ACCJC
Substantive Change Proposal

An Additional Location Geographically Apart from the Main Campus at Which MiraCosta College Offers at Least 50% of Educational Programs

and

Additional Courses that Constitute 50% or More of Programs Offered Through a Mode of Distance or Electronic Delivery

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Submitted: April 10, 2009

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MiraCosta College Administrative Officers

Francisco Rodriguez, Ph.D.	Superintendent/President
Sally Foster, M.A.	Interim Provost, San Elijo Campus
James Austin, MBA	Vice President, Business and Administrative Services
Pamela Deegan, M.A.	Vice President, Instructional Services
Richard Robertson, Ph.D.	Vice President, Student Services
Dana Smith, M.A.	Dean, Arts and Letters
Gilbert Hermosillo, Ed.M.	Dean, Admissions, Assessment, Student Aid Programs
Albert Taccone, Ph.D.	Dean, Career and Technical Education
Lynda Lee, M.A.	Dean, Community Education
Richard Matthews, M.A., M.S.	Dean, Math and Sciences
Mario Valente, M.S.	Dean, Academic Information Services
Martin Spring, Ph.D.	Dean, Counseling and Special Services
Alketa Wojcik, M.A.	Interim Associate Dean, Student Services, San Elijo Campus
Sandra Comstock, MPA, MSN, RN	Associate Dean, Nursing and Allied Health

Overview of Substantive Change

An Additional Location Geographically Apart from the Main Campus at Which MiraCosta College Offers at Least 50% of Educational Programs

Additional Courses that Constitute 50% or More of Programs Offered Through a Mode of Distance or Electronic Delivery

Description of Proposed Program. As of the 2009-2010 academic year, MiraCosta College will offer 21 degree and certificate programs where fifty percent or greater of the course requirements may be completed on line and 24 degree and certificate programs where fifty percent or greater of the course requirements may be completed at its San Elijo Campus at 3333 Manchester Avenue, Cardiff- by-the-Sea, California, 92007. In 1978, a satellite campus opened in Del Mar, which was replaced in 1988 when the San Elijo Campus opened in Cardiff-by-the-Sea. This new facility opened with an enrollment of 2500 students. Since that time the San Elijo Campus has grown to the point where, as of the 2009-2010 academic, year fifty percent or more of the course requirements for 24 of the college's 47 degree and certificate programs may be earned at that campus. The list of all MiraCosta College degree and certificate programs where fifty percent or more of the course requirements may be completed at the San Elijo Campus and the list of all MiraCosta College degree and certificate programs where fifty percent or greater of course requirements may be earned online are included in Appendix A of this proposal. MiraCosta College is seeking approval to offer programs of study where fifty percent or more of the course requirements may be earned at the San Elijo Campus and/or online.

Relationship to the Institution's Stated Mission. The current mission statement of the college is clearly consistent with the establishment of programs where fifty percent or more of course requirements may be completed online and/or at the college's San Elijo Campus. The college mission statement, as printed in the 2008-2009 college catalog, is:

Mission
MiraCosta College, a comprehensive public two-year community college, provides transfer preparation, vocational education, general education, basic skills development, community education, and workforce development.

Core Values
Recognizing that education is a lifelong process, MiraCosta College demonstrates an ongoing commitment to the following core values:

The primary purpose of teaching and learning; collegiality and shared governance; technology leadership; positive working and learning environment for staff and students; highest quality through effectiveness, efficiency, and accountability; decision making based on research, data, and evidence; career preparation and economic development; a climate which promotes diversity; service to our community; beautiful, welcoming campuses; and innovation and ability to change.

This statement clearly shows the institutional intent to serve the needs of both individuals and the community by offering a variety of programs and services in transfer education, vocational education, general education, basic skills education, community education, and support services. In addition to conforming to the actual mission statement, the stated institutional goals that derive from it also support offering programs of study where fifty percent or greater of program requirements may be earned online (distance education) and/or at the San Elijo Campus of MiraCosta College. These statements refer to the ". . . rapid social, cultural, economic, and technological changes affecting higher education" – and the intent of the MiraCosta Master Plan to address quickly the changing educational needs of the community. The enumerated institutional goals address: 1) promoting student success, 2) improving student access, 3) improving community/business involvement with college, 4) encouraging and supporting technological innovation, and 5) improving organizational effectiveness.

The proposed substantive change will enhance the College's ability to meet all institutional goals.

As the college grows, the number of programs where 50 percent or more of courses required of degree and certificate programs available on line and/or at the San Elijo Campus may grow as well. As such, the college is seeking approval to offer courses and programs meeting the definitions of this substantive change proposal.

Rationale for Request. Offering degree and certificate program requirements online and at more than one campus affords students with a variety of opportunities to achieve their educational, personal, and professional goals. As the college has grown, the demand for classes each semester has also contributed to the need for the college to consider offering multiple sections of classes in order to enhance students' chances for completing degree and certificate programs in a reasonable amount of time and per their own completion goals. The result is students meeting their transfer, career and technical education goals by way of flexible learning opportunities including location where they may take classes towards earning degrees and

certificates. Finally, multiple sites and delivery modes offer enrollment opportunities and access to the college community now and in the future.

Planning Process Leading to Request for Change

Needs and Resource Assessment. As noted in the following excerpt from MiraCosta College's ACCJC 2003 self study, MiraCosta College has offered classes in the southern portion of the district since the mid-1970's with the district's governing board approving offering classes beginning in 1976.

"For several years, members of the board and the college administration had tried unsuccessfully to convince the residents of the uncommitted San Dieguito area to join by annexation to the Oceanside-Carlsbad Junior College District, which had separated completely from the high school by electing its own board in 1969. Finally, in September 1975, the Board of Governors of the California community colleges ordered an end to open districts, assigning residents of the San Dieguito Union High School District to MiraCosta College, a move that doubled both the population and the assessed valuation of the college district and provided two additional seats on the board. In July 1976, the district officially became the MiraCosta Community College District. Members of the board were committed to serving the southern population and immediately sought a location in the San Dieguito area. In the spring of1976, the center opened its doors. Fifty classes were offered that spring in the Solana Beach Center and various other locations; 100 classes were offered by fall 1976. Increased enrollment caused parking problems at the center, however, forcing a year-and a-half search for a bigger, more suitable location.

The mid-70s found the college population in transition. More older students attended classes, many of them women returning to complete their education. Ethnic minorities began attending the college in increasing numbers. With a college enrollment of over 8,000, the board considered expansion of the hilltop campus once again. After months of deliberation and input from "town and gown," the board in November 1977 authorized a $15-million, five-year building program. Proposition 13 shifted financial support from local communities to the state. The board reviewed its priorities, and though construction was delayed, completed projects included remodeling and expansion of the gymnasium and learning resource center, relocation and development of an all-weather track, and building of a state-of-the-art theatre. In 1978, the college leased an unused Del Mar elementary school to provide a more suitable facility for educational programs in the southern portion of the district. The Del Mar Shores Center opened in September 1978. In 1980, representatives from the California community colleges approved the designation of the Del Mar Shores site as a "center," a designation that also authorized the board to purchase property in the southern portion of the district. The board bought a 47-acre property located just off Interstate 5 in Cardiff for $1.6 million. After much negotiating with the Coastal Commission, efforts began in 1986 to complete the planning and construction of this new permanent facility. Named the San Elijo Campus, the facility opened for fall classes in 1988 with an enrollment of 2,500 students—1,000 more than were expected." (MiraCosta College Report of the Institutional Self Study for Reaffirmation of Accreditation, December 1997, p. 11-12)

MiraCosta College has been offering classes in the southern part of the district since 1976. In accordance with California Code of Regulations, Title 5, Article 4, section 55180 the California State Chancellor's Office approved the site for offering courses and programs of study in 1980. The San Elijo Campus is also approved to offer courses and programs of study by the California Postsecondary Education Commission (Appendix B). In the summer of 2008 the college's office of instruction staff reviewed all programs of study to determine the number of programs where students may earn greater than fifty percent of the course requirements at the San Elijo Campus and online (distance education). As of fall 2008, it has been determined that 24 programs of study and 21 programs of study respectively currently meet this definition. **The programs of study for each are included in Appendix A of this substantial change proposal.**

The college has been offering classes online since the early 1990's. The college has well established policies and procedures for the establishment and teaching of distance education courses. All distance education courses and programs of study are approved by the college's academic policies and procedures (curriculum) committee and all online courses and programs of study require separate approval by the committee as required by Title 5 of California Code of Regulations. The policies and procedures related to online program approval are included on the academic policies and procedures committee web site at http://www.miracosta.edu/Instruction/app.htm.

Anticipated Effect of the Proposed Change on the Rest of the Institution. All programs of study are approved by the State of California Chancellor's Office. The inventory of approved MiraCosta College degree and certificate programs may be viewed at the California State Chancellor's Office web site at https://misweb.cccco.edu/webproginv/prod/sortbycollege.cfm. The inventory is also included in Appendix C of this substantive change proposal. Since all programs of study are already approved by the state chancellor's office and are currently offered successfully at both campuses and online, this substantive change will have no impact on the institution and this should hold true as additional programs of study fit this definition for substantive change. For these reasons, MiraCosta College seeks approval to offer programs where fifty percent or more of the course requirements may be earned at the San Elijo Campus and/or online.

Benefits Resulting from the Change. As noted in the rationale for this substantive change proposal, offering degree and certificate program requirements at more than one campus and/or online affords students with a variety of opportunities to achieve their educational, personal, and professional goals.

Institutional Impact. Given that the southern portion of the district was annexed in 1976 and courses of study being approved by the California State Chancellor's Office since 1980, and

given the well-established policies and procedures for the development and offering of online courses and programs, no additional institutional impact will result from approval of this request for substantive change. Course offerings and programs of study will continue to grow or retrench based on community need as measured by the college's program review and academic master planning processes.

Preparation for Change. Given that the San Elijo Campus has been in operation since 1988, the site has evolved along with the Oceanside campus to provide all of the instructional and student services determined necessary by the district's academic planning process with funding approved by the district's planning and budgeting council. The college has supported the San Elijo Campus since its inception with administrative oversight including an interim provost and interim associate dean of student services. Prior to 2004, administrators from the Oceanside campus would be assigned on a semester-by-semester basis to serve as the administrators on the San Elijo Campus. The positions have been funded as interim assignments since 2004. The district's planning and budgeting council approved making the positions permanent with the hiring process to begin in spring 2009. The position titles will be Dean, San Elijo Campus and Associate Dean, Student Services, San Elijo Campus. Further, since course requirements for all programs of study may be earned at either of the district's campuses or online students may receive the services they need or desire from either campus or via online student services and instructional support. Online course and program offerings are considered part of the overall programs of study. As such, the college has determined that separate administrative oversight of online courses and degree programs of study is not necessary.

Institutional Resources and Processes for Change

Faculty and Staffing. Faculty and staffing needs are reviewed annually by the district's faculty hiring committee and planning and budgeting council. All faculty, staff, and administrators are hired by the district and may be assigned to any district site. Though interim administrators have been assigned to the San Elijo Campus, a permanent provost (title to be changed to dean) and associate dean of student services will be hired and assigned to the San Elijo Campus in spring 2009. Faculty are assigned to teach online, at the Oceanside Campus and San Elijo Campus based on semester-by-semester scheduling needs. Faculty offices are also assigned to full-time faculty who teach their courses at the San Elijo Campus and to those faculty who elect to have their offices at that campus. Full-time counselors, cashiers, and admissions and records staff are also assigned permanently to the San Elijo Campus. This further supports the district's commitment to have administrative, faculty and staff presence on the San Elijo Campus.

Equipment and Facilities. The San Elijo Campus is, for the most part, "built out" as the result of the recent opening of a state-of-the-art student center equipped with a cafeteria and student services and associated students offices, and function rooms. All classrooms are equipped with

state-of-the-art instructional technology that classifies them as "smart" classrooms. The equipment and functionality of the classrooms are identical to the Oceanside campus facilities. An information hub that houses open computer labs, tutoring services, and library services is fully staffed with permanent full-time faculty and staff. The "hub" functions and serves the San Elijo Campus just as its counterpart on the Oceanside (main) campus. No additional equipment needs are required for online course section offerings. The college supports the Blackboard course management system along with other course management systems as requested by the college's technology and pedagogy (TAP) committee. The TAP committee website at http://www.miracosta.edu/Governance/TAP/index.htm includes MiraCosta College distance education policies and procedures including faculty training and support information.

Fiscal Resources – Initial and Long Term. The paragraphs above support the district's commitment to ensuring the San Elijo Campus and online courses have the fiscal resources necessary to support all programs of study regardless of whether greater than fifty percent of the course requirements may be earned at the San Elijo Campus or online. The portion of MiraCosta College's operating budget related to the San Elijo Campus is included in Appendix H of this proposal. The budget for online (distance education) courses and programs is included in the budget for all instructional program course offerings. Information related to distance education support is included in the college's operating budget.

