i>
MAT	296	<i>Topics in Media Arts Tech (Broadcast Tech; Media Production; Multimedia)</i>
MAT	299	<i>Occupational Cooperative Work Experience (Broadcast Tech; Media Production; Multimedia; Printing Tech)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

## MULTIMEDIA

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Multimedia is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using Adobe CS(X) Web Design Premium software; web design, programming and development technologies; user interface design; user experience and interaction design; information architecture; web video and audio technologies; and the theory and practice of visual and conceptual design concepts for web and interactive applications.

This work experience should include specific work or academic experience applying skills and or knowledge related to one or more of the following: Adobe Web Design Premium software, with emphasis in Adobe Flash and Actionscript programming techniques, Dreamweaver, HTML/XHTML, CSS, PHP, and other web programming technologies. The following job titles represent some work experiences that would be appropriate in this discipline: web designer, web developer, web programmer, Flash artist, Flash animator, Flash Actionscript programmer, web content developer, interface designer, multimedia artist/designer, information architect.

MAT	120	Interactive Media Production
MAT	125	Web Design 1: Fundamentals
MAT	145	<i>UI/UX Design (Graphic Arts)</i>
MAT	150	Animation and Interactivity
MAT	165	Web Design 2: Tools and Techniques
MAT	175	Web Design: Java Script and jQuery
MAT	190	Programming for Animation, Interactivity, and Games
MAT	200	Video 2: Post-Production and Special Effects
MAT	225	Web Design: PHP and WordPress
MAT	235	Web Design 3: UX and UI Design and Production
MAT	270	<i>Advanced Design Studio (Broadcast Technology; Graphic Arts; Media Production)</i>
MAT	290	<i>Portfolio Development (Broadcast Technology; Graphic Arts; Media Production)</i>
MAT	292	<i>Internship Studies (Broadcast Tech; Graphic Arts; Media Production)</i>
MAT	296	<i>Topics in Media Arts Tech (Broadcast Tech; Graphic Arts; Media Prod)</i>
MAT	299	<i>Occupational Coop Work Experience (Broadcast Tech; Graphic Arts; Media Prod; Printing Tech)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

## PRINTING TECHNOLOGY

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Printing Technology is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using Adobe CS(X) Design Premium software, graphic arts, printing technology, and the theory and practice of print production. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: Adobe InDesign, Photoshop, Illustrator, printing output formats, paper considerations, current ink and print techniques and specifications. The following job titles represent some work experiences that would be appropriate in this discipline: printer, graphic production artist, graphic designer, graphic artist.

MAT	180	Digital Publishing: Adobe InDesign (Graphic Arts)
MAT	230	Advanced Publishing: Output for Print
MAT	292	Internship Studies
MAT	299	Occupational Cooperative Work Experience
WKEX	233	General Cooperative Work Experience (All disciplines)

Subject	Course Number	Course Title
<b>MEDIA PRODUCTION (also see Broadcasting Technology)</b>		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Media Production is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using video and audio technologies, special effects techniques, principles of 3D and/or traditional modeling and animation, live sound or recording engineer, video and audio production and postproduction, as well as the theory and practice of video and audio production principles. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: the use of Adobe CS(X) Master Collection software, Apple Final Cut Studio software, Autodesk Maya software, Avid Pro Tools software.</p> <p>The following job titles represent some work experiences that would be appropriate in this discipline: video producer, video director, videographer, cinematographer, video editor, 3D animator, special effects artist, live sound engineer, and audio recording engineer.</p>		
MAT	120	Interactive Media Production
MAT	140	3D Animation 1: Maya
MAT	160	Video 1: Production
MAT	190	Programming for Animation, Interactivity, and Games
MAT	200	Video 2: Post-Production and Special Effects
MAT	270	<i>Advanced Design Studio (Broadcast Technology; Graphic Arts; Multimedia)</i>
MAT	290	Portfolio Development (Broadcast Technology; Graphic Arts; Multimedia)
MAT	292	<i>Internship Studies (Broadcast Tech; Graphic Arts; Multimedia)</i>
MAT	296	<i>Topics in Media Arts Tech (Broadcast Tech; Graphic Arts; Multimedia)</i>
MAT	299	<i>Cooperative Work Experience (Broadcast Tech; Graphic Arts; Multimedia; Printing Tech)</i>
MTEC	110	Recording Arts I
MTEC	111	Recording Arts II
MTEC	120	Digital Audio Production I
MTEC	130	MIDI
MTEC	140	Sound Reinforcement I
MTEC	141	Sound Reinforcement II
MTEC	150	Audio Equipment Maintenance
MTEC	160	Business of Music and Media I
MTEC	210	Recording Arts III
MTEC	211	Recording Arts IV
MTEC	220	Digital Audio Production II
MTEC	230	Electronic Music and Sound Design
MTEC	260	Business of Music and Media II
MTEC	292	Internship Studies
MTEC	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>MUSIC</b>		
Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.		
MUS	100	Introduction to Music Theory
MUS	101	Music Theory I
MUS	102	Music Theory II
MUS	103	Musicianship I
MUS	104	Musicianship II
MUS	112	American Popular Music
MUS	113	The Music of Multicultural America
MUS	114	History of Rock and Roll
MUS	115	Introduction to Western Music
MUS	116	A Survey of World Music
MUS	119	Jazz History
MUS	119H	Jazz History (Honors)
MUS	120	Piano I
MUS	121	Piano II
MUS	128	Piano for Music Majors I
MUS	129	Piano for Music Majors II
MUS	130	Guitar I
MUS	131	Guitar II
MUS	141	Vocal Fundamentals
MUS	144	Applied Music I
MUS	150A	Contemporary Big Band I
MUS	150B	Contemporary Big Band II
MUS	152A	Small Group Jazz Ensemble I
MUS	152B	Small Group Jazz Ensemble II
MUS	155A	Popular Music Ensemble I
MUS	155B	Popular Music Ensemble II
MUS	161A	Concert Chorale I
MUS	161B	Concert Chorale II
MUS	164	Musical Theater Ensemble
MUS	165	College Chorale Chamber Ensemble
MUS	166A	Vocal Jazz Ensemble I
MUS	166B	Vocal Jazz Ensemble II
MUS	170A	Symphony Orchestra I
MUS	170B	Symphony Orchestra II
MUS	188	Technology for Music Majors
MUS	201	Advanced Music Theory
MUS	203	Advanced Musicianship
MUS	228	Advanced Piano
MUS	229	Jazz/Commercial Piano
MUS	241	Advanced Vocal Techniques
MUS	244	Applied Music II
MUS	250A	Contemporary Big Band III

Subject	Course Number	Course Title
MUS	250B	Contemporary Big Band IV
MUS	252A	Small Group Jazz Ensemble III
MUS	252B	Small Group Jazz Ensemble IV
MUS	253	Jazz/Commercial Improvisation
MUS	255A	Popular Music Ensemble III
MUS	255B	Popular Music Ensemble IV
MUS	260	Songwriting
MUS	261A	Concert Chorale III
MUS	261B	Concert Chorale IV
MUS	266A	Vocal Jazz Ensemble III
MUS	266B	Vocal Jazz Ensemble IV
MUS	270A	Symphony Orchestra III
MUS	270B	Symphony Orchestra IV
MUS	292	Internship Studies
MUS	296	Topics in Music
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>HEALTH CARE ANCILLARIES</b>		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Work experience in the discipline Health Care Ancillaries includes direct work experience with patients in the home, clinical, or fitness/rehabilitation settings. In the case of acute/or chronic patient care, the individual should have direct work experience in the academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of client procedures such as performance of basic hygiene, providing nutrition, and assisting with mobility and self care. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, or pediatrics or children or young adults across the lifespan.</p> <p>Experience may include teaching certified nurse assistant nursing or licensed nursing at a community college or four-year degree university. In the massage therapy (fitness/rehabilitation) subarea of this discipline, the individual should have direct work experience with patients (clients) in a spa, fitness facility, physical therapy clinic, hospital or in affiliation with a university/college/ professional athletic team, chiropractic office, or through self-employment</p>		
HEAL	222	Stress Management
HEAL	292	<i>Internship Studies (Health)</i>
HEAL	296	<i>Topics in Health (Health)</i>
HEAL	299	<i>Occupational Cooperative Work Experience (Health)</i>
MAP	70	Bloodborne and Airborne Pathogen Standards
MAP	80	Medical Assistant--Clinical Back Office I
MAP	82	Medical Assistant--Clinical Back Office II
MAP	90	Medical Assistant Clinical Preceptorship
NCNUR	50	Introduction to Healthcare and Careers
NURS	60	<i>Certified Nursing Assistant (LVN)</i>
NURS	151	<i>Body Systems Survey for Health Professions (LVN)</i>
NURS	153	Pathophysiology for Health Professions
NURS	155	<i>Basic Medical Terminology (LVN)</i>
NURS	292	<i>Internship Studies (LVN)</i>
NURS	299	<i>Occupational Cooperative Work Experience (LVN, Nursing Science/Clinical)</i>
NURS	163	<i>Home Health Aide (LVN)</i>
PHAR	100	<i>Basic Pharmacology - Dosages and Calculations (LVN)</i>
PHAR	292	<i>Internship Studies (Nursing, LVN)</i>
PHAR	299	<i>Occupational Cooperative Work Experience (Nursing, LVN)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>HEALTH INFORMATION TECHNOLOGY (Medical record technology)</b>		



Subject	Course Number	Course Title
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience applicable to this discipline should show evidence of successful administrative work experience as a medical administrative professional in a private practice, clinic, hospital, or related medical facility. Specific work experience will include documented employment related to the specific discipline courses and include but not limited to knowledge and skills in office management, informatics, coding, billing, front office operations, HIPAA compliance, electronic records, customer service, patient education, medicolegal issues, and implementation of office policies and procedures. The individual should demonstrate expert knowledge of medical terminology and computer skills in word processing, spreadsheets, and computer programs used in physicians' offices. Membership in one of the medical administrative professional organizations such as AAPC, AHDI, AHIMA, is desired.</p>		
MAP	50	Introduction to Administrative Medical Assisting
MAP	52	<i>Medical Keyboarding and Document Production (Office Technologies)</i>
<del>MAP</del>	<del>54</del>	<del>HIPAA Compliance and Certification</del>
MAP	56	Introduction to Patient Advocacy
MAP	60	Introduction to Electronic Health Record
MAP	62	Medical Coding
MAP	64	Medical Insurance and Billing
MAP	292	Internship Studies
MAP	296	Topics in Medical Administrative Professional
MAP	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>LICENSED VOCATIONAL NURSING</b>		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work Experience appropriate to the discipline of Licensed Vocational Nursing is direct work experience in academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have knowledge of the basic and or complex nursing care necessary to care for a variety of clients in acute care, chronic care, home care, operating rooms, intensive care, and clinic settings. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of procedures such as catheter insertion and maintenance, complex medication administration, intravenous therapy and patient monitoring. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, pediatrics or children or young adults across the lifespan. Experience may include teaching nursing at a community college or four year degree university.</p>		
NURS	60	<i>Certified Nursing Assistant (Health Care Ancillaries)</i>
NURS	64	<i>Home Health Aide (Health Care Ancillaries)</i>
NURS	151	<i>Body Systems Survey for Health Professions (Health Care Ancillaries)</i>
NURS	155	<i>Basic Medical Terminology (Health Care Ancillaries)</i>
NURS	166	American Medical Corps Transition to Vocational Nurse
NURS	170	Licensed Vocational Nursing I
NURS	171	Licensed Vocational Nursing II



Subject	Course Number	Course Title
NURS	172	Licensed Vocational Nursing III
NURS	173	Licensed Vocational Nursing IV
NURS	274	Licensed Vocational Nursing V
NURS	275	Licensed Vocational Nursing VI
NURS	292	<i>Internship Studies (Health Care Ancillaries)</i>
NURS	299	<i>Occupational Cooperative Work Experience (Health Care Ancillaries, Nursing Science/Clinical)</i>
PHAR	100	<i>Basic Pharmacology - Dosages and Calculations (Health Care Ancillaries)</i>
PHAR	292	<i>Internship Studies (Health Care Ancillaries, Nursing)</i>
PHAR	299	<i>Occupational Cooperative Work Experience (Health Care Ancillaries, Nursing)</i>
WKEG	233	<i>General Cooperative Work Experience (All disciplines)</i>

## NURSING

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.

<del>NURS</del>	<del>289</del>	<del>Nursing Management of the Client with Diabetes Mellitus</del>
NURS	290	Critical Care
<del>NURS</del>	<del>296-4</del>	<del>Scholarly Writing for Healthcare Professionals</del>
PHAR	201	Pharmacology Review and Update
PHAR	292	<i>Internship Studies (Health Care Ancillaries, LVN, Nursing Science/Clinical Practice)</i>
PHAR	296	<i>Topics in Pharmacology (Nursing Science/Clinical Practice)</i>
PHAR	299	<i>Occupational Cooperative Work Experience (Health Care Ancillaries, Nursing Science/Clinical Practice, LVN)</i>
WKEG	233	<i>General Cooperative Work Experience (All disciplines)</i>

## NURSING SCIENCE/CLINICAL PRACTICE

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work Experience appropriate to the discipline Nursing Science/Clinical Practice is direct work experience in academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have knowledge of the basic and or complex nursing care necessary to care for a variety of clients in acute care, chronic care, home care, operating rooms, intensive care, and clinic settings. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of procedures such as catheter insertion and maintenance, complex medication administration, intravenous therapy and patient monitoring. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities.

The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, pediatrics or children or young adults across the lifespan. Experience may include teaching nursing at a community college or four year degree university.

NURS	180	Fundamentals of Nursing
NURS	181	Medical Surgical Nursing I
NURS	182	Maternal-Child Nursing
NURS	183	Medical Surgical Nursing II
NURS	280	Transition from LVN to RN

Subject	Course Number	Course Title
NURS	281	Medical Surgical Nursing III
NURS	282	Psychiatric-Mental Health Nursing
NURS	283	Medical Surgical Nursing IV
NURS	284	Contemporary Nursing Practice and Leadership
NURS	284L	Preceptorship Lab
NURS	288	Nurse Externship
<del>NURS</del>	<del>291</del>	<del>Nursing Management of Invasive and Noninvasive Ventilatory Support</del>
NURS	292	<i>Internship Studies (Health Care Ancillaries, LVN)</i>
NURS	296	Topics in Nursing
NURS	299	<i>Occupational Cooperative Work Experience (Health Care Ancillaries, LVN)</i>
PHAR	292	<i>Internship Studies (Nursing, LVN)</i>
PHAR	296	<i>Topics in Pharmacology (Nursing)</i>
PHAR	299	<i>Cooperative Work Experience (Nursing, LVN)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>PHILOSOPHY</b>		
Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or religious studies, OR the equivalent.		
PHIL	100	Critical Thinking
PHIL	101	Introduction to Philosophy: Knowledge and Reality
PHIL	101H	Introduction to Philosophy: Knowledge and Reality (Honors)
PHIL	102	Contemporary Moral Problems
PHIL	110	Introduction to Logic
PHIL	110H	Introduction to Logic (Honors)
PHIL	221	Philosophy of Religion
PHIL	292	Internship Studies
PHIL	296	Topics in Philosophy
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
PHIL	302	Bioethics
<b>RELIGIOUS STUDIES</b>		
Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.		
RELG	101	World Religions
RELG	101H	World Religions (Honors)
RELG	103	Religion in America
RELG	105	<i>Eastern Religions (Ethnic Studies)</i>
RELG	292	Internship Studies
RELG	296	Topics in Religious Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>EARTH SCIENCE</b>		
Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.		
EART	106	<i>Earth and Space Science (Geography)</i>
EART	106H	<i>Earth and Space Science (Honors) (Geography)</i>
GEOL	101	Physical Geology
GEOL	101H	Physical Geology (Honors)
GEOL	101L	Physical Geology Laboratory
GEOL	101LH	Physical Geology Laboratory (Honors)
GEOL	292	Internship Studies
OCEA	101	Introduction to Oceanography
OCEA	101H	Introduction to Oceanography (Honors)
OCEA	101L	Introduction to Oceanography Laboratory
OCEA	292	Internship Studies
PHSN	106	<i>Introduction to Physical Science: Physics &amp; Chemistry (Physics/Astronomy; Chemistry)</i>
PHSN	106L	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (Chemistry; Physics/Astronomy)</i>
PHSN	108	<i>Introduction to Climate Change (Chemistry; Physics/Astronomy)</i>
PHSN	108H	<i>Introduction to Climate Change (Honors) (Chemistry; Physics/Astronomy)</i>
PHSN	292	<i>Internship Studies (Physics/Astronomy; Chemistry)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>PHYSICS/ASTRONOMY</b>		
Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.		
ASTR	101	Descriptive Astronomy
ASTR	101L	Descriptive Astronomy Laboratory
ASTR	120	Life in the Universe
ASTR	201	Introductory Astronomy
ASTR	292	Internship Studies
PHSN	106	<i>Introduction to Physical Science: Physics and Chemistry (Chemistry; Earth Sciences)</i>
PHSN	106L	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (Chemistry; Earth Sciences)</i>
PHSN	108	<i>Introduction to Climate Change (Chemistry; Earth Science)</i>
PHSN	108H	<i>Introduction to Climate Change (Honors) (Chemistry; Earth Science)</i>
PHSN	292	<i>Internship Studies (Chemistry; Earth Sciences)</i>
PHYS	111	Introductory Physics I
PHYS	111H	Introductory Physics I (Honors)
PHYS	112	Introductory Physics II
PHYS	112H	Introductory Physics II (Honors)
PHYS	151	Principles of Physics I
PHYS	151H	Principles of Physics I (Honors)
PHYS	152	Principles of Physics II
PHYS	152H	Principles of Physics II (Honors)
PHYS	253	Principles of Physics III
PHYS	253H	Principles of Physics III (Honors)
PHYS	280	<i>Introduction to Electronics (Engineering Technology)</i>
PHYS	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>GERONTOLOGY</b>		
Master's in gerontology OR the equivalent OR see interdisciplinary studies.		
GERO	101	<i>Introduction to Aging (Psychology)</i>
GERO	130	<i>Caregiving: Techniques for Working with the Frail Elderly (Psychology)</i>
GERO	250	<i>Intergenerational Issues (Psychology)</i>
GERO	292	<i>Internship Studies (Psychology)</i>
GERO	296	<i>Topics in Gerontology (Psychology)</i>
PSYC	170	<i>Psychology of Aging: Adult Development and Aging (Psychology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>PSYCHOLOGY</b>		
Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.		
GERO	101	<i>Introduction to Aging (Gerontology)</i>
GERO	130	<i>Caregiving: Techniques for Working with the Frail Elderly (Gerontology)</i>
GERO	250	<i>Intergenerational Issues (Gerontology)</i>
GERO	292	<i>Internship Studies (Gerontology)</i>
GERO	296	<i>Topics in Gerontology (Gerontology)</i>
PSYC	100	Psychology of Personal Growth
PSYC	101	General Psychology
PSYC	101H	General Psychology (Honors)
PSYC	103	<i>Social Psychology (Sociology)</i>
PSYC	104	Statistics for Behavioral Science
PSYC	104H	Statistics for Behavioral Science (Honors)
PSYC	105	Critical Thinking in Psychology
PSYC	114	Abnormal Psychology
PSYC	115	Human Sexuality
PSYC	121	Human Development
PSYC	121H	Human Development (Honors)
PSYC	125	Psychology of Women
PSYC	145	<i>Psychology /Sociology of the Family (Sociology)</i>
PSYC	170	<i>Psychology of Aging: Adult Development and Aging (Gerontology)</i>
PSYC	205	Research Methods in Psychology
PSYC	211	Learning and Behavior Modification
PSYC	260	Physiological Psychology
PSYC	292	Internship Studies
PSYC	296	Topics in Psychology
PSYC	299	Occupational Cooperative Work Experience
SOC	103	<i>Social Psychology (Sociology)</i>
SOC	145	<i>Psychology/Sociology of the Family (Sociology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>ANTHROPOLOGY</b>		
Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.		
ANTH	101	Biological Anthropology
ANTH	101H	Biological Anthropology (Honors)
ANTH	101L	Biological Anthropology Laboratory
ANTH	101LH	Biological Anthropology Laboratory (Honors)
ANTH	102	Cultural Anthropology
ANTH	102H	Cultural Anthropology (Honors)
ANTH	103	Introduction to Archaeology
ANTH	104	<i>Native American Cultures (Ethnic Studies)</i>
ANTH	105	Evolution of Human Behavior
ANTH	105H	Evolution of Human Behavior (Honors)
ANTH	107	Gender, Sex, and Sexuality
ANTH	190	Primate Behavior and Ecology
ANTH	190H	Primate Behavior and Ecology (Honors)
ANTH	292	Internship Studies
ANTH	296	Topics in Anthropology
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>ECONOMICS</b>		
Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.		
ECON	100	Survey of Economics
ECON	101	Principles of Economics: MACRO
ECON	102	Principles of Economics: MICRO
ECON	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>GEOGRAPHY</b>		
Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR see interdisciplinary studies.		
EART	106	<i>Earth and Space Science (Earth Sciences)</i>
EART	106H	<i>Earth and Space Science (Honors) (Earth Sciences)</i>
GEOG	101	Physical Geography
GEOG	101L	Physical Geography Laboratory
GEOG	102	Cultural Geography
GEOG	104	World Geography
GEOG	108	Environmental Sustainability and Society
GEOG	292	Internship Studies
GEOG	296	Topics in Geography

Subject	Course Number	Course Title
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>POLITICAL SCIENCE</b>		
Master's in political science, government, or international relations OR Bachelor's in any of the above AND		
PLSC	101	Introduction to Political Science
PLSC	101H	Introduction to Political Science (Honors)
PLSC	102	American Institutions and History
PLSC	103	Comparative Government
PLSC	150	Introduction to International Relations
PLSC	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>AFRICAN AMERICAN STUDIES</b>		
Master's degree in African-American/Black/Africana Studies OR Bachelor's degree in African-American/Black/Africa Studies AND master's degree in Ethnic Studies OR the equivalent.		
<i>BLST</i>	240	<i>Introduction to Black Studies (Sociology, Ethnic Studies)</i>
<i>SOC</i>	240	<i>Introduction to Black Studies (Sociology, Ethnic Studies)</i>
<b>CHICANO STUDIES</b>		
Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent.		
<i>CCS</i>	230	<i>Introduction to Chicana/o Studies (Sociology, Ethnic Studies)</i>
<i>CCS</i>	232	<i>Critical Issues in Chicana and Latina Studies (Sociology, Ethnic Studies)</i>
<i>SOC</i>	230	<i>Introduction to Chicana/o Studies (Sociology, Ethnic Studies)</i>
<i>SOC</i>	232	<i>Critical Issues in Chicana and Latina Studies (Sociology, Ethnic Studies)</i>
<b>ETHNIC STUDIES</b>		
Master's in the ethnic studies field* OR a master's degree in American studies/ethnicity, Latino studies, La Raza studies, Central American studies, Latin American studies, cross cultural studies, race and ethnic relations, Asian-American studies, or African-American studies OR the equivalent OR see interdisciplinary studies. *For ANTH 104, ethnic studies field is Native American Cultures; for HIST 107, ethnic studies field is Asian Studies; for RELG 105, ethnic studies field is Middle Eastern studies.		
<i>ANTH</i>	104	<i>Native American Cultures (Anthropology)</i>
<i>BLST</i>	240	<i>Introduction to Black Studies (African American Studies, Sociology)</i>
<i>CCS</i>	230	<i>Introduction to Chicana/o Studies (Chicano Studies, Sociology)</i>
<i>CCS</i>	232	<i>Critical Issues in Chicana and Latina Studies (Chicano Studies, Sociology)</i>
<i>ETHN</i>	207	<i>Race and Ethnic Relations (Sociology)</i>
<i>HIST</i>	107	<i>East Asian Societies (History)</i>
<i>RELG</i>	105	<i>Eastern Religions (Religious Studies)</i>
<i>SOC</i>	110	<i>Comparative Cultures (Sociology)</i>
<i>SOC</i>	207	<i>Race and Ethnic Relations (Sociology)</i>
<i>SOC</i>	230	<i>Introduction to Chicana/o Studies (Chicano Studies, Sociology)</i>
<i>SOC</i>	240	<i>Introduction to Black Studies (African American Studies, Sociology)</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>SOCIOLOGY</b>		
Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.		
<i>BLST</i>	240	<i>Introduction to Black Studies (African American Studies, Ethnic Studies)</i>
<i>CCS</i>	230	<i>Introduction to Chicana/o Studies (Chicano Studies, Ethnic Studies)</i>
<i>CCS</i>	232	<i>Critical Issues in Chicana and Latina Studies (Chicano Studies, Ethnic Studies)</i>
<i>ETHN</i>	207	<i>Race and Ethnic Relations (Ethnic Studies)</i>
<i>PSYC</i>	103	<i>Social Psychology (Psychology)</i>
<i>PSYC</i>	145	<i>Psychology /Sociology of the Family (Psychology)</i>
<i>SOC</i>	101	Introduction to Sociology
<i>SOC</i>	101H	Introduction to Sociology (Honors)
<i>SOC</i>	102	Contemporary Social Problems
<i>SOC</i>	103	<i>Social Psychology (Psychology)</i>
<i>SOC</i>	105	Introduction to Justice Studies



SOC	120	Introduction to Women's Studies
SOC	125	Introduction to Statistics in Sociology
SOC	130	Introduction to Gender Studies
SOC	140	Introduction to LGBT Studies
SOC	145	<i>Psychology/Sociology of the Family (Psychology)</i>
SOC	205	Introduction to Research Methods in Sociology
SOC	207	<i>Race and Ethnic Relations (Ethnic Studies)</i>
SOC	230	<i>Introduction to Chicana/o Studies (Chicano Studies, Ethnic Studies)</i>
SOC	232	<i>Critical Issues in Chicana and Latina Studies (Chicano Studies, Ethnic Studies)</i>
SOC	240	<i>Introduction to Black Studies (African American Studies, Ethnic Studies)</i>
SOC	250	Introduction to Pacific Studies
SOC	292	Internship Studies
SOC	299	Occupational Cooperative Work Experience
SWHS	110	Introduction to Social Work and Human Services
<del>SWHS</del>	<del>120</del>	<del>Fieldwork/Practicum in Social Work and Human Services</del>
SWHS	120A	Social Work and Human Services Seminar
SWHS	120B	Social Work and Human Services Fieldwork
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
<b>DRAMA/THEATER ARTS</b>		
Master's degree or Master of Fine Arts in drama/theater arts/performance OR bachelor's or Bachelor of Fine Arts in drama/theater/performance AND master's degree in comparative literature, English, communication studies, speech, literature, or humanities OR the equivalent.		
DRAM	105	Introduction to Theatre
DRAM	107	Introduction to Design for Performance
DRAM	109	Practicum of Voice and Diction
DRAM	110	Voice and Diction
DRAM	123	Script Analysis for Performance and Design
DRAM	126	Shakespearean Acting Lab
DRAM	130	Acting I
DRAM	131	Audition Preparation for the Stage
DRAM	133	Performance and Design Portfolio Practicum
DRAM	134	Introduction to Performance
DRAM	146	Costume Design for Theatre, Television, and Film
DRAM	148	Acting for the Camera
DRAM	201	Rehearsal and Performance: Dramatic Theatre
DRAM	202	Rehearsal and Performance: Comedic Theatre
DRAM	203	Rehearsal and Performance: Classical Theatre
DRAM	204	Rehearsal and Performance: Musical Theatre
DRAM	222	Introduction to Black Theater
DRAM	226	Advanced Performance Lab
DRAM	227	Dramatic Improvisation
DRAM	231	Acting II
DRAM	232	Movement for the Stage
DRAM	273	Acting, Voice, and Movement Workshop
DRAM	292	Internship Studies
DRAM	296	Topics in Dramatic Arts
DRAM	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>FILM STUDIES</b>		
Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.		
FILM	101	Introduction to Film
FILM	101H	Introduction to Film (Honors)
FILM	105	Introduction to Media Writing
FILM	106	Study of Filmed Plays
FILM	111	Film History I: 1880-1945
FILM	111H	Film History I: 1880-1945 (Honors)
FILM	112	Film History II: 1945-Present
FILM	112H	Film History II: 1945-Present (Honors)
FILM	211	Identity and Film: Race, Class, Gender and Sexuality
FILM	211H	Identity and Film: Race, Class, Gender and Sexuality (Honors)

Subject	Course Number	Course Title
FILM	212	Women and Film: Representation and Impact
FILM	212H	Women and Film: Representation and Impact (Honors)
FILM	292	Internship Studies
FILM	296	Topics in Film
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
<b>STAGECRAFT</b>		
Any Bachelor's degree and two years experience, or any associate degree and six years of experience. Minimum work experience includes 2 years, or sixteen theatrical productions, in an educational or professional setting in the desired design/technology area in which the applicant is applying.		
DRAM	139	Stage and Concert Management
DRAM	141	Lighting Design for Theatre, Television, and Film
DRAM	210	Rehearsal and Performance: Technical Theatre
DRAM	253	Makeup for Theatre, Television, and Film
DRAM	256	Stagecraft for Theatre, Television, Film
DRAM	292	Internship Studies
DRAM	299	Occupational Cooperative Work Experience
WKEX	233	General Cooperative Work Experience (All disciplines)

## 2022-2023 Noncredit Course Placements in Discipline

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
<b>Basic Skills, Interdisciplinary</b>			
A bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.	HSAGT	10	American Government
	HSECN	10	Economics
	<i>HSENG</i>	<i>40</i>	<i>Information Literacy &amp; College Success (Basic Skills-Reading/Writing, Counseling)*</i>
	HSIFA	11	Introduction to Fine Arts 1 - The History and Development of Theatre and Dance
	HSIFA	12	Introduction to Fine Arts 2 - The History and Development of Art and Music
	<i>HSIFA</i>	<i>13</i>	<i>Beginning Film and Digital Media Production (Basic Skills, Reading/Writing)</i>
	HSIFA	14	Introduction to Fine Arts 3 - The History of Film
	HSSCI	11	Physical Science 1 - Chemistry
	HSSCI	12	Physical Science 2 - Physics
	HSSCI	21	Life Science 1A - Cell Biology
	HSSCI	22	Life Science 2 - Human Anatomy and Physiology
	HSSCI	23	Life Science 1B - Animal Biology
	HSSCI	41	Life Science - Environmental Sciences
	HSSCI	51	Physical Science - Introduction to Biotechnology
	HSUSH	11	United State History 1
	HSUSH	12	United State History 2
	HSWHG	11	World History and Geography 1
	HSWHG	12	World History and Geography 2
	<i>NCABE</i>	<i>70</i>	<i>Job-Readiness-for-Workplace-Success (Counseling, Short-Term Vocational Education)*</i>
	NCABE	92	High School Equivalency Preparation
	<i>NCENG</i>	<i>40</i>	<i>Information Literacy &amp; College Success (Basic Skills-Reading/Writing, Counseling)*</i>
	<i>NCHORT</i>	<i>5</i>	<i>Garden Planting and Maintenance (Agriculture Production; Ornamental Horticulture; Short-Term Vocational Education)</i>
	<i>NCHORT</i>	<i>10</i>	<i>Introduction to Sustainable Horticulture (Agriculture Production; Ornamental Horticulture; Short-Term Vocational Education)</i>
	NCWFP	40	Teacher's Aide Training - The Basics
	NCWFP	41	Teacher's Aide Training - Educational Technologies
	NCWFP	42	Teacher's Aide Training - Special Education
	<i>NCWFP</i>	<i>70</i>	<i>Job-Readiness-for-Workplace-Success (Counseling, Short-Term Vocational Education)*</i>
	<i>NCWRT</i>	<i>13</i>	<i>Beginning Film and Digital Media Production (Basic Skills, Reading/Writing)</i>
<b>Basic Skills, Mathematics</b>			
A bachelor's in mathematics.	HSMTH	11	Basic Skills Math 1
	HSMTH	12	Basic Skills Math 2
	HSMTH	13	Basic Skills Math 3
	HSMTH	20	Algebra Essentials 1
	HSMTH	21	Algebra Essentials 2
	<i>HSMTH</i>	<i>30</i>	<i>Geometry Essentials</i>
	NCMTH	11	Basic Skills Math 1
	NCMTH	12	Basic Skills Math 2
	NCMTH	13	Basic Skills Math 3

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
	NCMTH	20	Algebra Essentials 1
	NCMTH	21	Algebra Essentials 2
	NCMTH	30	Geometry Essentials

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
<b>Basic Skills, Reading/Writing</b>			
A bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.	HSENG	17	Basic Skills: Reading and Study Strategies
	HSENG	15	English Grammar 1
	HSENG	16	English Grammar 2
	HSENG	21	English 1
	HSENG	22	English 2
	HSENG	23	English 3
	HSENG	25	English 4
	HSIFA	13	<i>Beginning Film and Digital Media Production (Basic Skills, Interdisciplinary)</i>
	<del>HSENG</del>	<del>40</del>	<del>Information Literacy &amp; College Success (Basic Skills-Interdisciplinary, Counseling)*</del>
	NCABE	90	Adult Basic Education: Reading
	NCABE	94	Adult Basic Education: Writing
	NCENG	15	English Grammar 1
	NCENG	16	English Grammar 2
	NCENG	17	Reading and Study Strategies
	NCENG	21	Paragraph to Essay
	NCENG	22	Basic Composition: The 5 Paragraph Essay
	NCENG	23	Intermediate Composition: The Argument Essay
	NCENG	25	Advanced Composition: The Research Essay
	NCENG	40	<i>Information Literacy &amp; College Success (Basic Skills-Interdisciplinary, Counseling)*</i>
	NCWRT	13	<i>Beginning Film and Digital Media Production (Basic Skills, Interdisciplinary)</i>
<b>Education for Older Adults</b>			
Pattern 1): A bachelor's degree with a major related to the subject of the course taught; and either (A) or (B) below: (A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor. (B) One year of professional experience working with older adults.	NCART	11	Painting, Intermediate
	NCART	12	Painting, Advanced
	NCART	13	Acrylic Painting
	NCART	15	Portrait and Figure Drawing and Painting
	NCART	17	Painting and Drawing
	NCART	20	Basic Drawing and Sketching
	NCART	31	Watercolor Painting, Beginning
	NCART	32	Watercolor Painting, Intermediate
	NCART	35	Watercolor Painting on Location
	NCART	70	Multimedia Sculpture
Pattern 2): An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.	NCHAS	12	<i>Weight Management for Seniors Nutrition and Fitness for Better Health</i>
	NCHAS	60	Water Fitness for Older Adults
	NCHAS	70	Body Conditioning Over Easy
	NCHAS	71	Body Conditioning for Older Adults
	NCHAS	81	Tai Chi Chuan for Seniors, Beginning
	NCHAS	82	Tai Chi Chuan for Seniors, Intermediate
	NCHAS	83	Tai Chi Chuan for Seniors, Advanced
	NCHAS	85	Chair Yoga for Older Adults
	NCMUS	10	Music Appreciation for Seniors
	NCPSY	11	Self-Awareness Through Improvisation
	NCPSY	13	The Impact of Radio on Our Lives

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
	NCWRT	10	Creative Writing
	NCWRT	16	Genre Writing
	NCWRT	20	Life Story Writing
<b>Health and Safety</b>			
A bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.	NCHLT	11	Spinal Fitness
	NCHLT	15	Arthritis Exercise Program
	NCHLT	75	Balance and Mobility
<b>Noncredit English as a Second Language</b>			
(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages. (2) A bachelor's degree in education, English, linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	NCESL	10	English as a Second Language, Level 1
	NCESL	15	Multilevel Beginning English as a Second Language
	NCESL	20	Noncredit ESL Conversation Skills for Beginning Students
	NCESL	21	English as a Second Language, Level 2
	NCESL	22	English as a Second Language, Level 3
	NCESL	23	Reading and Writing for Beginning Level Students
	NCESL	25	Multilevel Beginning-Intermediate English as a Second Language
	NCESL	30	Noncredit ESL Conversation Skills for Intermediate Students
	NCESL	31	English as a Second Language, Level 4
	NCESL	32	English as a Second Language, Level 5
	NCESL	33	Reading and Writing for Intermediate Level Students
	NCESL	35	Multilevel Intermediate-Advanced English as a Second Language
	NCESL	40	English as a Second Language, Level 6
	NCESL	45	English as a Second Language, Level 7
	NCESL	50	English as a Second Language, Learning Lab
	NCESL	62	Career-Track ESL
	NCESL	62A	Workplace English as a Second Language (Intermediate)
	NCESL	62C	Bridge to College and Career ESL (Advanced)
	NCESL	65	English as a Second Language, Citizenship
	NCESL	81	Basic Computers and Digital Literacy (BCDL) for ESL Students (Beginning Level)
	NCESL	82	Computers and Digital Literacy (CDL) for ESL Students (Intermediate/Advanced Level)
<b>Parent Education</b>			
A bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development or early childhood education, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.	NCPAR	20	Parent-Toddler Workshop
<b>Short-Term Vocational Education</b>			
Any one of the following: (1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught. (2) An associate degree; and six years of occupational experience related to the subject of the course taught. (3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter. (4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section	HSWFP	11	Applied Computer Skills
	<del>NCABE</del>	<del>70</del>	<del>Job-Readiness-for-Workplace-Success (Counseling, Basic Skills, Interdisciplinary)*</del>
	NCAHM	50	Introduction to Affordable Housing
	NCAHM	51	Emerging Leaders in Affordable Housing Management
	NCBOT	10	Beginning Keyboarding Keyboarding Skills
	NCBOT	11	Advanced Keyboarding
	NCBOT	12	Ten Key

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
53413.	NCBOT	20	Word Processing
	NCBOT	25	Basic Office Skills
	NCBOT	30	Office <del>Systems</del> Skills and Procedures
Short-Term Vocational Education continued...			
	NCBOT	35	Management Office Skills
	NCHORT	5	Garden Planting and Maintenance (Agriculture Production; Basic Skills, Interdisciplinary;
	NCHORT	10	Introduction to Sustainable Horticulture (Agriculture Production; Basic Skills, Interdisciplinary;
	NCVOC	31	Beginning Microsoft Word
	NCVOC	32	Intermediate Microsoft Word
	NCVOC	33	Basic Google Apps
	NCVOC	34	Intermediate Google Apps
	NCVOC	35	Internet
	NCVOC	37	Microsoft PowerPoint
	NCVOC	38	Computer Basics/Keyboarding
	NCVOC	39	Beginning Microsoft Excel
	NCVOC	40	Intermediate Microsoft Excel
	NCVOC	42	Introduction to Architecture
	NCVOC	43	Introduction to Career Technical Education
	NCVOC	50	Basic Auto Tune-Up Basic Auto Maintenance
	NCWFP	11	Applied Computer Skills
	NCWFP	21	Employability Skills (Special Education)
	NCWFP	70	Job Readiness for Workplace Success (Counseling, Basic Skills, Interdisciplinary)*
Special Education			
(1) A master's degree in category of disability, special education, psychology, educational psychology, or rehabilitation counseling and 15 semester units of upper division or graduate study in the area of disability, to include but not be limited to: a) learning disabilities, or b) developmental disabilities, or c) deaf and hearing disabilities, or d) physical disabilities, or e) adapted computer technology. (2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities. (3) General associate degree with one of the majors specified in option 2 above and four years of experience	NCSPC	25	Effective Life Skills
	NCSPC	26	Basic Academic Skills for Adults with Developmental Disabilities
	NCSPC	27	Basic Computer Skills 1 for Learners with Intellectual and Developmental Disabilities
	NCSPC	28	Basic Computer Skills 2 for Learners with Intellectual and Developmental Disabilities
	NCWFP	21	Employability Skills (Short-Term Vocational Education)





**MIRACOSTA COLLEGE ADULT HIGH SCHOOL  
ACS WASC MID-CYCLE  
SCHOOL PROGRESS REPORT**

**Community Learning Center  
1831 Mission Avenue  
Oceanside, CA 92058**

**June 2022**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## I: Student and Community Profile

### Basic Institutional Information

- 1. Narrative Description of the Adult High School.** The Adult High School (AHS) mission is to prepare adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The Community Learning Center (CLC), one of four MiraCosta Community College District (MCCD) campuses, houses the AHS. In addition to AHS courses, the CLC offers courses in noncredit categories as well as selected MiraCosta College credit courses to assist students in transitioning from noncredit to credit programs.