Plan for Monitoring Outcomes. All MiraCosta College programs undergo the same program review. Annually, all programs submit a review of trended data that suggest overall effectiveness including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES. Every three years, each course is reviewed and updated. Every six years, departments do a full report for the Academic Policies and Procedures Committee. In accordance with California Code of Regulations Title 5, career and technical education programs undergo reviews every two years in addition to the college's regular program reviews. As such, there are no monitoring (or any other) distinctions made between whether students earn course requirements toward degrees or certificates at the Oceanside campus, San Elijo Campus, online, or a combination of the three options.

Evidence of Internal and External Approvals

Administrative. The MiraCosta College Academic Policies and Procedures Committee (Curriculum Committee) is chaired by a faculty member who receives release time to serve in this capacity. Voting members approve all new or modified courses, new or modified programs of study, and student learning outcomes for all courses. The MiraCosta Community College District Board of Trustees approves curriculum each spring semester. As such, all courses and programs of study offered online and/or at the San Elijo Campus are approved each spring by the district's governing board prior to being sent to the California State Chancellor's Office for

review and approval. The technology and pedagogy (TAP) committee recommends policies, procedures, and support related to distance education, and all distance education courses and programs are approved separately by the Academic Policies and Procedures Committee as required by California Education Code Title 5. The committee is chaired by a faculty member and is a subcommittee of the Academic Senate.

External Regulatory and Legal Requirements. The California State Chancellor's Office approves all new and/or modified programs of study in accordance with California Code of Regulations Title 5. The current inventory of approved programs is included in Appendix C of this substantive change proposal. The MiraCosta College Governing Board 1980 resolution approving the southern site and request for approval by the California State Chancellor's Office is included in Appendix D of this substantive change proposal. As noted previously, all distance education courses and programs are approved separately as required by California Code of Regulations Title 5.

MiraCosta College Governing Board Approvals. District governing board policy requires all programs of study be approved by that body. All programs included in the California State Chancellor's Office Inventory (Appendix C) were approved prior to submittal to the California State Chancellor's Office for review and approval. All district constituents have been involved in program planning, development, and funding discussions related to the San Elijo Campus and online (distance) education. Governing Board approval of this substantive change request is included in Appendix E of this proposal.

Evidence of Maintenance of Eligibility Requirements

The Accrediting Commission and the Western Association of Schools and Colleges have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirements follows. Documentation is either included in this proposal or referenced for each requirement.

1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter

provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

The following statement may be found in the MiraCosta 2008-2009 Catalog.

"Accreditation: MiraCosta is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 3402 Mendocino Avenue, Santa Rosa, CA 95403 (707) 569-9177, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education and is approved by the California State Department of Education Office of Private Postsecondary Education and is approved by the California State Department of Education Office of Private Postsecondary Education for training veterans and other eligible persons under the provisions of the GI Bill. The University of California, California State Universities and private universities of high rank give credit for transfer courses completed at MiraCosta College." The statement is applicable to all MiraCosta College sites and without regard for mode of course instruction.

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

A copy of MiraCosta College's current mission statement may be found in the 2008-2009 catalog. The mission statement is reviewed yearly by the planning and budgeting council and presented to the board each spring for review and approval. The mission statement is undergoing a college-wide review during the spring 2009 semester with the goal of reflecting the college's commitment to student learning outcomes and assessment. A revised/updated mission statement will be included in the college's 2009-2010 catalog. The process for development of the mission statement will be reflected in the college's 2010 accreditation self study. The mission statement is and will continue to be reflective and inclusive of all college sites and modes of instruction. The mission of MiraCosta College does not make a distinction in site or mode of instruction.

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no

employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A seven-member board governs MiraCosta College. The governance is inclusive of all MiraCosta College sites and without regard for mode of instruction. All sites and instructional methods are embraced by the governing board as critical to the mission of MiraCosta College and to providing educational opportunities to the MiraCosta College service area. The biographies of the individual board members may be found on the MiraCosta College Board of Trustee's Web site at: http://www.miracosta.edu/http://www.miracosta.edu/boardandpres/bot.htm. The current *MiraCosta College Board of Trustees Policies and Administrative Procedures* may be found at the following Web address: http://www.miracosta.edu/boardandpres. The Superintendent/President's Office has a statement that no board members or their families may be employed by MiraCosta College, nor may they have a personal interest in the College.

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The biography of Dr. Francisco Rodriguez, Superintendent/President, may be found on the Web at the following URL: http://www.miracosta.edu/OfficeOfThePresident/president.htm. Certification of the CEO's primary responsibility is signed annually by the governing board vice president. Dr. Rodriguez took office in March 2009.

5. Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Biographies of the current administrators may be found on the Web at: http://www.miracosta.edu/main_collegedirectories_admindepartments.htm.

This substantive change proposal will result in the hiring of a permanent dean of the San Elijo Campus and permanent associate dean of student services for the San Elijo Campus. Currently both positions are interim and have been for the past four years. Searches for both positions are currently underway with both positions expected to be filled by April 2009. The positions have been funded on an interim basis for the past four years. In November 2008 the college's planning and budgeting council approved funding the positions as permanent administrators

assigned to the San Elijo Campus. No administrative changes related to distance education have been identified in relation to offering degrees where fifty percent or more of course work may be completed via online (distance) education.

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

An enrollment history, as well as enrollments in institutional degree programs by year, may be found in the Academic Master Plan and may be found on the Web at the following URL: http://www.miracosta.edu/OfficeOfThePresident/PIO/Publications/Academic%20Master%20Plan.pdf. Annual enrollment updates may be found on the Web at the following URL for the college's Research and Planning Office: http://www.miracosta.edu/rap . (Copies of the current class schedule are available in both campus libraries as well as on the MiraCosta Web site at http://www.miracosta.edu/schedules.htm). The schedule of classes clearly identifies location (site) that sections are offered and classes that are offered online or in hybrid formats. Courses are scheduled at both sites and/or online so that students have the opportunity to complete degree programs at a pace that meets their individual needs.

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

The college catalog contains a list of degrees offered, an explanation of college-level courses, and a list of courses of instruction. The research and planning office has data related to student success available on the Web. The most recent student enrollment figures for these degree programs will be available at http://www.miracosta.edu/rap. The college's educational offerings all lead to degrees. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the college while meeting student needs related to course and degree completion.

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The names of the degrees offered at MiraCosta College reflecting the institution's mission statement are found in the catalog. Course descriptions are also found in the catalog. The class schedule each semester identifies the site where courses are offered along with mode of instruction (onsite, online, or hybrid). The college's academic policies and procedures

committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality and rigor regardless of the site where sections are offered or whether sections are offered online. The committee requires separate approvals, for courses to be offered online and evidence that the sections taught online will result in identical student outcomes and identical content.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Institutional policies on transfer and awarding of credit are specified in the catalog. The formula used by the institution to calculate values of academic credit is in the same document. Credit is awarded exactly the same regardless of the site or whether a course is offered via distance education.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Course outlines for all credit and noncredit classes, including the minimum standards for each course, may be found in the reserve section of each campus library. Outcomes data from educational program reviews are available in the Instructional Services Office through the secretary for the Academic Policies and Procedures Committee (AP&P). Graduation history may be found in the Research and Planning Office Web site at http://www.miracosta.edu/rap.

Proposed student learning outcomes and assessment cycles are reviewed by the college's outcomes and assessment committee (OAC). After review and approval the OAC places student learning outcomes and assessments on the academic policies and procedures (AP and P) committee's agendas for review and approval. Training resources, general education, career and technical education, and noncredit student learning outcomes may be found at the following Web URL: http://www.miracosta.edu/Governance/Outcomes/index.htm. Student learning outcomes will be included on all course outlines of record by 2010 and are currently required to be included on all syllabi. Copies of faculty syllabi are housed in the office of instruction. Course outlines of record are maintained in the college's electronic curriculum approval system, Web CMS. Web CMS may be accessed at the following Web URL: http://www.miracosta.edu/Instruction/webcms.htm.

Site of course offerings or mode of delivery do not influence student learning and achievement measures (outcomes and assessment).

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, (Appendix B) for areas of study required for general education.

General education courses are listed in the college catalog. All course descriptions are found in the catalog and verification of their quality and rigor is provided. The college's academic policy and procedures (AP and P) committee approves all courses to be included in general education.

General education courses are taught at all college sites, with some being offered via online (distance) education. The courses are taught in accordance with course outlines of record, with assessment of approved student learning outcomes regardless of teaching site course or the mode of instruction. It should be noted, however, that the AP and P committee will be reviewing the College's definition and standards for reviewing and approving general education programs and courses during the spring 2009 semester.

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The college's academic freedom policy for faculty and students is set forth in board policies VII.D and VIII.E. It is also made available in the college catalog, in faculty handbooks and on the College's Web site at http://www.miracosta.edu/boardandpres/policies/PolVIID.htm and http://www.miracosta.edu/boardandpres/policies/PolVIIIE.htm. The college's academic freedom policy is applicable regardless of site of instruction or mode of instruction.

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Full-time faculty are listed in the catalog along with the faculty responsibilities statement. A current class schedule may be found in either campus library or online at https://surf.miracosta.edu . Faculty who meet minimum qualifications, according to the California State Chancellor's Office, are assigned to teach sections at all sites. The same is true for sections taught online, however, faculty are required to demonstrate proficiency and/or have experience in teaching online prior to being assigned online sections. Such determinations are made by department chairs and deans who make the final teaching assignments.

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Demographic characteristics of MiraCosta College students may be found in the introduction to this report and from the Research and Planning Office. A list of student services is detailed in Section VIII of the *MiraCosta College Board of Trustees Policies and Administrative Procedures.* An online version of this document and the student services section specifically may be found at the following URL on the Web: http://www.miracosta.edu/boardandpres/ChVIIITOC.htm.

All student services are available at all MiraCosta College sites as detailed in the response to how this proposal meets Standard II.

15. Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college's admissions policy is included in the catalog. A copy of the enrollment application and a statement of student qualifications for admission are included in the current class schedule. Admissions policies are applicable to all students regardless of the site where courses are offered or whether courses are taken onsite or online.

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

A profile of the libraries' holdings and resources may be found on the library Web site at http://www.miracosta.edu/library. Copies of an inter-library loan agreement with On-line Computer Library Center, Inc. (OCLC) maybe found in the office of the technical services librarian. An agreement of reciprocity with California State University San Marcos (CSUSM) may also be found in the office of the technical librarian.

The response related to how this substantial change proposal meets Standard II outlines how all college instructional and student services are available to students regardless of site where classes are taken or whether classes are taken onsite or online.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Financial planning and information is the purview of the vice president of Business and Administrative Services. The current budget for MiraCosta College and statement of fund balances for the MiraCosta College Foundation are available in the college's business and administrative services office. The general fund budget for the college includes support across all instructional and student services programs at both college campuses, regardless of the method or mode of instruction. The support for instructional and student services programs that result in the college meeting Standard II are included in the college budget. The college's planning and budgeting council reviews programmatic needs each year based on program review and academic master planning for the purpose of recommending a final budget to the college president. The planning and budgeting council is responsible for ensuring the final budget recommendation includes support for all services and functions that result in student success at all sites and modes of instruction. The council includes representatives from the San Elijo Campus.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Reports on audit of financials and supplemental information including report on compliance dated are prepared for MiraCosta College by Vincenti, Lloyd, and Stutzman, Certified Public Accountants and are available annually for review in the College's business and administrative services office. The college meets this eligibility requirement by ensuring a balanced budget that supports all college sites and modes of instruction as verified by the certified public accounting firm.

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

A copy of the most recent Academic Master Plan may be viewed at the web site: http://www.miracosta.edu/OfficeOfThePresident/PIO/Publications/Academic%20Master%20Plan.pdfl; the most recent Facilities Master Plan may be viewed at the website: http://www.miracosta.edu/governance/fpac/; and the 2008-2009 budget is housed in the business and administrative services office. The most recent institutional evaluations of student assessment and outcomes systems may be found in the program reviews, located in the Instructional Services Office.

Academic master planning includes consideration for ensuring planning and support for programs of study regardless of mode or site of delivery. Academic master planning considers all aspects of what is important to ensuring students meet their personal, professional, and educational goals.

20. Public Disclosure

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

All of this information is linked from the MiraCosta College home page on the Web: www.miracosta.edu, or by reading any one of the following sources, which are all public documents: the catalog, the class schedule, the student guidebook, the full-time-faculty handbook, and the *MiraCosta College Board of Trustees Policies and Administrative Procedures*. The Public Information Office on the Oceanside Campus maintains copies of recent print or media advertisements and press releases for the college. The college catalog

includes addresses to all college sites, services available at all sites, and names of administrators and staff who support each site.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A general statement of accreditation for MiraCosta College is in the catalog. A general description of MiraCosta and a listing of programs of instruction are contained in this same document. A signed letter from the superintendent/president, assuring the district's compliance with the commission's policies, is on file with the commission and the college president's office. Relations with the accrediting commission would not be impacted as a result of this substantive change proposal other than the result would be MiraCosta College meeting the commission requirements for instituting substantial changes.

Evidence that Each Accreditation Standard Will Still be Fulfilled Related to the Change and that All Relevant Commission Policies are Addressed

Standard I: Institutional Effectiveness and Mission

As stated on page one of this substantive change proposal, ***Relationship to the Institution's Stated Mission,*** the current mission statement of the college is clearly consistent with the establishment of programs where fifty percent or more of course requirements may be completed online and/or at the college's San Elijo Campus. The MiraCosta College Mission Statement, as printed in the 2008-2009 college catalog, is:

MiraCosta College, a comprehensive public two-year community college, provides transfer preparation, vocational education, general education, basic skills development, community education, and workforce development.

This statement clearly shows the institutional intent to serve the needs of both individuals and the community by offering a variety of programs and services in transfer education, vocational education, general education, basic skills education, community education, and support services to. In addition to conforming to the actual mission statement, the stated institutional goals that derive from it also support offering programs of study where fifty percent or greater of program requirements may be earned on line (distance education) and/or at the San Elijo Campus of

MiraCosta College. These statements refer to the ". . . rapid social, cultural, economic, and technological changes affecting higher education" – and the intent of the MiraCosta College master plan to address quickly the changing educational needs of the community. The enumerated institutional goals address: 1) promoting student success, 2) improving student access, 3) improving community/business involvement with college, 4) encouraging and supporting technological innovation, and 5) improving organizational effectiveness.

The proposed substantive change will enhance the college's ability to meet all institutional goals. As the college grows, the number of programs where fifty percent or more of courses required of degree and certificate programs available online and/or at the San Elijo Campus may grow as well. As such, the college is seeking approval to offer courses and programs meeting the definitions of this substantive change proposal.

Standard II: Student Learning Programs and Services

The college assures quality of the courses offered at the San Elijo Campus (site) and online the same as the main Oceanside Campus. The same high quality programs and courses will be offered at the San Elijo Campus and/or online and in accordance to the college mission. Regardless of the location or method of delivery, courses and programs of study are approved by the college's academic policies and procedures (curriculum) committee with adherence to the college's established course outlines of record with separate approvals for all courses to be delivered online (as required by the California Community College's State Chancellor's Office). All courses will be taught with the most appropriate pedagogy and methodology with respect to the official course outline of record and with the use of state-of-the art instructional technology as noted in the equipment and facilities response on page 5 of this proposal. All sections, regardless of where or how they are offered, will adhere to the appropriate depth and rigor of all sections taught in a discipline. Sections are always scheduled with consideration to what is in the best interest of students, offering choices that will enhance their personal, educational, and professional development and opportunity to complete certificate and degree programs in a reasonable time frame.

All courses, regardless of location or method of delivery, adhere to the college's established student learning outcomes program with oversight by the College's outcomes and assessment committee, which is a subcommittee of the college's academic senate. Currently all but two disciplines have approved student learning outcomes and assessments established for courses in their programs. Assessment has been ongoing since 2008, along with a new program review process put in place beginning with the spring 2009 semester. The principles and practices included in the college's student learning outcomes and program review processes and procedures have resulted in the college's proficiency in student learning outcomes, program review, and planning and budgeting regardless of whether programs and courses are offered

online or at the Oceanside or San Elijo Campus. The disciplines where student outcomes have not been established to date (astronomy and hospitality management) are due to be complete by the conclusion of the spring 2009 semester.

Support for online faculty comes from the college's technology and pedagogy committee (TAP). This subcommittee of the academic senate provides recommendations for online instructor and student success. The committee's policies and recommendations may be found at their web site at http://www.miracosta.edu/Governance/TAP/index.htm. The teaching and innovation center (TIC) is staffed with full-time support staff that provides training for faculty and staff involved in online teaching. The center is housed in the college's library and information hub (learning resource center) and includes state-of-the-art technology for faculty use in developing online courses or supporting courses taught on campus. The facilities are open to all faculty regardless of their teaching assignment or location of their teaching assignment. The TIC Web site at http://www.miracosta.edu/Instruction/AIS/TIC/ includes links to the services available and a schedule of training. Staff is also available for customized or one-on-one training upon request and availability of staff. Department chairs recommend assigning online classes to faculty who demonstrate ability to deliver online coursework in accordance with standards and practices recommended by TAP and in accordance with approved policies, procedures, and official course outlines of record. Such standards are included in full-time and part-time faculty job announcements where online teaching will be part of assignments.

In an effort to assist all faculty developing online courses while meeting student learning outcomes, the college's research and planning office is working with the office of instruction on developing methods to measure and compare student success in courses taken online versus courses taken in traditional learning formats. Currently the college's research office has the ability to extract student success statistics on a course-by-course basis if given the exact section numbers to study. This process can work, however, is not efficient in terms of being able to study the differences for the purpose of ongoing quality assurance and assessment based on student learning outcomes and as required of program review.

The college also offers support for students who are enrolled in online classes in the form of help desks and online support linked to course delivery software (i.e. Blackboard) that is used by faculty to deliver online courses. Student help desk and assistance with online courses is available at the College's "CyberCosta" Web site: http://www.miracosta.edu/Instruction/DistanceEducation/index.cfm.

An online orientation to the college is offered at the college's admissions and records office Web site at: http://www.miracosta.edu/StudentServices/Admissions/onlineorientation.htm. Counseling is available to all students, including online students, students at the San Elijo

Campus and those at Oceanside Campus on a by-appointment or drop-in basis. On line counseling is also available to all students at the counseling department Web site: http://www.miracosta.edu/StudentServices/Counseling/onlineadvising.htm.

The student support services at the San Elijo Campus (site) includes a full service admissions and records office, learning resource center/library, cafeteria service, financial aid, and counseling. Students will not have a need to go to the main Oceanside Campus for any specialized student services unless they choose to do so. As noted in the faculty and staffing section of this proposal (page 5) an interim associate dean of student services has been assigned to the San Elijo Campus. The position will be permanent beginning in summer or fall 2009 along with a permanent dean of the San Elijo Campus. A search for permanent associate dean of student services and dean of the San Elijo Campus is underway in spring 2009 to meet this goal.

The student services division has completed student learning outcomes that are currently assessed and part of the overall proficiency of the college in student learning outcomes, program review, and planning and budgeting. Student learning outcomes are developed and assessed for the overall student services programs and without regard for location. College faculty and staff work to ensure student services are available equally to students regardless of the location or method of instruction of the courses they take.

Standard III: Resources

Faculty are hired in accordance with established college governing board policies and administrative procedures. Job announcements include, when appropriate, willingness and ability to teach online and include a statement that notes teaching assignments may be at the main Oceanside campus, online (when appropriate) and/or the San Elijo Campus (site). Faculty are evaluated in accordance with governing board policy and administrative procedure regardless of the site or method of delivery of teaching assignments. Full-time and part-time faculty offices are available at the Oceanside and San Elijo campuses (sites) for student consultations and preparation for classes. Faculty at both sites also have support from administrative assistants assigned to each site. The facilities at all college sites are adequate for the number of sections scheduled and number of students served at each site. The college provides sufficient maintenance of the San Elijo Campus site (and all sites) to ensure the safety and security of students. Faculty training related to distance education and open to all faculty is noted in the response related to Standard II. Training, support of online classes including course delivery software maintenance and support, the teaching and innovation center (TIC), and the San Elijo Campus are supported by the college's general fund budget.

Further, and as noted in the equipment and facilities section of this proposal (page 5):

All classrooms are equipped with state-of-the-art instructional technology that classifies them as "smart" classrooms. The equipment and functionality of the classrooms are identical to the Oceanside campus facilities. An information hub that houses open computer labs, tutoring services, and library services is fully staffed with permanent full time faculty and staff. The "hub" functions and service are the same as the Oceanside (main) campus. No additional equipment needs are required for on-line course section offerings. The College supports Blackboard course management system along with other course management systems as requested by the college's technology and pedagogy (TAP) committee.

The college authenticates student participation by requiring that student sign in to all online courses using a student identification number assigned by the college which is unique to each student. In accordance with ACCJC, the "current common practice in online courses will likely suffice in meeting the intent of this regulation." MiraCosta College is confident that students who register and participate in online courses are, indeed, the students who match their unique identification number. The college, however, will continue to monitor ACCJC requirements and consider required changes if and when they develop.

The facilities at all college sites are adequate for the number of sections and number of students served.

The college's planning and budgeting is based on the academic master plan that addresses needs identified by college faculty, staff, and students at all sites. The planning and budgeting council makes final budget recommendations to the college president. The recommendations are based on the charge of the committee and criteria established for budget development. As a result, programs of study are supported through a collegial process that ensures student success regardless of location or mode of delivery of courses. Details related to planning and budgeting including all plans related to budget development are at the college's planning and budgeting council Web page at: http://www.miracosta.edu/Governance/PBC/.

Standard IV: Leadership and Governance

The college's governance processes and procedures may be accessed by all faculty and staff regardless of the teaching location or take classes or the method of instruction. Students are represented by the college's associated student government (ASG) with representation from all college sites. ASG officers are elected by all college students. The College's organizational chart is included in Appendix G of this substantive change proposal and includes the administrative structure related to the San Elijo campus. Instructional programs are overseen by the instructional deans and vice president of instruction regardless of the site or mode of delivery of courses.

Documentation

Documentation in support of offering programs where fifty percent or more of required classes be offered at the San Elijo Campus of MiraCosta College including

- Copy of the floor plans for the campus;
- Operation budget and analysis of substantive change financial resources as they relate to the college budget;
- Pages from the class schedule indicating the address and classes offered at the San Elijo Campus;
- Map showing main campus and additional location;
- Minutes of Board meeting showing action to approve the San Elijo location

are included in Appendix H of this substantive change proposal.

Documentation for a new instructional delivery mode in support of programs where fifty percent or more of programs course requirements being offered online including

- Evidence of official approval by the governing board;
- Evidence of sufficient fiscal and physical resources to initiate and maintain the delivery mode;
- Evidence that the delivery systems and modes of instruction are designed to and do in fact meet student need;
- Description of how satisfaction of the need will be assessed;
- Description of how effectiveness of the delivery mode will be assessed; how the delivery mode will be reviewed compared with other modes;
- Description of student and faculty support for the mode of delivery;
- Plan for equipment acquisition and maintenance;
- Description of faculty training needed and implemented;
- Description of how mode is considered in curriculum development process;
- Evaluation of marketing efforts and evidence of their integrity;
- Evaluation of information provided to students regarding the new delivery mode (e.g., equipment requirements; access to help desk);
- Description of college accommodations for any requirements that students in distance learning courses come to campus

are included in Appendix I of this substantive change proposal.