MiraCosta College is the only post-secondary institution in Coastal North San Diego County to offer an adult high school diploma program. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. Courses are faculty-led and offered in a variety of instructional modalities (i.e., on-ground, synchronous online, and asynchronous online). The variety of course offerings and instructional modalities makes the AHS program unique compared to other local open-lab or self-paced diploma programs. As a MiraCosta College program, the AHS complies with all MCCD policies and procedures.

- 2. School Address, Website, and Extension Site**

**MiraCosta College**  
One Barnard Drive  
Oceanside, CA 92056  
[www.miracosta.edu](http://www.miracosta.edu)

**MiraCosta College Community Learning Center (CLC)**  
1831 Mission Avenue  
Oceanside, CA 92058  
[www.miracosta.edu/AHS](http://www.miracosta.edu/AHS)

- 3. History of the School.** In spring 1934, the Oceanside-Carlsbad Union High School District Board of Trustees chose to establish a junior college department on the high school's campus, located in downtown Oceanside. In 1960, with the encouragement of state and county educational agencies, Oceanside and Carlsbad voters agreed to develop a separate junior college district to be governed by the same board of trustees that oversaw the high school district.

When the College separated from the high school districts to become Oceanside-Carlsbad Community College District, and soon thereafter the MiraCosta Community College District, both Carlsbad and Oceanside Unified School Districts asked the College to accept responsibility for all adult education in the district.

The College agreed to accept that charge at a meeting on April 18, 1972. In addition, on June 23, 1972, the Oceanside Unified School District Board of Education granted MiraCosta permission to grant eighth grade and high school diplomas. On August 1, 1972, the MCCD Board of Trustees approved the graduation requirements as submitted ([EV-1](#)).

Originally, the AHS offered only evening classes in one wing of an Oceanside High School building. In the late 1970s, MiraCosta also assumed the responsibility for the General Educational Development program on Camp Pendleton, previously offered by the San Diego Army and Navy Academy private prep school.

In 1976, when the state determined that open community college districts would no longer be allowed, it annexed the San Dieguito geographic area, which included the cities of Del Mar, Solana Beach, Olivenhain, Encinitas, and Leucadia, to the MCCD. Because the San Dieguito Union High School District (SDUHSD) was already operating an adult school at that time, MiraCosta College agreed not to offer noncredit classes or programs in that area of the district; however, at their request, in 2006 the College offered a few adult high school classes at the San Elijo Center to assist some SDUHSD students who had not passed the California High School Exit Exam.

In the 1980s, MiraCosta's noncredit programs, including the AHS diploma program, moved from Oceanside High School to leased facilities in Oceanside. The new facility was called the Adult Learning Center. As a result of changes in the Camp Pendleton Marine Base population in the 1990s, MiraCosta closed its offices and the AHS on the base; from that time until the present, the College has served the Marine Corps population off the base at the MCCD facilities in Oceanside.

In 1998, MCCD invested approximately \$8 million to purchase and remodel an existing strip mall and restaurants located on 7.8 acres at in Oceanside to house the College's noncredit programs. This site, named the MiraCosta College Community Learning Center, is in a commercial area with frequent bus stops nearby. Residential areas border the commercial area in which the CLC is located.

In spring 2014, the Coastal North County Adult Education Consortium (CNCAEC) was established. Through the consortium, K-12 school districts in North San Diego County work with MiraCosta College to develop and implement a comprehensive plan to better serve the educational needs of adults in the region. MiraCosta College and the Carlsbad Unified School District, Oceanside Unified School District, and San Dieguito Union High School District comprise the CNCAEC. When the consortium examined adult education programs within MCCD boundaries, specifically adult high school diploma programs, it determined

that MiraCosta would become the sole provider of adult secondary education programs in the region. By 2016, MiraCosta College took over the responsibility of providing a high school diploma program for all three unified school districts.

- 4. Significant Developments.** Due to the passage of a bond measure that is financing capital improvements throughout the District, the CLC has benefited from the addition of a new student services building along with numerous other improvements to its existing campus and site.

The new building has provided the CLC with a much-needed exterior campus quad and connections to parking. Both the new building and outdoor space were designed to create a campus environment that encourages student engagement, enhances the student experience, and improves safety and security.

Prior to the renovations, the campus consisted of one old building with no “interior” campus space for student gatherings, outdoor learning, or opportunities for creating community. The new internal quad includes an outdoor event space, student seating, and safe, accessible walkways that are a vast improvement on the parking lot and limited walking spaces that existed before.

The addition of square footage with the new and renovated building has also addressed space deficiencies that have been identified in previous reports. The renovation and modernization of existing instructional buildings included new computer labs, a renovated science room, updated classrooms, and the Learning Commons, which is composed of new student study and tutoring spaces. These renovations are providing flexible and interactive twenty-first century learning environments for AHS students.

This project also refreshed aging building systems, finishes, furniture, and technology and addressed identity and wayfinding issues with a new campus gateway structure at the main entrance. Additional site improvement projects, slated to begin in summer 2022, will provide additional parking, student drop-off areas, and water-conscious landscaping ([EV-2](#)). The investment in new facilities for the CLC was budgeted at \$12.7 million and began in spring 2021.

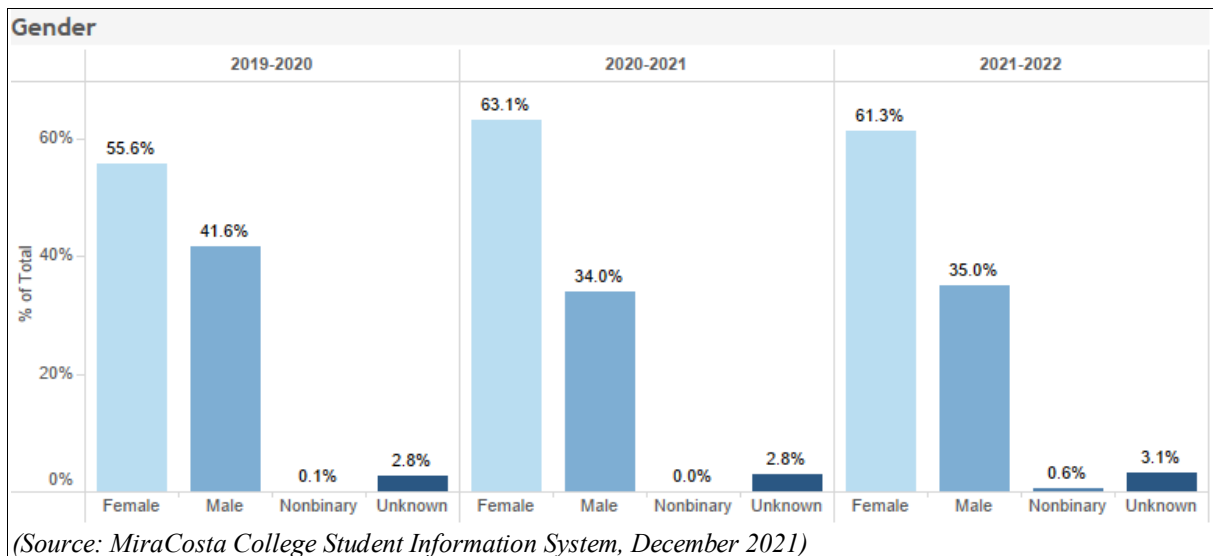
As of January 2022, most of the new construction at the CLC has been completed. The remaining phase will continue through winter 2022 and should be completed by fall 2022. Figure 1 illustrates the extent of the planned renovations to the site.





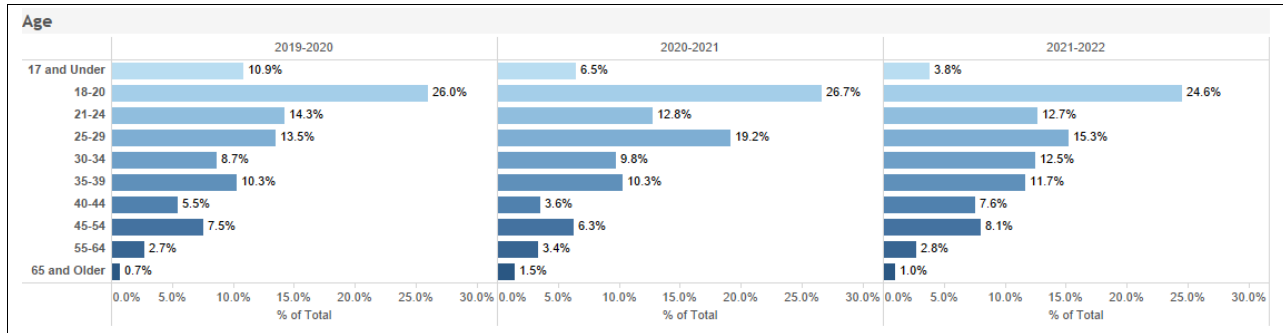
**Figure 1. Community Learning Center Construction**

- 5. Student Demographics.** Over the past several academic years, AHS students have been predominantly female; by the fall 2021 term, 61.9 percent of students were female, as illustrated in Figure 2.



**Figure 2. AHS Student Gender (2019–2021)**

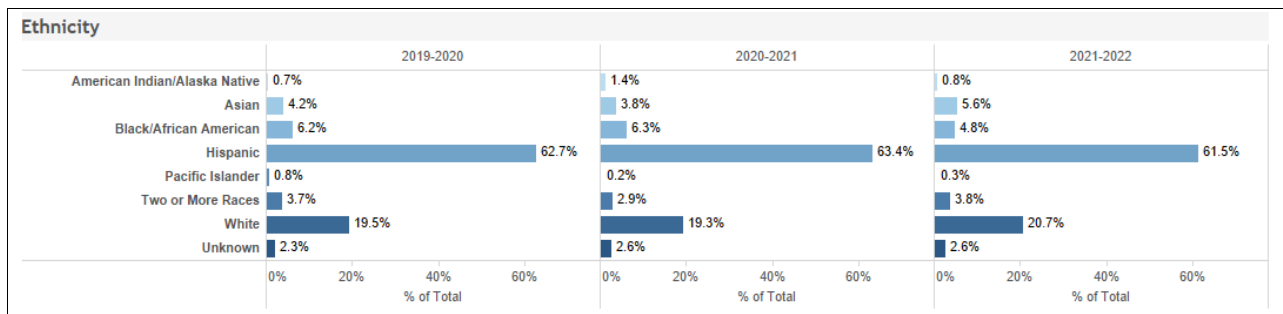
The AHS serves students of a variety of ages and life stages, as illustrated in Figure 3. Only a quarter of students in the most recent academic year were between the ages of 18 and 20, although a similar proportion were in their 30s and nearly a fifth (19.5 percent) were aged 40 years or older.



(Source: MiraCosta College Student Information System, December 2021)

**Figure 3. AHS Student Age (2019–2021)**

The ethnicity of the student population, illustrated in Figure 4, has remained relatively consistent over time with roughly three-fifths, 61.5 percent, of students describing themselves as Hispanic, while 20.7 percent selected White, 5.6 percent selected Asian, 4.8 percent selected Black/African American, and 3.8 percent selected multiracial. Less than 1 percent described themselves as Pacific Islander.



(Source: MiraCosta College Student Information System, December 2021)

**Figure 4. AHS Student Ethnicity (2019–2021)**

- Governance Structure.** The AHS functions as a department in the school of Continuing and Community Education within MiraCosta College. The dean of Continuing and Community Education is both the academic and operational leader of Adult Education and its departments at the College, including the AHS, and the site administrator for the CLC ([EV-3](#)).

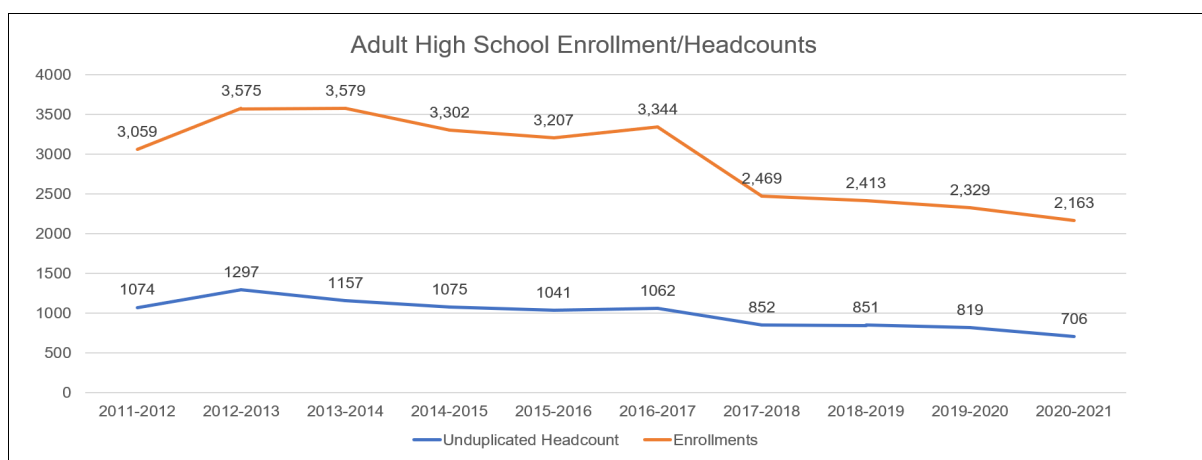
As a California community college district, the MCCD has a publicly elected board of trustees with seven members elected by area and a student trustee elected by the student body ([EV-4](#)). District leadership includes a superintendent/president and vice presidents of Administrative Services, Instructional Services, Human Resources, and Student Services ([EV-5](#)).

As the chief executive officer of the MCCD, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services. The vice president of Instructional Services has responsibility for five schools, including the school of Continuing and Community Education, and five instructional areas, including site administration of the CLC ([EV-6](#)).

MiraCosta's strong governance process supports collegial decision making by clearly defining through board policy how governance recommendations to the superintendent/president are made ([EV-7](#)). The College Council makes recommendations to the superintendent/president and is the primary advisory for college-wide matters. This governance group is composed of the superintendent/president, four divisional vice presidents, institutional effectiveness dean, Academic Senate president and vice president, Associated Student Government president, Classified Senate president and vice president, and districtwide committee chairs. In its advisory capacity to the superintendent/president, the College Council plays an essential role in facilitating discussions to ensure governance processes and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

7. **Schoolwide Learning Outcomes.** The AHS equates WASC schoolwide learner outcomes with MiraCosta College program student learning outcomes (PSLOs). In 2013, the AHS reviewed and revised its four PSLOs to reflect both the level of achievement appropriate for a high school diploma and the school's student population. AHS PSLOs are highly informed by the AHS mission to prepare noncredit students for higher education and the workforce. PSLOs are posted in all classrooms and published in the MiraCosta College Catalog ([EV-8](#)). A link to the AHS section of the catalog is provided on the [AHS webpage](#).
8. **Programs Offered and Students in Attendance.** The AHS offers courses for adults who wish to obtain their high school diploma. After evaluating students' high school credit deficiencies upon their admission to the AHS, counselors help them plan a program to meet the graduation requirements.

The unduplicated student headcount, illustrated in Figure 5, has fluctuated in recent years and in 2020/21 stood at 706. Course enrollments have also varied from a high of 3579 in 2013/14 to 2163 in 2020/21, a decrease of 39.6 percent. While the most recent decline in enrollments began prior to the onset of the COVID-19 pandemic, the steady decline is an area of ongoing concern. In the coming three years, the AHS seeks to examine any changes in instructional and student services that could be coincident with the decline, as well as looking into any other programmatic changes for potential connection to drops in enrollment.



(Source: MiraCosta College Student Information System, December 2021)

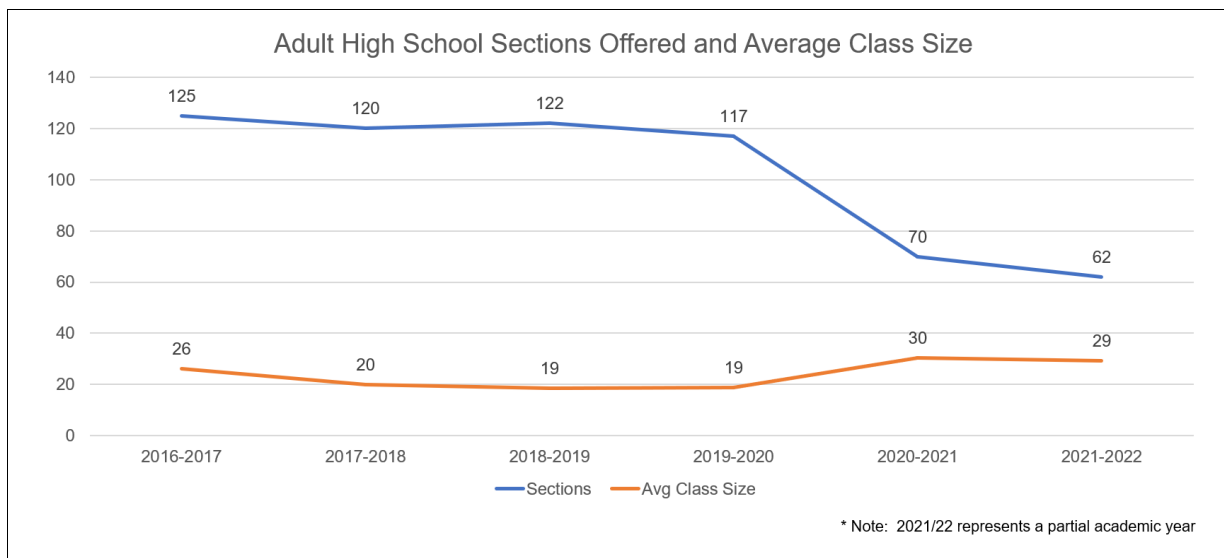
**Figure 5. AHS Enrollments and Unduplicated Headcount (2011–2021)**

Although similar declines have been observed in other adult education programs and community colleges since 2010, and although the pandemic is considered to have exacerbated enrollment declines,<sup>1</sup> a combination of additional factors may also be involved, including but not limited to lower national birth rates, an aging service area, stagnating wages that necessitate the need for immediate income, increasing alternative adult high school programs locally and online, and the multitude of new challenges current and potential students are facing in the current economy.

<sup>1</sup> Sources: American Association of Community Colleges. (2019). Community College Enrollment Crisis: Historical Trends in Community College Enrollment (<https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf>); Anderson, N. (2021). Community Colleges Continue Major Enrollment Decline. The Washington Post. 12/28/21 (<https://www.washingtonpost.com/education/2021/12/28/community-college-enrollment-drops/>); Weissman, S. (2021). Fall Enrollment Drops at Community Colleges Bring Fresh Worries. InsideHigherEd.com, 10/25/21 (<https://www.insidehighered.com/news/2021/10/25/community-college-enrollments-worry-campus-leaders>); SANDAG 2020 Forecasts.

In response to the steadily declining program enrollments, the AHS recognizes the need for more concentrated efforts in this area. Key Issues One and Three, including several strategic activities, have been revised to provide more focus on this objective. Increased engagement of internal and external stakeholders, including business and community organizations, as well as new adult-education-focused marketing efforts are all planned to address enrollment declines.

- 9. Number of Sections and Average Class Size.** The number of sections offered declined significantly with the onset of the COVID-19 pandemic in 2020/21, as Figure 6 illustrates, while average class size increased. While the AHS has long been characterized by its relatively small class sizes, enrollment declines overall have made it necessary to offer fewer course sections, resulting in a larger concentration of students in the courses that remained. As the program recovers from pre- and post-pandemic related declines in new students and enrollments, and as efforts identified in Key Issues One and Three indicate, the AHS seeks to match class sizes to pre-pandemic rates.



(Source: MiraCosta College Student Information System, January 2022)

**Figure 6. AHS Sections Offered and Average Class**

- 10. Average Student Course Load.** In the last five years, students enrolled in an average of 2.9 courses in the fall terms, as illustrated in the table below. This average is expected given the program's fast pace and AHS students' responsibilities and commitments beyond the program.

**Table 1. AHS Average Student Course Load in Fall Terms (2016–2020)**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Average number of courses enrolled	3.1	2.9	2.8	2.9	3.1

(Source: MiraCosta College Student Information System, December 2021)

**11. Certificates.** In 2016/17, the AHS created a Basic Education for Academic or Workforce Preparation Certificate of Competency. This initial certificate offers a benchmark of achievement for diploma-seeking students as well as non-diploma-seeking students who want to review foundation skills in reading, writing, grammar, and mathematics in preparation for their next educational or career-related goal.

In fall 2020 the AHS developed the following additional Career Development and College Preparation (CDCP) certificates:

- English Fundamentals—Reading (two courses/96 hours)
- English Fundamentals—Writing (two courses/96 hours)
- English Fundamentals—Grammar (two courses/96 hours)
- High School Equivalency Preparation (two courses/144 hours).

These certificates were designed to create more benchmark opportunities for diploma-seeking students and to encourage persistence and retention within the program. The certificates were also intended to provide transition opportunities to students interested in credit coursework. Data examining how these certificates meet the needs of students are not currently available due to certificate-verification delays, but the AHS will collect and analyze the data over the next three years (see Key Issue One, Strategic Activity 4).

The CDCP certificates were first developed and approved by the MiraCosta College Board of Trustees and the California Community Colleges Chancellor's Office (CCCCO) in 2019 and 2020, respectively. The pandemic delayed the development of processes for verifying, producing, and distributing the certificates until spring 2021, when Admissions and Records support staff developed the processes needed to award the certificates, including an online certificate petition ([EV-9](#)) and a noncredit transcript ([EV-10](#)). The College's Public Information Office also created a noncredit certificate flyer ([EV-11](#)) and brochure ([EV-12](#)) to promote the programs.



Initial efforts for awarding certificates focused on identifying students from the last five years who had enrolled in and passed the minimum number of courses required for any of the five certificates. This query identified 275 certificates that can now be awarded to current and former students (*Source: MiraCosta College Student Information System/Data Warehouse, March 2022*).

The AHS will be refining how it both identifies students who qualify for these certificates and assists them through the certificate-petition process in the next year (see Key Issue One, Strategic Activity 4).

**12. Administrative and Teaching Staff Members.** As stated previously, the dean of Continuing and Community Education is the academic and operational leader of the AHS. The teaching staff members include four full-time and thirteen associate (part-time) faculty. In addition, the AHS is supported by two librarians, two full-time counselors, and eighteen staff members in roles that include student support services, admissions and records, tutoring, research, and facilities.

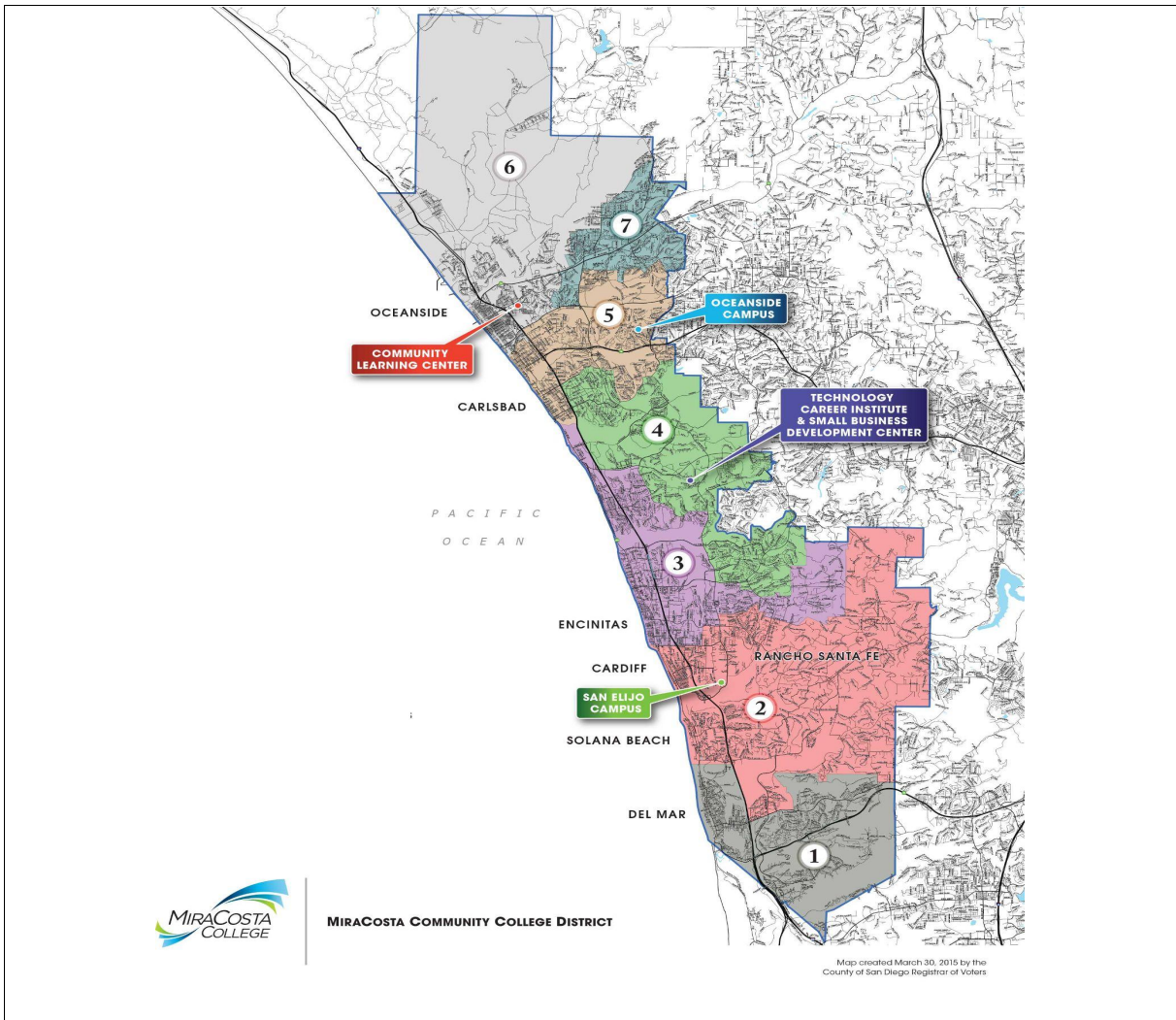
**13. Calendar System Used.** The AHS utilizes an academic calendar approved by the MCCD Board of Trustees and Academic Senate ([EV-13](#)). Designated as the Noncredit Calendar, it operates on the same overall schedule as the Credit Academic Calendar in terms of fall, spring, and summer start and end dates, campus closures, and holiday observations. The noncredit calendar allows for four eight-week terms across the fall and spring semesters to better meet the needs of adult students.

## Community Information

- 1. Geographic Area.** Prior to the pandemic, AHS courses were taught only at the CLC, which is in a commercial area of Oceanside bordered by residential areas. After the creation of the CNCAEC in 2014, MiraCosta also became the sole provider of adult education to the SDUHSD. Figure 7 depicts a map of the geographic region served by the AHS. Most AHS students (64 percent) enrolled in the recent academic year resided within the service area, with most living in Oceanside (45 percent), followed by Vista (18 percent), Carlsbad (11 percent), and Encinitas (4 percent). The remainder of enrolled students came from other cities both within and outside MCCD service area boundaries.
- 2. Population.** The area served by the AHS is like the Metropolitan Statistical Area (MSA) in San Diego County known as North County West. This MSA encompasses Camp Pendleton, Oceanside, Carlsbad, Encinitas, Cardiff, and Solana Beach. The MCCD service area also includes the cities of Del Mar (slightly south of the North County West boundary), Carmel

Valley, and Rancho Santa Fe (both slightly east of the MSA boundary), so the census MSA population estimates are somewhat lower than those of the total MCCD service area. Del Mar and Rancho Santa Fe are included as part of the North County MSA in census reporting.

Following the 2010 census, the North County West MSA population was forecast to reach 436,911 people by 2035 ([EV-14](#)). The San Diego Association of Government (SANDAG) estimated the population of the district as of April 2020 was 418,341 people ([EV-15](#)).



**Figure 7. Geographical Map of AHS Service Area**

- 3. Population Characteristics.** In 2010, SANDAG estimated the following North County West demographic ([EV-16](#)):
- 63% White



- 24% Hispanic
- 6% Asian
- 3% Black
- 3% Multiracial
- 1% Pacific Islander
- Less than 1% American Indian.

Median household income was \$71,907; however, 9 percent of the total population was determined to be living below the poverty line. Additionally, 10 percent of this population was also reported to have obtained less than a high school education, or approximately 45,000 in 2020.

In SANDAG's 2016 estimate utilizing 2010 census data, the total population of the MSA was projected to grow by 5.7 percent, gaining 23,059 people, from 405,713 captured in the 2010 census to 428,772. Median income increased slightly in inflation-adjusted dollars to \$72,129. The number of adults (aged 18 and over) increased to 337,045 (78.6 percent) ([EV-17](#)).

- 4. Anticipated Demographic Changes.** The SANDAG regional growth forecast, released in 2013, projects that the MSA's population will grow 14 percent between 2012 and 2050 ([EV-14](#)). The Hispanic population is expected to increase by 55 percent in this same period, while non-Hispanic growth is flat or negative. The multiracial population residing in the MSA is expected to grow by 45 percent.

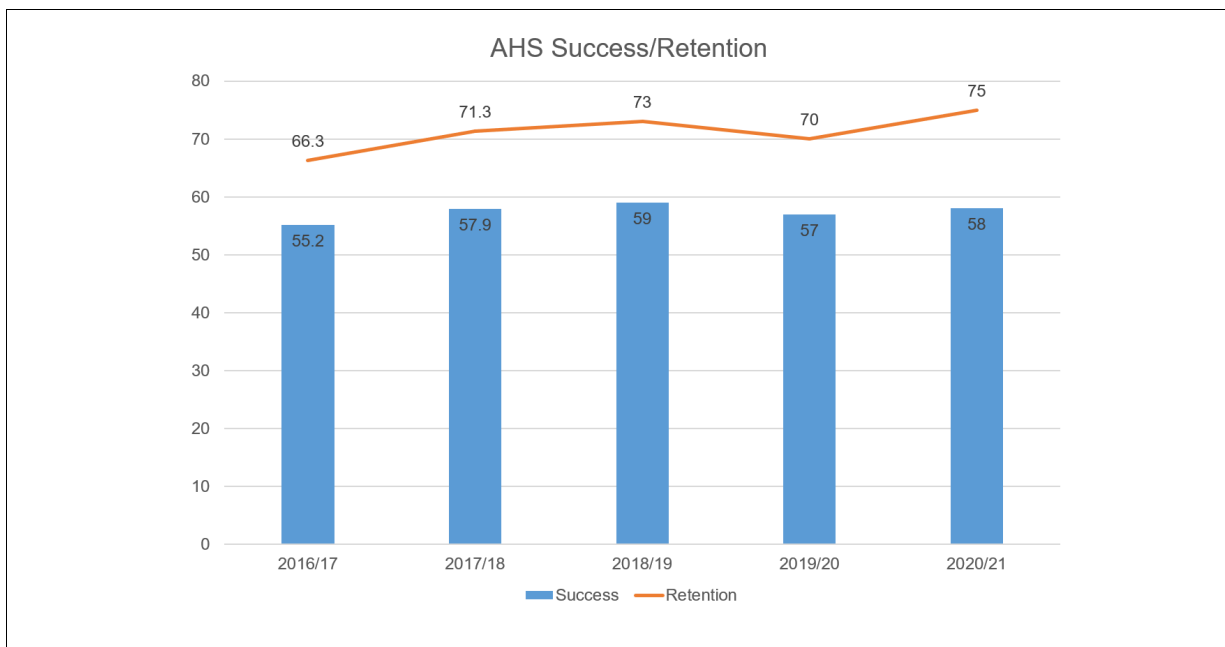
The age of the area's population is expected to increase significantly during this period, with the median age moving from 35 to 39 by 2050. Employment opportunities within the MSA are also expected to trend downward, particularly between 2035 and 2050. The lack of affordable housing in the North County area is likely a contributing factor for limiting population growth, particularly for younger people at the beginning of their careers.

### **Student Learning/Outcomes Data**

Four critical metrics measure student success and achievement: retention, success, diploma completion, and transition to MiraCosta College credit coursework. The data are disaggregated by age, gender, and ethnicity.

- 1. Retention and Success.** Retention is measured as the percentage of students who enroll and do not withdraw from the class within a session/term. As illustrated in Figure 8, AHS retention rates have risen overall in the past few years and have exceeded 70 percent in most

cycles. Notably, retention rates increased from 2019/20 to 2020/21 despite impacts of the pandemic. Aside from the 2019/20 dip attributed to the COVID-19 pandemic, retention rates have steadily increased, suggesting that the shift to online instruction has not been detrimental to program retention.



(Source: MiraCosta College Student Information System, December 2021)

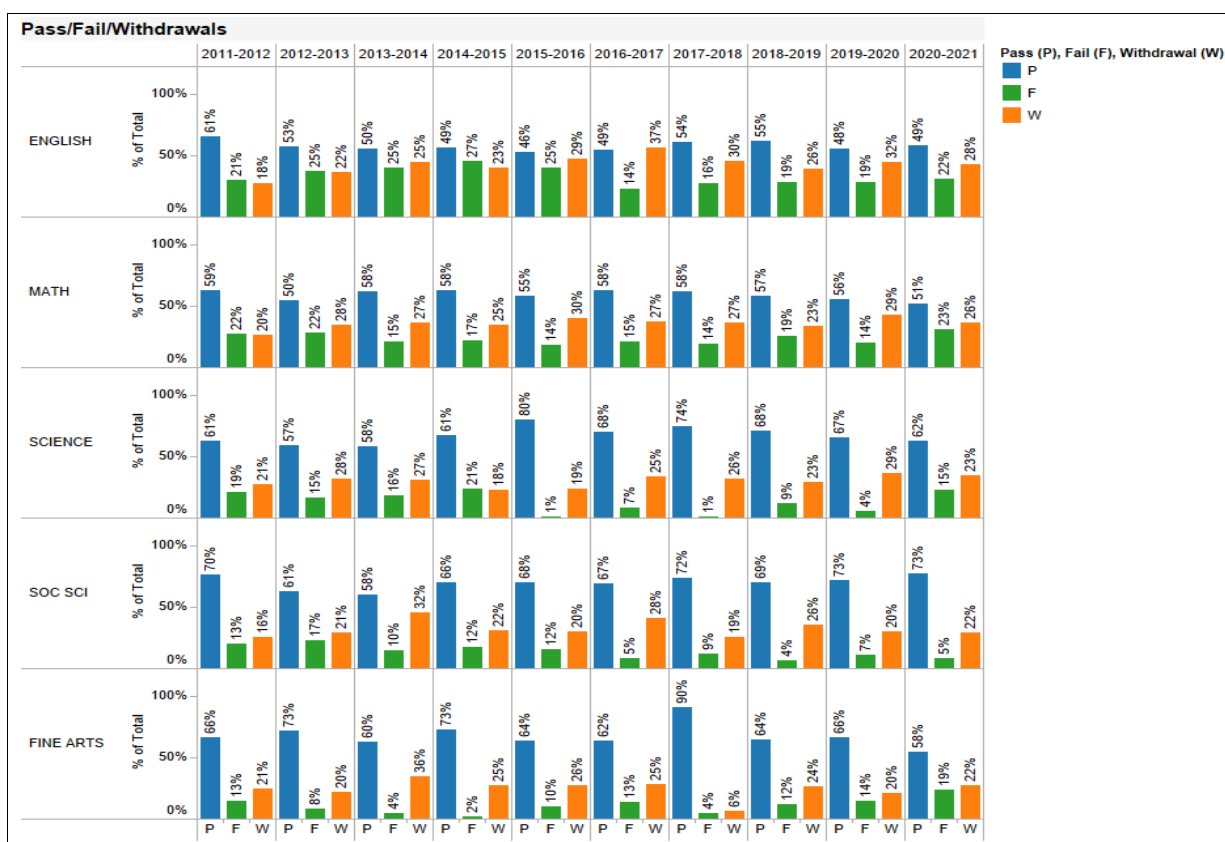
**Figure 8. AHS Student Retention and Success (2016/17–2020/21)**

Success in AHS classes is defined as the percentage of students who pass a course with a grade of “D” or better. Success rates have remained consistent over the past five academic cycles. In the most recent academic year, more than half of AHS students (58 percent) passed courses with a grade of “D” or better.

In the last three years, the AHS has sought to improve student success rates through the implementation of Comprehensive Adult Skills Assessment Systems (CASAS) pre- and post-testing, creation of advising sheets that help students understand AHS entrance skills and rigorous course-level learner outcomes, and alignment with noncredit counseling efforts ([EV-18](#)).

For several years, success rates in English and mathematics courses have trended lower than success rates in science, social science, and fine arts, as Figure 9 illustrates. Discussion about these trends has centered around the level of rigor required of students to succeed in the English and math courses they need to graduate. Faculty in these disciplines meet regularly

to discuss how to better support students who are underprepared. The AHS is also exploring different mechanisms for asking students about their levels of preparedness, including the use of surveys to measure student-reported self-efficacy and academic goals ([EV-19](#)).



(Source: MiraCosta College Student Information System, December 2021)

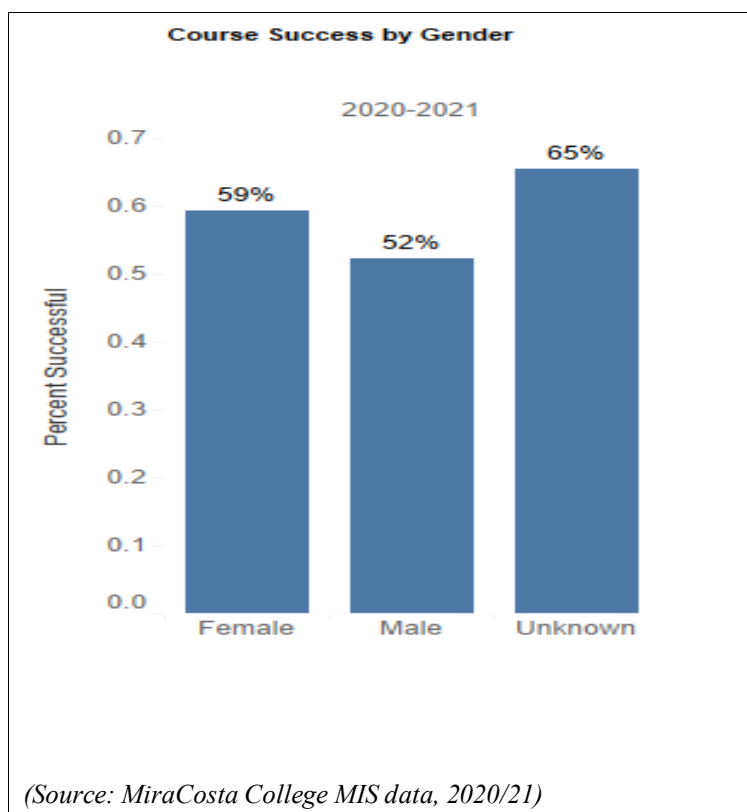
**Figure 9. AHS Pass/Fail/Withdrawal Rates by Discipline (2012–2020)**

Given the cumulative nature of some of the graduation-requirement courses, the AHS has also focused on providing learning materials that help students review basic concepts. The math faculty created instructional workbooks, for example, and the English faculty created directed learning packets to support reading, research, and composition ([EV-20](#), [EV-21](#)). In addition, noncredit and credit English faculty engaged in a discipline retreat in 2019 to discuss student success and retention in AHS English courses as well as how to help students transition to credit coursework ([EV-22](#)).

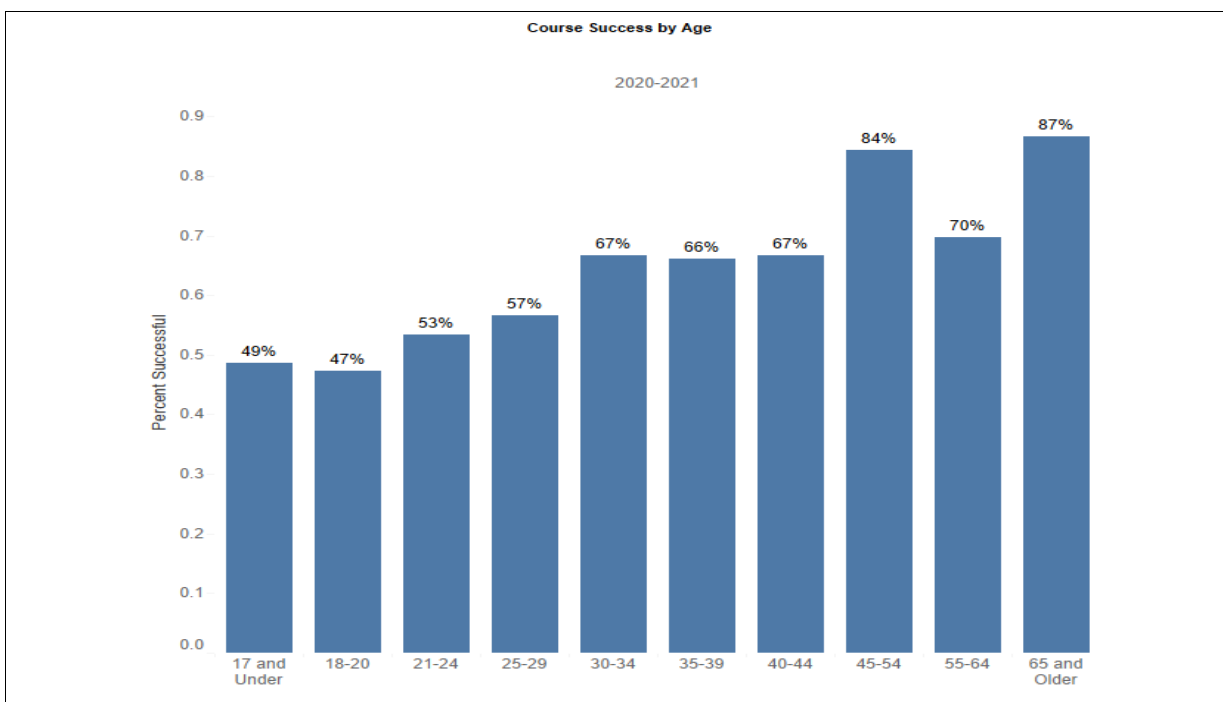
While the COVID-19 pandemic disrupted the progress the AHS was making and the projects it was engaged in to address course success and retention, the school will be analyzing

learning outcomes and course success in the next three years to identify opportunities to increase overall success rates (see Key Issue Two, Strategic Activities 1 and 2).

In disaggregating success rates, females tended to demonstrate success rates slightly above the overall average of 58 percent, as Figure 10 illustrates, and AHS students aged 30 and above exhibited success rates well above the overall average of 58 percent, as Figure 11 illustrates.



**Figure 10. AHS Course Success by Gender (2020/21)**



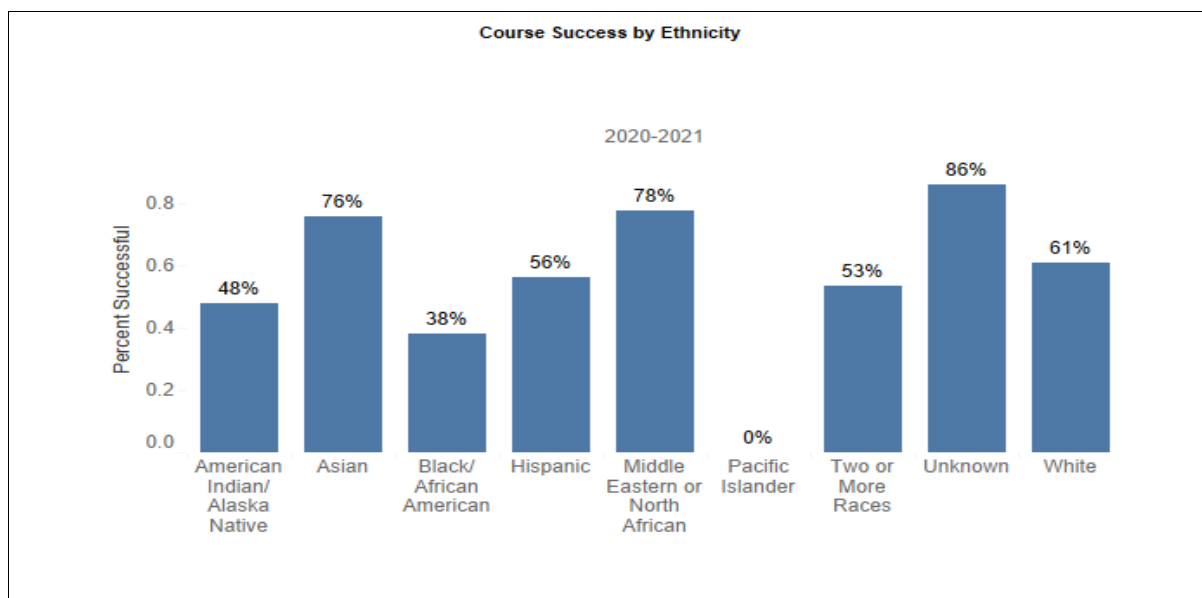
(Source: MiraCosta College MIS data, 2020/21)

**Figure 11. AHS Student Success by Age Group (2020/21)**

The above-average success of older students is typical of previous years and likely due to older students having more self-efficacy skills than their younger counterparts. The AHS will continue to examine strategies to improve self-efficacy and academic performance for younger students in AHS (see Key Issue 2, Strategic Activity 6 of the Schoolwide Action Plan).

In disaggregating success rates by ethnicity, Asian students had success rates about 18 percentage points above the average of 58 percent, with White students achieving success rates slightly above the overall average, as Figure 12 illustrates.

Below average success rates were noted among Hispanic students, American Indian/Alaska Native groups, Black/African Americans, and multiracial students; the school had no Pacific Islander students. Largely due to the pandemic, the AHS has not analyzed what factors may be contributing to the differences in success rates by ethnicity; however, it will be studying these disproportionate impacts in the next three years (see Key Issue Two, Strategic Activity 2 of the Schoolwide Action Plan).



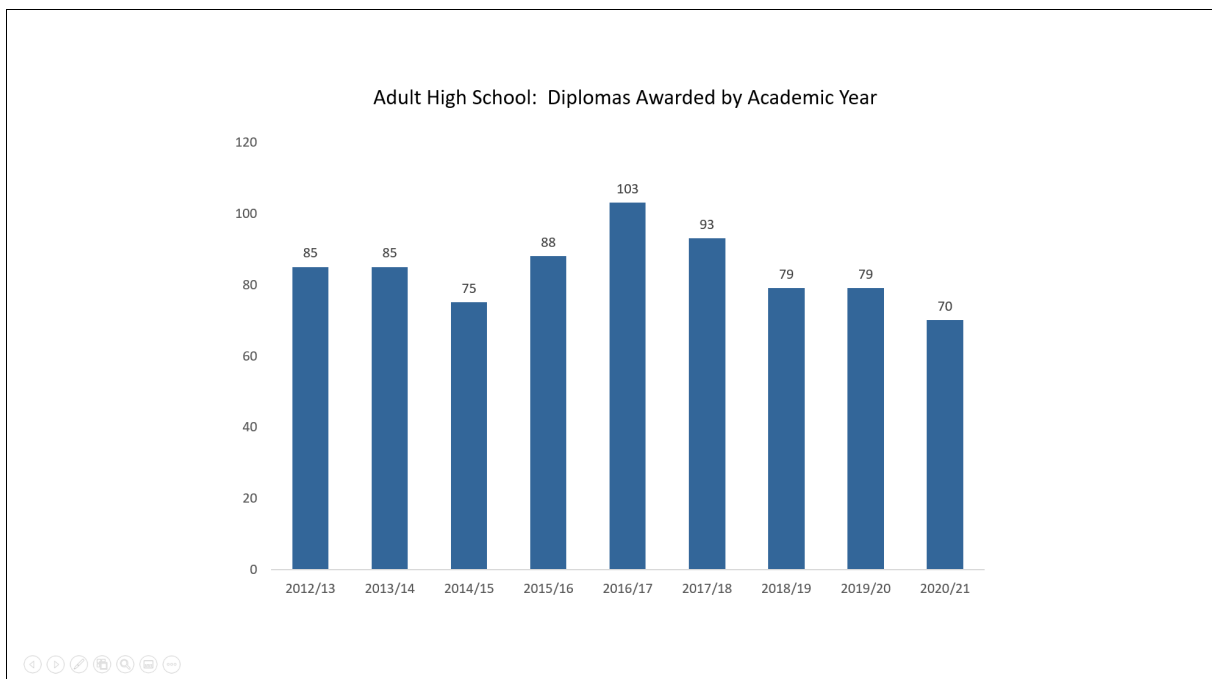
(Source: MiraCosta College MIS data, 2020/21)

**Figure 12. AHS Student Success by Ethnicity (2020/21)**

Despite the multiple disruptions caused by the pandemic, including the need to provide students immediate online support, disproportionate impacts did not change significantly from previous years. Figure 11 is not only indicative of the equity gaps observed in 2020/21 but also similar in distribution over the past several years. Although the need to address disproportionate impact remains, the AHS is fortunate the pandemic did not exacerbate existing equity gaps.

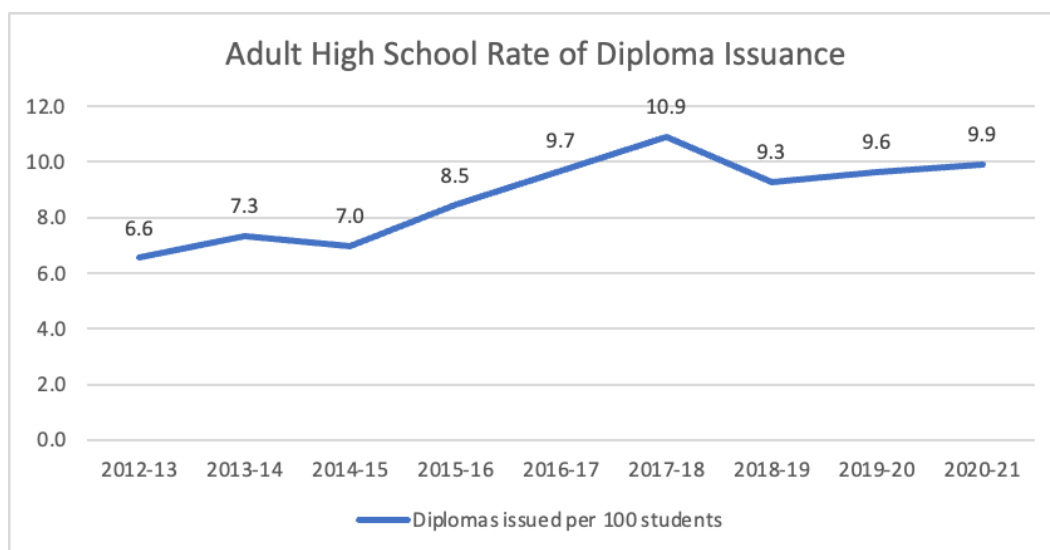
- 2. Diploma Completion.** Diploma completion is defined as the number of diplomas granted in an academic year. As Figure 13 illustrates, the number of high school diplomas awarded each academic year has fluctuated from a high of 103 in 2016/17 to a low of 70 in the most recent academic year, 2020/21.

While the number of diplomas awarded each year is declining, the percentage of students earning the diploma is trending upward, as Figure 14 illustrates. The percentage of unduplicated students achieving a diploma each year has increased from 6.6 percent in 2012/13 to 9.9 percent in 2020/21. This upward trend demonstrates that even though much work is needed to recruit and retain AHS students, efforts to support students completing the entire diploma program are increasingly effective. Several strategic activities identified in Key Issues One and Two of the refined Schoolwide Action Plan are aimed at improving rates of diploma completion for AHS students.



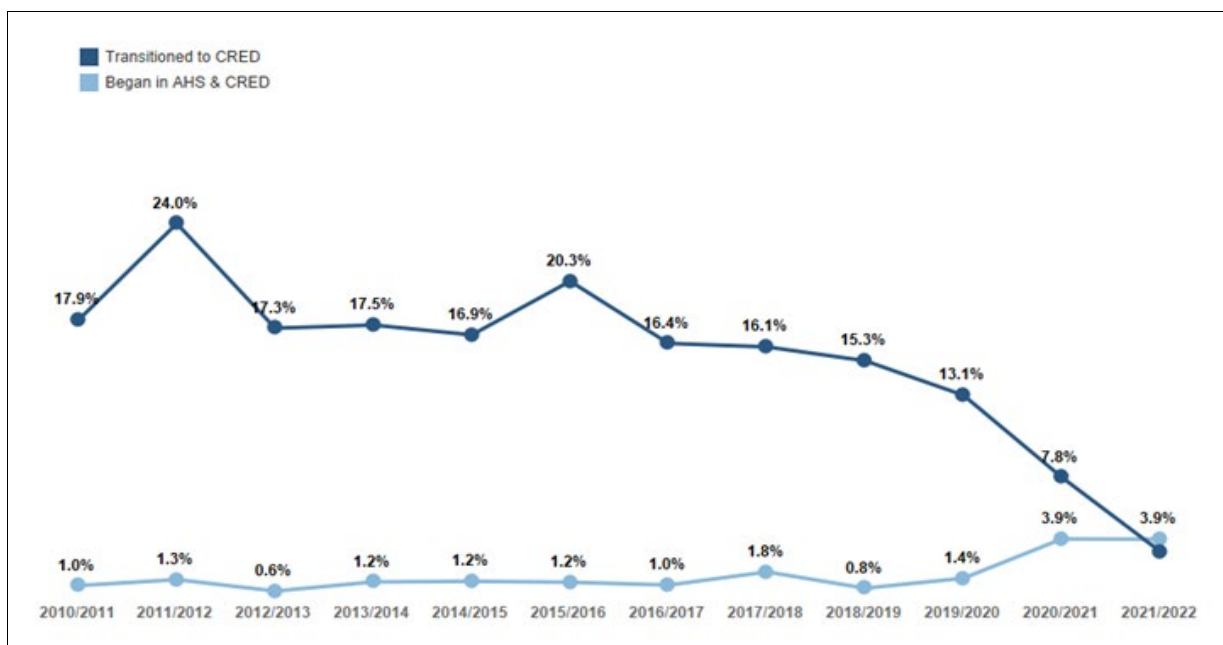
(Source: MiraCosta College MIS data, 2020/21)

**Figure 13. AHS Diploma Awards by Year (2012–2021)**



**Figure 14. Diplomas Issued Per 100 AHS Students Per Year (2012–2021)**

- 3. Transition to Credit Coursework.** Transition to MiraCosta College credit coursework is defined as the percentage of first-time AHS students who took at least one credit course after their first AHS course. Figure 15 represents the number of AHS students who transitioned from noncredit to credit courses at MiraCosta College at any time after the first term in which they enrolled in the AHS. In 2020/21, 7.8 percent of former AHS students later enrolled in credit courses, continuing a trend of significant decline in transition to postsecondary rates. These cohorts were composed of students with no previous college credit.



(Source: MiraCosta College Student Information System, December 2021)

**Figure 15. AHS Transition to Credit Coursework (2010–2021)**

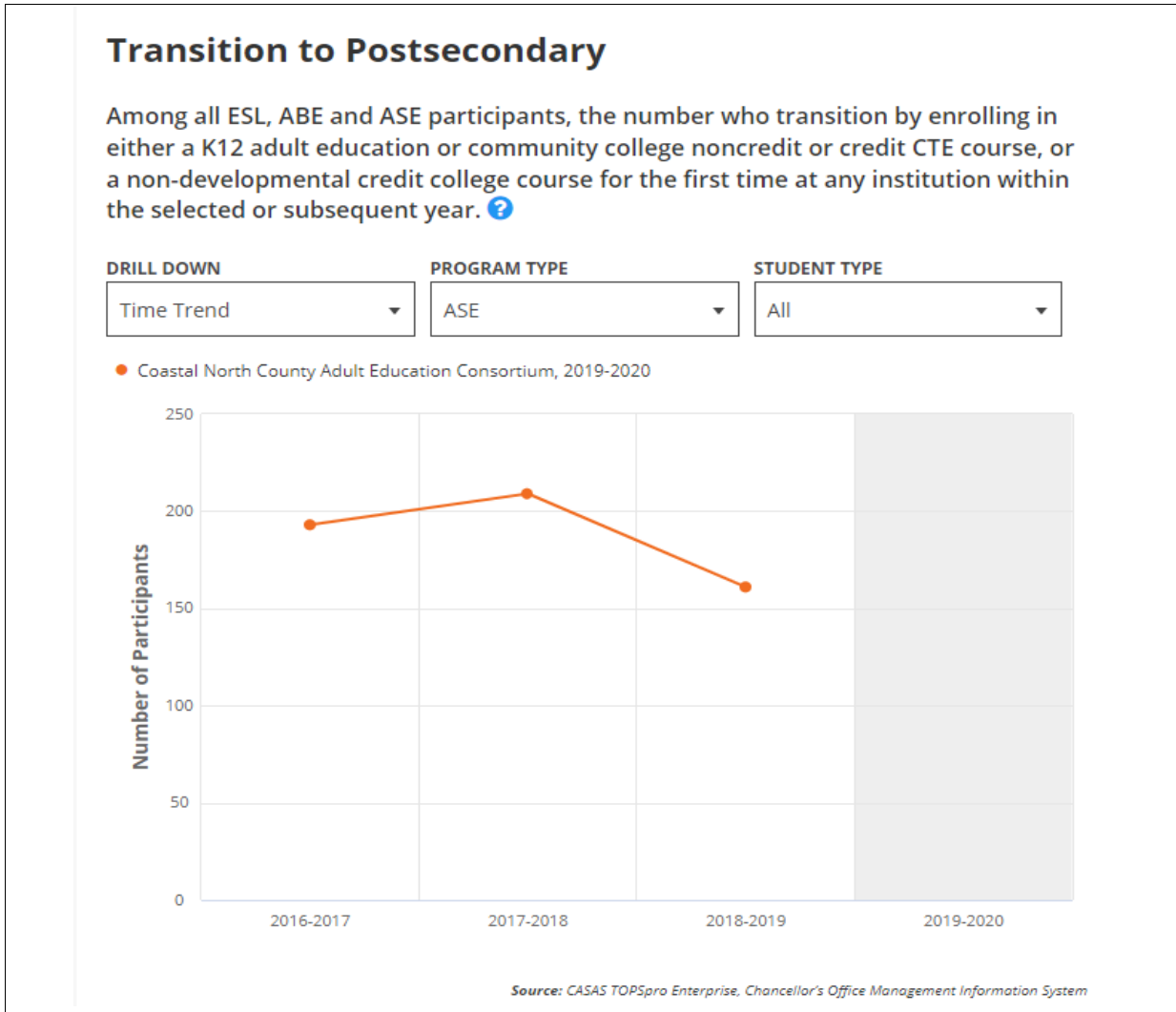
Students who enroll in AHS and credit courses in their first term of AHS coursework are considered dually enrolled in noncredit and credit coursework. Simultaneous enrollment in noncredit and credit courses must occur in the student's first term to be considered "dual enrollment" in the Figure 15 summary chart. In 2020/21, 10 of 254 students who began AHS courses also enrolled in credit courses at MiraCosta College during their first term of AHS classes, so 3.9 percent were considered dually enrolled that academic year.

Additionally, 22 of 254 (8.7 percent) of AHS students in 2020/21 transitioned to credit coursework at MiraCosta College after prior enrollment in AHS courses. (Note: AHS students may take credit coursework at MiraCosta College without receiving a high school diploma first, so the chart does not reflect the number of AHS graduates transitioning to



credit coursework; it uses all enrolled AHS students within an academic year as the denominator or base of the calculations.)

The Chancellor’s Office has direct access to enrollment data across statewide higher education institutions that MiraCosta College does not have. The AHS examines CCCCCO data on postsecondary transition rates, illustrated in Figure 16, to consider how many AHS students may have transitioned to postsecondary coursework at any institution within the state of California.

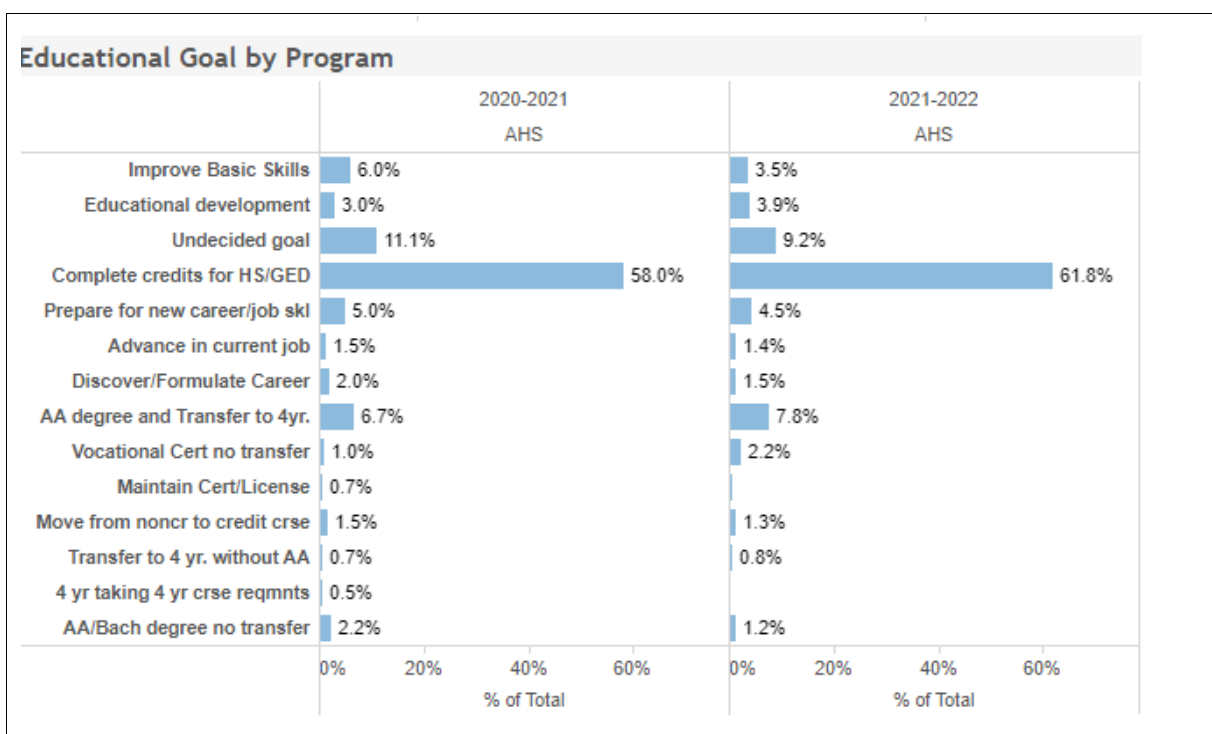


**Figure 16. AHS Transition to Credit Coursework at Any California College (2016–2019)**

In the California Cal-PASS Adult Education Pipeline dashboard, the CCCCCO shows that among Adult Secondary Education (ASE) students at MiraCosta College, 193 transitioned to

postsecondary coursework in 2016/17 in California, 209 in 2017/18, and 161 in 2018/19, the last academic year for which they report transition to postsecondary data for the institution (EV-23). In this view, students are not assigned to a cohort, but they may have begun AHS courses at any time prior to the academic year in which they are shown to have transitioned to postsecondary coursework.

While examining rates of AHS student transition to credit coursework is significant, considering how those rates are affected by the stated goals of students who enroll in the AHS program is equally important. As Figure 17 illustrates, the largest percentage of students entering the AHS program indicate that completion of credits for the diploma (HS/GED) is their primary goal.



(Source: MiraCosta College MIS data, 2020/21)

**Figure 17. AHS Student Stated Educational Goals (2020/21 and 2021/22)**

Figure 17 also demonstrates that more students are undecided about their educational goal than those who intend to pursue an associate degree or transfer to a four-year university. It also suggests that improvement of basic skills, educational development, and career or job skills are also important to AHS students. Considering this data, AHS learner outcomes remain relevant and complimentary despite the decline in transition to credit coursework. Continued efforts to support student transition to postsecondary education or a career remain

a focus for the AHS. Strategic activities in Key Issues One and Two of the refined Schoolwide Action Plan are consistent with these goals.

### **Schoolwide Learner Outcomes**

To evaluate how well students are doing overall in the AHS, the following PSLOs have been established since spring 2013:

1. **Academic preparedness:** Obtain an awareness of, and preparation for, higher education.
2. **Workforce skills:** Acquire improved workplace skills for employability.
3. **Self-efficacy:** Demonstrate improved self-efficacy (the ability to set goals and work toward achieving them).
4. **Diversity awareness:** Ability to model a sensitivity to, and awareness of, diverse perspectives.

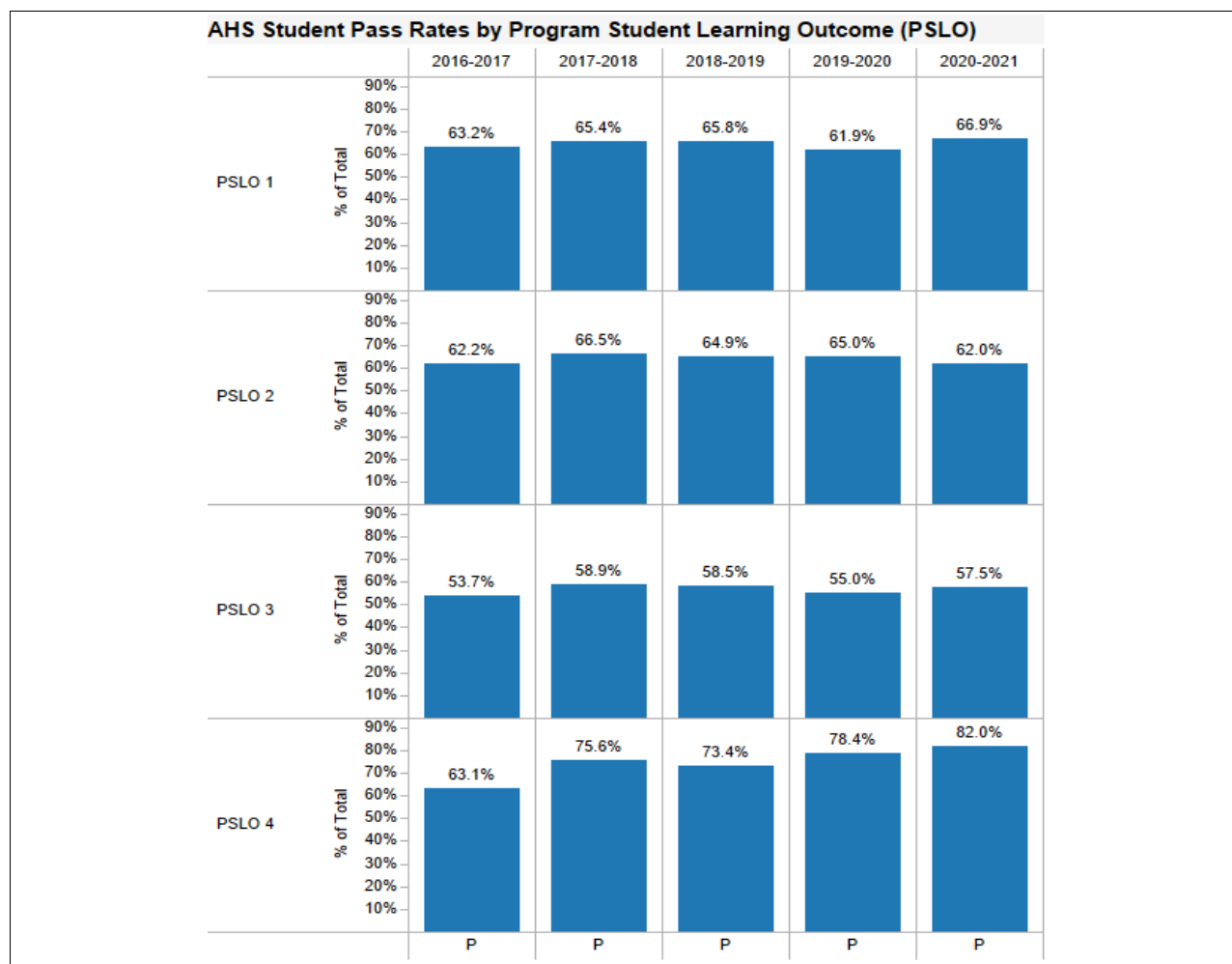
In 2016/2017, the AHS mapped course-level learning outcomes (CSLOs) to the PSLOs ([EV-24](#)) for several reasons:

- To confirm the correlation between the two types of learning outcomes was relevant and appropriate.
- To enable the use of course success rates as a quantitative data metric for determining student achievement of PSLOs.
- To provide a manageable division of courses among the four PSLOs for the purpose of gathering qualitative data such as student surveys.

The AHS then conducted a PSLO student survey in all mapped courses using a Google form ([EV-25](#)). The survey resulted in a summary that the AHS used for reflection in its 2017/2018 program review. Discussion included not only the data results, but also whether a Google survey was the best mechanism for ongoing engagement with students. The AHS determined that student surveys were being conducted too often and by too many stakeholders, so the school paused the use of this mechanism for collecting qualitative data.