Appendix A

MiraCosta College Sites Where Greater than 50% of Program Course Requirements Are Offered and Programs of Study where 50% or More of Course Requirements May be Offered by a Mode of Distance or Electronic Education

Sites at Which Greater than 50% of the Courses for a Certificate or Degree are Available

Degrees	**Oceanside**	**San Elijo**
AA in University Studies Transfer (All)	X	X
AA in General Studies (All)	X	X
Dance	X	X
Certificates		
Accounting	X	X
Bookkeeping	X	X
Law Enforcement	X	
Architectural Technology	X	
Automotive Technology	X	
Bioprocessing Technician	X	
Biotechnology Research and Development Technician	X	
Entrepreneurship	X	X
Management	X	X
Marketing	X	X
Retail Management	X	X
Office Manager	X	X
Secretary/Administrative Assistant	X	X
Child Development Associate Teacher	X	X
Child Development Master Teacher	X	X
Child Development Site Supervisor	X	X
Child Development Teacher	X	X
Early Intervention and Inclusion	X	X
Computer Applications	X	X
Computer Network Administration		X
Cosmetology	X	
Fundamentals of Computer Programming	X	X
Computer-Aided Design and Drafting	X	
Computer-Aided Drafting	X	
Mechanical Drafting	X	
Design and Technology	X	
Agri-Business Management	X	
Floriculture	X	
Landscape Architecture	X	
Landscape Management	X	
Nursery/Horticulture Crop Production	X	
Hospitality Management	X	
Graphic Design	X	X
Web Development and Design	X	X
Medical Office Professional	X	
Digital Audio Production	X	
Recording Arts/Record Production	X	
Sound Reinforcement	X	

Licensed Vocational Nursing	X	
LVN to RN Career Ladder Program	X	
Real Estate	X	X
Real Estate Entrepreneurship	X	X
Restaurant Management	X	
Surgical Technology	X	
Travel and Tourism	X	X

Mira Costa College

AA Degrees

Anthropology

Art History

Art Studio

Astronomy

Biological Science

Business Administration

Chemistry

Child Development

Communication

Computer Science

Criminal Justice

Dance

Dramatic Arts

Economics

English Literature

Environmental Science

French

General Studies

Geography

Geology

German

Gerontology

Health Science

History

Human Development

Japanese

Kinesiology

Liberal Studies

Mathematics

Music

Philosophy

Physics

Political Science

Pre-Nursing

Pre-Social Work

Psychology

Social Science

Sociology

Spanish

Bold = AA Degrees Where 50% or More of Required Courses are Offered Online

Mira Costa College
Certificates

Accounting

Advancing Routing and Switching

Agri-Business Management

Applied Design

Arboriculture

Architectural Technology

Arts and Technology

Assistant Teacher

Automotive Alignment, Brakes, and Suspension

Automotive Electronics

Automotive Quick Service Assistant

Automotive Repair: Drive-Train Specialist

Automotive Technology (Day Only)

Automotive Technology (Evening Only)

Basic Engine Performance

Billing, Cost and Accounting Assistant

Bioprocess Technology

Biotechnology Laboratory Assistant

Biotechnology Research and Development Technician

Bookkeeping

Business Fundamentals

Business of Music

Career Spanish for Medical Personnel

Catering Operations

Certified Nursing Assistant

Child Development Associate Teacher

Child Development Entrepreneurship

Child Development Master Teacher

Child Development Site Supervisor

Child Development Teacher

Computer Applications

Computer Internetworking Fundamentals

Computer Network Administration

Computer-Aided Design and Drafting

Computer-Aided Drafting

Cosmetology

Data Entry

Design and Technology

Digital Audio

Digital Audio Production

Digital Photography

Dining Room Operations

Bold = Certificates Where 50% or More of Required Courses are Offered Online

Drafting Fundamentals

E-Commerce

Early Intervention and Inclusion

Entrepreneurship

Floral Design Assistant

Floriculture

Food Service Operations

Front Office Operations

Fundamentals of Computer Programming

General Office

Graphic Design

Guitar

Health Care Fundamentals

Home Health Aide

Hospitality Management

Income Tax Preparer

Irrigation Technology

Laboratory Skills

Landscape Architecture

Landscape Assistant

Landscape Management

Law Enforcement

Licensed Vocational Nursing

Management

Marketing

Massage Therapy Technician

Mechanical Drafting

Medical Insurance and Coding Specialist

Medical Office Professional

Medical Office Specialist

Medical Transcription

Microsoft Certified Office User (Expert Level)

Microsoft Certified Office User (Proficient Level)

Multimedia Production

Music Technology

Nursery Assistant

Nursery/Horticulture Crop Production

Office Assistant

Office Manager

Organizational Communication

Performance Technician

Personal Fitness Trainer

Phlebotomy Technician

Pilates Certification

Print Publishing

Property Management

Bold = Certificates Where 50% or More of Required Courses are Offered Online

Radiation Protection Technician

Real Estate

Real Estate Appraisal

Real Estate Assistant

Real Estate Entrepreneurship

Real Estate Finance

Real Estate Sales

Recording Arts/Records Production

Registered Nursing

Research and Development

Research Fundamentals

Restaurant Management

Retail Assistant

Retail Management

Rooms Division Management

Secretary/Administrative Assistant

Song Writing

Sound Reinforcement

Surgical Technology

Travel and Tourism Management

Travel Reservations

UNIX Administration

Video and Animation

Video and Media Design

Virtual Assistant

Visual Communication

Volunteer Services

Web Design

Web Development and Design

Wine Technology

Yoga Certification

Bold = Certificates Where 50% or More of Required Courses are Offered Online

Appendix B

California Post Secondary Education Commission Description of MiraCosta College Sites

Postsecondary Education Commission

Guide to California Colleges and Universities

MiraCosta College

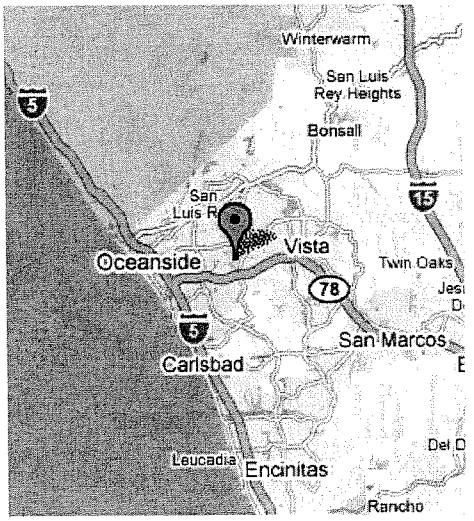
Oceanside, CA

MiraCosta College
One Barnard Drive
Oceanside, CA 92056

Website: http://www.miracosta.edu/
General: (760) 757-2121
Admissions: (760) 757-2121
Year Established: 1934

President: Victoria Muñoz Richart
Institutional Control: California Community Colleges
Academic Calendar: Semester
County: San Diego

Enter a ZIP code to find the approximate, straight-line distance to this school.
Calculate



Search Again

Campus Information

Address

One Barnard Drive
Oceanside, CA 92056-3899
Get Google Map

Off Campus Locations

URLs

Main Campus

Admissions

Apply OnLine

Financial Aid

Catalog

Virtual Tour

Additional URLs

Freshmen Pathways
Professor Ratings
Google Earth

Campus Description

The main campus of MiraCosta College is in Oceanside. Its San Elijo Campus offers excellent educational opportunities for transfer, vocational, and associate degree programs. It offers community service and continuing education courses at off-campus locations as well as adult high school classes at Camp Pendleton and Mission Square Adult Learning Center. Student services include financial aid, services for the disabled, free tutoring, placement testing, career counseling, job-placement programs, and much more.

Disability Services

Description

MiraCosta College is committed to providing educational opportunities to diverse populations. It is the goal of the college to offer mainstream education whenever possible.

Contact Information

Director: Connie Wilbur
Phone: (760) 795-6658
TDD Phone: (760) 439-1060
URL: http://www.miracosta.edu/StudentServices/DSPS/index.htm
Email: cwilbur@miracosta.edu

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Appendix C

California State Chancellor's Office Inventory of Approved MiraCosta College Degree and Certificate Programs

CA Community Colleges Chancellor's Office

(051) Mira Costa College

[Program Inventory Last Updated on: 02/20/09 09:38:49]

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved	Unique Code
0109.10	Landscape Design and Maintenance Landscape Management	30.00	30.00	A	1970	05110
Comment: New certificate and degree major established in 1986.						
0109.20	Floriculture/Floristry Floriculture	25.00	25.00	A	2002	12879
Comment: Courses in plant identification, floral and wedding design and business management.						
0109.30	Nursery Technology Nursery/Horticulture Crop Production	27.00	27.00	A	1989	07862
0112.00	Agriculture Business, Sales, and Service Agri-Business Management	24.00	24.00	A	1970	05111
Comment: New certificate/degree major established 1997. An option under Horticulture.						
0201.00	Architecture and Architectural Technology Architectural Technology	21.00	21.00	A	1994	07863
Comment: Degree is called "Architecture," certificate is called "Architectural Technology."						
0201.10	Landscape Architecture (transfer) Landscape Architecture	23.00	23.00	A	2002	12880
Comment: Courses in plant identification, landscape design and irrigation, CAD and architectural drawing.						
0301.00	Environmental Science University Studies: Environmental Science		33.00	A	2008	18310
0303.00	Environmental Technology Radiation Protection Technician	50.00			2007	17758
0401.00	Biology, General University Studies: Biological Sciences		23.00	A	2008	18337
0430.00	Biotechnology and Biomedical Technology Bioprocessing Technology	12.00	60.00	A	2003	15309
Comment: Preparation to operate and maintain equipment used to manufacture protein pharmaceutical products or reagents utilized by pharmaceutical and academic research labs. Skills to grow a variety of cells and recover proteins they produce.						
0430.00	Biotechnology and Biomedical Technology Research and Development Technician	38.00	60.00	A	1991	05142
0502.00	Accounting Bookkeeping	18.50	18.50	A	1974	05113

0502.00	Accounting Accounting	35.50	35.50	A	1976	07865

Comment: A more responsible level than bookkeeping, sometimes supervisory. Includes managerial accounting, tax training, and course in management.

0505.00	Business Administration University Studies: Business Administration		28.00	A	2008	18295
0506.00	Business Management Management	21.00	21.00	A	1999	11835

Comment: Includes business fundamentals courses plus a course in Total Quality Management.

0506.40	Small Business and Entrepreneurship Entrepreneurship	22.00	22.00	A	1985	07866
0506.50	Retail Store Operations and Management Retail Management (WAFC)	31.00	31.00	A	2001	12306

Comment: Based on statewide model designed in cooperation with Western Association of Food Chains. Includes business math and English, human resources management, accounting, marketing, etc.

0509.00	Marketing and Distribution Marketing	21.00	21.00	A	1991	07867
0511.00	Real Estate Real Estate	18.00	18.00	A	1970	05116

Comment: Satisfies requirements for broker's license.

0511.00	Real Estate Real Estate Entrepreneurship	33.00	33.00	A	1999	11740

Comment: Oriented towards a broker's license and managing a real estate office.

0514.00	Office Technology/Office Computer Applications Secretary/Administrative Assistant	19.50	19.50	A	1970	05117

Comment: Heavily oriented toward computer applications.

0514.40	Office Management Office Manager	23.00	23.00	A	1999	11749
0614.00	Digital Media Web Development and Design	30.00	60.00	A	1996	07077

Comment: Interactive project design and construction, interface design, Internet and multimedia scripting languages, digital media production, project management.

0614.10	Multimedia Video and Media Design	30.00			2007	17628
0614.10	Multimedia Graphic Design	30.00	60.00	A	1999	11747

Comment: Name changed from "Multimedia Visual Graphics." Requires nine unit multimedia core, plus electives in design, photography, desktop publishing, etc.

0702.10	Software Applications Computer Applications	19.50	19.50	A	1987	05109

Comment: Includes introductory page layout and graphics.

0706.00	Computer Science (transfer) University Studies: Computer Science		21.00	A	2008	18307

0707.10	Computer Programming Computer Programming Fundamentals		24.00	A	1999	11750
0707.10	Computer Programming Computer Programming Fundamentals	24.00			1999	18975
0708.10	Computer Networking Network & Desktop System Administration	19.00			2002	18972

Comment: Preparation for computer network administrators, systems managers, enterprise network administrators, and Internet or intranet administrators.

0708.10	Computer Networking Network & Desktop System Administration		18.00	A	2002	13750

Comment: Preparation for computer network administrators, systems managers, enterprise network administrators, and Internet or intranet administrators.

0835.00	Physical Education University Studies: Kinesiology		25.50	A	2008	18314
0835.20	Fitness Trainer Personal Fitness Trainer	18.50			2007	17363
0837.00	Health Education University Studies: Health Science		23.00	A	2008	18312
0948.00	Automotive Technology Automotive Technology	20.00	20.00	A	1979	05120

Comment: Different certificate patterns offered for day and evening students.

0953.00	Drafting Technology Computer-Aided Drafting	21.00	21.00	A	1989	07873

Comment: One-year condensed certificate. Students complete one of three areas of emphasis: Architecture, Engineering, or Landscape.

0953.00	Drafting Technology Computer-Aided Design & Drafting	27.00	27.00	A	1988	07874

Comment: Full two-year program. Students complete one of three areas of emphasis: Architecture, Engineering, or Landscape.

0953.40	Mechanical Drafting Electro-Mechanical Drafting	26.00			1986	18974
0953.40	Mechanical Drafting Electro-Mechanical Drafting		60.00	A	1986	07872
1001.00	Fine Arts, General Fine Arts		18.00	A	1976	07875

Comment: Six units each of art, music, and dramatic arts.

1002.00	Art (Painting, Drawing, and Sculpture) University Studies: Art History		28.00	A	2008	18301
1002.00	Art (Painting, Drawing, and Sculpture) Art: Two-Dimensional Emphasis		27.00	A	1970	05124

Comment: Eighteen unit core, plus nine units of two-dimensional emphasis.

1002.00	Art (Painting, Drawing, and Sculpture) University Studies: Art (Studio)		18.00	A	2008	18299

1004.00	Music University Studies: Music		22.00	A	2008	18345
1005.00	Commercial Music Recording Arts/Record Production	20.00	20.00	A	1991	05143
1005.00	Commercial Music Sound Reinforcement	22.00			1991	11267

Comment: Oriented toward concert sound.

1005.00	Commercial Music The Business of Music	18.00			2007	17752
1005.00	Commercial Music Digital Audio Production	22.00	22.00	A	1991	11268
1006.00	Technical Theater Design & Technology	18.00	18.00	A	1995	07876
1007.00	Dramatic Arts University Studies: Dramatic Arts		18.00	A	2008	18340
1008.00	Dance University Studies: Dance		22.50	A	2008	18309
1008.00	Dance Dance		22.00	A	1993	07877
1012.00	Applied Photography Digital Photography	18.00			2009	18986
1012.00	Applied Photography Digital Photography		18.00	A	2009	18987
1102.00	French University Studies: French		19.00	A	2008	18296
1103.00	German University Studies: German		19.00	A	2008	18297
1105.00	Spanish University Studies: Spanish		19.00	A	2008	18298
1108.00	Japanese University Studies: Japanese		25.00	A	2008	18343
1208.20	Administrative Medical Assisting Medical Office Professional	29.50	29.50	A	2004	15546

Comment: Includes introduction to medical assisting, coding, insurance, body systems, medical technology, internship or work experience; plus office skills courses and office systems and procedures.

1217.00	Surgical Technician Surgical Technology	39.00	39.00	A	2005	16572

Comment: Based on core curriculum developed by the Association of Surgical Technologists. Leads to national certification. Includes basic sciences, body systems, medical terminology, pharmacology, principles of surgical technology, surgical client care, clinical practice, surgical specialties.

1230.10	Registered Nursing LVN - RN Career Ladder		61.00	B	2007	17409
1230.10	Registered Nursing LVN - RN Career Ladder	53.00			2007	18973

1230.20	Licensed Vocational Nursing Licensed Vocational Nursing	72.00	72.00	A	1970	05130

Comment: Six-quarter program.

1260.00	Health Professions, Transfer Core Curriculum University Studies: Pre-Nursing		36.00	A	2008	18315
1305.00	Child Development/Early Care and Education Child Development Associate Teacher	18.00	18.00	A	2003	15310
1305.00	Child Development/Early Care and Education University Studies: Child Development		25.00	A	2008	18306
1305.00	Child Development/Early Care and Education Child Development Master Teacher	51.00	51.00	A	1976	07879

Comment: Supervisory level under T.5.

1305.00	Child Development/Early Care and Education Child Development Entrepreneurship	39.00	39.00	A	1997	11763

Comment: For students who want to own and operate a child care center or have an in-house child care business. Includes child development and business coursework.

1305.00	Child Development/Early Care and Education Child Development Teacher	43.00	43.00	A	1976	15183
1305.20	Children with Special Needs Early Intervention & Inclusion	27.00			2006	16844
1305.80	Child Development Administration and Management Child Development Site Supervisor	38.00	38.00	A	1999	11824

Comment: Degree students obtain the degree in Child Development.

1307.00	Hospitality Hospitality Management	30.50	30.50	A	1995	07881
1307.10	Restaurant and Food Services Management Restaurant Management	29.50	29.50	A	2000	12111

Comment: Includes courses in computer systems, law, human resourcess management, etc. for hospitality industry, as well as restaurant courses.

1309.00	Gerontology University Studies: Gerontology		18.00	A	2008	18311
1401.00	Law, General Pre-law		26.00	A	1985	07885

Comment: Curriculum designed to apply toward admission to a law school that does not require a bachelor's for entrance.

1501.00	English University Studies: English and Literature		19.00	A	2008	18341

1506.00	Speech Communication University Studies: Communication		19.00	A	2008	18339
1509.00	Philosophy Philosophy		21.00	A	2008	18346
1701.00	Mathematics, General University Studies: Mathematics		25.00	A	2008	18344
1901.00	Physical Sciences, General University Studies: Pre-Engineering		31.00	A	2008	18349
1902.00	Physics, General University Studies: Physics		25.00	A	2008	18347
1905.00	Chemistry, General University Studies: Chemistry		23.00	A	2008	18338
1911.00	Astronomy University Studies: Astronomy		28.00	A	2008	18305
1914.00	Geology University Studies: Geology		35.00	A	2008	18300
2001.00	Psychology, General University Studies: Psychology		24.00	A	2008	18350
2003.00	Behavioral Science University Studies: Human Development		21.00	A	2008	18313
2104.00	Human Services University Studies: Pre-Social Work		24.00	A	2008	18316
2105.00	Administration of Justice University Studies: Criminology and Justice Studies		19.00	A	2008	18308
2105.00	Administration of Justice Law Enforcement	27.00	27.00	A	1970	05137
2201.00	Social Sciences, General University Studies: Social Sciences		24.00	A	2008	18351
2201.20	American Studies American Studies		18.00	A	1999	11748
2202.00	Anthropology University Studies: Anthropology		25.00	A	2008	18304
2203.00	Ethnic Studies Multi-Cultural Studies		18.00	A	1977	07891

Comment: Includes courses from anthropology, Asian studies, communications, geography, history, humanities, literature, music, philosophy, sociology.

2204.00	Economics University Studies: Economics		19.00	A	2008	18303
2205.00	History University Studies: History		22.00	A	2008	18342
2206.00	Geography University Studies: Geography		27.00	A	2008	18302
2207.00	Political Science University Studies: Political Science		25.00	A	2008	18348

2208.00	Sociology University Studies: Sociology		24.00	A	2008	18352
2210.10	Area Studies Asian Studies		24.00	A	1999	11753
3007.00	Cosmetology and Barbering Cosmetology	44.00	44.00	A	1975	05141
Comment: Program offered by contract with a proprietary provider.						
3009.00	Travel Services and Tourism Travel and Tourism Management	30.50	30.50	A	1991	07888
4901.00	Liberal Arts and Sciences, General General Studies: Social and Behavioral Sciences		18.00	A	2008	18434
4901.20	Liberal Studies (teaching preparation) Liberal Studies: Elementary (Multiple Subject) Teaching Prep		60.00	A	2008	18294
4902.00	Biological and Physical Sciences (and Mathematics) General Studies: Natural Sciences		18.00	A	2008	18433
4903.00	Humanities Humanities		20.00	A	1999	11754
Comment: Requires a foreign language.						
4903.10	Humanities and Fine Arts General Studies: Arts and Humanitities		18.00	A	2008	18432

Appendix D

MiraCosta College Governing Board Approval of San Elijo Site

RESOLUTION NO. 18-80

RESOLUTION ESTABLISHING A PERMANENT EDUCATIONAL CENTER
IN THE SAN DIEGUITO AREA

MiraCosta Community College District
San Diego County

ON MOTION of Member Smith, Seconded by Member Frederick, the following resolution is adopted:

WHEREAS, the population of the MiraCosta Community College District has grown rapidly during the past ten years and that growth is expected to continue for the next ten years, being particularly heavy in the southern part of the District, and

WHEREAS, the participation rate for nearly all age and sex groups has been increasing in all parts of the District, and

WHEREAS, the enrollment from the MiraCosta Community College District will exceed the capacity of MiraCosta College by 1985 and new facilities will be required, and

WHEREAS, if new facilities are constructed at an educational center in the southern part of the District, participation rates in the south will increase even more rapidly and a greater share of the population will be served, and

WHEREAS, the community has demonstrated strong support for the southern educational satellites established by the MiraCosta Governing Board, most recently at Del Mar Shores School and we know of no opposition to such programs, and

WHEREAS, the goals and objectives of a proposed Southern Center are quite compatible with the expressed preference of the population as well as with the anticipated labor market.

NOW, THEREFORE, we conclude that the establishment of a new Southern Center is the most effective way of meeting the enrollment demands of the MiraCosta Community College District and serving the educational requirements of the total population.

PASSED AND ADOPTED by the Governing Board on May 6, 1980, by the following vote:

AYES: Smith, Frederick, Holloway, Karickhoff, Kruglak, Prescott, Moreno

NOES: None

ABSENT: None

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) ss

I, John MacDonald, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

John MacDonald
Secretary of the Governing Board

Appendix E

MiraCosta College Governing Board Approval of Request for Substantive Change

Appendix F

MiraCosta College Mission and Goals (2008-2009 Catalog)

General Information

Vision

Challenging the present and enriching the future, MiraCosta College is a learning community pledged to principle, committed to quality, and devoted to student success.

Mission

MiraCosta College, a comprehensive public two-year community college, provides transfer preparation, vocational education, general education, basic skills development, community education, and workforce development.

Core Values

Recognizing that education is a lifelong process, MiraCosta College demonstrates an ongoing commitment to the following core values:

- the primary purpose of teaching and learning;
- collegiality and shared governance;
- technology leadership;
- positive working and learning environment for staff and students;
- highest quality through effectiveness, efficiency, and accountability;
- decision making based on research, data, and evidence;
- career preparation and economic development;
- a climate which promotes diversity;
- service to our community;
- beautiful, welcoming campuses; and
- innovation and ability to change.

Philosophy

MiraCosta College is dedicated to providing excellent educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness.

To be responsive to all learners, the college offers programs that reflect changing local, regional, national, and international needs. Dedicated professionals create an environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society. Within such a setting, learners develop self-understanding, pursue educational objectives, and ultimately stand accountable for their own progress.

MiraCosta embraces diversity and takes pride in affording equal educational and employment opportunities, in practicing principles of collegial governance, and in creating an environment of cooperation, mutual respect, and trust among all members of its learning community.

MiraCosta College Foundation

The MiraCosta College Foundation, a nonprofit corporation managed by a 30-member volunteer board of local community leaders, works to enhance MiraCosta's educational opportunities by promoting public awareness of the college's financial needs, establishing endowment funds, and raising funds for quality facilities, educational programs and scholarships.

The foundation's President Circle is an opportunity for individuals, small businesses and corporations to become involved with MiraCosta College in a meaningful way. Members donate between $1,000 and $10,000 annually. Their gifts are designated to the President's Circle Fund and support a variety of needs at the college—including student scholarships, capital projects, program enhancement grants, and educational equipment. President's Circle members are invited to meet with the MiraCosta College president to learn about the college and its role in the community and to share their ideas, creating a valuable link between the college and the communities it serves.

For information about the MiraCosta College Foundation and the President's Circle, contact the Fund Development Office at (760)795-6777.

MiraCosta College Campuses

Oceanside Campus

The Oceanside Campus has grown and changed during the decades, and plans for growth continue. Projects recently completed include a creative arts building with classrooms, labs, studios and rehearsal/performance spaces for music and art; a student services building that houses the Counseling, University Transfer and Career Centers; and a new horticulture complex. The Creative Arts Expansion Project, which will include classrooms and labs for art history and new genre art; a large concert hall; additional recording studios and control rooms; and a resource library, is expected to be completed in 2009.

LOCATIONS OF SPECIAL INTEREST AT THIS CAMPUS:

MiraCosta College Theatre, on the southwest corner of campus. This newly-remodeled 243-seat facility includes a large stage, a set-construction shop, make-up and costume labs, men's and women's dressing rooms, and a combination classroom and green room. It has been called one of the finest educational theaters in Southern California.

Student Center, west side of the campus. Dining areas feature indoor and outdoor tables overlooking the coast. The center also houses the bookstore, an art gallery, club offices, conference rooms and student government offices.