A second attempt at gathering quantitative student data on PSLOs was planned for spring 2020, but the pandemic prevented the project from moving forward. Gathering qualitative data to measure student achievement of PSLOs remains a strategic activity under Key Issue 2 of the refined Schoolwide Action Plan.

In the meantime, the AHS collects quantitative student data on PSLO success rates using course success rates. Aggregated pass rates over the past five years of students enrolled in courses mapped to each of the PSLOs are shown in Figure 18.



(Source: MiraCosta College Student Information System, December 2021)

**Figure 18. AHS Student Pass Rates by PSLO (2016–2020)**

In 2020/21, student pass rates for three of the four PSLOs show increases. The most dramatic improvement may be seen in PSLO 4 (diversity awareness) in which a gain of 19 percentage points was achieved over five years. Although PSLO 3 (self-efficacy) achieved the lowest pass rate of the four PSLOs, at the same time it also achieved gains over the five-year period, with pass rates rising from 53.7 percent in 2016/17 to 57.5 percent in the most recent academic year.

While this data is interesting, measuring learning outcomes using only course success has its limitations. By comparing student PSLO pass rates presented in Figure 18 and using the course-to-PSLO map completed in 2016/17, it becomes clear that success rates in some PSLOs may be inflated. For example, courses used to measure PSLO 4 (diversity awareness) are exclusively from the social sciences. The current data, and therefore mapping, fails to reflect curricular changes in the diploma program and lacks representative breadth across all disciplines.

Recognizing the need for further action and the continued relevance of the Schoolwide Action Plan's Key Issue Two, the AHS intends to remap course and program learning outcomes and to establish a process, tool, and cycle for improved measurement and analysis in the future.

### **Evidence**

[EV-1](#) MCCD Board of Trustees Approval of AHS Diploma Program, August 1, 1972

[EV-2](#) Facilities Master Plan Update, Vol. I, pp. 156–68

[EV-3](#) CLC Functional Chart

[EV-4](#) MCCD Board of Trustees Webpage

[EV-5](#) MCCD Organizational Chart

[EV-6](#) Instructional Services Division Functional Chart

[EV-7](#) BP 2510: Collegial Governance and Participation in Local Decision Making

[EV-8](#) Adult High School PSLOs, MiraCosta College Catalog 2021-22, p. 2

[EV-9](#) Noncredit Certificate Petition

[EV-10](#) Sample AHS Transcript

[EV-11](#) Noncredit Certificates Flyer

[EV-12](#) Noncredit Certificates Brochure

[EV-13](#) MCCD Noncredit Calendar 2021/22

[EV-14](#) SANDAG, Series 13 Regional Growth Forecast: Major Statistical Area 4—North County West, 2013

[EV-15](#) SANDAG, Current Estimates, MCCD, Demographic and Socioeconomic Profile, Estimate 2020

[EV-16](#) SANDAG, Census 2010, MSA: North County West, Demographic and Socioeconomic Profile

[EV-17](#) SANDAG, Demographic and Socioeconomic Estimates, MSA: North County West, 2016

[EV-18](#) Sample Advising Sheet–English

[EV-19](#) AHS Student Survey Spring 2020

[EV-20](#) Sample AHS Math Workbook

[EV-21](#) Sample AHS Directed Learning Packet

[EV-22](#) AHS English Faculty Retreat 2019

[EV-23](#) Adult Education Pipeline: Transition 2016–2019

[EV-24](#) AHS Course-to-PSLO Mapping

[EV-25](#) PSLO Student Survey 2016/17

## **II: Significant Changes and Developments**

### **Facilities**

As described in Chapter I, the CLC campus and site have been undergoing major construction and renovations since April 2018, after passage of a bond measure, to improve the facilities ([EV-26](#)). Four major building projects, several building demolitions, and a parking lot demolition have taken place.

A new monument sign and entry structure now provide an iconic and welcoming identity for the campus and will improve wayfinding. Updates to the entry, parking lot, and walkways also serve students by improving safety, increasing parking, and allowing for more drive-up events, such as farmers markets and book/materials distributions. Prior to the renovations, walkways were unclear or unmarked; with the parking lot, walkway, and lighting updates, student navigation of the outdoor space is much better. The safety, aesthetics, and function of the campus improvements create a more supportive and welcoming learning environment that we expect will contribute to increases in both retention and success of students over time.

A new 9,900 square foot Student Services Building provides a student-centered facility that consolidates study areas, socialization spaces, and staff space into a single, dynamic environment. It provides an anchor for the new campus quad to encourage students to interact with the outdoor environments.

Instructional services, the library, and faculty offices-all underwent significant remodeling and/or relocation. Instructional services, including the dean's office, and instructional support office are now in two designated and distinct suites to provide accessible, comprehensive support to the students and employees of the school. All faculty offices have been relocated into one main hallway across from an updated employee workroom, which will provide increased opportunities for employee collaboration and community building. In addition, students now have a remodeled and dynamic Learning Commons and private study rooms they can use. These services were formerly located in a small, portable space on the outer edge of the campus.

The remaining 29,500 square feet of primarily classroom space was also renovated to provide two new computer classrooms, a completely remodeled and upgraded science lab, new whiteboards in all classrooms, and a hybrid-flexible (HyFlex) classroom, which allows for simultaneous remote and on-ground teaching for a single class.

The newly renovated instructional spaces contribute positively to learning outcomes by providing students with dynamic, comprehensive facilities designed to promote a culture and

space for learning. These new spaces provide opportunities for faculty and staff in the College's credit programs to engage with AHS students, helping to build a college-going culture and assist with academic preparedness for higher education (PSLO 1). The renovated computer labs, modernized science lab, and expanded career services center expose students to increased workforce skills in their learning (PSLO 2). Private study rooms and open spaces to collaborate with peers encourage self-efficacy (PSLO 3). Finally, the new entrance sign that welcomes students in multiple languages and dedicated spaces for displaying artwork and hosting events that celebrate diversity model a sensitivity to, and awareness of, diverse perspectives (PSLO 4).

A final building demolition, additional parking, and student gathering space renovations are expected to begin in summer 2022.

### **Support Services**

MiraCosta College completed an organizational restructure in February 2019. Identifying a need to achieve parity in reporting lines for the CLC, the Student Services Division sought to standardize business practices, forms, records, security, and automation among the College's three campus sites. The Admissions and Records Department for each campus site was restructured to align job classifications for similar duties and to streamline services. The reclassifications of existing positions included not only five noncredit support assistants, now called Admissions and Records specialists, but also the noncredit support supervisor who became an assistant registrar, reporting to the College registrar rather than to the dean of Admissions and Student Support ([EV-27](#)).

In October 2019, a full-time director of CLC Student Services was hired to lead the NCSSSP and Campus Assessment, Resources and Education (CARE) program, address issues pertaining to student conduct, and serve as the deputy Title IX coordinator for the CLC campus.

The NCSSSP has steadily increased its staffing to expand student access to services related to the onboarding process, including orientation, counseling, placement, and registration, and through a Help Hut service for campus visitors. Prior to spring 2020, new AHS students had to attend orientation and register for classes in person; all services had to be offered remotely beginning in spring 2020 because of the COVID-19 pandemic. The shift to online services required significant changes to processes, forms, personnel, and communication methods, and the return to campus post-pandemic is straining resources further as the NCSSSP works hard to provide comprehensive online and on-ground services simultaneously to meet student need. Preliminary data demonstrate that many support services continue to be accessed online, as Figure 19 illustrates.





**Figure 19. Modality of Noncredit SSSP Services Accessed in Fall 2021**

Major changes in noncredit counseling over the last three years have impacted AHS students by increasing accessibility to and services from academic counselors both in person and online. Students met with counselors exclusively in person before the pandemic. The pandemic created the need to move all counseling services online, so all noncredit counselors were trained to use Zoom and the Cranium Café chat to provide support remotely. Counseling has since expanded to provide four access points for students to get academic counseling: online counseling via Zoom, Cranium Café chat, phone (mobile) appointments, and “OneStop” hours for drop-in questions. Counseling has also grown to include more counselors with noncredit experience. Moving forward, noncredit counseling will continue to provide both in-person and online support for AHS students.

The AHS has also been positively impacted by the fall 2018 hiring of a Student Accessibility Services (SAS) associate counselor to serve all noncredit programs. The need for a dedicated SAS counselor to service noncredit students has existed for many years; in the past, noncredit students in need of services had to travel to the MiraCosta College main campus for appointments, evaluations, and support. Now students can receive the support they need on the campus where they attend classes with a dedicated counselor who is specifically trained to work with noncredit (versus credit) students. The SAS associate counselor position has enabled AHS students not only to attend appointments on campus (pre-pandemic), but also to meet with a noncredit-specific counselor familiar with their program and needs. This addition represents a significant integration of district-wide services into the AHS.

Overall, the fall 2021 relocation of all student services to the new Student Services building has positively impacted the campus dynamic. Prior to the new building, Student Services and Instructional Services functioned under one roof and within short reach of one another; the new Student Services building and the repurposed building for Instructional Services provided them needed space and autonomy. While students are learning to navigate the expanded campus, the increased resources and spaces provide AHS students with larger gathering and study areas, expanded facilities and services, and more readily available access to student support services. The new student services space also provides employees and students with privacy and more accessible facilities. Finally, these spaces were designed to support greater self-efficacy in our students (PSLO 3) as well as an awareness of, and preparedness for, higher education and/or improved workplace skills (PSLOs 1 and 2).

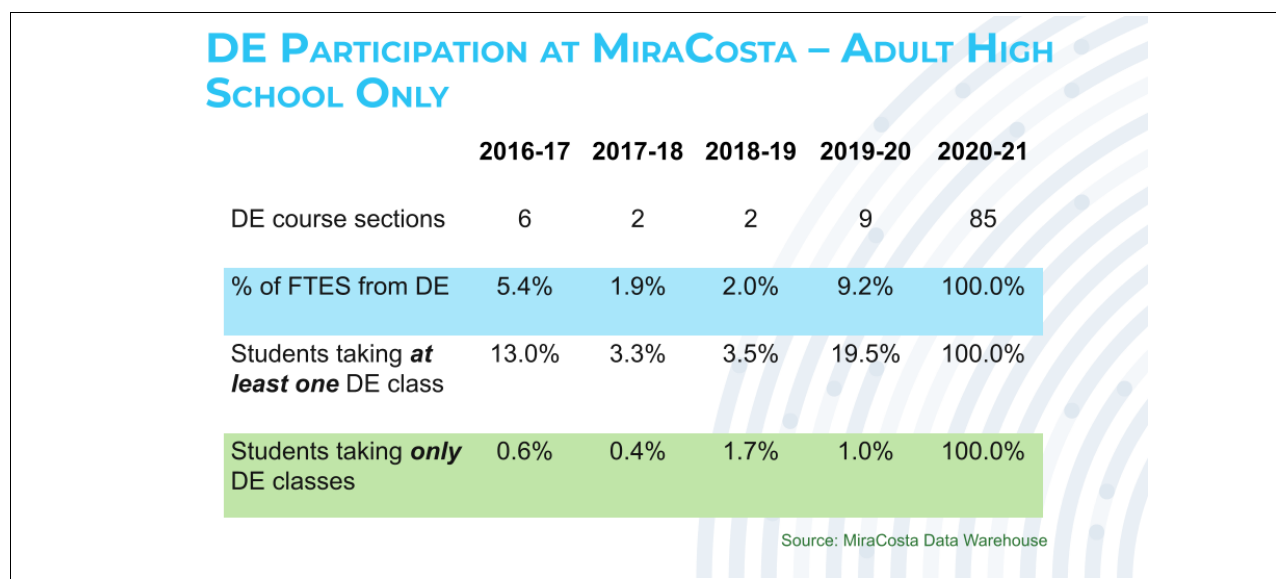
In addition to a new facility, many student services documents, processes, and events have changed dramatically over the last three years. Admissions and Records has digitized many documents that increased access for students, including a new Noncredit Student Application ([EV-28](#)) and the move of more than 15 student forms to Adobe Sign ([EV-29](#)). The transition from physical student files to myEdPlan (an electronic degree audit system), the addition of Cranium Cafe online chat as another mode of communication for students to reach staff, and a new online student orientation have improved access to services for AHS students.

### **Instructional Services**

In April 2020, the AHS welcomed a new instructional dean. The dean's office staff includes an administrative assistant to the dean and a one academic division administrative assistant to support faculty. The dean also provides supervision for the director of Adult Education in Instructional Services. Given the recent organizational restructuring, the Instructional Services Office now plays a significant role in supporting the AHS by providing instructional aides to classes, facilitating CASAS test proctoring, and providing instructor and student support for

books and materials. Providing support for these additional responsibilities, particularly considering the impact of moving quickly to online instruction during the COVID-19 pandemic, created an urgent need for expanded levels of support. Prior to 2019, instructional support staff consisted of one director and one career services specialist. As of 2022, the staff now also includes one full time adult education specialist, four adult education support staff, and one administrative assistant. This increase in staffing was necessary to support all instructional services of the program, and the AHS anticipates these needs will continue to grow to support both online and on-campus instruction.

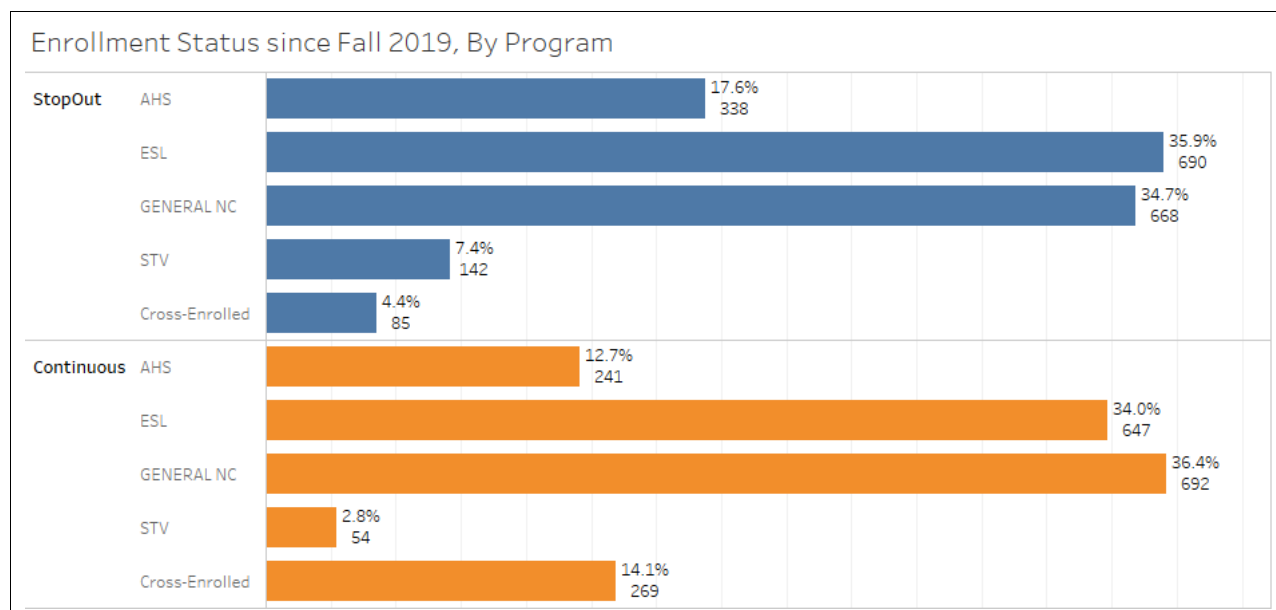
Instruction and course offerings have also dramatically changed in the last three years. Historically, the AHS offered courses only face-to-face on ground. As Figure 20 illustrates, starting in 2016/17, the AHS offered a select few English classes online; by 2018/19, all AHS courses had been approved for online delivery, but only English and social science were offered in either a hybrid (partially online and partially on ground) or 100-percent online, asynchronous manner. Effective March 2020, all AHS courses moved to online delivery because of the pandemic.



**Figure 20. AHS Distance Education Offerings 2016/17–2020/21**

As Figure 21 illustrates, 338 AHS students (17.6 percent of all noncredit program enrollments) “stopped out” while 241 students (12.7 percent of noncredit program enrollments) maintained continuous enrollment. “StopOuts” are students who enrolled in one or more terms from fall 2019 to spring 2020 (Session 3) but did not re-enroll post-COVID. “Continuous” students are

those enrolled in both pre-COVID (fall 2019 through spring 2020–Session 3) and post-COVID terms (spring 2020–Session 4 to fall 2021).



**Figure 21. Noncredit Program Enrollment Status**

The long-term impact of the pandemic on AHS course offerings is still not known, but its effect on future programming will be significant as the demand for online class sections increases ([EV-30](#)) and both faculty and students are better equipped to teach and learn in an online environment.

Faculty with no online teaching experience before the pandemic were provided just-in-time training and support. For example, in response to the need to prepare teachers for online instruction, two AHS and noncredit ESL (NCESL) faculty members designed a noncredit-specific training program called Noncredit Online Teaching Excellence (NOTE). Between fall 2020 and spring 2022, 48 noncredit instructors including 9 AHS instructors completed the training. NOTE has positively impacted AHS students by providing AHS faculty with expanded technological and pedagogical resources to effectively teach in an online modality. In the next three years, the AHS will work to quantify the impact of various professional development opportunities, including NOTE and other online education training programs, on AHS instruction and student outcomes (see Key Issue 4).

Students are better equipped to learn in an online environment because their access to technology increased in spring 2020 when the need for laptops and hotspots increased exponentially. To

meet this need, the AHS provided students with technology through library laptop and hot spot loans as well as laptop loans made possible through federal CARES act funding. The AHS will be evaluating how this increased access to and dependence on technology affects student achievement of course and program learning outcomes in the next three years.

Curriculum and learning outcome assessments have also been adapted to the online modality in the last three years. While all AHS courses have been approved for online delivery for several years, the transition to using the online course management system Canvas as the primary mechanism for delivering course content, even pre-pandemic, has had a major impact on AHS faculty and students. Faculty had to learn how to teach, grade, and organize course content in online platforms; students needed improved access to technological resources as well as training on how to access class, submit assignments, and participate in online platforms, including how to interact with their peers through discussion boards. This change has positively impacted the program and better prepared AHS students and faculty to engage in online education.

The administration of CASAS exams for AHS students is another significant change. Prior to the pandemic, CASAS assessments were conducted exclusively in person in each AHS class twice per term. AHS and NCESL faculty, in partnership with Instructional Services, were trained how to test in their classes, read CASAS assessment reports, and use the reports to analyze both class-wide and individual student progress. However, the pandemic paused CASAS testing as faculty focused on transitioning their classes online. CASAS testing resumed with a new online modality, making it no longer necessary to administer during class. Students now schedule their own online or in-person testing appointments, and testing is done exclusively through the Instructional Services Office.

Finally, students now have increased access to the new Learning Commons (previously known as the Academic Support Center). As described previously, student access to library, Writing Center, Tutoring and Academic Support Center, and Math Learning Center resources was limited to a small, shared space prior to the renovation. Although the resources were highly sought after and used, room capacity issues needed to be addressed. The new Learning Commons provides students not only with access to these critical resources in private rooms and tutoring spaces, but also with computer workstations, independent study rooms, and the campus's first onsite loaning library. Additionally, all student services pivoted to 100-percent online support because of the pandemic, giving students more flexible access to services. On-ground support resumed in spring 2022, so AHS students now have even broader access to academic and tutoring services six days per week.

## **Evidence**

[EV-26](#) CLC Renovation Plan Webpage

[EV-27](#) MCCD Board of Trustees 2-21-19 Meeting Agenda, pp. 27–28

[EV-28](#) Noncredit Application

[EV-29](#) Noncredit Forms Webpage

[EV-30](#) Back-to-Campus Student Survey 2021

### **III: Engagement of Stakeholders in Ongoing School Improvement**

#### **Schoolwide Action Plan Development**

Action Plan activities are operationalized and evaluated through the program review process as AHS faculty review disaggregated data metrics that measure student success and achievement, such as enrollment, retention, student learning outcome pass rates, and diploma completion. Activities are outlined in program review action plans, and the faculty evaluate progress on Action Plan elements during the reflect portion of the systematic program review update process ([EV-31](#)). Assessment of the results informs further action and provides the opportunity to consider needed modifications to the Schoolwide Action Plan.

#### **Schoolwide Action Plan Implementation**

Responsibility for implementing the activities in the Schoolwide Action Plan belongs to all AHS stakeholders. The plan designates responsible parties to oversee each strategic activity. It also lists the means of assessment for each activity, allowing the AHS to discern whether the activity has been completed. Each responsible party oversees the implementation of the activity and provides updates on progress and completion via both program review and the Action Plan itself.

Program review documents, including progress updates, are available to College personnel for review via the Campus Labs platform and are shared in regular department meetings, which occur monthly for full-time faculty and quarterly for all AHS faculty. The AHS also engages in twice monthly operational meetings that include faculty, staff, and administrative representatives from both instructional and student services who support AHS and noncredit students. These meetings provide regular opportunities to discuss progress on goals as well as student needs and initiatives. Notes for these meetings are collected by the administrative assistant to the dean ([EV-32](#)).

Department documents and communications are housed in a department Canvas shell, and programs such as Padlet and Google Workspace have been used to provide stakeholders a platform for providing feedback and data ([EV-33](#)). The department has also begun to use Microsoft Teams as a mechanism for ongoing and real-time engagement and collaboration.

Students also provide key input that is used to enhance communication and provide improved instruction and services. Students are engaged through a variety of surveys, focus groups, and course-level and individual contacts. In the last three years, the noncredit research analyst has conducted various student surveys, including a COVID-19 Impact survey ([EV-34](#)), teaching faculty have made course-level contacts to obtain feedback, and instructional staff members have

been making individual support calls before, during, and after each term in addition to emailing and texting students. However, although some contact has been made and some data have been collected from students about the AHS, a regular cycle of student engagement remains a key issue. The pandemic caused the AHS to limit student surveys, but the school expects to reinstate a consistent cycle of soliciting feedback from students over the next three years.

Engaging community members remains a key issue as well. While instructional and student services representatives have attended community events to provide information about the College's noncredit programs and services and to solicit feedback, the AHS needs a more consistent means of inviting community members to provide input for implementation of Schoolwide Action Plan (see Key Issue One, Strategic Activity 2).

### **Schoolwide Action Plan Oversight**

The Schoolwide Action Plan is monitored consistently by various governance groups to ensure ongoing school improvement. Program review reports reside on the Campus Labs platform for program review development and assessment as a stakeholder-accessible record of the school's strategic plan to grow and improve. The institution's Outcomes Assessment Committee relies on the program review to ensure that programs are meeting requirements for student learning outcomes, and the District's Budget and Planning Committee relies on program review to ensure that funds are distributed fairly and equitably to programs based on stated needs that are supported by analysis and reflection on program data ([EV-35](#)).

In addition to internal governing bodies, other stakeholders are engaged indirectly in the ongoing monitoring of the Schoolwide Action Plan. This engagement occurs primarily as a part of reports and/or processes required by the College or external organizations, such as the Chancellor's Office and California Department of Education. AHS faculty and staff also contribute to California Adult Education Program (CAEP) and Workforce Innovation and Opportunity Act (WIOA) planning efforts to ensure alignment with the AHS Schoolwide Action Plan. The AHS submits quarterly reports with fiscal and student data as required by the CAEP ([EV-36](#)) and WIOA ([EV-37](#)).

### **Mid-Cycle Progress Report Preparation**

To prepare for the mid-cycle progress report, the AHS instructional dean organized a core leadership team composed of the following members:



- Three administrators: dean of Continuing and Community Education, dean of Research, Planning, and Institutional Effectiveness (RPIE), and director of Noncredit and Adult Education Programs
- Senior curriculum and accreditation analyst
- AHS department chair
- Noncredit research analyst
- Administrative assistant to the dean of Continuing and Community Education.

This leadership team met regularly to develop a timeline, identify additional contributors, and serve as a liaison between the report writers and larger institution. The timeline included report writing and editing deadlines, meeting schedules, and a schedule for the final report to be reviewed by various governance committees and the MCCD Board of Trustees before the WASC submission date ([EV-38](#)). A Google Drive folder housed report documents and provided a space for online collaboration among team members as well as a means of monitoring progress on the report.

The leadership team and AHS faculty and staff began the progress report process by participating in a mid-cycle kick-off meeting in October 2021 ([EV-39](#)). Together they reviewed the key issues from the 2019 Self-Study Report, discussed the Mid-Cycle Progress Report timeline, devised plans and tools to facilitate participation in the writing process, and explored ways to encourage continual engagement of all constituencies in the report's development ([EV-40](#)). The leadership team then created work groups consisting of multiple stakeholders from Student Services, Instructional Services, and various employee groups. The leadership team collaborated with the noncredit research analyst in the development of Chapter I and the work groups as they drafted the remaining chapters. The leadership team validated data and evidence, revised narrative drafts, and communicated progress to division employees throughout the report's development,

In mid-January 2022, the leadership team participated in a mid-cycle report group read. In preparation for the meeting, work group members reviewed a draft from Chapters II through IV and brought ideas to share at the meeting. They discussed the next steps for the action plans as well as upcoming legislative changes that will impact work being done for students. The team also began working on Chapter V of the report to ensure that ongoing needs for established key issues were accurately reflected in the narrative and to recognize and plan for new/emerging program needs since the 2019 Self-Study Report.

In February 2022, the leadership team presented a working draft of the Mid-Cycle Progress Report to stakeholders for final contributions and feedback. In March, the team completed final edits and readied the report for its final institutional approvals and posting to the District's

SharePoint Portal site where additional stakeholders could contribute content and feedback. The leadership team incorporated changes before submitting the document to the Board of Trustees for review. The board will review this report as an information item at its June 23, 2022, regular meeting.

## **Evidence**

[EV-31](#) AHS Annual Program Review 2020/21

[EV-32](#) CLC Operation Meeting Minutes

[EV-33](#) AHS Team Collaboration Meeting–Sample

[EV-34](#) COVID Impact Noncredit Student Survey (Dec. 2020)

[EV-35](#) Program Review Guidelines

[EV-36](#) CAEP Annual Plan 2020/21

[EV-37](#) CDE Continuous Improvement Plan 2020/21

[EV-38](#) AHS Mid-Cycle Progress Report Timeline

[EV-39](#) Mid-Cycle Kickoff Presentation 2021

[EV-40](#) WASC Padlet Brainstorming Activity

## **IV: Progress on the Implementation of the Schoolwide Action Plan**

**Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.**

### **Strategic Activities**

1. Develop a more accessible Web-based tool (e.g., myEdPlan) for students to use for education planning and tracking their progress toward diploma completion.

MiraCosta's online degree audit and student education planning tool for counselors and students, called myEdPlan, is now available for AHS students to track their progress toward diploma completion ([EV-41](#)). More than 1000 current and former students who have not yet completed their diploma requirements can use the tool to access their official transcripts. The degree audit is available on demand for students to view and track progress. Additionally, official transcripts are now tracked and shared with various stakeholders, such as Admissions and Records staff, noncredit counselors, and the student success team ([EV-42](#)).

2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and determine areas of improvement.

Prior to the pandemic, the noncredit research analyst administered a noncredit student satisfaction survey every spring. However, this specific survey was suspended for the spring 2020 and 2021 terms. Instead, all students were invited to participate in two surveys conducted in spring 2021. The first, in January 2021, focused on student perceptions of the impact the COVID pandemic had on their educational goals, personal lives, and enrollment plans. The second, which took place in May/June 2021, asked students to share their future enrollment plans, their learning modality preferences, and how various proposed health/safety measures against the pandemic featured in their future planning. Students were also asked to evaluate their recent noncredit class experiences with MiraCosta College and about the challenges they face in pursuing educational and personal goals. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

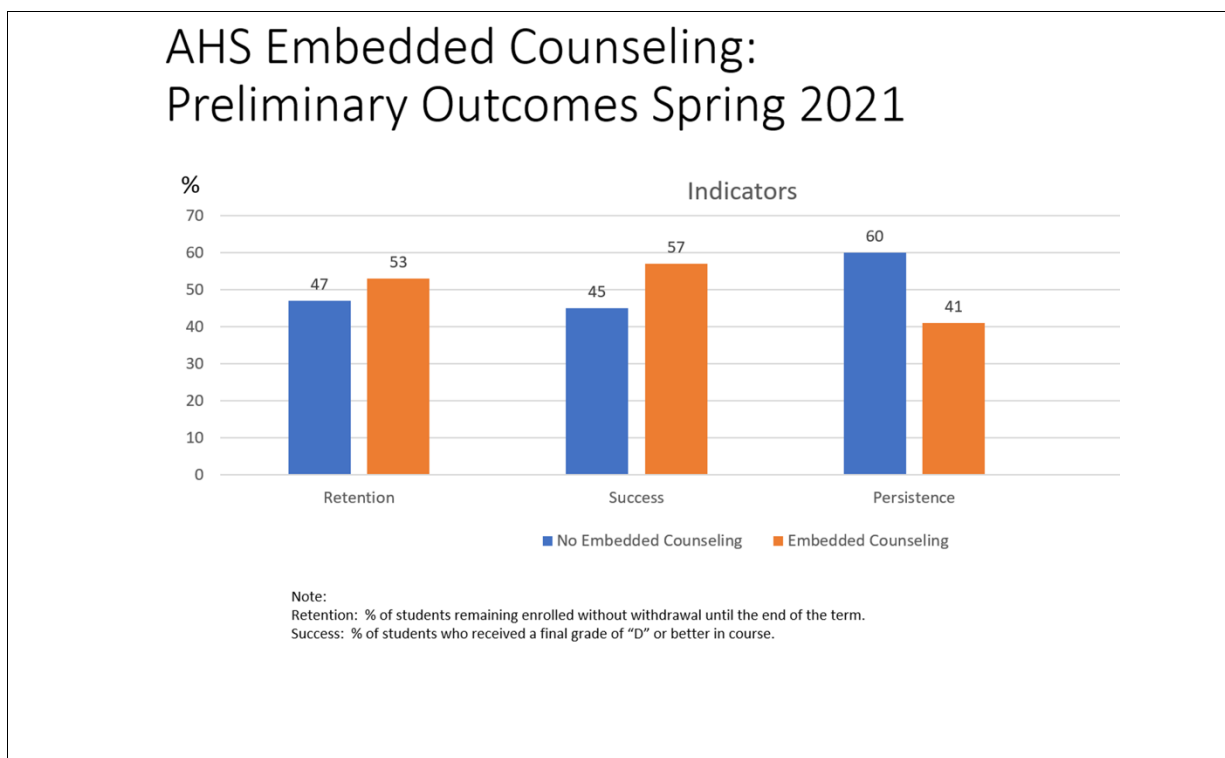
As mentioned in Chapter III, the AHS is seeking an effective means of soliciting feedback from external stakeholders, such as local businesses or potential partners, about their needs; thus, collecting information from external communities to help determine areas of improvement remains a goal. In the coming three years, the AHS expects to use some combination of surveys and stakeholder events to solicit further input.

3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.

In fall 2020, the AHS Embedded Counseling Project began one semester ahead of schedule to support online students during the pandemic ([EV-43](#)). The goals of embedded counseling are to support student persistence and retention as well as to encourage stronger registration rates and utilization of student support services.

As part of this project, counselors were assigned to every AHS course each term. Over the three terms from spring through fall 2021, 85 AHS classes had embedded counselors. In partnership with faculty, counselors had access to course Canvas shells and participated in weekly announcements and class sessions. They also provided individualized support to students in their assigned sections, recording and categorizing every contact for counseling and the AHS to better understand student needs.

Academic counselors recorded 842 individual contacts with AHS students in spring 2021 alone ([EV-44](#)). Preliminarily, these data show AHS students have slightly higher retention and success rates when compared to AHS students who did not receive embedded counseling, as Figure 22 illustrates.



**Figure 22. AHS Embedded Counseling: Preliminary Outcomes Spring 2021**

The AHS will be investigating additional metrics, such as grade point average, for subsequent terms as well as opportunities to bring additional services and support to students within their classes as an adjunct to the standalone services that are currently available.

4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.

As explained in Chapter I, Section 11, the AHS created several program-specific noncredit certificates as well as several general noncredit certificates that students can earn while completing, or after completing, their high school diplomas. To support students pursuing these certificates, the following processes and resources have been developed and implemented:

- Admissions and Records staff developed a Noncredit Certificate Petition as an online form ([EV-45](#)).
- Admissions and Records staff created a noncredit transcript to indicate the awarding of certificates for diploma students, general noncredit students, and credit students who may complete noncredit courses and certificates ([EV-46](#)).
- Admissions and Records and AHS support staff worked collaboratively to develop an application process as well as a process for awarding and mailing certificates.
- AHS support staff ensured certificate information was added to class schedules ([EV-47](#), p. 13) and the MiraCosta College Catalog ([EV-48](#)).
- The College's Public Information Office, in collaboration with the Adult Education Office (AEO), created promotional materials, including a brochure ([EV-49](#)), that are circulated using a variety of social media outlets and with some community partners.

The development of a certificate process has been completed. A refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.

5. Create a two-year academic pathway for the AHS.

AHS faculty and noncredit counselors collaborated in spring 2019 to complete an AHS diploma two-year academic map, which is published in all class schedules ([EV-50](#)).

The AHS academic map enables students and noncredit counselors to create and plan a two-year term-by-term educational map of students' outstanding high school requirements. The map provides students and counselors the opportunity to depend on a sequencing of courses for students to complete their requirements as well as to identify important milestones they

might achieve along the way. These milestones include noncredit certificates of competency, which include taking different combination of classes that meet both diploma and certificate requirements. For example, students need 40 English credits to earn the diploma, but after they take two entry-level courses, or 10 credits, in entry-level English, they can earn the English Fundamentals–Reading Certificate of Competency.

6. Expand AHS participation in the College’s Academic and Career Pathway (ACP) effort.

The College’s current ACPs include only credit programs ([EV-51](#)). Since 2020, the dean of Continuing and Community Education, AHS department chair, and a noncredit counselor have advocated for the inclusion of AHS and other noncredit programs in the College’s ACP design. The AHS is currently planning an onramp to ACPs, either in the form of a pre-ACP for AHS students or aligning existing AHS students with one of the ACPs currently in place. Planning is ongoing, and the AHS expects to align students with ACPs in the next couple of years.

7. Improve on processes for reporting learning data to stakeholders and the community at large.

Internal access to program data has been greatly improved through the development of a comprehensive data dashboard. Any employee of the College can use several data dashboard queries to examine program performance, success and retention, diplomas awarded, and more for any program at MiraCosta. Having access to data that can be used for program performance improvement efforts has been tremendously helpful; however, providing public and stakeholder access to the data dashboard is a different matter. Most of the dashboards require specific log-in credentials for access to the data, which is not ideal for community stakeholders.

Given this limitation, the AHS needs a mechanism for reporting program data out to the larger community. While some of the college-wide data dashboards are accessible to the public, they are hard to navigate for information specific to the AHS. Moving forward, the AHS will collaborate with RPIE and other program partners to determine what data is useful or appropriate for potential public access and what mechanism can be used to share this information publicly.

Improving processes for reporting learning data to stakeholders and the community remains a goal. Some refinements that emphasize exploring and improving community access to learning data may be necessary.

## **Key Issue Two: Expand effective use of data for program improvement**

### **Strategic Activities**

1. Align program student learning outcomes (PSLOs) to the College's core competencies.

As stated in Chapter I, the AHS conducted comprehensive mapping of course, program, and institutional learning outcomes in 2016/17. The AHS identified, aligned, and assessed a PSLO for each AHS course. While this was initially a successful endeavor, recent dialog and reflection indicates that the mapping needs to be reviewed and updated, as appropriate.

The AHS needs to begin by remapping all CSLOs to PSLOs and the College's core competencies. Curricular changes, shifts and enhancements in course delivery and modalities, and other factors both related and unrelated to the pandemic, make this a timely goal for the program. The AHS also seeks to align all learning outcomes to the College's core competencies this coming academic year, which have been updated since the last report.

2. Establish process/cycle for more regularly measuring PSLO data.

Prior to the start of the COVID-19 pandemic, the AHS began assessing PSLO data by looking at course success rates in conjunction with qualitative student survey results. Attempts to pair the success rates with the student survey results did not yield meaningful data nor outcomes.

The pandemic substantially delayed efforts to retool and redesign a superior process/cycle for regularly measuring PSLO data. The AHS is currently designing new tools and a new cycle for studying the PSLO data going forward. The College is planning on refining PSLO alignment efforts as well, so the AHS expects to benefit from college-wide infrastructure that can inform AHS-specific processes.

3. Conduct attrition study to explore the reasons for student "no-shows" and drops to improve retention rates and student success.

To ensure that any data collected was not being swayed by the habits and behaviors of faculty, the AHS started this project with an Adult High School Faculty Course Drop Procedures Survey ([EV-52](#)). When assured that faculty procedures for dropping would not conflict with data collection, the school proceeded to conduct an initial student survey to preliminarily assess student reasons for dropping courses.

Administered in fall 2021, the survey identified six main areas contributing to “no-shows” and drops:

- Other (20%)
- COVID–19 related (21%)
- Schedule not convenient (15%)
- Work responsibilities (14%)
- Family responsibilities (11%)
- Prefer not to answer (10%)

However, the AHS discovered limitations with the survey and its results. Only students who dropped themselves from a course received the survey, and students could indicate more than one reason for dropping. Though the six main areas below will be targeted moving forward through departmental meetings and program review, the AHS will still pursue a more comprehensive attrition study that builds off this initial student input.

In addition to survey data, the AHS began collecting information about student drops from support staff and instructional aides who reach out to students who miss or drop classes. In the coming three years, the AHS will seek to identify additional means of getting this information from students and integrating these into a more comprehensive investigation.

4. Assess the effectiveness of Career Services for AHS students seeking employment.

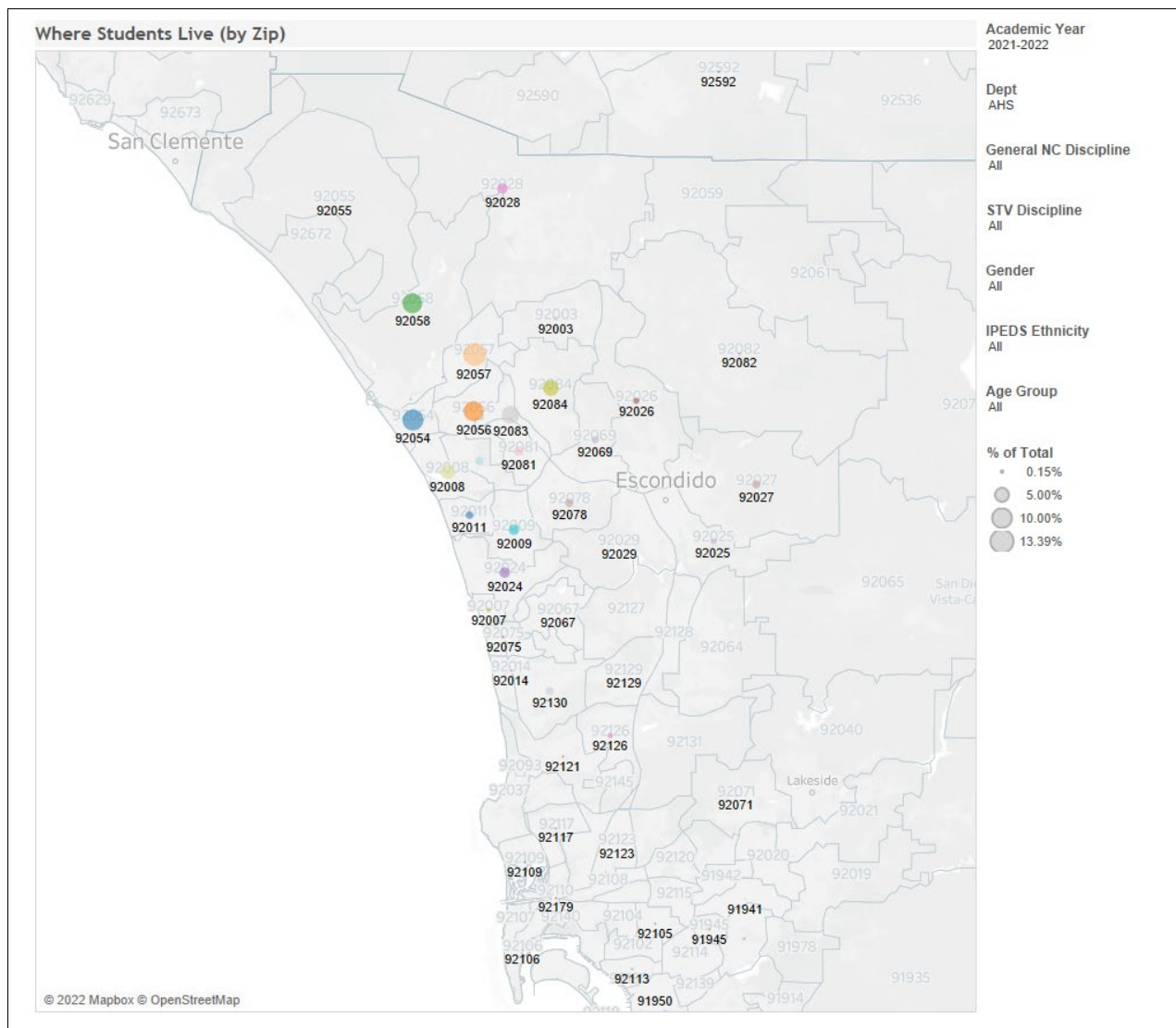
The Instructional Services Office conducted an annual student satisfaction survey from 2017 to 2019, which included AHS students. In 2019, 162 AHS students completed the survey. Students were asked which student services they had utilized during the academic year, and for each one they had used, how satisfied they were with the service. While more than half of the AHS students (51 percent) said they had not used Career Services in the 2018/19 academic year, 52 percent of those who used Career Services said they were satisfied/very satisfied with it. While the survey demonstrates noncredit students in general have a favorable opinion of Career Services, more work needs to be done to determine how noncredit students learn about and how often they access Career Services and to evaluate the results of their experience.

As mentioned previously, the student satisfaction survey was paused when the pandemic began. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

5. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.



The district area is long and narrow, and the southern region is roughly 20 miles away from the northern end. Because most of the school's instructional sites are in the northern region, the AHS intended to research the need for offering AHS classes in a southern location. However, when all instruction moved online at the beginning of the pandemic, the AHS experienced an increase in the number of AHS students registering for classes from the southern region of the District. Figure 23 illustrates the geographic range the AHS served during the 2020/21 school year.



**Figure 23. Noncredit Student Profile by Zip (2020–2021)**

The AHS is now considering how and where to provide outreach to potential students in southern region of the District who can benefit from taking AHS courses online. As the pandemic evolves, the AHS will also determine if expanding the diploma program and services to a site in the southern region of the school's service area is needed.

6. Continue exploring authentic methods of assessment for PSLOs.

As described in Chapter I and illustrated in Figure 18, the AHS has thus far sought to measure success rates for PSLOs by compiling aggregating pass rates of students enrolled in courses and correlating the rates to program learning outcome data. A shortcoming of utilizing success rates tied to PSLOs is that success rates are a result of the aggregate of PSLOs. As such, it is difficult if not impossible to link PSLOs to student course-level success rates.

Once the COVID-19 pandemic began, much of the efforts were focused on quickly moving instruction online. Though the AHS had hoped to develop improved PSLO assessment tools in the 2020/21 school year, those efforts were put on hold.

In the 2022/23 academic year, the AHS will implement a more comprehensive and authentic method of PSLO assessment. The school intends to develop the instruments and process during summer 2022 and implement in the coming year.

**Key Issue Three: Engage in robust marketing and outreach specific to the AHS.**

**Strategic Activity:** Explore ways to include the AHS in MiraCosta College marketing and outreach efforts.

The AHS is currently and primarily supported by the AEO whose staff engage in ongoing outreach efforts to potential students or students who have stopped enrolling. For example, AEO staff used pre- and post-COVID enrollment data to analyze, by demographic, how many students dropped when courses could no longer be taught on ground and reasons for their withdrawal ([EV-53](#)). Using this information, they began to contact students to reenroll them in courses and to help instructional faculty better understand the evolving course and modality needs of the students who had withdrawn. These student-centered outreach efforts have been instrumental in keeping enrollment numbers steady during the pandemic, and especially after the initial enrollment decline in March 2020 when the AHS switched to online learning.

In addition to outreach specific to the AHS, the Instructional Services Office has also supported the school with marketing efforts, such as mailing postcards and paper schedules to the 175,000

households in the AHS service area twice a year and distributing digital and physical flyers to community agencies, libraries, and community centers ([EV-54](#)).

In late fall 2020, MiraCosta's Continuing Education program began contracting with Graduate Communications to develop a "marketing toolkit" for each noncredit area, including the AHS. Based on current research and feedback, the toolkits include various forms of advertising the AHS can revise and edit into the future as needs change. The work includes the following:

- Conducting a content analysis of current research and marketing efforts to identify strengths and weaknesses in messaging and gaps in communication.
- Branding noncredit so that messaging and design is consistent, easy to recognize and understand, and relevant to target audiences.
- Creating messaging that elevates programs in the community without using institutional terminology like "noncredit" or "short-term vocational," including the creation of a lexicon for external marketing efforts.
- Developing a year-long marketing plan within budget that more effectively reaches external and internal audiences, including strategies that will grow the AHS database of contacts.
- Rewriting and redesigning noncredit website pages to consistently communicate persuasive and helpful messages to potential students.

This latest endeavor is allowing the AHS to engage in sustainable marketing efforts that seek to expand awareness and enrollment. Pursuing robust marketing and outreach strategies specific to the AHS remains an ongoing goal.

#### **Key Issue Four: Develop accountability tools to evaluate professional development activities.**

**Strategic Activity:** Explore and implement a tool to track engagement in professional development activities.

AHS faculty created an online assessment form to be completed by any faculty member who attended a work-related conference, workshop, or training ([EV-55](#)). However, due to the pandemic, all physical travel was suspended. So, while online professional development has continued and even expanded, with so many faculty attending the same recommended or mandatory training, the AHS faculty have decided to deploy this tool once more normal and varied professional development opportunities resume.

The College also developed a new online system called MiraCosta Innovative Source for Training (MIST). This system allows for effective tracking of the completion record of professional development activities for each faculty member. In the coming academic year, the AHS will augment the tracking functionality with a mechanism for assessment of professional development activities.

**Key Issue Five: Better integrate District-wide support services for AHS students.**

**Strategic Activities:** Increase hours of support in the Academic Support Center and improve access for AHS students to support services not provided on-site.

Since the 2019 self-study, the AHS has been positively impacted by the successful integration of and improved access to multiple support services. As described in Chapter II, a primary improvement to instructional services has been the transition from a small Academic Support Center to a spacious Learning Commons, which includes the following expanded services:

- Library Services. Library services are now available seven days per week to all students. The College library added a 24/7 online chat service as well as the opportunity for students to “Zoom with a librarian” four days per week in both the morning and evening. The library also completely revised its site devoted to the CLC, making it easier for students in various CLC programs such as the AHS to access resources tailored to them ([EV-56](#)). The library also began offering ship-to-home physical resource delivery and purchased two new entirely online collections. The library offerings far exceed most high schools throughout the country, making this AHS partnership highly unique.
- Writing Center. The AHS has always been positively impacted by an on-campus Writing Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Writing Center staffed one on-ground writing coach with occasional limited support from one consultant. With the move to online services because of the pandemic, students now have access to nine different writing coaches and twenty-one writing consultants ([EV-57](#)). Since March 2020, the Writing Center has offered three types of online services to CLC students seven days a week: 45-minute live Zoom appointments, live Zoom drop-ins, and asynchronous video feedback. The Writing Center is steadily developing a library of short tutorial videos for students that are hosted on the Writing Center’s YouTube channel.
- Math Learning Center. The AHS has always been positively impacted by an on-campus Math Learning Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Math Learning Center at the

CLC had one lead learning coach, one or two apprentices, and one occasional volunteer. In March 2020, the center started supporting students using real-time Zoom sessions. These sessions include more than 70 hours of staff availability to students six days per week ([EV-58](#)).

Before the pandemic, Math Learning Center staff visited all AHS math classes at the beginning of the term to introduce themselves and to invite students to use the center's services. As a result of the pandemic, Math Learning Center staff now create a video presentation and distribute it to all math instructors each term so they can inform their students about the center's support services, which include Zoom drop-in hours, in-person tutoring at the CLC, one-on-one appointments online and in-person, online breakout rooms for specific class support, a question drop-off service on Canvas, and classroom video presentations.

- Tutoring and Academic Support Center (TASC). AHS students have been positively impacted by a much greater integration of TASC resources at the CLC. TASC moved services online during the pandemic, but the center has since been offering services both remotely and on-ground to AHS students, which has increased accessibility to and the steady use of TASC services ([EV-59](#)).

In addition to the expanded instructional services provided through the Learning Commons, the AHS has experienced the successful integration of and improved access to the following student support services:

- Noncredit Student Success and Support Program (NCSSSP). The purpose of the NCSSSP is to increase student access and success by providing effective core services, including orientation, placement, academic counseling, advising, and early intervention as a foundation for students to achieve their goals.

The NCSSSP is an integral part of the onboarding process ([EV-60](#)). NCSSSP staff email all new AHS students to welcome them to the program and outline their next steps, and they follow up with a phone call to help students complete those steps. NCSSSP staff also created an email for students to use when they need direct assistance with any onboarding questions. Finally, NCSSSP staff assist students with accessing campus resources (such as free refurbished laptops) to meet their technology needs prior to them beginning their courses.

Prior to the pandemic, NCSSSP operated a Help Hut at the beginning of each semester to welcome students and assist them with starting classes. Beginning in August 2021, NCSSSP opened the Welcome Center, which is in front of the new Student Services Building at the CLC. Campus aides, Student Ambassadors, and CLC staff are available five days per week to welcome students physically coming to campus and assist them with their questions and registration and appointment needs.

- Student Accessibility Services (SAS). SAS offers learning disability testing for students who suspect they may have a learning disability. Prior to 2019, students willing to go through the testing process were required to enroll in a half-unit credit course; however, enrolling in the course created equity, access, and financial barriers for students wanting to be tested. In 2019, SAS removed the course requirement, giving students access to the testing service without the burden of enrolling. Temporary accommodations are currently offered as alternatives until testing can safely resume.

Additional SAS improvements made since the 2019 self-study report include the following:

- Hired new access specialist and assistive technology assistant, both located at the College's Oceanside Campus, but their services are available to all students, including those in the AHS.
  - Joined the North Coastal Consortium for Special Education, whose purpose is to support local school districts provide for the needs of special education students, and the consortium's Transition Services Taskforce, which meets quarterly to collaborate about post-secondary options for transition-aged youth.
  - Provided an instructional aide workshop at the CLC titled "How to Support Individuals with Intellectual and Developmental Disabilities."
  - Moved the High Tech Center lab online to provide SAS students with assistive technology support via Zoom. Prior to the pandemic, the lab was available only in person at the College's Oceanside Campus, so this change removed an access barrier for SAS students in the AHS.
- Career Services:
    - Established One Stop Support hours in coordination with other student support services to provide a single recurring Zoom room for students to meet with staff from multiple areas (such as tutoring and counseling), learn about support, and connect with resources ([EV-61](#)).
    - Offered Zoom appointment modality with flexible scheduling to meet student needs.

- Health Services:
  - A MiraCosta College Foundation Innovations Grant awarded in August 2021 covered the student health fees of 100 noncredit students. Several AHS students benefitted from this fee waiver.
  - Streamlined the process for connecting students to services and ensuring fee payments are processed in a timely manner.
  - Expanded access to mental health services for AHS students by offering phone and Zoom appointments. Prior to the pandemic, these services were available only in person at the College's Oceanside Campus.
- CARE Resources. The number of AHS students accessing CARE resources has been increasing. From fall 2018 to fall 2021, the AHS awarded 473 emergency grants to AHS students as well as 54 rental assistance grants. Fifty-four general CARE support cases were also reported during this period.

Although limited food assistance was available at the CLC in 2019, a full-service food pantry opened in August 2021, providing students with access to fresh produce, frozen meals, and non-perishable food items as well as hygiene kits and diapers. The food pantry had 220 visits from noncredit students in fall 2021. In spring 2020, the monthly mobile Farmer's Market every third Wednesday at the CLC changed to a drive-thru, which improved access.

Instructional services provided through the Learning Commons have been satisfactorily expanded, giving AHS students greater access to key support services, so the two strategic activities under this key issue are no longer goals.

#### **Key Issue Six: Improve physical and technological resources for students.**

As stated previously, the AHS has been significantly and positively impacted by the passage of a bond measure, which funded extensive remodeling and new construction at the CLC. As described in Chapter II, new construction included a Student Services building, additional exterior and interior student gathering spaces, and increased parking. Renovations included expanded computer labs, the addition of HyFlex technology to classrooms to give instructors the ability to teach in person and remote learners simultaneously, larger student gathering spaces, and the overall modernization of the CLC campus. The Learning Commons space nearly doubled in size. Renovation also added three new student study rooms, expanded seating from 24 to 45, and added offices for each of the academic support services. Finally, a new dedicated 300 square



foot Career Center was established with three student computer workstations, a career resource wall, and a student work area.

### **Strategic Activities**

1. Explore accessible technology for adult learners with adaptive technology needs.

As described under Key Issue Five, SAS has made several improvements to its services since the 2019 self-study report, including hiring two additional support staff to assist students with adaptive technology needs and moving its student computer lab online to provide SAS students with assistive technology support via Zoom. This strategic activity is no longer a goal.

2. Explore solutions for insufficient science classroom and computer lab spaces.

Since the 2019 self-study report, science classroom and computer lab spaces have been completely renovated and improved. The computer lab space now services 30 students in a state-of-the-art facility that addresses all safety and equipment needs. The AHS gained two campus lab spaces, growing from three to five. Science classroom and computer lab spaces are no longer insufficient, so this strategic activity is no longer a goal.

3. Work with facilities planners to design a physical space for use in addressing food insecurities.

As described under Key Issue Five, the food pantry at the CLC became full service with a dedicated space for the first time in fall 2021. The monthly Farmer's Market at the CLC also addresses student food insecurities. Exploring additional mechanisms for meeting the food insecurity needs of AHS students remains a goal and is in progress. The AHS is currently considering how it might modify curriculum and physical space at the CLC to support an onsite garden and edible landscape.

### **Evidence**

[EV-41](#) MyEdPlan AHS Webpage

[EV-42](#) MyEdPlan Sample

[EV-43](#) AHS Embedded Counseling Project

[EV-44](#) AHS Embedded Counseling Contacts, Spring 2021

[EV-45](#) Noncredit Certificate Petition



[EV-46](#) Sample AHS Transcript

[EV-47](#) Continuing Education Schedule, Spring 2022, p. 13

[EV-48](#) MiraCosta College Catalog 2021/22, AHS Certificates, pp. 380-81

[EV-49](#) Noncredit Certificates Brochure

[EV-50](#) Continuing Education Schedule, Spring 2022, Academic Map, p. 12

[EV-51](#) Academic and Career Pathways

[EV-52](#) AHS Faculty Course Drop Procedures Survey

[EV-53](#) Pre- and Post-COVID Enrollment Analytics Presentation

[EV-54](#) AHS Sample Promotional Flyer

[EV-55](#) Professional Development Response Survey

[EV-56](#) CLC Library Webpage (Screenshot)

[EV-57](#) CLC Writing Center Webpage (Screenshot)

[EV-58](#) Math Learning Center Webpage (Screenshot)

[EV-59](#) TASC Noncredit Contacts 2020-2021

[EV-60](#) NCSSSP Webpage (Screenshot)

[EV-61](#) One Stop Support Hours Flyer

## **V: Schoolwide Action Plan Refinements**

### **Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.**

Three of the seven strategic activities identified for this key issue have been completed. The remaining four are in progress, with varying levels of completion. External relations, including surveys and communication about the program, remain a focus. Continued work on certificate completion and ACPs/collaboration with the College are aimed at supporting students who complete the program and move on to higher education or employment.

### **Key Issue Two: Expand effective use of data for program improvement.**

All the strategic activities identified for this key issue are in progress. While access to data has increased significantly, work remains to be done in using this data and applying the data to each activity.

### **Key Issue Three: Engage in robust marketing and outreach specific to the AHS.**

The strategic activity identified for this key issue is in progress. In addition to current in-house efforts, the AHS is continuing its collaboration with Graduate Communications to enhance marketing and outreach efforts in the future.

### **Key Issue Four: Develop accountability tools to evaluate professional development activities.**

The strategic activity identified for this key issue is in progress. The tool has been completed, but the pandemic has affected its implementation. The AHS looks forward to more progress on this key issue.

### **Key Issue Five: Better integrate District-wide support services for AHS students.**

Both strategic activities identified for this key issue are completed.

### **Key Issue Six: Improve physical and technological resources for students.**

Two of the three strategic activities identified for this key issue have been completed. The bond measure and recent construction have greatly contributed to the completion of these goals; however, work remains to be done to improve the school's physical resources and facilities to address food insecurity for AHS students.

### **MiraCosta Adult High School Schoolwide Refined Action Plan (2022–2025)**

The schoolwide Action Plan outlines a collegially developed set of activities selected to address each key issue. The Action Plan outlines the specific activities and resources need to achieve the activities as well as the responsible parties, the timeline for completion, and the means for assessing improvement.

**Key Issue One: Need improved communication with students and collaboration with all stakeholders to increase student success.**

<b>Strategic Activities</b>	<b>Responsible Parties</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Status</b>
1. Develop a more accessible Web-based tool (e.g., myED Plan) for students to use for education planning and tracking their progress toward diploma completion.	Dean, Continuing and Community Education; dean, Admissions and Student Support	District Academic Information System (AIS) dean and staff; business systems analyst; noncredit counselor	Degree audit system is designed, tested, and implemented, resulting in more students independently engaging in their education planning.	Completed.
2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and	Department chair, AHS; dean, Continuing and Community Education; noncredit research analyst	District Research, Planning, and Institutional Effectiveness (RPIE) office and AIS support	Scheduling of classes, development/revision of curriculum, and location of class offerings are informed by survey results.	Goal in progress. 1. Refine and administer annual student survey; identify key student needs.

determine areas of improvement.				2. Develop and administer business/ community survey once per year; identify key business/community interests.
3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.	Dean, Continuing and Community Education; dean, Admissions and Student Support; dean, Counseling and Student Development; department chair, AHS	Current semiannual all-programs meeting was started because of last action plan and this activity will build on that momentum.	Established communication channels between deans and instructional faculty.	Goal in progress. 1. Develop AHS multi-stakeholder working group consisting of student services, counseling, and instructional staff. 2. Identify and establish additional metrics to study efficacy of embedded counseling. 3. Consider additional embedded services for AHS classes.

4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.	Dean, Continuing and Community Education; dean, Admissions and Student Support; District registrar; department chair, AHS	Existing processes for awarding AHS diplomas and credit certificates/degrees will be models for development of the new process.	Students will be awarded certificates.	Certificate process is completed.  The refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.
5. Create a two-year Academic Pathway for the AHS.	Department chair, AHS; AHS faculty; noncredit counselors	Pathways models that are currently being developed for the College.	Pathway is published on the AHS website.	Completed
6. Expand AHS participation in the College's Academic and Career Pathway (ACP) efforts.	Dean, Continuing and Community Education; department chair, AHS	ACP structure at MCCD that operationalizes guided pathways.	Each of the six ACPs at the College has an entry point for AHS graduates.	Goal in progress. 1. Discuss and consider development of a pre-ACP (college/career readiness). 2. Identify opportunities for AHS students to join and participate in existing ACPs.

7. Improve on processes for reporting learning data to stakeholders and the community at large.	Dean, Continuing and Community Education; department chair, AHS; noncredit research analyst; Public Information Office (PIO)	District PIO, RPIE, and AIS.	Noncredit newsletter will contain relevant data regularly; noncredit all programs meeting includes presentation of data by noncredit research analyst; appropriate dashboards will be created; data will be added to AHS website when appropriate.	Internal access to dashboard data is completed.  Reporting to all stakeholders and the community at large remains a goal with possible refinements.
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**Key Issue Two: Need to expand the effective use of data for program improvement.**

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
1. Align program student learning outcomes (PSLOs) to the College's core competencies.	Department chair, AHS; AHS faculty	Outcomes Assessment Committee	Mapping will be completed and published.	Goal in progress. 1. Map all CSLOs to PSLOs and College's core competencies. 2. Align all AHS learning outcomes to College's core competencies.

3. Establish process/cycle for more regularly measuring PSLO data.	Department chair, AHS; AHS faculty	Noncredit research analyst	Process is established, documented, and implemented regularly.	Goal in progress. Refined goals as follows: 1. Improve upon data collection for PSLOs, and identify key data variables. 2. Define clear timelines for collecting and interpreting PSLO data. 3. Engage in regular analysis and discussion of data to demonstrate improvement in student PSLO performance.
4. Conduct attrition study to explore the reasons for student “no-shows” and drops to improve retention rates and student success.	Department chair, AHS; AHS faculty; noncredit research analyst	RPIE	Study is conducted and data is used in department meetings when planning scheduling, revisions/ development of curriculum, and locations of classes.	Initial survey completed. Limitations of survey effectiveness identified.  Refined goals as follows: 1. Develop a formal study to improve upon limitations of survey. 2. Develop action implications of study in

MiraCosta College Adult High School ACS WASC Mid-cycle School Progress Report

				<p>collaboration between RPIE and AHS faculty.</p> <p>3. Track attrition study annually in conjunction with retention and success rates.</p>
5. Assess the effectiveness of Career Services for AHS students seeking employment.	Dean, Continuing and Community Education; director, Noncredit and Adult Education Programs	Noncredit research analyst	Data will be used to structure some career services specifically for AHS students.	<p>A noncredit student survey was administered in 2019.</p> <p>A refined goal is to readminister the survey annually starting in 2022/23 and utilize data to determine action implications for effectiveness of career services.</p>
6. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.	Dean, Continuing and Community Education; department chair, AHS	Noncredit research analyst; PIO	Means to assess improvement remain to be determined.	<p>Goal in progress.</p> <p>1. Conduct regular analysis on zip code frequencies of AHS students.</p> <p>2. Identify and administer a survey instrument to</p>



MiraCosta College Adult High School ACS WASC Mid-cycle School Progress Report

				<p>assess student demand for in-person instruction from the District's southern region.</p> <p>3. Consider executing marketing strategies to target the southern region of the District.</p>
7. Continue exploring authentic methods of assessment for PSLOs.	AHS faculty; dean, Continuing and Community Education	AHS faculty, AIS staff.	Develop tools that more accurately measure the achievement of PSLOs.	<p>Goal in progress.</p> <p>1. Identify additional tools and resources that can improve accuracy of PSLO measurement.</p> <p>2. Implement improved PSLO assessment process and report data on regular cycle.</p>

**Key Issue Three: Need a robust marketing and outreach approach specifically for the AHS.**

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore ways to include AHS in MiraCosta College marketing and outreach efforts.	Department chair, AHS; dean, Continuing and Community Education	PIO	AHS is more regularly featured in District outreach efforts; noncredit newsletter regularly includes AHS-specific content.	Goal in progress. 1. Develop AHS-specific marketing toolkit. 2. Identify program features that highlight elements of AHS that differentiate from other local high-school equivalency or diploma programs.

**Key Issue Four: Need accountability tools to evaluate professional development activities.**

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore and implement a tool to track engagement in	Department chair, AHS; dean, Continuing and Community Education	District Professional Development Program (PDP) Committee; AIS	Establishment of the tool and related processes.	Tool completed. Implementation of the tool is in progress.

professional development activities.				A refined goal remains to assess levels of engagement and satisfaction for professional development activities.
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**Key Issue Five: Better integration of district-wide support services into the AHS.**

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
1. Increase hours of support in the Academic Support Center.	Department chair, AHS; dean, Continuing and Community Education	Identifying additional funding and staffing support.	Determine hours of operation have expanded relative to 2019.	Completed. Hours have not only increased overall, but modality has expanded to both in-person and online supports.
2. Improve access for AHS students to support services not provided on-site.	Department chair, AHS; AHS faculty, Learning Commons leadership, Dean, Continuing and Community Education	Expansion of online resources and staffing.	Determine that there is an increased number of ways students can access support services.	Completed. Increased online access as well as broader awareness of online support resources.

**Key Issue Six: Improve physical and technological resources for students.**

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Status
1. Explore accessible technology for adult learners with adaptive needs.	Department chair, AHS; dean, Continuing and Community Education; SAS	Staffing to support use of adaptive technologies	Identify additional human and technology resources to support adult learners with adaptive needs.	Completed.
2. Explore solutions for insufficient science classroom and computer lab spaces.	Dean, Continuing and Community Education; Department chair, AHS	Lab space and technology resources	Identify expansion opportunities for lab spaces.	Completed.
3. Work with facilities planners to design a physical workspace for use addressing food insecurities.	Department chair, AHS; dean, Continuing and Community Education; facilities	Physical spaces for food distribution, staffing necessary to support, additional food resources	Identification of a physical space or spaces resourced for food distribution.	The new construction and renovation provided a space and staffing for a food pantry and regular farmer's market events.  Refined goals as follows:

				<div>1. Consider curricular modifications to support community garden.</div> <div>2. Identify physical space for community garden.</div>
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## Sabbatical Leave Report (Spring 2022)

(to be completed upon return from sabbatical leave and returning to full service in Spring 2022; you must complete as described below)

Email \*

kcleveland@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.

Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name \*

Karl Cleveland

Department \*

Media Arts and Technologies

Date Submitted: \*

MM DD YYYY

02 / 21 / 2022

Academic school year in which leave was taken: \*

☐ 2020/2021

☒ 2021/2022

Semester in which leave was taken: \*

(Do not include any unbanking as part of a sabbatical leave)

☒ Fall

☐ Spring

☐ Full-year

Check the type of sabbatical leave: \*

☐ Advanced Academic Studies, or

☒ Self-directed studies

**PART II - Restatement of Sabbatical Leave Application.**

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

★

During sabbatical leave, I intend to study full stack web application development using advanced JavaScript and the MERN technology stack. I further intend to study computer programming in the context of the visual arts through explorations of generative and algorithmic art-making. Lastly, I plan to explore traditional printmaking with a goal of finding ways to integrate digital and analog printmaking processes in creative ways. Media arts touches upon so many differing technologies and interdisciplinary skillsets that it requires constant professional development in order to keep pace with industry. A suite of evolving web technologies and frameworks have brought new capabilities to desktop and mobile browsers, but also increasing sophistication. In order to keep pace with student and industry needs and expectations, I must keep my web development skills on the cutting edge. This proposal allows me to do that. In addition, as a faculty member in media arts and technologies, I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This proposal allows me to cultivate and learn new artistic practices in both digital and traditional media.

**PART III - Completion of Objectives, Description of Activities.****OBJECTIVE #1: ★**

a) Copy and paste objective from application.

Explore and increase my knowledge of advanced JavaScript and JavaScript frameworks, including full stack web application development using Node.js and the technologies in the MERN Stack (MongoDB, ExpressJS, ReactJS, NodeJS).

★

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I accomplished this objective through a variety of means including reading, online training and video tutorials, and practice.

1) **READING:** I may be old school, but I still like books. I read and utilized chapters from a variety of JavaScript and JavaScript framework textbooks and reference materials. The book "Pro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node" by Vasani Subramanian (Apress, 542 pages) was a primary source. In addition, I read or used as reference selections from several additional books and reference manuals including "Web Development with Node & Express: Leveraging the JavaScript Stack" by Ethan Brown (O'Reilly), "Learning React" by Alex Banks and Eve Porcello (O'Reilly), and "JavaScript: The Definitive Guide" by David Flanagan (O'Reilly). I also utilized the online guides and reference materials including the documentation available for each framework within the stack, including Node (available at <https://nodejs.org>), Express (<https://expressjs.com/>), MongoDB (<https://www.mongodb.com/>), and React (<https://reactjs.org/>). Beyond this, I used W3 Schools references about Javascript, including their Node.js and React tutorials. While coding, I also referenced the documentation available at the Mozilla Developer Network (<https://developer.mozilla.org>). When stuck, I also sometimes turned to Stack Overflow (<https://stackoverflow.com/>) or searched Google for articles and references.

2) **ONLINE TRAINING AND VIDEO TUTORIALS:** Beyond exploring the JavaScript frameworks powering modern full stack web development, I also had the goal of expanding my knowledge of JavaScript in general. As I began investigations into the MERN Stack, I quickly realized there was some intermediate and advanced JavaScript topics which I needed to learn or brush up on. These included working with objects, classes, and inheritance, working with arrow functions, exploring asynchronous JavaScript using promises and async/await, working with JavaScript requests and API calls, and exploring newer ES6+ capabilities (ES6 was a major update to the JavaScript language which occurred after my 2014 sabbatical during which I learned JavaScript fundamentals). Thus, I decided to complete the Codecademy (<https://www.codecademy.com>) interactive course titled "Learn Intermediate JavaScript". I also engaged with online video training at LinkedIn Learning (<https://www.linkedin.com/learning>) focused on full stack development or particular frameworks. These courses included: A) "Learning Full-Stack JavaScript Development: MongoDB, Node, and React" by Samer Buna B) "MERN Essential Training" by Emmanuel Henri, and C) "React.js Essential Training" by Eve Porcello. Additionally, I engaged with the course "React For Beginners" (<https://reactforbeginners.com/>) by Wes Bos. Beyond these formal courses for which I provide documentation (certificates of completion), YouTube proved to also be a good source of free resources and informal learning. In particular, I utilized the resources and playlists provided by Beau Carnes from Freecodecamp.org (<https://www.youtube.com/c/Freecodecamp>) and Daniel Shiffman from the Coding Train (<https://www.youtube.com/c/TheCodingTrain>).

3) **PRACTICE:** I practiced programming in JavaScript by creating a variety of coding samples and applications. You cannot really learn JavaScript or explore JavaScript frameworks through passive means alone, such as reading and watching videos. This would be like trying to learn a foreign language without ever speaking it. You have to actively engage in coding, try to solve problems, make mistakes, get confused, go down rabbit holes searching for answers, and (ideally) come up with solutions. For this objective, I did this by creating and programming three main web applications (or application demos) including: A) Coding and launching a new personal, experimental website (<https://karlcleveland.com/>). For my new website, I decided to try to create my own personal artificial intelligence (AI) and search engine driven by JavaScript. The homepage provides a search/input box in which you can ask questions or make requests for web content. The input field has 'placeholder' text that is dynamically generated and animated by JavaScript. This text tells users a bit of story as well as prompts them about how to use the system. When the user asks a question or makes a request, the system tries to respond with appropriate answers or links to my web content and resources. If the user makes a request or asks a question that the system cannot fulfill or answer, it stores that question into a database (using Firebase). I can then access that data so that I can learn about the limitations of the AI so that the system itself can evolve and expand over time. Note that full stack application development includes many frameworks and platforms beyond the MERN stack (for example Angular or VUE instead of React). Firebase is a platform developed by Google for creating mobile and web applications. I learned to use it as an alternative to MongoDB. Also, I engaged in a personal branding project as part of the new website launch, including creating a new logo/identity for myself. This is something that students in the MAT 290 Portfolio Development class must do and it was useful for me to engage in that work. However, I did not include 'design' hours in my tally as my sabbatical proposal did not mention such activity. B) Coding the demo application Wonder Wander (available at <https://karlcleveland.com/WanderWonder/>). WanderWonder uses JavaScript to allow users to search a location they may wish to visit and obtain the current weather at that location as well as a listing of various nearby attractions. This application allowed me to explore more advanced JavaScript and working with external databases and API calls. The app uses the Foursquare API and the OpenWeather API to grab data and populate search results. C) Creating an exercise tracking app using the MERN stack (demo available at <https://karlcleveland.com/exercisetracker>). This project allowed me to explore and practice coding a web application using all the technologies of the MERN stack. The app uses React for the user interface and interactive components, which enables users to add themselves as new users of the exercise tracker application and then enter details about exercise activity (a description, duration, and date). Using Node and Express, this information is then sent to the database powered by MongoDB Atlas where it is stored and used to populate the activities listed in the exercise log page on the app. For this application, I used Microsoft's Visual Studio Code editor. Dreamweaver has historically been my editor of choice, but its use is in decline within the industry. Another side benefit of this sabbatical is that it gave me opportunity to explore additional software options.

★

c) Indicate the total number of hours dedicated in the accomplishment of objective #1:

204

**OBJECTIVE #2 (if applicable):**

a) Copy and paste objective from application (if applicable)

Explore and increase my knowledge of generative art, creative coding, and computational media practices.



b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I accomplished this objective through a variety of means including reading, online training and video tutorials, and practice.