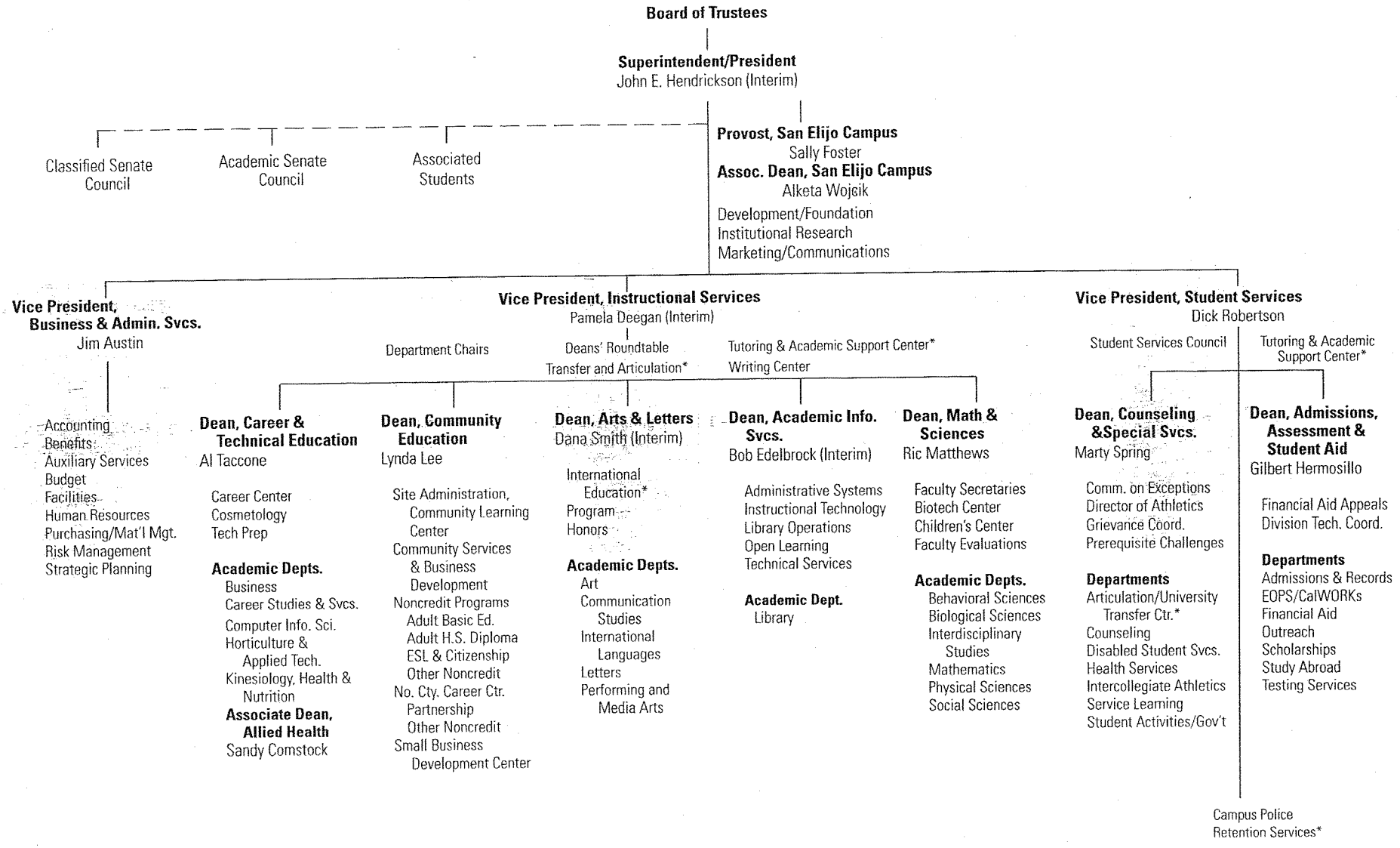
Kruglak Art Gallery, lower level of the Student Center. Named in memory of Amy Kruglak, one of the college's benefactors, the gallery showcases works by visiting artists, faculty, and students.

Wellness Center, northeast side of campus. The Wellness Center features a "fitness circuit," free weights, and the latest ergonomically correct workout equipment.

Appendix G

College Organizational Chart

MiraCosta College Organizational Chart



*jointly administered between Instructional Services and Student Services divisions

OrgCharts 02/08

Appendix H

Documentation Supporting an Additional Location Geographically Apart from the Main Campus at Which MiraCosta College Offers at Least 50% of Educational Programs

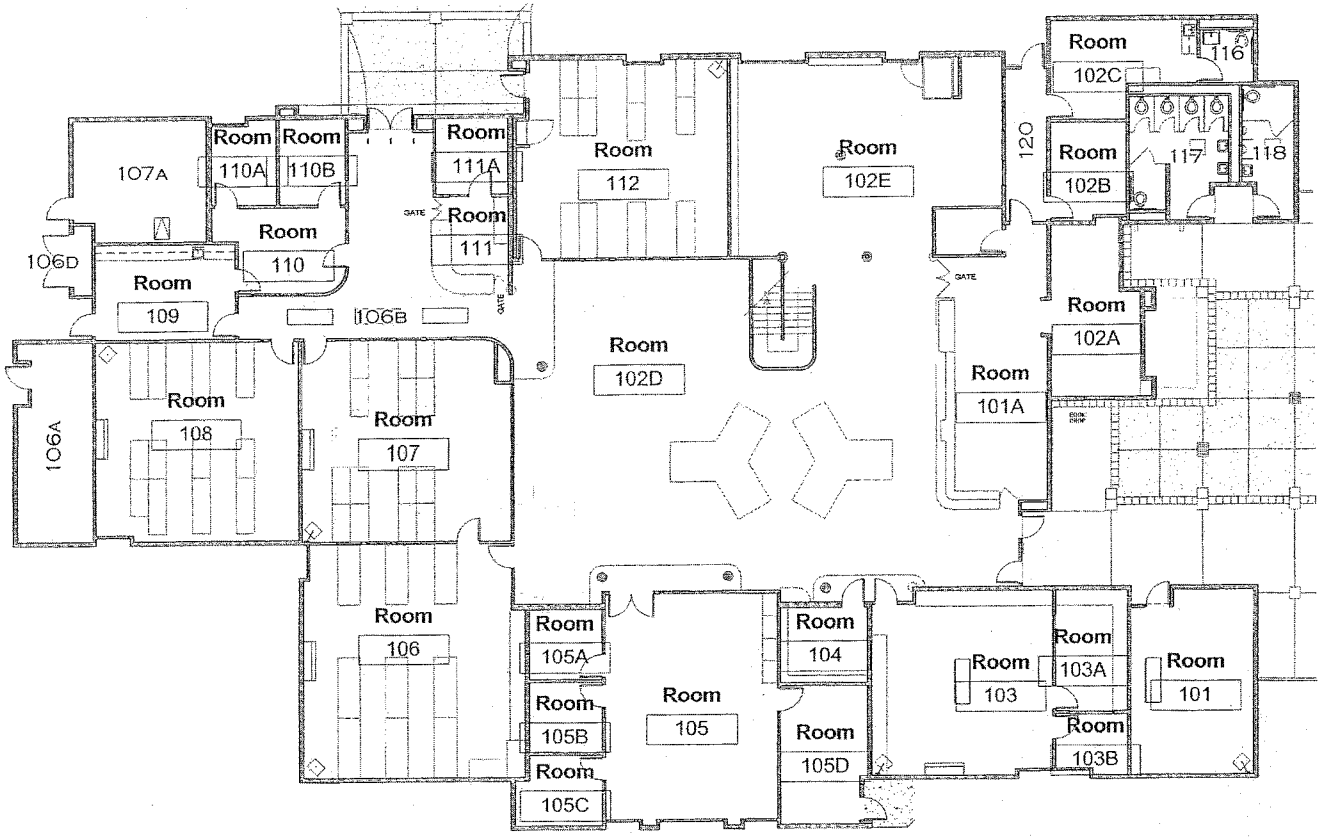
Copy of the floor plans for the campus

MIRA COSTA CCD
SAN ELIJO CENTER

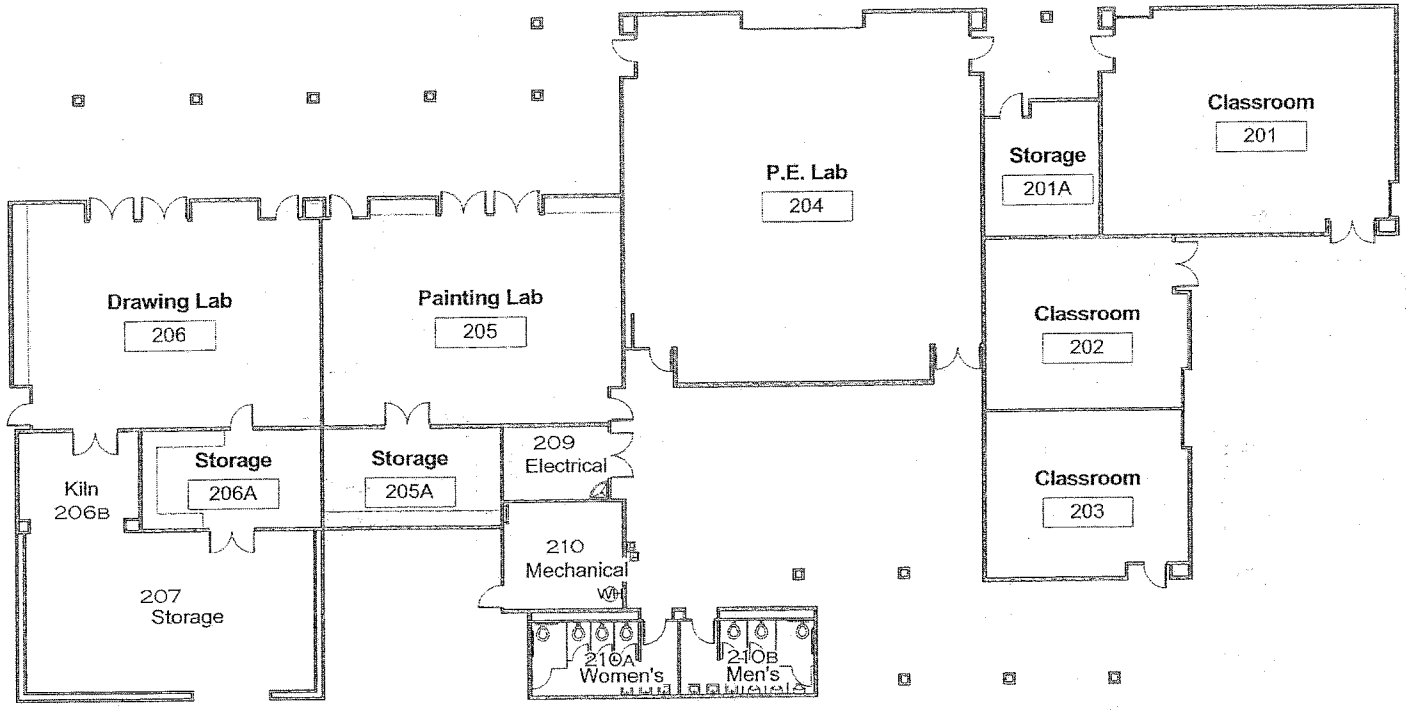
BUILDING SUMMARY REPORT

052 San Elijo Center

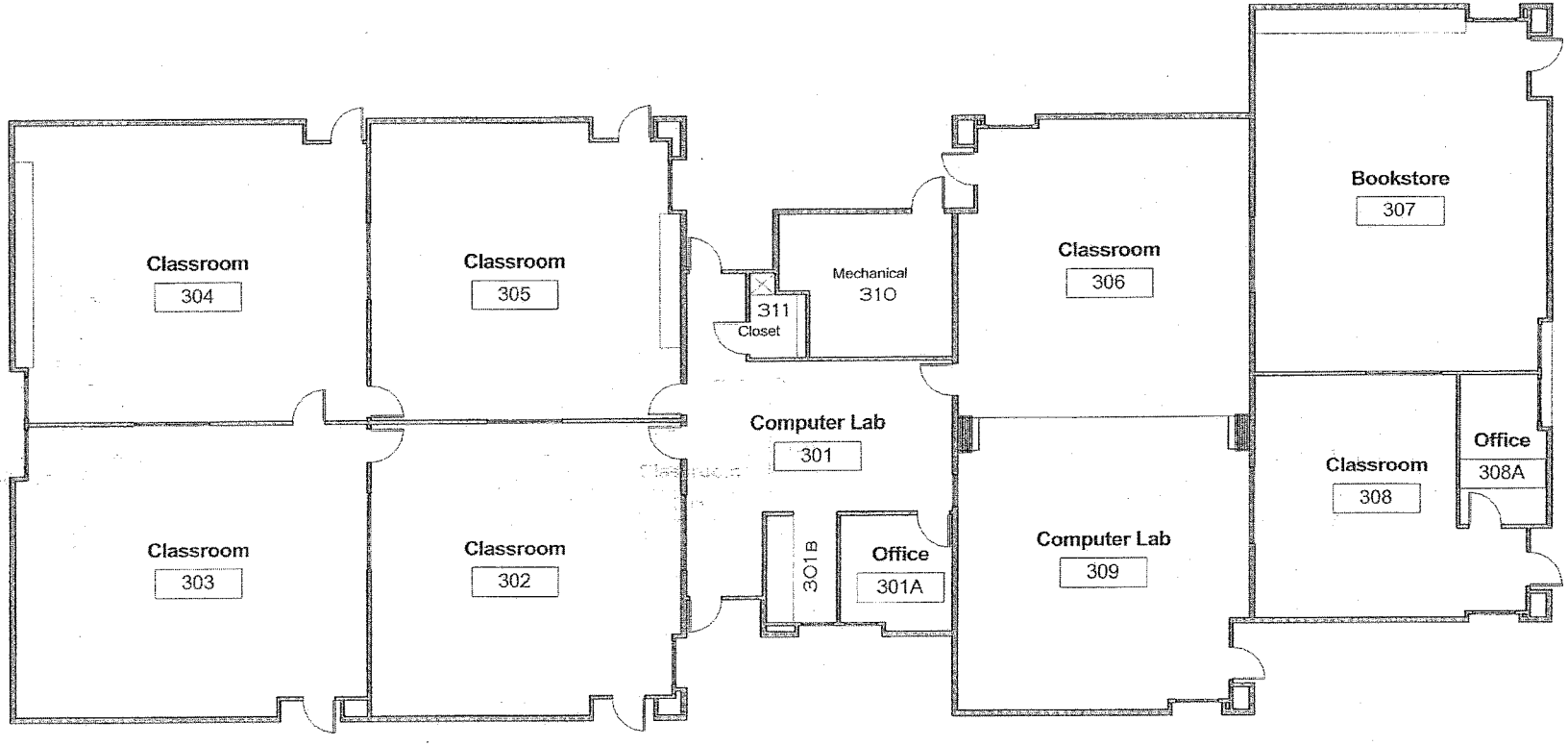
Bldg #	Building Name	Constr. Year	Total Rooms	Total Stations	Total Room ASF	Total OGSF	Percent Efficiency
100	LEARNING RESOURCES C	1988	30	204	10,345	12,258	84.4%
200	FINE ART/MUSIC	1988	10	221	7,929	11,280	70.3%
300	GENERAL CLASSROOMS	1988	11	272	6,708	7,884	85.1%
400	BIOLOGY/LIFE SCIENCE	1988	7	116	4,083	6,276	65.1%
500	LANGUAGE/SOCIAL SCI	1992	18	230	6,571	8,228	79.9%
600	GENERAL CLASSROOMS	1992	9	180	3,865	5,842	66.2%
700	MAINTENANCE	1988	3	1	1,278	1,595	80.1%
800	ADMINISTRATION	1988	13	37	2,608	4,528	57.6%
900	STUDENT CENTER	1988	18	113	5,900	9,422	62.6%
9 Buildings on Campus			**119**	**1,374**	**49,287**	**67,313**	**73.2%**