1) READING: I read and utilized chapters from a variety of generative art and creative coding books and reference manuals. These included:

- "Generative Design: Visualize, Program, and Create with JavaScript in p5.js" by Benedikt Gross (Princeton Architectural Press)
- "The Nature of Code: Simulating Natural Systems with Processing" by Daniel Shiffman (this is an open source book self published via Kickstarter)
- "Code as Creative Medium: A Handbook for Computational Art and Design" by Golan Levin and Tega Brain (The MIT Press)
- "Generative Art: A Practical Guide Using Processing" by Matt Pearson (Manning Publications)

2) ONLINE TRAINING AND VIDEO TUTORIALS: Almost all of the online training that I did related to this objective was provided courtesy of Daniel Shiffman who works as an Associate Arts Professor at the Interactive Telecommunications Program at NYU's Tisch School of the Arts. Daniel is also a director of the Processing Foundation which leads the development of the p5.js framework. p5.js is a free and open source JavaScript library for creative coding. I primarily used the p5.js framework in my coding practice and explorations, with the exception of a couple projects that I made using the createJS library. The open source nature of this community and p5.js allowed free access to robust materials. Two "open source" courses at NYU provided starting points for my own explorations. These included the course "Introduction to Computational Media" (<https://github.com/ITPNYU/ICM-2021-Code>) and the course "The Nature of Code" (<https://github.com/nature-of-code/noc-syllabus-S20>). Both courses provide a structure that use Daniel Shiffman's free YouTube videos which he hosts on his Coding Train YouTube Channel (<https://www.youtube.com/c/TheCodingTrain>). One playlist from the Coding Train that was particularly helpful was his Nature of Code playlist (available at <https://youtube.com/playlist?list=PLRqWx-V7Uu6ZV4yEcW3uDwOgGXKUUsPOM>). These videos are free on YouTube and provide informal training. However, Daniel also created the Kadenze course (<https://www.kadenze.com/courses/the-nature-of-code-ii/info>) titled "The Nature of Code" based on his NYU course of the same title. I took that course. Certificates of completion for this course are only available to paid premium members. I didn't find the paid plan to be needed as most of the material in the course was free and other material could be supplemented by Dan's YouTube videos. So, I documented my Kadenze participation through progressive screen shots which you'll find provided within my sabbatical documentation.

3) PRACTICE: I attempted to put my learning into practice through creating my own code-based artworks. I am interested in computational and generative art that creates itself in real time based on user interaction. Generative art embraces randomness and chaos as organizing principles and attempts to create new ideas and forms through algorithmic processes. Such art is tied to complexity theory as there is often a large number of interacting parts that self-organize without any one thing (or person) being in absolute control. Any complex system will have elements of both order and disorder. Such complexity is also how nature creates itself on every scale, from the snowflake to the snowstorm. During my sabbatical, I participated in an online art show organized by the Kruglak Art Gallery at MiraCosta College in which I submitted four of my favorite 'generative paintings' created in Fall 2021. These are available from the gallery's website at: <https://kruglakgallery.weebly.com/karl-cleveland.html> (be sure to click on the links to create your own rendition to see the code in action). I will provide documentation of my "code sketches" and other artistic explorations related to this objective.

c) Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

202

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

Explore traditional printmaking techniques and processes such as woodcut, etching, lithography, screen printing, and/or other related contemporary printing techniques.

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I accomplished this objective through a variety of means including attending in person classes and workshops, reading, and artistic practice.

1) IN PERSON CLASSES AND WORKSHOPS: A) I took (and earned an 'A') in the in-person MiraCosta College course ART 210 : Printmaking 1 taught by Frol Boundin during the Fall 2021 Semester. This course helped me learn the techniques of Linocut, Collagraph, Intaglio, Lithography and Monotype and provided me with the equipment (presses, zinc plates, ink, paper, etc.) and support needed to engage in artistic production. B) I took a week-long (7/26 – 7/30, 2021) workshop at the Anderson Ranch Arts Center in Colorado titled "Mono Matrix: digital and analog" (<https://www.andersonranch.org/workshops/workshop/mono-matrix-digital-analog-r0807-21/>) lead by artist and professor Emily Ginsburg (currently the art department chair at Pacific Northwest College of Art in Portland Oregon). The workshop provided combined access to the Center's excellent print making facilities and its Digital Fabrication Lab ("FabLab") along with artist talks, lectures, and demonstrations.

2) READING: I read and utilized chapters from two books: A) "Printmaking: A Complete Guide to Materials and Process" by Bill Fick and B) "Modern Printmaking: A Guide to Traditional and Digital Techniques" by Sylvia Covey.

3) PRACTICE: I engaged in substantive artistic practice in the process of taking both the class at MCC and the workshop at Anderson Ranch. I produced a number of physical prints and artworks (series and editions) using a variety of traditional (non-digital) print-making techniques. For my final project in the ART 210 class, I combined my efforts in Objective #2 (related to generative and computational art) by coding a digital painting that I then laser cut to a wood block to use for relief printing. It was a goal to ultimately engage in an artistic process that combined digital and analog techniques in creative ways and I was pleased to be able to create prints using such a methodology. Evidence of course and workshop enrollment (via transcripts and registration confirmation) along with examples of work process and final prints are available within the provided documentation.

c) Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

246

**OBJECTIVE #4 (if applicable):**

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

**PART IV. - Contribution to District**

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

\*

a. Explain how the study or project contributed to the professional development of the applicant.

Through this sabbatical I gained expertise in both client-side and server-side programming and web application development techniques, with a focus on JavaScript and full stack JavaScript frameworks. My graduate education focused on communication and art and my technical skills in web design and development are largely self-taught or have come through professional experience. Therefore, the opportunity to study and practice these topics expanded my professional skills and made me a more capable web developer. Beyond web development, media arts requires an interdisciplinary artistic and technical skill set. I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This sabbatical allowed me to do just that. I was able to cultivate and learn new artistic practices in both digital and traditional media.

\*

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

I. Students. I believe students stand to benefit from my sabbatical. The capabilities of Career and Technical Education students rely heavily on the expertise of the faculty designing and teaching their curriculum. In order to prepare themselves for professional jobs within the industry, students need to develop projects of real depth and breadth, both in creative design and technical implementation. As a result of my sabbatical, I am more qualified to support student's client-side and server-side web development efforts on an advanced-level, including supporting students who are building web applications. Moreover, I will be better able to support student learning goals and project needs in relation to computing in the arts. For example, one of the SLOs from MAT 190 includes the ability to "Conceptualize, design, and produce user interfaces, applications, and/or experiences that integrate media, animation, and interactivity." Satisfying this SLO requires faculty with robust artistic and technical skills, including how to apply computer programming techniques to artistic contexts.

II. Department. The PSLO for the Web Development and Design Certificate of Achievement reads: "Plan, design, and develop professional-level graphical user interfaces, web pages, and websites that utilize appropriate tools and techniques and demonstrate effective communication solutions." Of particular note in this PSLO is the need for students to demonstrate "professional-level" skills so that they are prepared to enter and thrive within the industry. But, the standards of the web design and development industry continually evolve and increase in sophistication. In order to remain on the cutting-edge, faculty must foster their own skills to ensure that students are getting relevant, useful, and up-to-date information. This sabbatical helped me be better prepared to teach and provide leadership in the web design and development curriculum specifically, but also across media arts disciplines more broadly, including the potential to develop new courses within the department or integrate more advanced-techniques and programming into current courses.

III. College and Community. The reputation and effectiveness of the College benefits from faculty who are experts in their fields of study and who are actively engaging with evolving technical and artistic practices. As a faculty member with advanced technical and creative experience in web design and development, computational media arts, and digital imaging and printmaking processes, I can assist the College in supporting media arts students with wide ranging interests. The community as a whole benefits from having a place to go to learn advanced, professional skills and from students who are well-prepared to transfer to four-year universities or take on industry jobs.

**PART V. Documentation.**

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtgRkNhVm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

\* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: \*

552

Link to Google folder with documentation files: \*

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view". Press either the enter key or space bar after each link.

Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.



## Sabbatical Leave Report (Spring 2022)

(to be completed upon return from sabbatical leave and returning to full service in Spring 2022; you must complete as described below)

Email \*

wgunn@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.

Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name \*

William (Billy) Gunn

Department \*

Theatre and Film

Date Submitted: \*

MM DD YYYY

02 / 19 / 2022

Academic school year in which leave was taken: \*

☐ 2020/2021

☒ 2021/2022

Semester in which leave was taken: \*

(Do not include any unbanking as part of a sabbatical leave)

☒ Fall

☐ Spring

☐ Full-year

Check the type of sabbatical leave: \*

☐ Advanced Academic Studies, or

☒ Self-directed studies

**PART II - Restatement of Sabbatical Leave Application.**

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

★

The purposes of my proposed sabbatical leave include: (1) discipline-specific academic training through coursework, (2) cultural competency training through language instruction, and (3) an equity-focused project to develop a zero-cost textbook for FILM 101 (Introduction to Film) courses. The first part of my proposed leave will be to take a graduate-level Film Theory course, such as CTCS 504 (Television History) at USC. This will be a great opportunity to maintain currency as a discipline expert in film studies. For the second part of my sabbatical, I plan to enroll in a 4-unit Spanish class at MiraCosta College. This will begin the process of achieving a long-standing, personal goal to speak Spanish fluently. For the final part of my sabbatical leave, I intend to develop auxiliary materials for a zero-cost Introduction to Film textbook, such as assignments, a film clip library (and/or video links), publicly accessible Canvas site, etc. With rising costs of film studies textbooks and the ever-increasing number of students taking film courses at MiraCosta, this project has the potential to impact student success and equity in the Film Program.

**PART III - Completion of Objectives, Description of Activities.****OBJECTIVE #1: ★**

a) Copy and paste objective from application.

By the end of my sabbatical leave, I will renew currency in the field of film studies by completing coursework in film theory.

★

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

Because I was unable to enroll in the class I had originally planned on, it became necessary make a small revision to my plan for Objective #1. This change was approved by MiraCosta College President, Sunita Cooke, on August 13, 2021. Objective #1 was accomplished through enrollment in a film theory course at the University of Southern California: Survey of Television Studies (CTCS 504). On a weekly basis, I attended lectures on campus at USC, read assigned texts, and watched required (and supplemental) viewing materials. I took detailed notes and completed all required assignments, including a presentation on the quiz show scandals of the 1950s and a project about how breakfast cereals have been marketed on television throughout history. Although CTCS 504 was technically a 2-unit course, which should have required only 96 hours to complete, Professor Ellen Seiter informed students during week 1 that the class demands are comparable to a typical 4-unit course. As a result, I ended up devoting much more than 96 hours on Objective #1. To document my activities, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. USC transcript and grade report
4. Folder with class notes and assignments.

★

c) Indicate the total number of hours dedicated in the accomplishment of objective #1:

236

**OBJECTIVE #2 (if applicable):**

a) Copy and paste objective from application (if applicable)

By the end of my sabbatical leave, I will increase my Spanish language skills by completing coursework in the Spanish language.

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I accomplished Objective #2 by enrolling in Elementary Spanish (SPAN 101) at MiraCosta College. Professor Pilar Hernandez created an outstanding online course with all class materials provided on Canvas, including a zero-cost textbook. I read and watched all required materials, took detailed notes, and completed all required assignments. To document my activities, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. MiraCosta transcript
4. Folder with class notes and assignments.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

192

#### OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

By the end of my sabbatical leave, I will develop materials for a zero-cost textbook in film studies that can be used for survey courses in film.

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

In the summer of 2021, it became necessary to revise my plan for Objective #3 due to the discovery of a new, zero-cost textbook for Introduction to Film (FILM 101) courses. This change was approved by MiraCosta College President, Sunita Cooke, on August 13, 2021. After finding Moving Pictures, (<https://uark.pressbooks.pub/movingpictures/>), which was recently published by Russell Sharman as a free, open-source textbook, I decided to focus my activities for Objective #3 on creating materials that would make it easier to adopt this text at MiraCosta College and throughout the California Community College system. I worked through a Canvas course on OER Basics (<https://ccconlineed.instructure.com/courses/7709>), met with other film instructors at MiraCosta to discuss textbook needs, created quizzes for the first half of the textbook, and completed an audiobook for the first five chapters of Moving Pictures. Although I did not get as far into this project due to unanticipated demands of the coursework for Objective #1, I will have a course package that will include quizzes, powerpoints, and a complete audiobook of Moving Pictures by May 2022. These materials will be shared via Canvas Commons and made accessible to all film instructors at MiraCosta and beyond. To document my activities for Objective #3, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. Folder with materials for Moving Pictures course pack, including quizzes and audiobook chapters.

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

226

#### OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

#### PART IV. – Contribution to District

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

\*

a. Explain how the study or project contributed to the professional development of the applicant.

Objective #1: By taking a course with one of the leading scholars in Television Studies, I have reestablished currency in my field of expertise (film studies), and I have expanded my knowledge base in the area of television studies, which has become increasingly important over the last decade.

Objective #2: Through my Spanish language studies, I have gained both language and cultural competency skills, which I hope will provide a benefit to me and my students. I expect that this knowledge will increase my ability to connect with Latinx students, as well as serve as a more-effective resource and mentor. One unexpected benefit of my Spanish 101 class was gaining first-hand experience with the implementation of a zero-cost textbook.

Objective #3: As I worked on my third sabbatical objective to create materials for Film 101 zero-cost textbook, I gained additional knowledge about open education resources (OER) and how they can be better implemented within the discipline of film studies, which is currently lacking in OER materials. I have gained strategies for addressing this need in my own classes and the film program more broadly, and I hope to serve as an ASCCC OERI Discipline Lead in the area of Film, Television, and Electronic Media. Through the creation of an audiobook (in progress), I have also gained technical skills in audio recording and editing that will benefit me in the future.

\*

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

Objective #1: Although I initially planned to attend a film theory course that would cover a broad range of topics, CTCS 504: Survey of Television Studies at USC turned out to be extremely relevant to the ever-changing landscape of the film and television industry. Television is more intune with current events, and is therefore more responsive to pressing social and political ideologies that affect the daily lives of our students. Also, with the rise of streaming platforms like Netflix and Amazon Prime over the last 10 years, this coursework has filled a gap in my knowledge and will help me to find new ways to ensure student success with the FILM 101 SLOs: (1) Identify elements of cinematic language and apply knowledge of production processes to analyze a specific moment in a given film. (2) Critically examine theoretical and ideological issues in the comparative evaluation of films. I also expect that this coursework will allow me to serve as a leader and mentor for both full-time and associate faculty in the Department of Theatre and Film. As efforts to change the racial and gender inequities in the film industry have gained traction over the last few years, the topics I studied in CTCS 504 have provided me with strategies to increase representation in course materials and examine challenging topics in creative ways. As the MiraCosta Film Program has experienced unprecedented growth over the last decade, a culture of using film to explore issues in various academic disciplines has also emerged. Thus, the ability to collaborate with non-discipline experts around current film theories will benefit the campus community more broadly.

Objective #2: Gaining additional language skills has provided me with practical tools for communication, as well as the cultural knowledge that comes through study of international languages. I anticipate that this will enable me to become a more effective mentor and advocate for all our students at MiraCosta College. The unanticipated benefit of seeing how to implement a zero-cost textbook in Spanish 101, has given me better clarity on my goals for Objective #3, below.

Objective #3: Over 1000 students take FILM 101: Introduction to Film at MiraCosta College each year (1,164 enrollments in 2020-2021), and the most commonly used textbook for FILM 101 (Looking at Movies by Monahan and Barsam) currently retails for \$92 Used / \$123 New at the MiraCosta College Bookstore. With a potential savings of over \$100,000 to students each year, the adoption and implementation of a zero-cost textbook for FILM 101 presents an enormous opportunity to relieve a significant burden from our students. Upon discovering a high quality zero-cost textbook for FILM 101, Moving Pictures: An Introduction to Cinema by Russell Sharman, I decided to focus on creating supplementary materials that would make implementing this textbook more realistic and less painful for instructors who have come to rely on quiz packages and audio/video resources that are included with the FILM 101 textbooks from major publishers. By providing the resources I have created (and will continue to create) to other faculty as a Canvas course pack, I anticipate that this will have a significant impact on equity efforts in my department, at MiraCosta College, within the California Community College system, and beyond. I intend to take the knowledge and skills I have acquired and apply to become an ASCCC OERI Discipline Lead in Film, Television and Electronic Media.

## PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtGRkNhVm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

\* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: \*

654

Link to Google folder with documentation files: \*

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view". Press either the enter key or space bar after each link.

Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms





## Sabbatical Leave Report (Spring 2022)

(to be completed upon return from sabbatical leave and returning to full service in Spring 2022; you must complete as described below)

Email \*

dramos@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.

Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name \*

Dean Ramos

Department \*

Art

Date Submitted: \*

MM DD YYYY

02 / 02 / 2022

Academic school year in which leave was taken: \*

☐ 2020/2021

☒ 2021/2022

Semester in which leave was taken: \*

(Do not include any unbanking as part of a sabbatical leave)

☒ Fall

☐ Spring

☐ Full-year

Check the type of sabbatical leave: \*

☐ Advanced Academic Studies, or

☒ Self-directed studies

**PART II - Restatement of Sabbatical Leave Application.**

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

★

I propose to use contemporary materials and techniques to create 3-5 large scale outdoor figure sculptures. I will record and later edit videos and photos demonstrating creative processes. These recordings will be applicable to Art 217 and 219, Figure Sculpture 1 and 2, and they will be used for both on-ground and distance education.

**PART III - Completion of Objectives, Description of Activities.****OBJECTIVE #1: ★**

a) Copy and paste objective from application.

Research and perform initial material mixing and application tests to ensure that the sculptures I make are durable and lasting and that the selected materials are easy to work with, lightweight, and suitable for classroom instruction.

★

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

As I researched materials to use for my project, I discovered Silica Systems Inc. in Oceanside. Silica Systems sells pre-blended high-performance fiber cement mixes and state of the art concrete mix ingredients. Discovering that they were in Oceanside ended up being hugely beneficial.

When I visited Silica Systems and described my project, I was introduced to their director of operations who spent several hours discussing materials, giving me a tour of their facilities, and providing suggestions for the best material components to purchase and experiment with so that I could better familiarize myself with high strength fiber reinforced concrete (FRC) mixes.

This objective was accomplished by producing more than thirty (FRC) test tiles. This was done to test material strength, weight, and working properties.

★

c) Indicate the total number of hours dedicated in the accomplishment of objective #1:

27

**OBJECTIVE #2 (if applicable):**

a) Copy and paste objective from application (if applicable)

Create 3-5 large scale outdoor figure sculptures using contemporary materials and record and manage digital photos and videos of the creative processes.

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I made a total of fifteen Fiber Reinforced Concrete (FRC) sculptures, two were large scale figure sculptures and thirteen were abstract sculptures.

In making these sculptures, Styrofoam was used as an armature, an underlying structure that was first shaped and then used as a foundation to apply (FRC) mixtures upon.

After completing the first large scale figure sculpture (quartered bust), I felt that I was spending far too much time shaping Styrofoam and not enough familiarizing myself with the use of (FRC) as a sculpture material.

As a result, I determined that it would be wise to create a series of simpler abstract forms that would allow me to spend less time shaping Styrofoam and more time working with (FRC) mix combinations. To accomplish this, I produced eight (geodesic abstract structures). This was critical to the success of this sabbatical. In making these I was able to work with many different (FRC) formulations and note the advantages and disadvantages of each.

Having completed the eight geodesic abstract forms I applied what I learned to creating another large scale figurative sculpture (sliced bust).

As I approached the end of the sabbatical, I produced several relief sculptures. I chose to work more with Polyvinyl Alcohol (PVA) fibers. Being safer to work with and more economical than glass fibers they are a better choice for introductory (FRC) classroom projects.

As I made the 15 sculptural works, I took hundreds of photographs and recorded 14 video clips demonstrating (FRC) processes and techniques. This is discussed further in objective #3.

c) Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

533

**OBJECTIVE #3 (if applicable):**

a) Copy and paste objective from application (if applicable)

Edit video footage and photographs taken during objectives 1 and 2 to make them usable for instruction.

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

During my sabbatical I edited the photos that I took and produced 4 PowerPoint presentations highlighting the creation of the 15 sculptures that were made. These presentations depict the sequential evolution of 4 different project categories:

the quartered bust  
geodesic abstract structures  
sliced bust  
relief sculptures

The 14 video clips were edited to make 7 final videos demonstrating a variety of fiber reinforced concrete (FRC) techniques. They include:

making a dry mix for use in FRC sculpture  
cutting and gluing foam layers  
shaping a foam armature  
preparing a foam form for FRC application  
mixing a wet FRC mix  
coating a foam form with an FRC mix  
applying and texturing a finish coat

c) Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

42

**OBJECTIVE #4 (if applicable):**

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

**PART IV. - Contribution to District**

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

★

a. Explain how the study or project contributed to the professional development of the applicant.

In past semesters, students enrolled in my figure sculpture classes have worked with both plaster and ceramics. Fiber reinforced concrete (FRC) sculpture has similar working properties to these two materials. However, it can be placed outdoors without deteriorating like plaster and doesn't require expensive equipment such as a kiln like ceramics. This sabbatical has given me the skills necessary to teach student how to sculpt using (FRC). Students enrolled in my figure sculpture class will begin making cement sculptures in the Spring 2022 semester.

The videos and PowerPoints that I made will help supplement and reinforce classroom instruction and I will use these in my course's as soon as the Spring 2022 semester.

\*

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

#### Students:

Students enrolled in my figure sculpture courses will benefit from what I've learned about working with fiber reinforced concrete (FRC). This material will provide a way for them to make durable lightweight sculptures that can be placed outdoors without the use of expensive equipment and materials. The first SLO for both Art 217 and 219 states 'students will demonstrate a knowledge and mastery of figure sculpting'. As an art instructor I must continue to learn new skills and hone those that I have, to help students achieve the highest level of proficiency possible. Outdoor sculpture often has greater visibility than works displayed indoors. This provides opportunities for diverse viewpoints to be expressed publicly. Discussions and lessons on how such sculptures are made and how they influence societies are an important part of an art education. This is especially relevant to figurative sculptures which often confronts diverse social issues.

#### Department:

I have learned a great deal about FRC, and I have improved my skills documenting artworks. Both increase my value as an instructor.

When I began this sabbatical, I thought that I would be able to film videos on my own, using multiple cameras. However, as I tried, I quickly became aware of how important it is to have someone filming behind the camera. Luckily someone volunteered to help film my instructional videos. During the filming I directed where to place the camera to best capture what was being conveyed. My directions were later removed during the editing process. However, without an eye composing each shot, letting me know if my body or hands were fully in the frame, or if the image was in focus, the videos would not have been usable.

The importance of good documentation is discussed in many studio art courses and is covered in greater depth in Art 295, Visual Art & Professional Practice, which stresses portfolio development. As the department is considering rotating the instruction of Art 295 between full-time art faculty, having extensive knowledge of documentation methods is vital. I have given presentations about my past art projects in colleagues classes, at career pathway events and I will present documentation of this sabbatical on future occasions.

#### College / community:

As my job descriptions states, I 'must be an active contemporary artist'. I intend to display artworks that I made during this sabbatical, and future artwork that I make using what I've learned, within both the college art gallery and the San Diego community. In addition, I have and will continue to give lectures about my artwork at MiraCosta College and within the larger community at galleries and museums where I exhibit.

When doing so, I have and will make certain my affiliation as an art instructor at MiraCosta is noted in exhibition statements and publications.

### PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtgRkNhVm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

\* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: \*

602

Link to Google folder with documentation files: \*

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Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

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**BOARD OF TRUSTEES POLICY  
Limitations**

**5055: Student ~~Enrollment~~ Registration  
and Priorities**

The superintendent/president shall establish procedures defining enrollment registration limitations and priorities, as well as the process for challenging an ~~enrollment~~ registration limitation. These procedures shall comply with Title 5 regulations.

See Administrative Procedure 5052, Student Open Enrollment, and Administrative Procedure 5055, Student Registration ~~Enrollment~~ Limitations and Priorities.

Steering:

AAC / AS

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

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

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

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

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

### **Enrollment Priority Registration System**

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

Group A      Students who have completed all the priority registration steps (also known as matriculation) steps for matriculation and are eligible as under any of the following categorical programs:

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



To receive and maintain priority ~~enrollment~~registration, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least 50 percent of enrolled units, and not have exceeded ~~90~~100-degree applicable units.

Group B Students new to the college or returning after two semesters who have completed the priority registration steps (also known as matriculation)~~steps for matriculation which include, student athletes, and students enrolled in the baccalaureate program.~~

~~—~~To receive and maintain priority ~~enrollment~~registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least 50 percent of enrolled units, and not have exceeded ~~90~~100-degree applicable units (students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation).

Group C Continuing students who have not completed the priority registration steps (matriculated)~~matriculated~~ and new and returning students, including those in Group A and Group B who have not completed the priority registration steps (matriculated)~~matriculated~~ or previously earned a bachelor's degree.~~—~~

Group D Any student who has been on probation for at least two consecutive semesters, including students on academic probation (GPA based) or progress probation (based on percentage of courses completed with an evaluative grade).

Group E Students who have completed more than ~~90~~100~~units~~100-degree applicable units (students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation) with a grade of A–F, P, or NP. Courses considered “basic skills” will not ~~be counted~~ toward the completion of units in this category, but the units~~y~~ will ~~be counted~~ in Group B and Group C.

Group F Concurrently enrolled high school students.

### Loss of ~~Enrollment~~Priority Registration

~~Student Services~~Admissions and Records will notify each students ~~who are~~who is placed on academic or progress probation, or ~~who have~~ earned 75 percent or more of the unit limit, of the potential for loss of ~~enrollment~~priority registration.

~~A~~ ~~The student will be~~is notified for the loss of priority registration that when placed on a second consecutive term on~~of~~ academic or progress probation or reaches the unit limit.

~~will result in the loss of priority registration until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.~~

## Appeal of Loss of ~~Enrollment~~ Priority Registration

Students may appeal to reinstate ~~enrollment~~ priority registration for the following reasons:

- The student is enrolled in a high unit major.
- ~~Students may appeal the loss of enrollment priority when the~~ The loss of priority is due to extenuating circumstances or ~~when~~ a student with a disability applied for but did not receive a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control.
- ~~The Student~~ student ts who have ~~has~~ demonstrated significant academic improvement ~~may also appeal the loss of priority enrollment status.~~ Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, Probation, Disqualification, and Readmission.

The dean of Counseling and ~~student~~ Student development Development or ~~his/her~~ their designee will review ~~determine~~ the appeal ~~in his/her sole discretion.~~

Credit for prior learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. An authorized assessment is a process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

Students who are veterans or active duty members of the armed forces, who hold industry-recognized credentials, or who request credit for a course based on their prior learning will be referred to the college's appropriate authority for assessment upon completion of their educational plan.

Units earned for CPL cannot be counted for federal financial aid payment purposes but may be counted for pace of progression and maximum unit calculations.

### **Determination of Eligibility for Credit for Prior Learning**

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the student's prior learning and only for a course listed in the MiraCosta College Catalog.

Award of credit will be made to general education or program requirements when possible and to electives for students who do not require additional general education or program credits to meet their goals. Units for which credit is given shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

### **Approved Methods for Awarding Credit for Prior Learning**

Students may demonstrate proficiency in a course eligible for CPL and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on any of the following standardized examinations: Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP).
- Evaluation of Joint Services Transcripts (JST).
- Satisfactory completion of an institutional examination, known as credit by examination, administered by discipline faculty.

Steering: AAC / AS

- Evaluation of industry-recognized credential documentation.
- Evaluation of a student portfolio or other assessment approved or conducted by proper authorities of the college.

AP, IB, CLEP, JST, and credit by exam can be used by MiraCosta College to certify specific CSU and/or UC general education requirements.

## **A. Credit for Standardized Examinations**

1. Advanced Placement (AP) Examination Program: MiraCosta College grants credit to high school students who attain scores of 3, 4, or 5 on AP exams administered by the College Entrance Examination Board, **consistent with the CSU system**. The Advanced Placement Guide published in the MiraCosta College Catalog identifies how specific AP exams can be used as credit for prior learning. (See Administrative Procedure 4236: Advanced Placement Credit.)
2. International Baccalaureate (IB) Examination Program: MiraCosta College grants credit toward the associate degree for ~~most high-level IB~~ **higher-level** exams passed with a minimum score of **4 or 5, depending on the exam, consistent with the CSU system**. ~~However, individual departments may also determine course equivalency.~~ The International Baccalaureate Guide published in the MiraCosta College Catalog identifies how specific exams can be used as credit for prior learning. To receive credit, official IB transcripts must be on file in the Admissions and Records Office.
3. College Level Examination Program (CLEP): MiraCosta College grants credit for successful completion of certain CLEP general examinations and subject examinations with a minimum score of 50, **consistent with the CSU system**. The CLEP Guide published in the MiraCosta College Catalog identifies how specific exams can be used as credit for prior learning. To receive credit, official CLEP transcripts must be on file in the Admissions and Records Office.

## **B. Credit for U.S. Military Service/Training**

MiraCosta College grants experience credit of three elective units for submission of any DD214, 295, or other military transcript. Additionally, active duty military personnel and U.S. military veterans may satisfy the Self-Development general education (GE) requirement from MiraCosta College's GE pattern (Plan A) or the California State University GE-Breadth pattern (Plan B) through submission of a military transcript.

Military service school training will be evaluated and awarded associate degree credit in accordance with the recommendations contained in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Forces. In most circumstances, the units awarded will be elective credit. Students may also receive credit for USAFI/Dantes subject standardized tests and USAFI courses by submitting an official transcript to the Admissions and Records Office. Students should submit a verified copy of their DD214/military transcript to the Admissions and Records Office for evaluation.

### **C. Credit by Examination**

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that course. The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted.

Credit by exam will be offered only under the following conditions:

1. A departmental or program credit by institutional examination policy is on file with Student Services.
2. An instructor who has been designated by departmental statement as eligible to give credit by institutional examination in the course agrees that such credit by institutional examination is appropriate. The instructor is responsible for selecting an appropriate exam.
3. The student must be currently enrolled at the college and in good standing (see Administrative Procedure 4250: Probation, Disqualification, and Readmission).
4. An examination may be taken only one time for a specific subject and will not be given in a subject previously completed unsatisfactorily (D, F, or NP).
5. The deadline for returning a completed Credit for Prior Learning Assessment petition to the Admissions and Records Office is Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.
6. Students have until the 75% deadline to withdraw their intent to take the exam; after that, they must take the exam or they will automatically be issued a grade of "F."
7. Credit by institutional examination will generally not be offered for a course the student is currently enrolled in or for a course that is a prerequisite to a more advanced course in the same subject for which the student has already received college credit.
8. A maximum of 15 units will be granted as credit by institutional examination at MiraCosta College. Note: This number does not include CLEP or other similar standardized tests.
9. Credit by institutional examination will be recorded on the student's permanent record only if department and institutional policy has been followed.

10. Charges will be assessed for credit by institutional examination. The fee will not exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Credit by institutional exam is covered by the Board of Governors Fee Waiver Program, if eligible.
11. Credits acquired by examination are not applicable to meeting of such unit-load requirements as Selective Service deferment, Veterans, or Social Security benefits.

#### **D. Credit Using Industry-Recognized Credentials**

The determination to offer CPL using industry-recognized credential documentation rests solely on the discretion of the discipline faculty. Students shall receive credit if the discipline faculty who normally teach the course for which credit is to be granted determine the industry certification adequately measures mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL using industry certification and receive college credit must file a Credit for Prior Learning Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

#### **E. Credit Using Other Assessments**

The determination to offer CPL using other types of assessment rests solely on the discretion of the discipline faculty. The nature and content of other types of assessment, such as student portfolios or skills demonstrations, shall be determined by faculty in the discipline who normally teach the course for which credit is to be granted. Students shall receive credit if the faculty determine that the assessment adequately measures sufficient mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL and receive college credit using a faculty-approved assessment method must file a Credit for Prior Learning Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

#### **Prior Learning Assessment Grading Policy**

- A. Grading shall be according to the regular grading system in accordance with AP 4230: Grading and Academic Record Symbols.
- B. Students shall be offered a "Pass/No Pass" option, in accordance with AP 4232: Pass/No Pass, if that option is ordinarily available for the course.

- C. Students shall be given the opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to AP 4230: Grading and Academic Record Symbols and AP 4231: Grade Changes.

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## **Transcription of Credit for Prior Learning**

The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning. Credit earned through an advanced placement exam will be specifically notated as such.

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# MiraCosta College

## 2023-2024 Academic Calendar

### Summer Session 2023 June 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### Fall Semester 2023 August 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### Spring Semester 2024 January 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### July 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### September 2023

S	M	T	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### February 2024

S	M	T	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

### IMPORTANT DATES

#### SUMMER

June 12 Start of Summer 8-week Intersession  
June 12 Start of Summer 6-week Intersession  
August 5 End of Summer Intersession

#### FALL

Aug 18 All-College Day  
Aug 21 Classes Begin  
Sept 1 Last Day to Add Classes  
Sept 1 No "W" Deadline\*  
Sept 5 First Census  
Sept 25 30% Pass/No Pass Deadline\*\*  
Nov 17 75% Withdrawal Deadline\*\*\*  
Dec 11-16 Final Exams  
Dec 16 End of Semester  
Dec 24-Jan 1 Campus Closed

#### SPRING

Jan 22 Classes Begin  
Feb 3 Last Day to Add Classes  
Feb 3 No "W" Deadline\*  
Feb 5 First Census  
Feb 28 30% Pass/No Pass Deadline\*\*  
Mar 18-23 Spring Break  
Apr 23 75% Withdrawal Deadline\*\*\*  
May 21-24 Final Exams  
May 24 Commencement

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

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

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

June 19 Juneteenth (Legal Holiday)  
July 4 Independence Day (Legal Holiday)  
Sept 4 Labor Day (Legal Holiday)  
Nov 10 Veterans Day (Observance)  
Nov 23 Thanksgiving Day (Legal Holiday)  
Nov 25 Day after Thanksgiving (Local Holiday)  
Dec 25 Christmas (Observance)  
Dec 25-31 Winter Closure  
Jan 1 New Year's Day (Observance)  
Jan 15 Martin Luther King, Jr. Day (Legal Holiday)  
Feb 12 Lincoln Day (Observance)  
Feb 19 Washington Day (Legal Holiday)  
Mar 21-22 Thursday/Friday of Spring Break (Local Holiday)  
May 27 Memorial Day (Legal Holiday)

### October 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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22	23	24	25	26	27	28
29	30	31				

### March 2024

S	M	T	W	Th	F	S
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24	25	26	27	28	29	30
31						

### November 2023

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26	27	28	29	30		

### April 2024

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14	15	16	17	18	19	20
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28	29	30				

### December 2023

S	M	T	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### May 2024

S	M	T	W	Th	F	S
			1	2	3	4
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19	20	21	22	23	24	25
26	27	28	29	30	31	

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

15 16+1 16+1 16+1 16+1 15  
83 Days of Instruction • 5 Days of Flex

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





# GOVERNANCE MANUAL

~~Summer 2020~~ Spring 2022 Update

This manual is written in fulfillment of Administrative Procedure 2510–*Collegial Governance and Participation in Local Decision Making*.



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## I. Collegial Governance and Participation in Local Decision Making

MiraCosta Community College District (MCCD) has a long and rich history of collegial governance with broad participation across all constituent groups. The collegial culture at MCCD rests on a partnership in which faculty, staff, administration, and students participate in the decision-making process. This partnership flourishes when each group understands its own role and respects the roles of other constituent groups. Members of the district community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the district. The level of involvement and the process for decision-making depends on the type of issue facing the college.

MCCD uses both formal assessment and informal feedback to make improvements. The governance structure is regularly evaluated as a whole, while committees annually review and assess their charge, composition, and meeting schedules. The groups discuss modifications needed and make recommendations for change to College Council, which is ultimately responsible for the effectiveness of the governance function of the college.

There are three basic categories of issues:

- A. **Governance:** A district governance issue is a policy, procedure, plan, or project that has an impact on the district as a whole. These include board policies, administrative procedures, strategic and master plans, and program review processes.
- B. **Operational:** Operational issues are those that involve the implementation of approved policies, procedures, plans, and programs. Administrative and other procedures frequently designate the division head, or the committee or individual that advises the division head, as responsible for operational decision-making within the parameters of the policy, procedure, plan, or program. Procedures that pertain to the internal functioning of a division and do not have districtwide impact may also be designated as operational.
- C. **Working Conditions:** Working conditions are those issues that affect employee groups related to wages, benefits, workload, and other terms and conditions of employment.

This manual focuses on the structure of governance within the district. Operational policies and procedures are maintained by the specific divisions or departments. Working condition issues are referred to the appropriate collective bargaining unit or employee group and are addressed as outlined in their respective collective bargaining agreements or employee handbooks.

## Governance System Organization

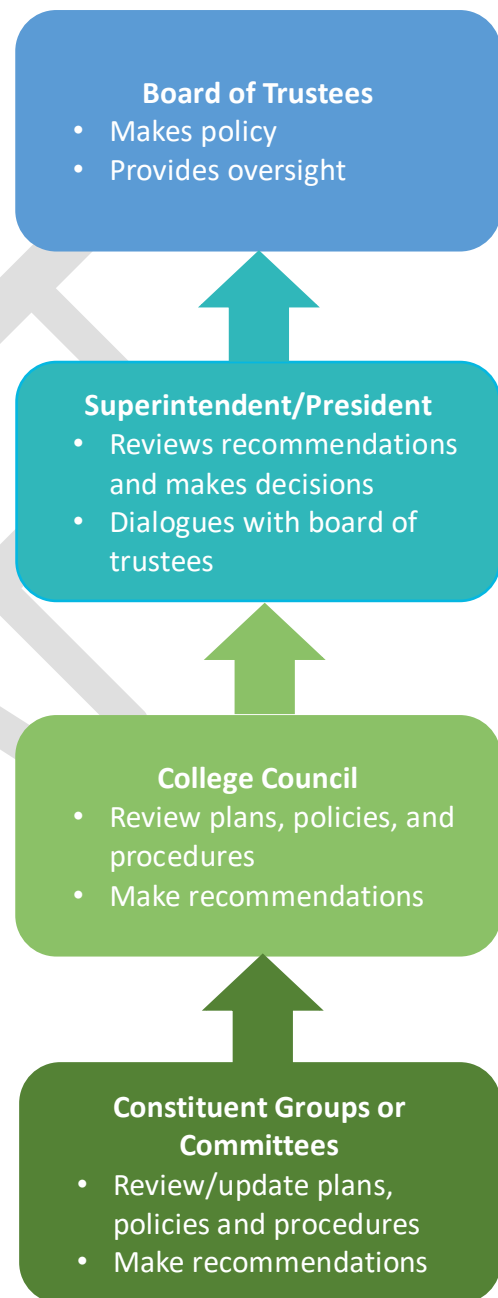
The governance system organization at MCCD reflects the ability to collegially address the three basic types of issues. In developing the governance system organization, the following goals were identified:

- A. Clarify and simplify the governance process to make explicit the scope, charge, authority, membership, and reporting relationships of each group assigned a role within it.
- B. Ensure the governance process encourages collegiality and broad, constructive participation by each group, while honoring discipline expertise when recommendations need to be made that directly affect a specific discipline.
- C. Preserve core institutional values. Enhance practices and procedures that have proven effective in the past while remaining flexible for changing circumstances. Adhere to prevailing statutes, regulations, policies, and procedures.
- D. Provide a reasonable, realistic, and balanced distribution of workloads imposed by the governance process.

The Board of Trustees is the ultimate decision maker on districtwide policies and master plans. The board delegates to the superintendent/president final approval of administrative procedures, operational issues, and strategic plans. The College Council is charged with directing policies, procedures, plans, and other matters to the appropriate governance committees and representative councils, and receiving recommendations back regarding those issues.

All new or revised board policies (BPs), administrative procedures (APs), or other governance issues routed to governance committee or representative and districtwide committees must follow the procedure detailed in this manual. Specific routing assignments can be found on the College Council webpage.

To ensure the college is working towards its commitment to equity and to becoming a racially just organization, as policies and procedures are reviewed, the “Applying an Equity Lens to Policies and Procedures” schematic is used.



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## REVISED GROUP DEFINITIONS

**College Council:** The committee and division leadership that meets regularly to serve in an advisory capacity to the college superintendent/president.

**Representative Committees:** A single constituency group that meets regularly and makes recommendations on governance issues to the College Council. Example: Academic Senate committee, Classified Senate committee, Administrators committee, Associated Student Government committee.

**Districtwide Committee:** A multiple constituency group that meets regularly to make recommendations to College Council on policies, procedures, plans, programs, and projects. Example: Budget and Planning Committee, Outcomes Assessment Committee, Institutional Program Review Committee.

**Subcommittees:** A group that meets either regularly or cyclically to address topics within the scope of the parent committee (either representative or districtwide) and makes recommendations to the same. The makeup of the subcommittee would be defined by the parent committee and may or may not include outside members or resources. Example: Academic Affairs Committee, Courses and Programs Committee, Diversity, Equity and Cultural Competency, MiraCosta Online Educators, facilities subcommittee of BPC, facilities master plan subcommittee of BPC.

**Taskforce:** A group convened with a specific charge and timeline that is disbanded after the task is complete. Example: Streamlining Governance Taskforce, Mission Taskforce.

**Workgroups:** A group created to explore options related to a charge that may require an unspecified period of time. Members may change over time based upon evolving needs. Recommendations are made to the parent group, committee, or individual. Example: Guided Pathways Workgroups.

**Advisory Group:** These operational groups are not part of the governance structure, but participation still counts toward fulfilling institutional service. Example: Student and Success and Equity and Guided Pathways Advisory Group, Campus Advisory Group, Student Conduct and Police Advisory

## II. Decision-Making on Governance Issues

The organization of governance at MCCD and the roles in decision-making depend on how a particular issue is categorized. The College Council routes governance issues to the governance committees and representative groups or committees. Once the College Council

|

has routed a governance issue, the issue will thereafter be routed to that governance committee, unless a revised routing to a different committee and/or council is suggested.

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## College Council

*Charge:* Serve as a governance group that makes recommendations to the superintendent/president. College Council is the primary advisory for college-wide matters.

*Responsibilities include:*

- A. Provide input on district policy and procedure development.
- B. Ensure that policies, procedures, plans, and other matters are directed to the appropriate governance, operational, or working conditions groups.
- C. Ensure that governance process and priorities, accreditation processes, integrated plans, and activities promote institutional effectiveness, through collaboration, assessment, communication, coordination, and refinement.
- D. Review Board of Trustees meeting dockets.

Facilitated by the superintendent/president.

*Composition:* Sixteen members composed of the superintendent/president, four divisional vice presidents, dean of Research, Planning, and Institutional Effectiveness, Academic Senate president and vice president, Associated Student Government president, Classified Senate Committee president and vice president, and chairs or co-chairs of each of the four districtwide committees.

*Website:* <https://miracosta.edu/governance/college-council/index.html>

## Districtwide Committees

~~Four~~ Three districtwide committees address their respective, routed governance issues and forward their recommendation to the identified constituent groups or committees.

### Budget and Planning Committee (BPC)

*Charge:* BPC is responsible for formulating and recommending to the appropriate councils policies and procedures related to institutional, strategic, and integrated planning, grants and gifts, and budget management and preparation. BPC is also responsible for recommending tentative and final budgets, strategic and master plans, grant proposals, and resource allocation processes to the appropriate committee(s) or to the vice president, administrative services (VPAS).

*Co-chairs:* Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Committee. The faculty

co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

*Composition:* Sixteen members including seven faculty members (includes co-chair), four administrators (includes co-chair), four classified staff members, and one student, each selected by the appropriate representative committee.

*Terms:* Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.

*Website:* <https://miracosta.edu/governance/budget-and-planning-committee/index.html>

### **Institutional Program Review Committee (IPRC)**

*Charge:* IPRC is responsible for formulating and recommending to the appropriate committees policies and procedures related to the program review process and its associated standards, in cooperation with other governance committees (as required), and for ensuring incorporation of student learning and service outcomes assessment into institutional program review. IPRC is also responsible for assisting in the execution of the program review process, validating program reviews, and collecting feedback to act on process improvements.

*Co-Chairs:* Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Committee. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

*Composition:* Sixteen members composed of seven faculty members (including the co-chair and outcomes assessment coordinator), four administrators (including the co-chair), four classified staff members, and one student, each selected by the appropriate representative committee.

*Terms:* Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.

*Website:* <https://miracosta.edu/governance/iprc/index.html>

### **Outcomes Assessment Committee (OAC)**

*Charge:* The OAC is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. They provide planning, support, facilitation, communication, and leadership that will promote the achievement of college goals pertaining to outcomes assessment.

*Co-Chairs:* One administrator and one faculty; faculty term is three years, non-renewable. No term limit for administrator co-chair. Co-chairs are included in the identified composition.

*Composition:* Nine faculty appointed by the Academic Senate, ideally to include five faculty (one of whom should be an associate faculty) who represent general education: one each who teaches in English, math, natural sciences, art and humanities (excluding English), and social and behavioral sciences (note: if a faculty member from this group takes an absence during the academic year or if a volunteer from each discipline does not step forward, a substitute faculty member may be from a department already represented on the committee.), two faculty members from Career Education, and one faculty member from each of the following: counseling and non-credit. Committee membership also includes four administrators representing all divisions and a variety of employee groups (includes co-chair), four classified staff appointed by the Classified Senate, and one student appointed by the Associated Student Government. The faculty director of Online Education, the articulation officer, and the dean of Research, Planning, and Institutional Effectiveness will serve as resources.

*Terms:* All members (except student member) serve two year terms; terms are renewable twice.

Website: <https://miracosta.edu/governance/oac/index.html>

### **Student Success Committee (SSC) (on hiatus)**

*Charge:* The SSC is responsible for developing an institutional vision of student success and coordinating and facilitating the work of individuals, programs, departments, and committees that support and improve student success at the college. The committee is also responsible for reviewing and modifying policies, procedures, and other items as appropriate that are related to student success, providing connections between student success groups and the district integrated institutional planning and resource allocation processes, evaluating the college's overall effectiveness in supporting and improving student success, and assisting members of the college community with initiatives involving student success.

*Chairs:* Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Committee. They should be chosen so that one of them is from the Instructional Services Division and the other is from the Student Services Division. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

*Composition:* Twenty members composed of ten faculty members, four of whom are traditionally non-classroom, three administrators, five classified staff members, and two students, each selected by the appropriate representative committee.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.

Website: <https://miracosta.edu/governance/student-success-committee/index.html> [JB1]

## **Representative Committees**

### **Academic Senate (AS)**

Mission Statement: It shall be the purpose for the Academic Senate to represent the faculty of MiraCosta College and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic, and professional matters.

Major responsibilities include the following:

- A. Promote and preserve the integrity of the educational program.
- B. Facilitate communication between the faculty, the superintendent/president, and the Board of Trustees.
- C. Develop equitable policies and procedures related to academic and professional matters, and promote their implementation.
- D. The Academic Senate shall review all proposals routed through the governance process. In academic and professional matters, the Academic Senate shall make final recommendations to the Superintendent/President and/or the Board of Trustees, as appropriate.
- E. Assist the members of the faculty of MiraCosta College in exercising their voice in academic and professional matters.
- F. Develop, communicate, and encourage ethical and professional conduct.
- G. Make recommendations (to the administration and Board of Trustees) on academic and professional matters.
- H. Represent the faculty of MiraCosta College to other faculties, to the local Academic Senates of other colleges and universities, and to the Academic Senate for California Community Colleges, the Faculty Association for California Community Colleges, and other appropriate state and national organizations, concerning academic and professional matters.

Chair: Academic Senate president, elected at-large by the full-time faculty.

Composition: Seventeen members composed of the Academic Senate president (ASP), and alternating years vice president (ASVP) or president-elect (ASPE), the superintendent/president (who serves as a nonvoting member), one coordinating officer (CO), eight at-large members of the full-time faculty, and five at-large members of the associate faculty. ASP and ASVP/PE are elected by all faculty. The CO (alternating terms of full-time and associate) is elected by the

representative faculty group in alternating two-year periods. Full-time faculty members are elected at-large by the full-time faculty. Associate faculty members are elected at-large by the associate faculty.

Website: <https://www.miracosta.edu/governance/academic-senate/index.html>

Committees of the AS: <https://www.miracosta.edu/governance/academic-senate/committees.html>

~~*Mission Statement:* It shall be the purpose of the Academic Senate to represent the faculty of MCCD and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic and professional matters.~~

~~*Major responsibilities include the following:*~~

- ~~A. Promote and preserve the integrity of the educational program.~~
- ~~B. Facilitate communication between the faculty, the superintendent/president, and the Board of Trustees.~~
- ~~C. Develop policies and procedures related to academic and professional matters, and promote their implementation.~~
- ~~D. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to the Academic Senate.~~
- ~~E. Assist the members of the faculty of the MCCD in exercising their voice in academic and professional matters.~~
- ~~F. Develop, communicate, and encourage ethical and professional conduct.~~
- ~~G. Make recommendations (to the administration and board) on academic and professional matters.~~
- ~~H. Represent MCCD to other faculties, the Academic Senate of California Community Colleges, and other appropriate state and national organizations.~~

~~*Chair:* Academic Senate president, elected at-large by the full-time faculty.~~

~~*Composition:* Seventeen members composed of the Academic Senate president (ASP) and alternating years vice president (ASVP) or president-elect, the superintendent/president (who serves as a nonvoting member), eight representatives of the full-time faculty, one coordinating officer (alternating terms of full-time and~~

~~associate), and five representatives of the associate faculty. ASP and ASVP/PE are elected by all faculty. The CO is elected by the representative faculty group (associate or full time) in alternating two-year periods. Full time faculty representatives are elected at large by the full time faculty. Five associate faculty representatives are elected at large by the associate faculty.~~

~~Website: [www.miracosta.edu/governance/academicsenate/index.html](http://www.miracosta.edu/governance/academicsenate/index.html)~~

~~Committees of the AS: <https://miracosta.edu/governance/academic-senate/committees.html>~~

## **Administrators Committee (AC)**

*Mission Statement:* The Administrators Committee provides leadership and direction for the college community, facilitates collaboration and communication among departmental administrators, and serves as a resource in achieving shared goals.

*Major responsibilities include the following:*

- A. Appoint administrators to serve on governance committees.
- B. Serve as advisory committee to the superintendent/president.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to Administrators Committee.
- D. Make recommendations to the superintendent/president on district budgets.
- E. Make recommendations to the superintendent/president on district plans and accreditation self-studies that have been routed to Administrators Committee.

*Chair:* Administrators Committee chair, selected by the Administrators Committee.

*Composition:* All academic and classified administrators, ~~six~~five vice presidents (including AVP), and the superintendent/president.

## **Associated Student Government (ASG)**

*Mission Statement:* The purpose of the Associated Student Government (ASG) is to serve the collective needs of the students at MiraCosta College. Furthermore, the ASG shall endeavor to achieve this purpose with excellence and impart that standard to future ASG members.

*Major responsibilities include the following:*



- ~~A. A.~~ Appointing students to campus-wide committees.
- B. Participating in the development of district policies and annual budget.
- C. Adopting and overseeing use of an annual budget.
- D. Allocating funds for new programs/projects.
- E. Granting club charters.
- F. Providing and administering a program of activities and services for students.
- G. Engaging in advocacy efforts at the local, state, and federal levels that aim to improve the community college student experience.

*Chair:* ASG president, elected at-large by the students.

*Composition:* On average, the ASG is composed of ~~twenty-six~~ twenty-nine student members, including ~~six~~ five elected officers (ASG president, student trustee, executive vice president, San Elijo Campus vice president, Community Learning Center vice president, and vice president for diversity, equity, and inclusion), four appointed executive officers (director of legislative affairs, director public relations, director of finance, the inter-club council vice chair), and the inter-club council chair who is elected through vote of the inter-club council. There shall be no less than 15 senator seats in the Associated Student Government, or one senator per 1,000 students representing the Oceanside Campus per 1,000 enrolled students (roughly twelve per year), one senator representing the San Elijo Campus per 1,000 enrolled students enrolled by the first census date in the fall semester, whichever is greater, equally assigned to represent the Oceanside Campus, San Elijo Campus, and the Community Learning Center. The ASG may also appoint student-at-large positions as outlined in the ASG constitution. (roughly four per year), and two senators representing the Community Learning Center.

*Website:* <https://miracosta.edu/governance/associated-student-government/index.html>

*Committees of the ASG:* <https://miracosta.edu/governance/associated-student-government/committees.html>

## **Classified Senate Committee (CSC)**

*Mission Statement:* MiraCosta College's Classified Senate represents the interests, issues and concerns of classified staff through involvement in collegial governance. The Senate officially represents classified employees in matters relating to working conditions and compensation agreements through the collegial meet and confer process. The Senate promotes continued professional development opportunities and

collaborative efforts with faculty, students, and administration to support a positive and productive campus culture.

*Major responsibilities include the following:*

- A. Facilitate communication among the Classified Senate and the administration, the faculty, and the Board of Trustees.
- B. Participate in the development and formation of policies and practices as they relate to activities and functions of the classified staff.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to the Classified Senate.
- D. Make recommendations to the administration and the Board of Trustees on all other matters determined pertinent.

*Chair:* Classified Senate president, elected at-large by classified staff members.

*Composition:* Twelve to thirteen members composed of the Classified Senate president and vice president, the immediate past president (if any), the treasurer, the secretary, and eight senators. The superintendent/president and the manager, human resources operations serve as nonvoting advisors. All members (except the immediate past president) are elected at-large by classified staff members.

*Website:* <https://miracosta.edu/governance/classified-senate/index.html>

*Committees of CSC:* <https://miracosta.edu/governance/classified-senate/index.html>

### III. Governance Organization ~~Annual~~ Evaluation Process

Recognizing the importance of continuous improvement and maintaining the vibrancy and currency of the governance process in the MCCD, the College Council, assisted by the office of Research, Planning and Institutional Effectiveness, shall perform ~~the following on an annual basis:~~ an assessment of the governance structure and effectiveness every three years.

~~In fall of the evaluation year: October of each year:~~ An evaluation instrument (survey) is ~~employed~~ reviewed by College Council to measure the effectiveness of the governance organization in ensuring effective collegial governance and decision-making. The survey ~~is~~ will be electronically administered anonymously to all constituents, including associate faculty, full-time faculty, all administrators, all classified staff members, and student leaders of the ASG. Results are forwarded for action, if any, to the College Council.



**In spring of the evaluation year: February of each year:** ~~A specific~~ The evaluation instrument (survey) to measure the effectiveness and efficiency of individual representative committees, districtwide committees, and subcommittees ~~governance committees~~ is administered to all members within each of the governance committees. ~~This instrument is followed by a discussion of the survey results within the committee as well as a written report.~~ cCollege constituents. The report summarizes the survey and discussion and suggests any changes to committee structure and function deemed necessary to increase the effectiveness of each governance committee. Results are forwarded for action, if any, to College Council.

**By April of the evaluation year:** Each representative committee, districtwide committee, and subcommittee will reflect on and discuss the charge, composition, strengths, and areas of improvement for their committee's effectiveness. Requests for modification to charge and composition will be forwarded to College Council.

~~**Throughout the year:** The College Council considers any requests for new governance committees or changes to the status or structure of existing governance organization committees.~~

**March-April through May of each year:** College Council reviews the survey results, specific representative committee, districtwide committee, and subcommittee ~~governance committee~~ recommendations, and requests for new governance committees or changes ~~modification~~ to the status of existing representative committees, districtwide committees, and subcommittees ~~governance committees~~. Based on this review, the College Council decides on possible action(s).

~~**Throughout the year:** The College Council considers any requests for new representative committees, districtwide committees, and subcommittees ~~governance committees~~ or changes to the status or structure of existing governance organization committees.~~

**Changes based on evaluation process:** Any changes proposed are forwarded to all four representative committees for approval by the end of May and implementation the following fall.

## Recommendations from Goal #4 Taskforce

**Goal #4:** A taskforce, in consultation with our local Native Tribe Leaders, will develop and implement a plan to create physical markers on each of our campuses to acknowledge the land, beginning this Spring 2022 at the Community Learning Center.

The taskforce originally sought to establish physical land acknowledgements on the MiraCosta College campus. After consulting with several American Indian students, faculty, and staff at MiraCosta College, and American Indian scholars at Cal State San Marcos and University of San Diego, the goals of the taskforce were re-evaluated.

While the different stakeholders all supported the creation of physical land acknowledgments if done in a culturally sustaining manner with community input, the larger message was that the institution should think beyond this singular action. We heard that a physical land acknowledgment does little to impact the well-being of American Indian people if there is no accompanying effort to return the land, revitalize native cultures, or reinvest in native communities.

### Recommendations:

1. Host a gathering and invite American Indian students, staff, faculty and community members to break bread and acknowledge our American Indian community.
1. Create a taskforce in 2022-2023 to establish an Academic Senate Scholarship focused on supporting the needs of our local American Indian Community, in consultation with MiraCosta College's American Indian students, staff, and faculty.

**Credit Courses**

Individual degree-applicable credit courses that are part of an educational program approved by the California Community Colleges Chancellor's Office (CCCCO) are submitted to the board of trustees according to the following procedure:

- A. Courses and their affiliated student learning outcomes are proposed by faculty.
- B. Courses are examined by the department chair, the department's dean, and the articulation officer.
- C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.
- D. Courses are evaluated, reviewed, and approved by the Courses and Programs Committee (CPC).
- E. Courses are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.

Non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program may be approved locally and offered provided the district complies with the following requirements:

- A. Individuals serving on the CPC and all others involved in the curriculum approval process have received training on the review and approval of courses not part of educational programs as provided for in title 5 section 55100.
- B. Courses and their affiliated student learning outcomes are proposed by faculty.
- C. Courses are examined by the department chair, the department's dean, and the articulation officer.
- D. Courses are reviewed via a technical review process to ensure for compliance with local and state standards.
- E. Courses are evaluated, reviewed, and approved by the CPC.
- F. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.

- G. No course that has previously been denied separate approval by the CCCCCO or is part of a program that has been disapproved by CCCCCO may be offered pursuant to title 5 section 55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and board of trustees.
- H. Students may count no more than eighteen (18) semester units of stand-alone courses toward satisfying the requirements for a certificate or the completion of an associate degree.
- I. When eighteen or more semester units of non-degree-applicable courses in the same TOPs code are linked to each other as prerequisite or corequisite courses, such courses are submitted to the CCCCCO for approval as a program.

Board-approved credit courses are submitted for automatic inclusion in the Chancellor's Office Curriculum Inventory ~~(COCI)~~[Management Information Systems](#).

### **Noncredit Courses**

District personnel involved in the noncredit course approval process, including curriculum committee members, receive training regarding the rules, regulations, and local policies applicable to the approval of noncredit courses, including but not limited to the provisions of title 5 section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.

All noncredit courses are submitted to the board of trustees according to the following procedure:

- A. Courses and their affiliated student learning outcomes are proposed by faculty.
- B. Courses are reviewed by the department chair and dean of Continuing and Community Education.
- C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.
- D. Courses are evaluated, reviewed, and approved by the CPC.
- E. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.

The district promptly reports all noncredit courses approved by the board to the Chancellor's Office Curriculum Inventory ~~(COCI)~~[Management Information Systems](#).

### **Annual Curriculum Approval Certification**

Each October, the superintendent/president, vice president of Instructional Services, Academic Senate president, and curriculum committee chair certify the integrity of all district-approved curriculum by signing and submitting the Chancellor's Office Annual Curriculum Approval Certification form.

## Definition

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

“Distance education” (DE) means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

Technologies that may be used to offer distance education include the following:

- (1) The Internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed above.

The definition of “distance education” does not include correspondence courses.

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

## Course Approval

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

The addendum must address the following:

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

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

## Certification

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

- A. Course quality standards: The same standards of course quality are applied to distance education classes as are applied to onsite classes.
- B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CPC course-approval criteria and procedures.
- C. Instructor preparation: By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach distance education in accordance with **ACCJC instructor qualifications, Title 5 requirements**, any department and college procedures, and negotiated agreements.
- D. Regular ~~effective contact~~ **and substantive interaction**: Each section of a course in which the instructional time is conducted in part or in whole through distance education will include regular ~~effective contact~~ **and substantive interaction** between instructor and students, ~~and among students~~. **Regular and substantive interaction among students in course sections which include distance education may be required in the DE addendum to the course outline of record**. By proposing a distance education course, the faculty author and department chair agree to the following specifications of instructor/student ~~contact~~ **interaction** and ~~contact~~ **interaction** among students **(if required in the course's DE addendum)**.
  - 1. Instructor-initiated interaction: The instructor serves as both a provider of instruction and as a facilitator of student learning. Ensuring regular ~~effective~~ **and substantive** instructor/student ~~contact~~ **interaction** guarantees that the student has the opportunity to benefit from the instructor's presence in the learning environment.
    - a. Types of interaction. Instructors will use a variety of means to initiate substantive and effective interaction with students, including several from among the following:
      - 1. Providing information or responding to questions about the content of a course or competency (~~i.e.~~ **e.g.**, weekly announcements, "Questions for the Instructor" forums, and responding to student emails, phone calls, and postings in a timely manner).
      - 2. Assessing or providing feedback on a student's coursework (separate from or in addition to an automated grading system).
      - 3. Facilitating group discussions regarding the content of a course or competency (e.g., a threaded discussion forum or video conference with instructor participation).
      - 4. Providing direct instruction, such as instructor-prepared synchronous or recorded lectures, or introductions to educational resources (e.g., publisher-created materials, Open Educational Resources, library materials, or other

materials freely available online) that, combined with other course materials, create the virtual equivalent of an onsite course section.

5. Other instructional activities approved by the ACCJC.

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

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

- c. Proactive support. Instructors will regularly initiate interaction with students (see section C.1.a) to assess if students are doing the following:
1. Accessing and comprehending course material.
  2. Participating regularly in course activities.

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

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

- d. Academic performance. Regularly initiated interactions by the instructor in tandem with robust assessments offered frequently throughout the semester will create an environment of academic integrity that constitutes a means for the following:
1. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass."

2. Encouraging honest representation of one's own work.
  3. Tracking students' engagement and attendance, including being able to determine the last day of attendance for a student who drops or becomes inactive. Prior to the first census date, the instructor will initiate an activity that requires student participation, as a means of evaluating whether or not the student is a "No Show."
2. Interaction among students: ~~If required in the course's DE addendum, the frequency of student-to-student contact~~ **interaction** in a DE section will be at least the same as would be established in its onsite counterpart. Ensuring regular ~~effective contact~~ **and substantive interaction** among students provides the opportunity for the students to receive the benefit of peer interaction in the learning environment. Instructors will use a variety of means to enable student-to-student interaction, such as the following:
- a. Threaded discussion forums and other asynchronous interaction tools.
  - b. Group projects.
  - c. Peer review activities.
  - d. Peer presentations.
  - e. Synchronous (live) online interactions.
  - f. Collaborative documents and other tools for knowledge-building and sharing.
3. Managing unexpected instructor absence: During a course section in which the instructional time is conducted in part or in whole through distance education, the instructor will notify students if the instructor will be out of contact beyond what is described in the syllabus and/or course documents. This notification will include when students can expect regular, ~~effective contact~~ **and substantive interaction** to resume.

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

- E. Accessibility: Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the faculty author and department chair agree that the course **design and materials of each DE section of the course** ~~will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205)~~ **accessible to every student, including students with disabilities.**
- F. Publicizing institutional support: The instructor shall help students in a DE course section to be aware of MiraCosta College support services and resources, especially those available online.
- G. Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.



## Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The district will provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

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

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

## Student Support Services

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

## Equity

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

## Accessibility

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

The college will assure that all institutionally provided technology resources used in support of distance education will meet the accessibility requirements in state and

federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 sections 55200 and 55205).

### **Publication of Distance Education Course Section Facts**

The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:

- A. All online and in-person synchronous meeting days/dates and times.
- B. Any required asynchronous in-person activities.
- C. Any required technology platforms, devices, and applications.

Any test or assessment proctoring requirements.

Effective: 1/19/10, 6/18/13, 10/13/15, 6/11/20

Periodic Review: 3/18/16

References: Title 5, §55200 et seq.

U.S. Dept. of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended  
34 Code of Federal Regulations §602.17

Accrediting Commission for Community and Junior Colleges Standard II.A.1

CCLC Update: #26, 4/15

Steering: CPC / AS

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# Introduction of Program Review and Planning

## Purpose of Program Review and Planning

MiraCosta College District is committed to improving, expanding, and maintaining quality programs and services to support student learning and success. Program Review and Planning is the process through which constituencies on campus take stock of their successes and challenges, identify ways in which they can more effectively meet their goals and the college's goals developed within the institution's Long-Term Planning framework. The process applies to all programs/units, instructional, support, and hybrid (any combination thereof), that perform annual Program Review and Planning to assess effectiveness in meeting college standards, accreditation standards, and advancing the district's mission. The Program Review and Planning process is an integral part of institutional effectiveness and a critical driver of planning and budget/resource allocation, as well as other college processes.

## Accreditation Commission for Community and Junior Colleges (ACCJC) Standards

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). MiraCosta College embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. As a regionally accredited institution, MiraCosta College adheres to all [ACCJC standards](#) regarding the program review, planning, and resource allocation process including but not limited to the standards I.B.5, I.B.9, III.D.2, and III.D.3.

**Standard I.B.5.** *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

**Standard I.B.9.** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

**Standard III.D.2** *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

**Standard III.D.3** *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

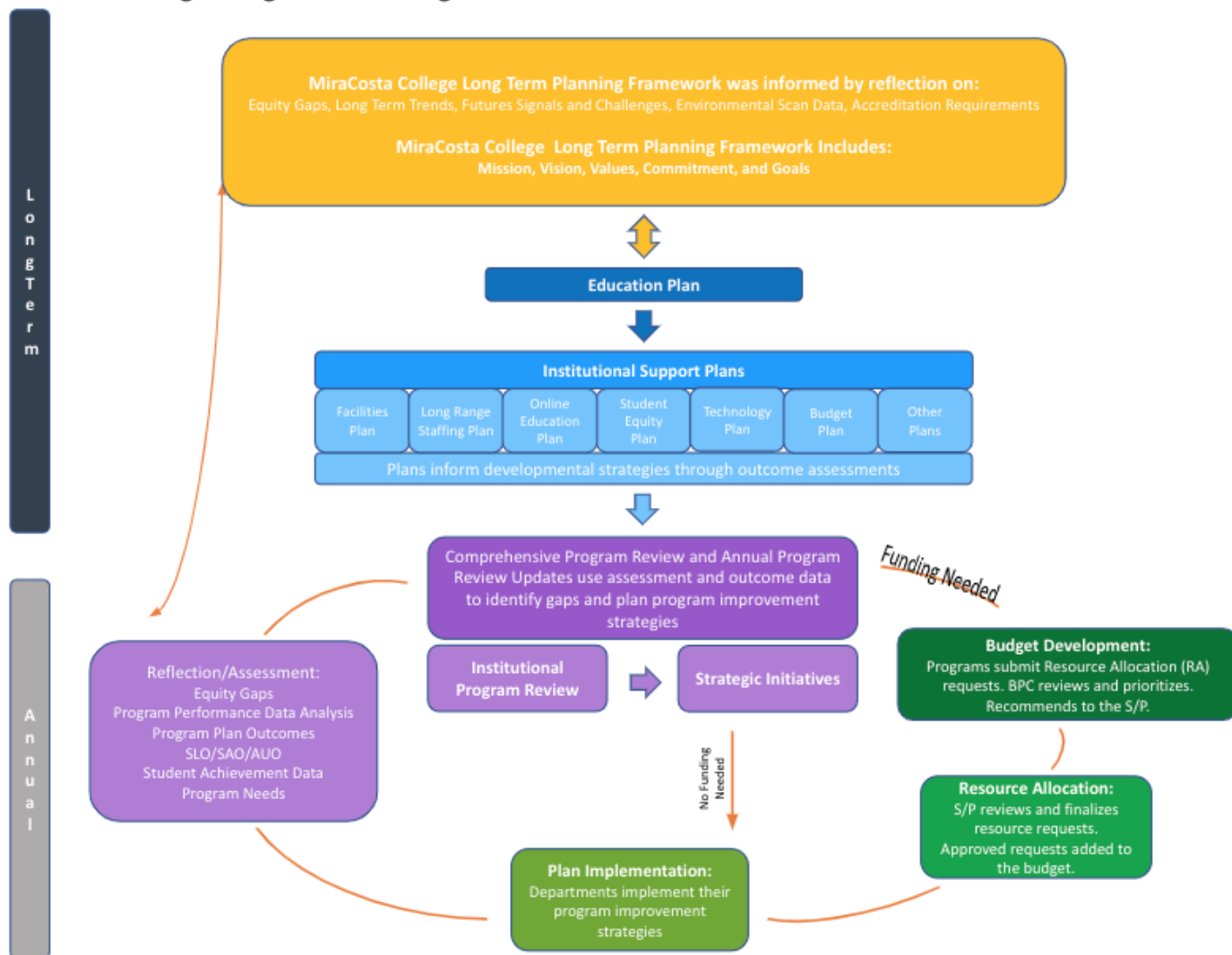
## Institutional Policy Regarding Program Review and Planning

MiraCosta College Board Policy 4020 (Program, Curriculum, and Courses), Administrative Procedure 4021 (Program Discontinuance), and Administrative Procedure 3250 (Institutional Planning) are implemented to

ensure that the Program Review and Planning process continues to comply with applicable standards and guidelines established by the ACCJC and Title 5. As such, the college has a three-year cycle, in which instructional, support, and hybrid programs/units (and/or any combinations thereof) undertake a Comprehensive Program Review in the spring every three years, with Annual Program Review Updates in the years in between. Resource allocation is conducted annually in the fall.

The following chart represents MiraCosta's Long Term Planning Framework with the annual Program Review and Planning Process.

### MiraCosta College Integrated Planning **DRAFT**



## Institutional Program Review Committee (IPRC)

### Institutional Program Review (IPRC) Committee's Mission Statement

The Institutional Program Review Committee (IPRC) recognizes the need for a process that encourages meaningful review of relevant data that appropriately reflects program/unit performance along with stated standards and encourages robust planning to improve, expand, and/or maintain programs/units.

## **IPRC Role and Function in Program Review and Planning**

IPRC is responsible for formulating and recommending to the appropriate councils any policies and procedures related to the Program Review and Planning process and its associated standards, in cooperation with other governance committees (as required), and for ensuring incorporation of student learning outcomes assessment into academic Program Review and Planning. IPRC is also responsible for assisting in the execution of the Program Review and Planning process, supporting the quality of program/unit reviews, regularly assessing the effectiveness of this process, and seeking feedback to ensure that the process supports programs/units and meets the rigor of accreditation standards.

IPRC works with other entities within the college to support the Program Review and Planning process. The following is a list of these entities and their responsibilities in the process:

***Office of Institutional Effectiveness*** – This Office has primary responsibility for storage and retrieval of Program Review and Planning-related data. It is the responsibility of Program/Unit Administrators to ensure this Office is empowered to collect, store, and report any needed program/unit data.

***Program/Unit Authors*** – These individuals are responsible for seeking and reviewing appropriate data that allows them to sufficiently reflect on their program's/unit's successes and challenges required by the Program Review and Planning process. Authors are also responsible for ensuring adherence to the Program Review and Planning process timeline.

***Program/Unit Administrators*** – A Program/Unit Administrator refers to the individual who is assigned to program/unit oversight for more than one program/unit. Program/Unit Administrators represent the various levels of administration and supervision in effect around the college and they are responsible for working with Program/Unit Authors to ensure that data are adequate to allow authors to sufficiently assess the fulfillment of program/unit standards. In addition, Program/Unit Administrators may collaborate with Program/Unit Authors to assist in the planning component of the process. Program/Unit Administrators are also responsible for ensuring adherence to the Program Review and Planning process timeline. Examples of Program/Unit Administrators titles include dean, manager, director, vice president, and president.

***Outcomes Assessment Committee (OAC)*** – This committee is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. In addition, OAC provides planning, support, facilitation, communication, and leadership that will promote the achievement of college goals pertaining to outcomes assessment. Lastly, the committee supports ongoing compliance with accreditation requirements, and the appropriate documentation of evidence.

***Budget and Planning Committee (BPC)*** – This committee is responsible for formulating and recommending to the appropriate councils any policies and procedures related to institutional, strategic, and integrated planning, accreditation, grants and gifts, and budget management and preparation. BPC is also responsible for recommending tentative and final budgets, strategic and master plans, grant proposals, and resource allocation processes to the appropriate council(s) or to the Vice President, Administrative Services.

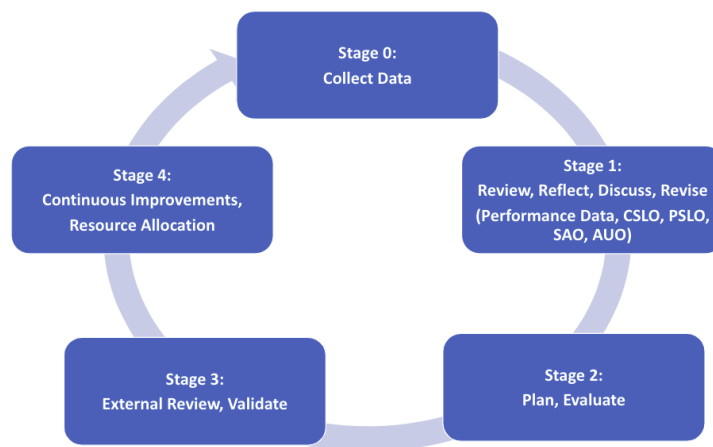
Program/Unit Review and Resource Allocation represent two sides of the same coin, IPRC and BPC interface as needed to ensure the long-term health of the college's planning framework.