Room
102C
116
Room
110A
Room
110B
Room
111A
Room
112
Room
102E
120
107A
Room
102B
117
118
GATE
Room
111
Room
110
106D
GATE
Room
102A
Room
109
106B
Room
102D
Room
101A
Room
108
Room
107
106A
Room
106
Room
105A
Room
104
Room
103A
Room
103
Room
101
Room
105
Room
105B
Room
105D
Room
103B
Room
105C

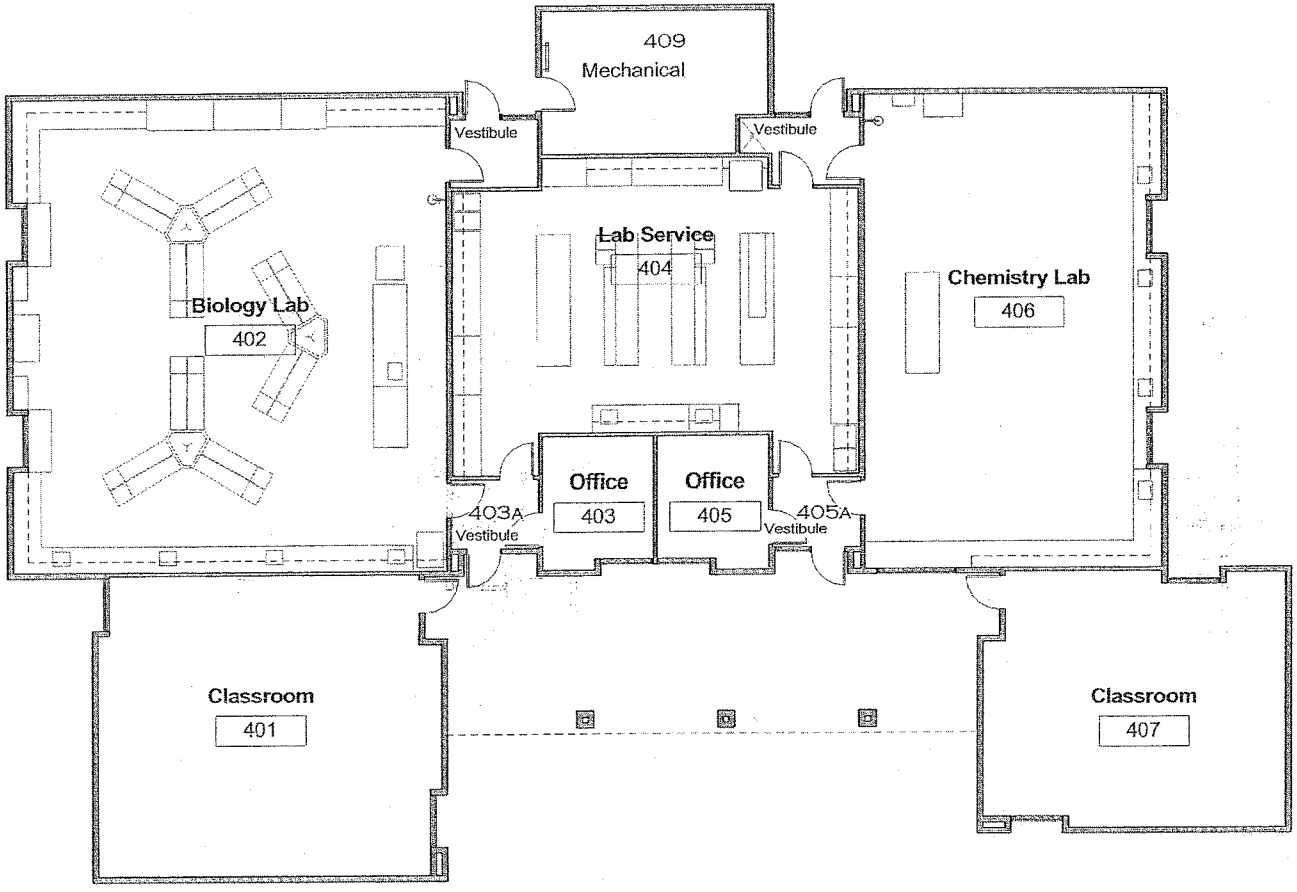
Fine Art/Music 200



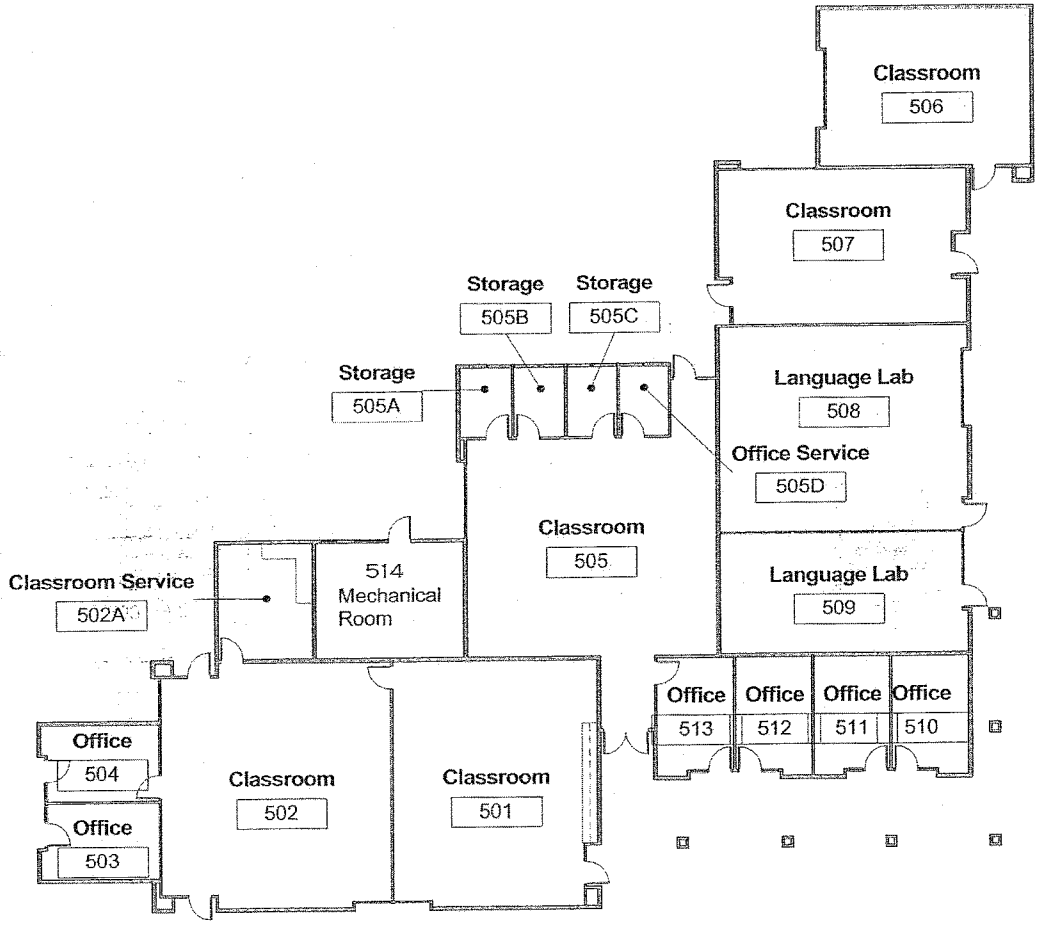
General Classrooms 300



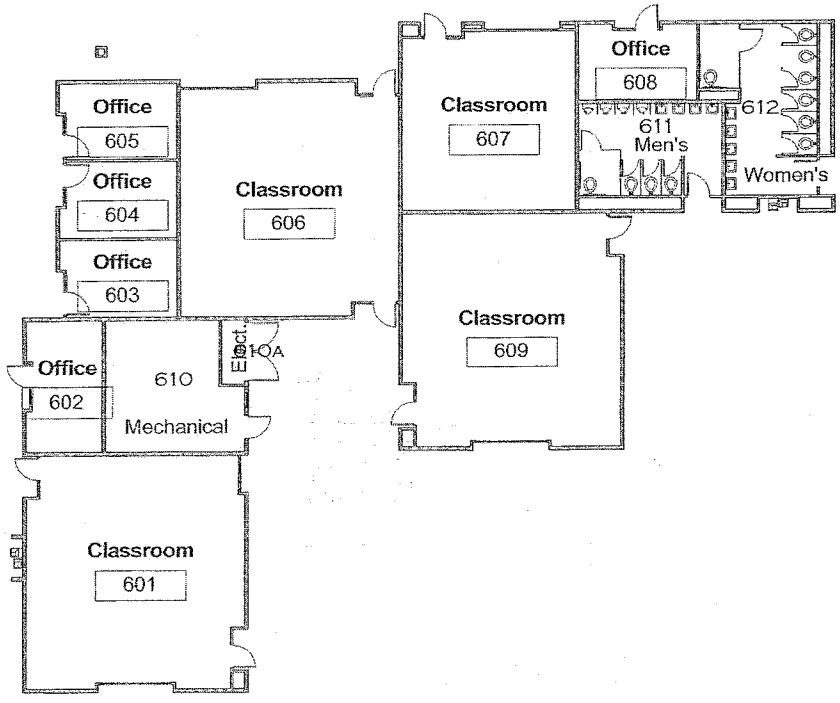
Biology/Life Science 400