## Program Review and Planning Procedure at MiraCosta College

### Program Review and Planning Procedure

As a requirement of accreditation, the MiraCosta College's Program Review and Planning process can be summarized in a format of the following:

- *Program/Unit Data Review*
- *Program/Unit Reflection*
- *Program/Unit Planning*
- *Program/Unit Evaluation*
- *Program/Unit External Peer Review*
- *Program/Unit Validation*
- *Continuous Process Improvements*
- *Resource Allocation*



The process documents each program's/unit's reinforcement and advancement of the district's mission, program's/unit's standards, and accreditation standards.

In the spring, Program/Units Authors and Program/Units Administrators are strongly encouraged to work collaboratively during the Program Review and Planning process to reflect and plan to a level that meets the expectations of all program/unit stakeholders. In the succeeding fall, if applicable to the program/unit, Program/Unit Author continues with the process by submitting resource requests which are associated with the action plans that were developed as a result of the previous spring's program/unit review and planning.

MiraCosta has adopted Anthology (Campus Labs), an online system used as a platform to document the Program Review and Planning process. In addition, Anthology is used to enter, track, and monitor the Student Learning Outcomes Assessment.

### *Program/Unit Data Review*

It is the responsibility of all programs/units to ensure there is appropriate data (qualitative and quantitative) to measure program/units performance. Programs/Units have developed plans to ensure these measurements occur and are suitably completed in this process. Instructional, support, and hybrid programs/units undertake a Comprehensive Program Review in the spring every three years on a rotating basis, with Annual Program Review Updates in the years in between. In addition, as specified in Ed. Code 78016, Career Technical Education (CTE) programs/units complete an additional two-year report in the odd-numbered years.

## Instructional, Support, and Hybrid Program/Unit Data Review

These programs/units are provided with data that allows them to evaluate their performance against their respective standards. For more information regarding various performance measures that exist for each program/unit category please refer to Appendices.

- **Instructional Programs/Units:** Review program/unit student learning outcomes (PSLO) and/or course student learning outcomes (CSLO) assessment data, accessed through Anthology (Campus Labs). Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality).
- **Support Programs/Units:** Review program/unit service area outcome (SAO) and/or administrative unit outcome (AUO) assessment data, accessed from their respective repositories. Review participation rates and program/units comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics.
- **Hybrid Programs/Units:** Review program/unit student learning outcomes (SLO) assessment data accessed through Anthology and/or SAO-specific results accessed from their repositories. Review participation rates and program/unit comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics. Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality),

The data submitted in the program/unit review needs context to be interpreted. Program/Unit Authors provide comparisons to past trends, college-wide data, and regional/state data as needed for further framing. Special attention should be given to identifying gaps in participation and/or achievement by disproportionately impacted student groups, consistent with the District's commitment to racial justice, equity, diversity, inclusion, and community. Additional data can be provided as appropriate to program/unit outcomes and improvement.

## Career and Technical Education Biannual Program Data Review

Biannual CTE program reviews conducted in spring will be included in the *Program Data Review* section of all CTE programs' program reviews.

- This will only occur in odd years (e.g. 2021, 2023, etc).
- Office of Research, Planning & Institutional Effectiveness (RPIE) will provide labor market data for use in the biannual and annual program review process (type and form of data to be determined in consultation with CTE Dean and faculty).
- CTE Deans will submit copies of the final CTE biannual review for program review authors to attach to their *Program Data Review* section. An example form is included in Appendix G.

Any improvement plans attached to biannual CTE program reviews must be included as a unique *Program Planning* in the annual program review in the fall following the spring biannual CTE Program



Review. As required by California Education Code section 78016, copies of biannual CTE program reviews will be maintained in the Office of Instruction for public inspection upon request.

### ***Program/Unit Reflection***

In the Program/Unit Reflection, the authors analyze and discuss their data in relation to their program's/unit's respective standards. The author's intimate connection to the program/unit allows the author to present a unique perspective on the Program/Unit Reflection. In addition, in the Program/Unit Reflection, the author discusses any dialogue and/or collaboration that occurs within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, student learning outcomes, and the effectiveness of internal processes and procedures. Lastly, the Program/Unit Reflection prompts, in part, any requested or necessary planning to expand, improve, or maintain performance.

For Program/Unit Outcomes, a section of the response is dedicated to a brief narrative of assessment results, which is made public on the MiraCosta College website. There are multiple areas of reflection that contain standards whose fulfillment represents the effective programmatic advancement of the college mission and accreditation standards. The areas of reflection are subdivided into program/unit review reflection modules in Anthology (Campus Labs) and are tailored to each program/unit category to gain a robust reflection on the program's/unit's respective standards. For more details regarding each reflection and the Comprehensive Program Review prompts for each category see the links available under IPRC Canvas Website.

Comprehensive Program Review Reflection Modules by Program Category		
Hybrid	Instructional	Support
Program Performance	Program Performance	Program Performance
Course and Program Learning Outcomes	Course and Program Learning Outcomes	Learning, Services Area, and/or Administrative Unit Outcomes
Learning, Services Area, and/or Administrative Unit Outcomes	Program Resources	Program Resources
Program Resources	Program Personnel	Program Personnel
Program Personnel	Program Curriculum	Dialogue and Collaboration
Program Curriculum	Dialogue and Collaboration	Reflection and Goal Development
Dialogue and Collaboration	Reflection and Goal Development	Program/Unit Rating
Reflection and Goal Development	Program/Unit Rating	
Program/Unit Rating		

### ***Program/Unit Planning***

In the *Program/Unit Planning* section, program/unit plans are derived primarily from two sources: the Three-year Strategic Plan based on the Long-Term Planning Framework and reflection of program/unit data against their respective standards. All plans have a standardized format to document their goals and action plans. The plan format is embedded through "Goals/Action Planning" modules in Anthology (Campus Labs) to provide authors with a SMART framework (Specific, Measurable, Attainable, Relevant, and Time-bound) that also aligns with BPC resource allocation rubrics. Programs/Units are allowed to have as many goals and action

plans as they can capably manage. All programs/units develop their goals and action plans to address either (1) institutional objectives in the Strategic Plan or (2) expansion, improvement, or maintenance of their programs/units as supported in the *Program/Unit Reflection* section of the Program Review and Planning process.

### ***Program/Unit Evaluation***

The responsibility of the *Program/Unit Evaluation* rests on the program/unit assessment by the Program/Unit Authors and Program/Unit Administrators. After the completion of the *Program/Unit Reflection* section, Program/Unit Authors and Program/Unit Administrators will assign scores in the Comprehensive Program Review “Program/Unit Rating” module only. The score reflects the program’s/unit’s effectiveness in meeting the mission of the college in all areas of review and the program’s/unit’s effectiveness in developing plans that appropriately address the areas to improve or expand. In the instances where this scoring is not in agreement, IPRC reconciles discrepancies in consultation with the program/unit through Instructional, Support, or Hybrid subcommittees.

### ***Program/Unit External Peer Review and Program/Unit Validation***

The Institutional Program Review Committee is responsible for monitoring and ensuring the quality of program/unit reviews. This includes, but is not limited to, the following:

- **Monitors** the completion and quality of the program/unit review every year and keeps a record of programs/units that do not fulfill their program/unit review requirements.
- **Validates** the program/unit that met the mission of the college.
- **Routes** a list of Validated programs/units to appropriate Councils (Administrative and Academic Senate) for approval.
- **Forwards** to the Academic Affairs Committee a list of academic programs/units that were not validated.
- **Evaluates** program reviews to identify areas in which improvements can be made.
- **Identifies** exemplary program reviews that are shared with constituencies across the college.
- **Provides** professional development and support opportunities that are targeted towards the areas that need improvement.

In addition, if a program/unit review is identified as needing substantial improvement, outreach efforts are made to the Program/Unit Author and/or Program/Unit Administrator.

### ***Continuous Improvement***

In an effort to improve the Program Review and Planning process, IPRC solicits feedback from all Program/Unit Authors to inform continuous quality improvements. The following questions will be asked of all Program Authors:

- How can the Program Review and Planning process be improved to better serve your program/unit and its stakeholders?
- How easy was it to access data?
- Was the process useful? How?
- How widespread was participation within the program/unit and/or other programs/unit?
- How robust was participation with Program/Unit Administrators?
- How was this program/unit review cycle compared to the previous cycle?

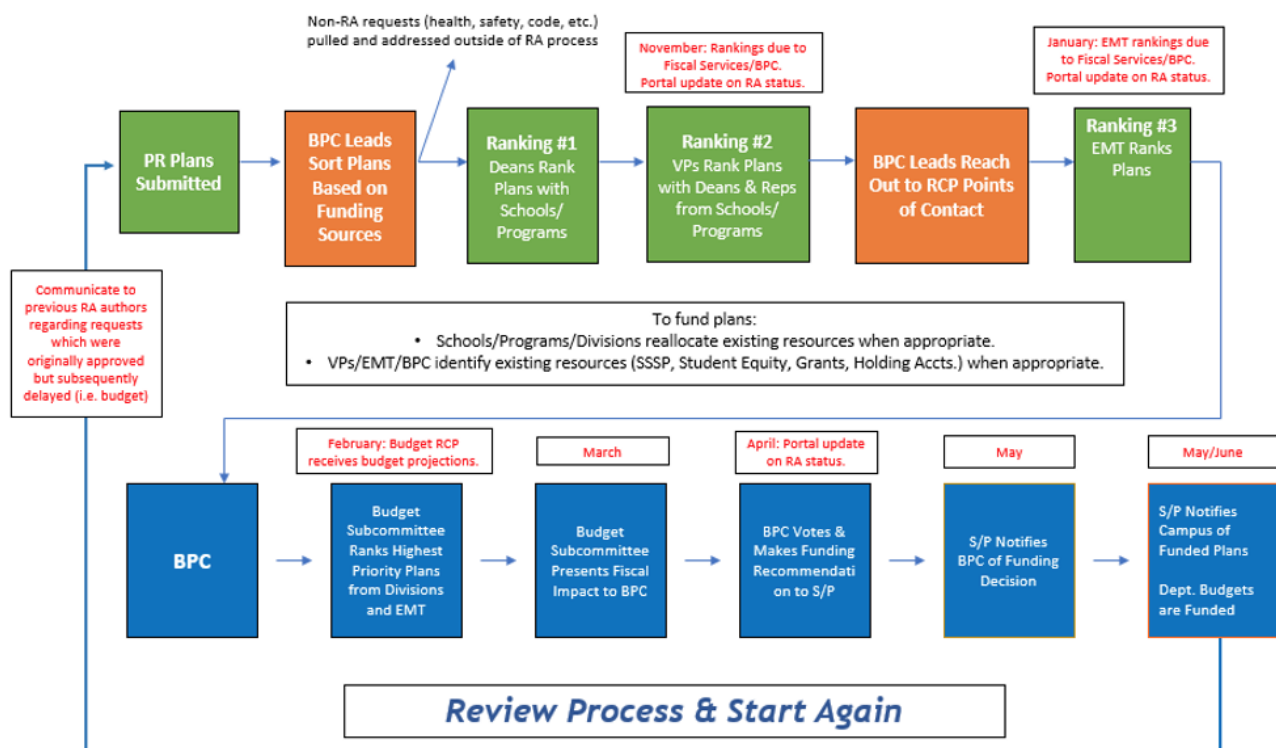
These questions are updated with this handbook as the Program Review and Planning process matures and improves.

IPRC, through the work of a subcommittee, also evaluates a random sample of Program Review and Planning submissions to assess the quality of *Program/Unit Data Review*, *Program/Unit Reflection*, and *Program/Unit Planning* sections to additionally inform the continuous improvement efforts. Appendix F is the table used to guide the work of the committee, which includes exemplary characteristics of a robust and meaningful Program Review and Planning. The results of this internal evaluation are used to update the Handbook and identify areas to target for training and support.

## Resource Allocation

MiraCosta's Program Review and Planning process is integrated with *Resource Allocation* to support its mission, enhance the institutional effectiveness, and academic quality. If applicable to the program/unit, the Program/Unit Author completes the "Resource Requests" module in Anthology (Campus Labs) in the fall to seek new funding for faculty, classified staff, and other operational expenses (supplies, services, and equipment). Such requests must be associated with the Action Plans that were developed as a result of the previous spring's Program Review and Planning. Program Review and Planning gives the opportunity to establish a strong basis to request funds for upcoming academic years. Robust analysis of data, reflection on data, and goals for the future lay the groundwork to put in a strong proposal for funds.

### RESOURCE ALLOCATION PROCESS & FLOWCHART

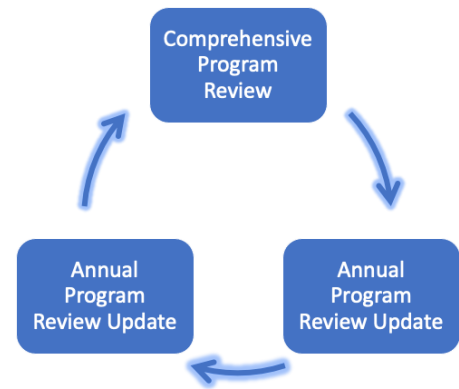


Legend BPC—Budget & Planning Committee EMT—Executive Management Team PR—Program Review  
CMP—Comprehensive Master Plan EnManP—Enrollment Management Plan RCP—Resource Category Plan  
DC—Department Chair FMP—Facilities Master Plan SEP—Student Enrollment Plan SSSP—Student Success & Support Program  
S/P—Superintendent/President  
VP—Vice President

## Program Review and Planning Cycles

This is accomplished using a three-year Comprehensive Program Review and Planning Cycle. For each program/unit, a Comprehensive Program Review occurs every three years, with Annual Program Review updates occurring every year in-between, and Resource Requests occur annually.

Biannual CTE program reviews conducted in spring will be included in the *Program Review* section of all CTE programs' program reviews. This will only occur in odd years (e.g. 2021, 2023, etc).



## Program Review and Planning Process Timeline

There are four stages of review as part of the Program Review and Planning process. Please refer to the [Program Review and Planning process timeline table](#) for due dates.

### Stage 0 - Collect Data

In this stage the program/unit ensures there is appropriate data (qualitative and quantitative) to measure program/unit performance. The deadline for this stage is in the fall.

- Instructional Program Review performance data is automatically uploaded by RPIE. [Instructional Program Review Data Dashboard](#).
- Support Program/Unit Author submits Student Services Program Review performance data to RPIE. [Student Services Program Review Data Dashboard](#).
- Program/Unit Author uploads course SLO results into Anthology (Campus Labs) Outcomes. [Instructions to upload Outcomes Assessments Results](#) by OAC, and [Anthology \(Campus Labs\) Outcomes](#).

### Stage 1 - Review, Reflect, Discussion, and Revise

In this stage the Program/Unit Authors will use their program/unit review data to review, reflect, and complete all the program/unit review reflection modules found in Anthology. The author uses this time to discuss and collaborate with other programs/units members and the Program/Unit Administrator. IPRC is available as a resource during this time. The deadline for this stage is in the spring.

**Review and Reflect:** In this step, the Program/Unit Author completes the first draft of the program/unit review, by completing all the reflection modules in the *Comprehensive (3-Year) Program Review* or an *Annual Program Review Update* in Anthology (Campus Labs).

**Dialogue and Collaboration:** This step invites and encourages a discussion with other individuals within the program/unit, this discussion includes outcomes appropriate to the program/unit (SLOs, AUOs, SAOs). The author may edit the program/unit review upon any recommendations or discovery.

**Administrative Revision:** This step invites and encourages a discussion with individuals who have oversight of the program/unit. This discussion should include outcomes appropriate to the program/unit

(SLOs, AUOs, SAOs). The author may edit the program/unit review upon any recommendations or discovery and finalize the program/unit review.

### ***Stage 2 - Program/Unit Evaluation and Program/Unit Planning***

In this stage the Program/Unit Author and Program/Unit Administrator evaluate the program's/unit's performance. During this stage, the *Goals/Action Planning* modules are unlocked in Anthology (Campus Labs) and the Program/Unit Author completes/updates the "Program/Unit Goal" and "Action plan" modules. The deadline for this stage is in the spring.

**Program/Unit Evaluation:** During this stage, the Program/Unit Administrator reviews the program review. In addition, for programs/units scheduled a Comprehensive Program Review, the Program/Unit Author and the Program/Unit Administrator rate the program's/unit's performance using the Comprehensive Program Review "Program/Unit Rating" module in Anthology, as detailed in the section *Program/Unit Evaluation*.

**Program/Unit Planning:** The Program/Unit Author adds/updates *Goals/Action Planning* modules and links to support the *Action Plans* module to the corresponding *Program/Unit Goal* module, links to support the *Program/Unit Goal* module to their corresponding *Program/Unit Review Reflection* modules in Anthology (Campus Labs). The Program Administrator may make suggestions about the program's/unit's goals and action plans. The author may edit the *Goals/Action Planning* upon any recommendations or discovery and finalize the *Program/Unit Planning*.

### ***Stage 3 - Program/Unit External Peer Review and Program/Unit Validation***

This stage represents the review of the quality of the program/unit review by IPRC. IPRC documents the Validation of all the programs/units that effectively reinforce and advance the mission of the college.

### ***Stage 4 - Resource Allocation***

During this stage, the Program/Unit Author completes the *Resource Requests* module in Anthology (Campus Labs), if applicable to the program/unit. Full-time faculty request is completed at an earlier date than other resource requests. The *Resource Requests* module items are associated with the *Action Plans* module items that were developed as a result of the previous spring's program/unit review. The request is completed when the *Resource Requests* modules items are linked to support the corresponding program/unit review *Action Plan* module item. The deadline for this stage is in the fall. Please refer to the Resource Allocation timeline [LINK ADD IT HERE](#).

## **Program Review and Planning Resources**

### **Helpful Links Related to Program Review and Planning**

#### **[Institutional Program Review Committee - Webpage](https://www.miracosta.edu/governance/iprc/index.html)**

<https://www.miracosta.edu/governance/iprc/index.html>

The Institutional Program Review Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, and minutes.

### [Institutional Program Review Committee - Canvas Website](https://miracosta.instructure.com/enroll/96XJ68)

<https://miracosta.instructure.com/enroll/96XJ68>

To enroll or access the IPRC Canvas course please use the above link.

The IPRC Canvas site provides additional resources to assist the author in the Program Review and Planning process. Authors may find the following, but are not limited to:

- Program Review and Planning Deadlines
- Comprehensive Program Review and Planning Three-Year Rotation Schedule
- Program Review Training and Workshops
- Instructions to Authors
- Comprehensive Program Review and Anthology Tutorials
- Annual Program Review and Anthology Tutorials
- Resource Allocation and Anthology Tutorials
- Program/Unit Establishment, Modification, or Removal Request Form
- Instructional Comprehensive Program Review Prompts
- Support Comprehensive Program Review Prompts
- Hybrid Comprehensive Program Review Prompts

### [MiraCosta Program Review Data Dashboard - Website](#)

The Program Review Data Dashboard provides data for Instructional and Student Services Program Review.

### [Program Review and Planning - Anthology \(Campus Labs\) Website](#)

This link directs you to the Program Review and Planning Dashboard in Anthology.

### [Office of Research, Planning & Institutional Effectiveness - Webpage](#)

The Office of Research, Planning & Institutional Effectiveness webpage provides information regarding their mission, responsibilities, contact, Data Dashboards, Integrated Planning, accreditation, and College-Level Data.

### [Outcomes Assessment Committee - Webpage](#)

The Outcomes Assessment Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, minutes, and OAC Handbook.

### [Budgeting and Planning Committee - Webpage](#)

The Budgeting and Planning Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, minutes, and BPC Handbook.

## **Definitions**

**Program/Unit** – A program/unit is any logical planning unit within the college that combines resources, staff/faculty, and/or curriculum (as appropriate) to deliver a service towards a stated outcome.

**Program/Unit Categories** – Programs/Units are categorized strictly according to the applicable areas of Program Reflections and Program/Unit Data Review and this categorization have no bearing on existing organizational or divisional structures.

**Instructional Programs/Units** – A category of programs/units that combine resources, personnel, curriculum, and students that lead to measurable outcomes of performance, including student learning outcomes. See Appendix A Program Categorization.

**Support Programs/Units** – A category of programs/units that combine resources and personnel that lead to measurable outcomes of performance, including student learning outcomes, service area outcomes, or administrative unit outcomes. See Appendix A Program Categorization.

**Hybrid Programs/Units** – A category of programs/units that combine resources, personnel, curriculum, and students that lead to measurable outcomes of performance, including student learning outcomes and/or service area outcomes, or administrative unit outcomes. See Appendix A Program Categorization.

## References

AP3250 – Institutional Planning

AP4102 – Career and Technical Education

MiraCosta College Student Learning Outcomes and Assessment Handbook

MiraCosta College Long-Term Planning Framework

MiraCosta College Mission/Institutional Goals/Institutional Student Learning Outcomes

MiraCosta College Strategic Plan????

MiraCosta College Technology Plan

MiraCosta College Online Education Plan

AP4021 – Program Discontinuance

Institutional Program Review website: <http://www.miracosta.edu/governance/iprc/index.html>

Standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges

State of California Education Code

Title 5 §53200 – Academic and professional matters; Standards and policies regarding student preparation and success

Education Code Title 5 §51022 – Instructional Programs

Title 5 §54200 – Student Equity Plans

MiraCosta College Budget and Planning Committee Resource Allocation Rubrics for BPC and Division

## History

The Academic Senate and College Council approved the modified program review model and transition timeline in spring 2018. The new process and forms were configured into the Campus Labs platform (now Anthology) planning module. The process recommended by the IPRC and approved by the College separates the processes in time. Each unit of the College now undergoes a comprehensive program review every three years during the spring semester and conducts abbreviated updates annually in years two and three. The resource allocation process is conducted annually in the fall. Resource requests should be associated with the action plans that were developed as a result of the previous spring's program review. Training on the process and goal of program review will continue on a regular basis. This recommendation has been resolved.

# Appendices

## Appendix A: Program Categorization

Instructional Programs		
Accounting	Earth Sciences	Literature
Administration of Justice	Economics	Mathematics
Adult High School	Education	Media Arts and Technologies
Anthropology	English as a Second Language	Music
Art	English, Pre-transfer	Noncredit ESL
Astronomy	English, Transfer	Noncredit Short Term Vocational
Automotive Technology	Ethnic Studies	Noncredit, General
Biology	Film	Nursing and Allied Health
Biotechnology	Geography	Oceanography
Business	Geology	Philosophy
Chemistry	History	Physical Science
Child Development	Honors Scholar Program	Physics
Communication Studies	Horticulture	Political Science
Community and Workforce Education	Hospitality	Psychology
Computer Science	Humanities	Reading
Computer Studies and Information Technology	International Languages	Religious Studies
Dance	Kinesiology, Health, Nutrition, and Athletics	Sociology
Design	Linguistics	Theatre

Support Programs		
Academic Information Services	First Year Forward	Public Information Office
Academic Senate	Fiscal Services	Purchasing
Admissions and Records	Health Services	School Relations and Diversity Outreach
Athletics and Intramurals	Human Resources	Service Learning
Campus Police	Institute for International Perspectives	Student Equity
CARE	Institutional Advancement	Student Life and Leadership
Classified Senate	Noncredit SSSP	Student Success and Student Support (SSSP)
Community Learning Center	Office of Business and Administrative Services	Testing Services
Dual Enrollment	Office of Instructional Services	Transfer Center, previously under Hybrid
Extended Opportunity Programs and Services	Office of RPIE	Veteran Services
Facilities	Office of Student Services	
Financial Aid	Office of the President and Board of Trustees	

Hybrid Programs		
Career Studies and Services	Library	Student Accessibility Services
Counseling	Math Learning Center	TASC
Interdisciplinary Studies	Online Education	Writing Center
Learning Communities Program	STEM Center	



## Appendix B: Review Data for Instructional Programs

Review Reflect Area	Data / Measures	Measure comparison	Trend
Program Performance	WSCH	CMP target, College, Peer group	Y
	WSCH/FTEF	CMP target, College, Peer group	Y
	Fill Rate	CMP target, College, Peer group	Y
	FTES	College, Peer group	Y
	Student headcount	College, Peer group	Y
	Total Course Enrollments	College, Peer group	Y
	Avg Enrollment per Section	College, Peer group	Y
	# of Course offerings per AY	College, Peer group	Y
	# of Course Sections per AY	College, Peer group	Y
	# of Unduplicated Courses in Catalog	College, Peer group	N
	Successful Course Completion	College, Peer group	Y
	Retention	College, Peer group	Y
	Avg Units Attempted per AY	College, Peer group	Y
	Avg Units Earned per AY	College, Peer group	Y
	Avg Term GPA	College, Peer group	Y
	Avg Cumulative GPA	College, Peer group	Y
	Degrees and Certificates awarded	College, Peer group	Y
	Grade Distribution	College, Peer group	N
	Student Equity	College, Peer group	Y
	Budget	College and Peer group	Y
	# of classified staff, FTE	College and Peer group	Y
Program Resources	FTEF	College and Peer group	Y
Program Personnel	FTEF FT/PT	College and Peer group	Y
	Reassigned Time	College and Peer group	Y
	FTEF FT/PT (w/o reassigned)	College and Peer group	N
	Untenured Faculty	College and Peer group	N
	Compliance with 6-yr updates	College and Peer group	N
	% (#) of Approved Program Catalog Online/Hybrid	College and Peer group	N
Program Curriculum and Students	% (#) of Courses with CSU [UC] transfer articulations	College and Peer group	N
	Proportion of catalog courses with lab component	College and Peer group	N
	Student Enrollment Status Profile	College and Peer group	Y
	Student Goal Orientation	College and Peer group	Y
	Student Demographics - Ethnicity	College and Peer group	Y
	Student Demographics - Gender & Age	College and Peer group	Y
	Student Education Attainment Level	College and Peer group	Y
Program Outcomes	# of Completed SLO Assessment Cycles this academic year.	College, Peer group	N

## Definitions

**WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the program.

**FTES** is the total Full Time Equivalent Student value resulting from all enrollment within the program.

**FTEF** is the Full Time Equivalent faculty associated with the Program's course offerings for that term.

**WSCH to FTEF** is a standard measure of department efficiency.

**Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Program/unit.

**Total Course Enrollments** is the sum of all course enrollments (filled seats) within the Program/Unit.

**# of Course Offerings** is the number of courses offered within the program for that term.

**# of Section Offerings** is the number of course sections offered within the program for that term.

**Ave Enrollment per Section** is the average number of students per section (Average Class Size).

**Success Rate** is the percentage of students receiving a passing grade (A, B, C, or CR) relative to all students receiving a grade.

**Retention Rate** is the percentage of students receiving any grade other than W relative to all students receiving a grade.

**Ave Units Attempted this Term** is the average number of units associated with students enrollment for the term after the add/drop deadline.

**Ave Units Earned this Term** is the average number of course units awarded to the student at the end of the given term.

**Ave Term GPA** is the average current term GPA of all students taking courses in the program for the given term.

**Ave Cumulative GPA** is the average cumulative GPA of all students taking courses in the program for the given term.

**Student Enrollment Status measures:**

- **First Time Student** A student that has never attended this college, but may have attended or may be currently attending another college.
- **Continuing Students** are those that attended the college in the immediately previous academic year.
- **Returning Student** is returning to this college and has not attended another institution since the last academic year here or is returning to this college after attending another college.
- **Concurrent Enrollment** is a student that is attending high school during the term for which he/she is applying.

**Student Equity** looks at success and retention rates within a program disaggregated by various demographic profiles such as ethnicity, age, and gender.

**Student Learning Outcomes Assessment Cycle (SLO AC):** Includes both the collection of assessment data for a particular SLO as well as the evaluation of that data with corresponding connections to course/program improvements.

**Administrative Unit Outcomes Assessment Cycle (AUO AC):** Includes both the collection of assessment data for a particular AUO as well as the evaluation of that data with corresponding connections to course/program improvements.

## Additional Program-Specific Measures

Career and Technical Education Programs			
Review Area	Data / Measures	Measure comparison	Trend
Program Performance	Employment rates	Peer group	Y
Program Learning Outcomes	No additional measures		
Program Resources	Perkins Funding	Peer Group	Y
Program Personnel	No additional measures		
Program Curriculum and Students	Labor Market Data	None	N
	Advisory Board Meeting(s)	None	N

## Definitions

**Perkins Funding** is the amount of money this program received through the annual Perkins Fund.

**Labor Market Data** is information similar in type and scope to the data presented in the appropriate section of the Long-Term Planning Framework.

**Employment Rates** is a measure of the number (and proportion) of students seeking employment after completing a certificate or degree program and the number and proportion successfully gaining employment in their area of study.

## **Appendix C: Review Data for Support Programs**

This section will be updated as this varied information becomes available. Programs are expected to develop plans to define and develop appropriate measures of performance to demonstrate fulfillment of standards. This information, as necessary, will then be included in the next update of this Program Review Handbook.

Appendix D: Review Data for Hybrid Programs

Core Hybrid Measures

The core data to be used by Hybrid Programs is the same as those measures that appear in Appendix B for Instructional Programs.

Additional Program Specific Measures

Library			
Review Area	Data / Measures	Measure comparison	Trend
Program Performance	Database usage	College, Peer group	Y
	Circulation statistics	College, Peer group	Y
	Student survey responses	College, Peer group	Y
	Faculty survey responses	College, Peer group	Y
Program Resources	Volumes	Professional standards (ALA, ACRL); Statewide comparisons	Y
	Databases		Y
Program Personnel	No additional measures		
Program Outcomes			
Program Curriculum and Students			

## Appendix F: Characteristics of Exemplary Program Reviews

Criterion	Exemplary	Acceptable	Developing
<b>Reflection</b>	The program review clearly and thoroughly addresses and analyzes all of the standards and there is a clear focus on student success and program improvement.	The program review addresses the standards and there is some focus on student success and program improvement.	The program review minimally addresses the standards and there is limited focus on student success and program improvement.
<b>Dialogue</b>	Dialogue leading to plans is robust, includes faculty (if applicable), supervisors, and/or staff, and occurs across disciplines/departments and/or in multiple venues.	Some dialogue occurs among faculty (if applicable), supervisors, and/or staff, within the department/division.	The reflections demonstrate little or no dialogue within the program/division.
<b>Alignment with mission statement and EMP Institutional Goals</b>	Clear and strong evidence that the program is aligned with the college mission and specific EMP priorities.	There is some evidence that the program is aligned with the college mission and specific EMP priorities.	Not clearly aligned with college mission or EMP.
<b>Use of data</b>	<ul style="list-style-type: none"> <li>• The use of data is strongly tied to decision-making.</li> <li>• Plans include data from multiple sources to make critical findings.</li> <li>• Discussions include a review of the previous year's findings.</li> <li>• Data innovates and creates new solutions to program improvement.</li> <li>• Discussions include qualitative and quantitative data.</li> <li>• Data inquiry includes trend and longitudinal analysis and disaggregation based on diverse learners and other critical areas (e.g., gender, ethnicity, online learners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• The use of data makes some ties to decision-making.</li> <li>• Plans include data to make critical findings.</li> <li>• Discussions may include some qualitative or quantitative data.</li> <li>• Data attempts to address program improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of data makes minimal ties to decision-making.</li> <li>• Plans may include data to make plans.</li> <li>• Data is not tied to program improvement.</li> </ul>

Criterion	Exemplary	Acceptable	Developing
<b>Student/User Focused</b>	<p>Student success analysis includes a thorough examination of the following:</p> <ul style="list-style-type: none"> <li>• Student focused</li> <li>• Clearly identifies and addresses the needs of its students/users.</li> <li>• Program has moved from reviewing findings to trying new ideas.</li> <li>• Program is active in student success efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Program identifies the needs of its students/users.</li> <li>• Program considers student success efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Program minimally or does not identify their users or their needs.</li> <li>• Student success efforts are not evident.</li> </ul>
<b>Outcome Assessment (SLOs, SAOs, AUOs and ISLOs)</b>	<ul style="list-style-type: none"> <li>• Outcomes are clearly identified, measured, and analyzed.</li> <li>• The program has closed the assessment loop.</li> <li>• Evidence for analysis is drawn from multiple sources.</li> <li>• Program is reflective and provides a critical assessment of the role played in student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are identified and measured.</li> <li>• The program has yet to close the assessment loop.</li> <li>• Evidence from more than one source is not addressed.</li> <li>• Program considers the assessment of the role played in student learning and success.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes not addressed in program review reflection or plans.</li> <li>• Student learning and achievement are not addressed.</li> </ul>
<b>Plans</b>	<ul style="list-style-type: none"> <li>• All plans directly link to gaps addressed in the reflection form.</li> <li>• A clear assessment of the plan is provided and a timeline is included.</li> <li>• The plans clearly demonstrate innovation and creativity to substantiate the hiring request of staff/faculty, or other resources.</li> <li>• Reflections include meta-evaluations of previous year plans.</li> </ul>	<ul style="list-style-type: none"> <li>• All plans have some connection to gaps addressed in the reflection form.</li> <li>• An assessment of the plan and timeline is provided.</li> <li>• Reflections include some discussion on previous year's/year plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans do not connect to the reflection form.</li> <li>• An assessment of the plan and timeline is not included.</li> <li>• Reflections of previous year's/year plans are not addressed.</li> </ul>

## Appendix G: CTE Biannual Program Review Form

**MIRACOSTA COLLEGE**  
**CAREER & TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW**  
**Spring Term (Odd Years)**

**Program:** \_\_\_\_\_

<b>1. Purpose of this Program</b> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Significantly Changed Purpose in the Last Two Years</span> <span>Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </div> <p style="text-align: center; font-size: x-small;">(Description, mission, target population, etc.)</p>		
<b>2. Demand for this Program</b> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>High Demand</span> <span>Adequate Demand for our students</span> <span>Low Demand</span> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </div> <p style="text-align: center; font-size: x-small;">(Labor market data, advisory input, etc.)</p>		
<b>3. Quality of this Program</b> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Highest Quality</span> <span>Meets Student Needs</span> <span>Needs Significant Improvement</span> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </div> <p style="text-align: center; font-size: x-small;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>		
<b>4. External Issues</b> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Benefits From and Contributes to External Issues</span> <span>Complies with External Issues</span> <span>Not Consistent with External Issues</span> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </div> <p style="text-align: center; font-size: x-small;">(Legislation, Title 5, Licensing, CCCC mandates, Perkins, , etc.)</p>		
<b>5. Two-Year Plan</b> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Significant Growth Anticipated</span> <span>On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </div> <p style="text-align: center; font-size: x-small;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p> <p style="text-align: center; font-size: x-small;">Attach Improvement Plan if necessary and agreed to with Dean of CTE</p> <p style="text-align: center; font-weight: bold; font-size: small;">NOTE: Programs with degrees and/or certificates with no completers over three consecutive years must submit an improvement plan.</p> <p style="text-align: center; font-size: x-small;">CTE Two Year Reviews will be presented to Courses and Programs Committee for review and comment in the semester the reviews are completed.</p>		

**Signatures:**

\_\_\_\_\_  
Albert J. Taccone, Ph.D.  
Dean, School of Career and Technical Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty  
To Board of Trustees on (date) \_\_\_\_\_

\_\_\_\_\_  
Date

## Appendix H: Program Validation Cover Sheet



### Program Validation

#### MiraCosta College Mission Statement

The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

The following programs have been shown to effectively meet the mission of the college as evidenced by their rigorous and thoughtful reflection on performance against broad and comprehensive standards:

*[Insert Validated Program Names]*

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IPRC Co-Chair Signature and Date

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IPRC Co-Chair Signature and Date



# MIRACOSTA COLLEGE

## MISSION

**MiraCosta College** fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

**MiraCosta College** achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

## VISION

**MiraCosta College** will be a leader and partner in transforming lives and communities through learning.

## COMMITMENT

**MiraCosta College** is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

## INSTITUTIONAL VALUES

**Community / Diversity & Inclusion / Equity / Excellence / Innovation  
Institutional Accountability & Responsibility / Integrity / Mutual Respect  
Student-Centeredness / Sustainability & Stewardship**

## INSTITUTIONAL GOALS

**GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps** by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

**GOAL 2: MiraCosta College will meet identified external community needs** by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

**GOAL 3: MiraCosta College will foster academic excellence** by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

**GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources** by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.