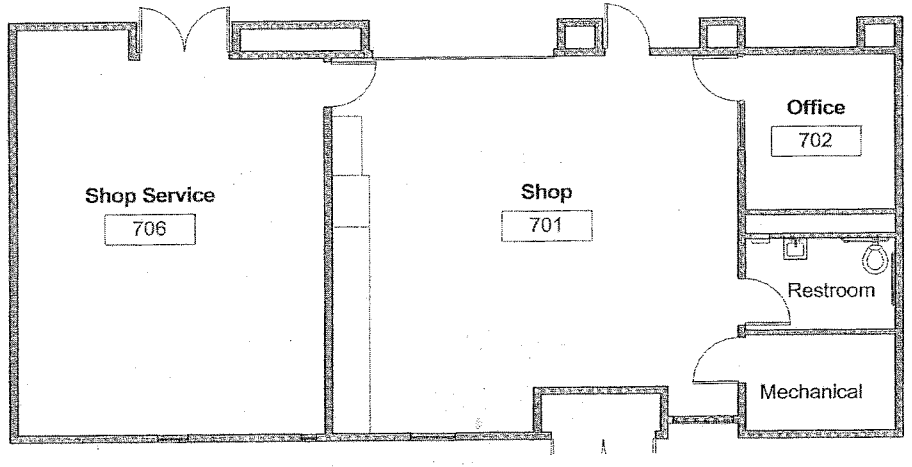
Language/Social Sci 500

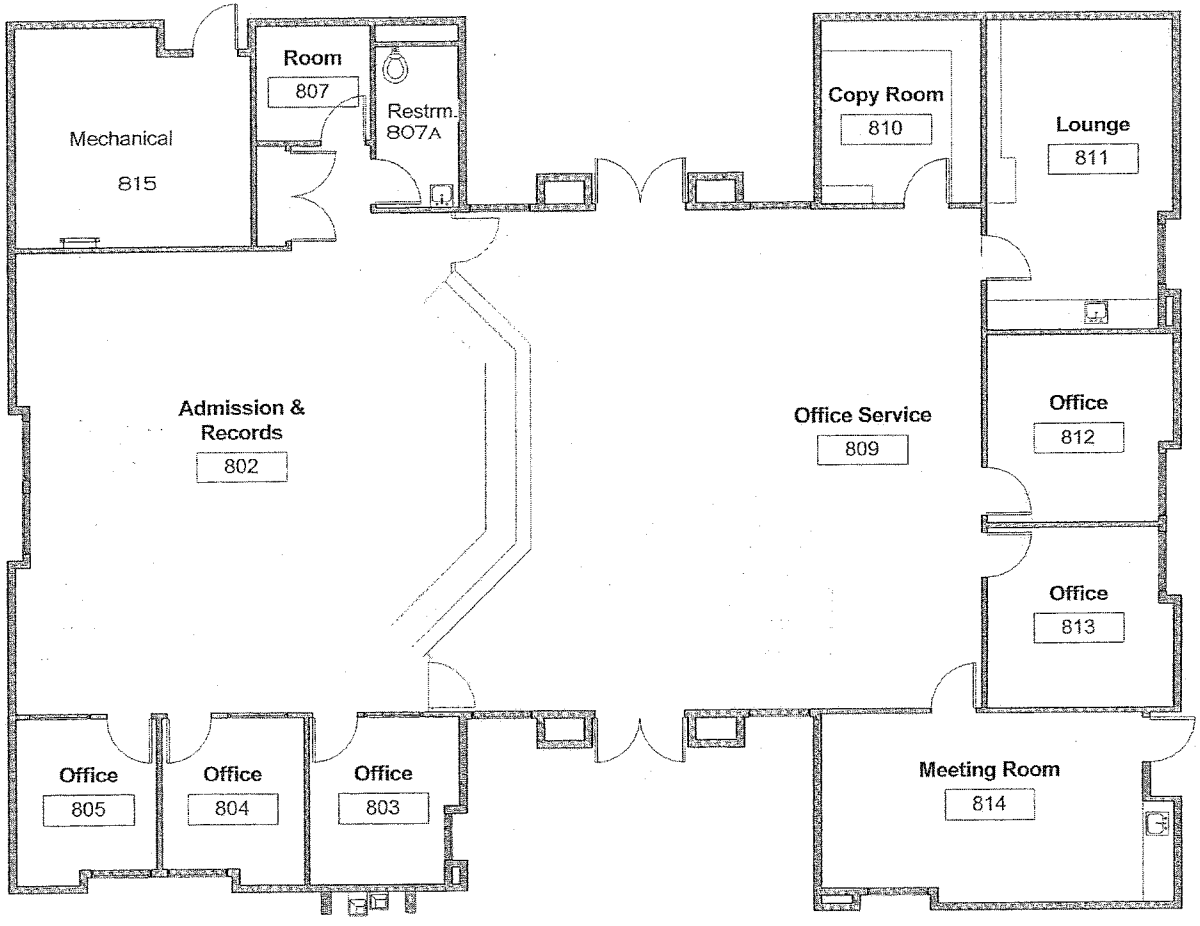


General Classrooms 600

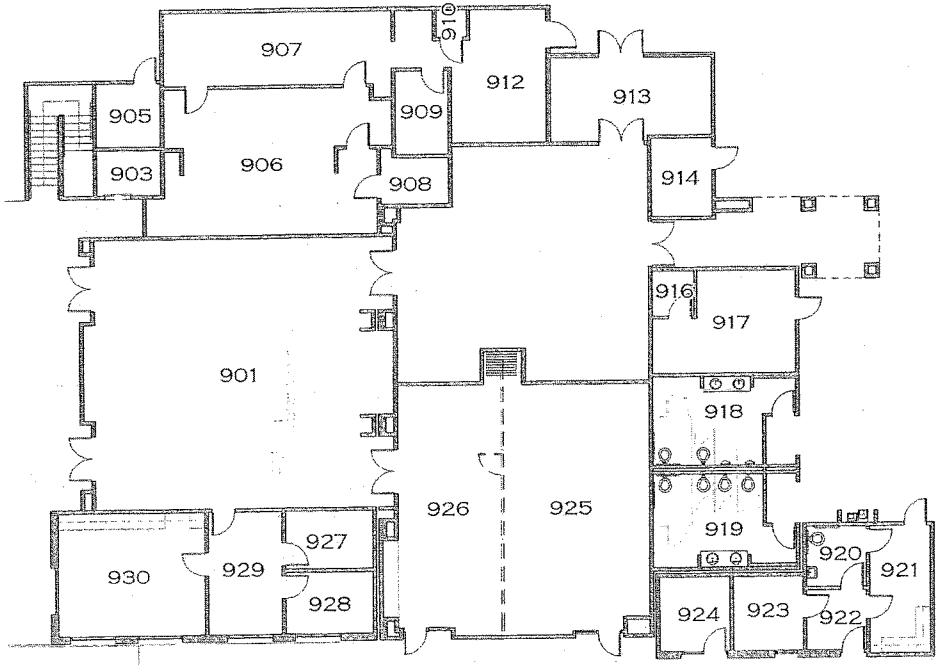


MAINTENANCE 700

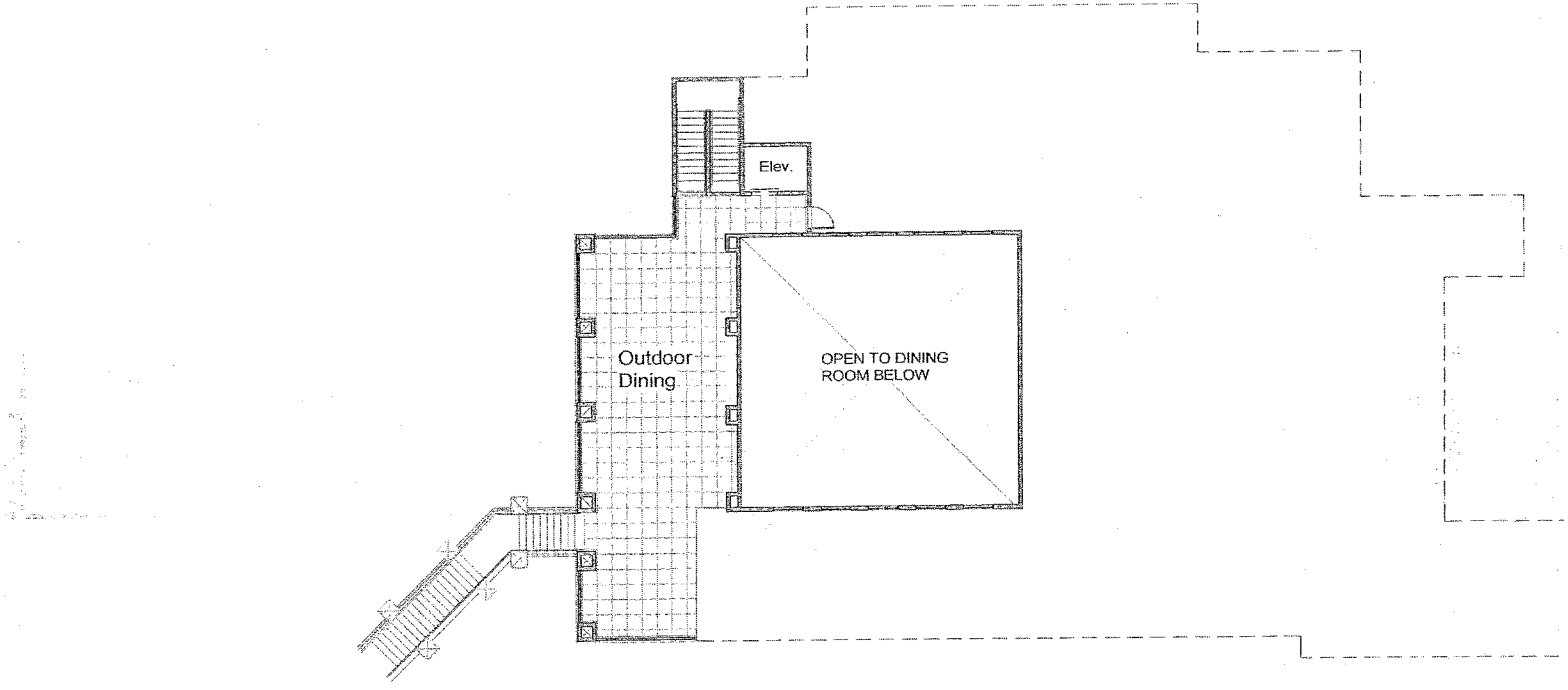


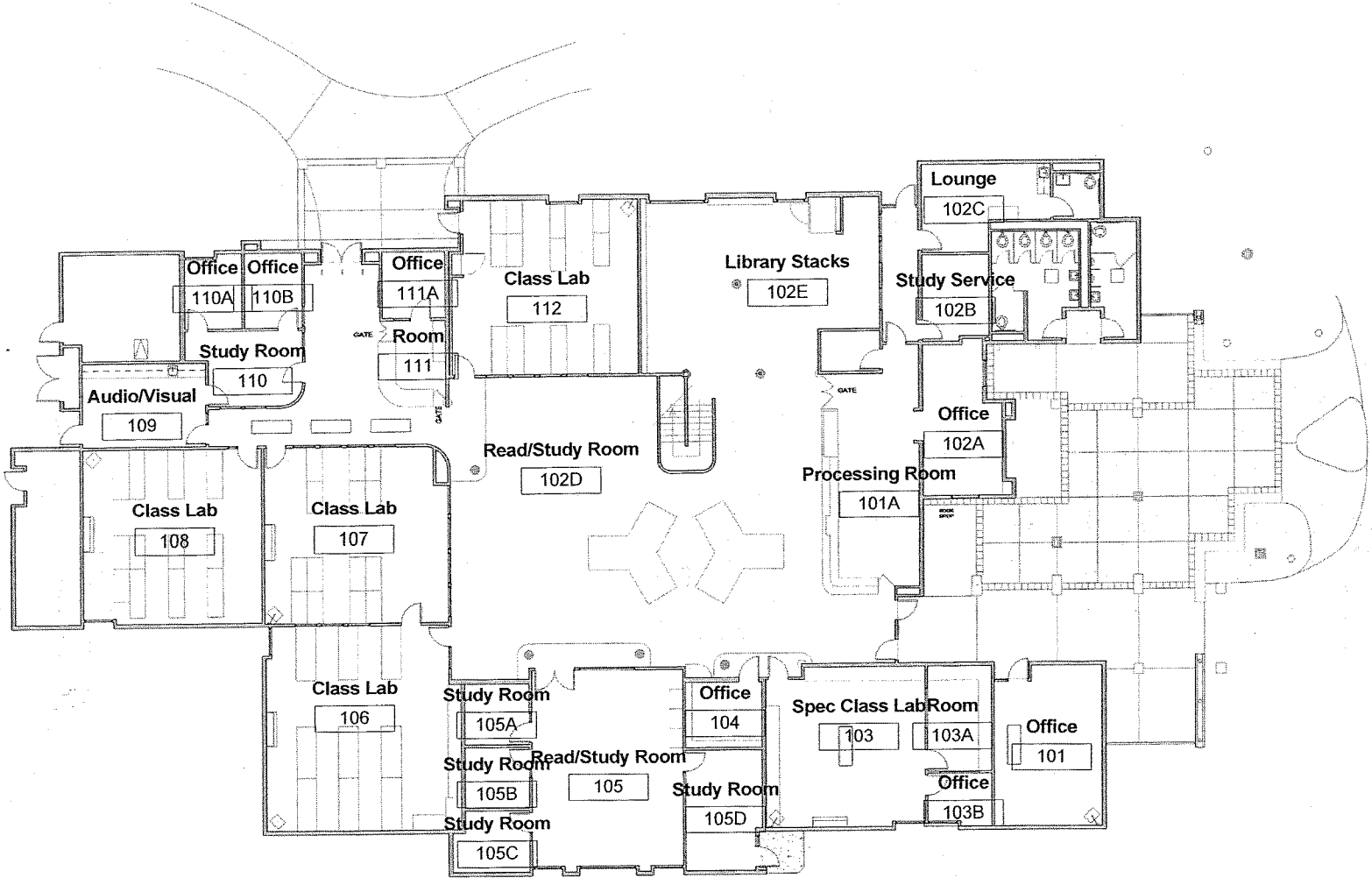

Mechanical
815
Room
807
Restrm.
807A
Copy Room
810
Lounge
811
Admission &
Records
802
Office Service
809
Office
812
Office
813
Office
805
Office
804
Office
803
Meeting Room
814

STUDENT CENTER 1ST FLR 900



STUDENT CENTER 2ND FLR 900





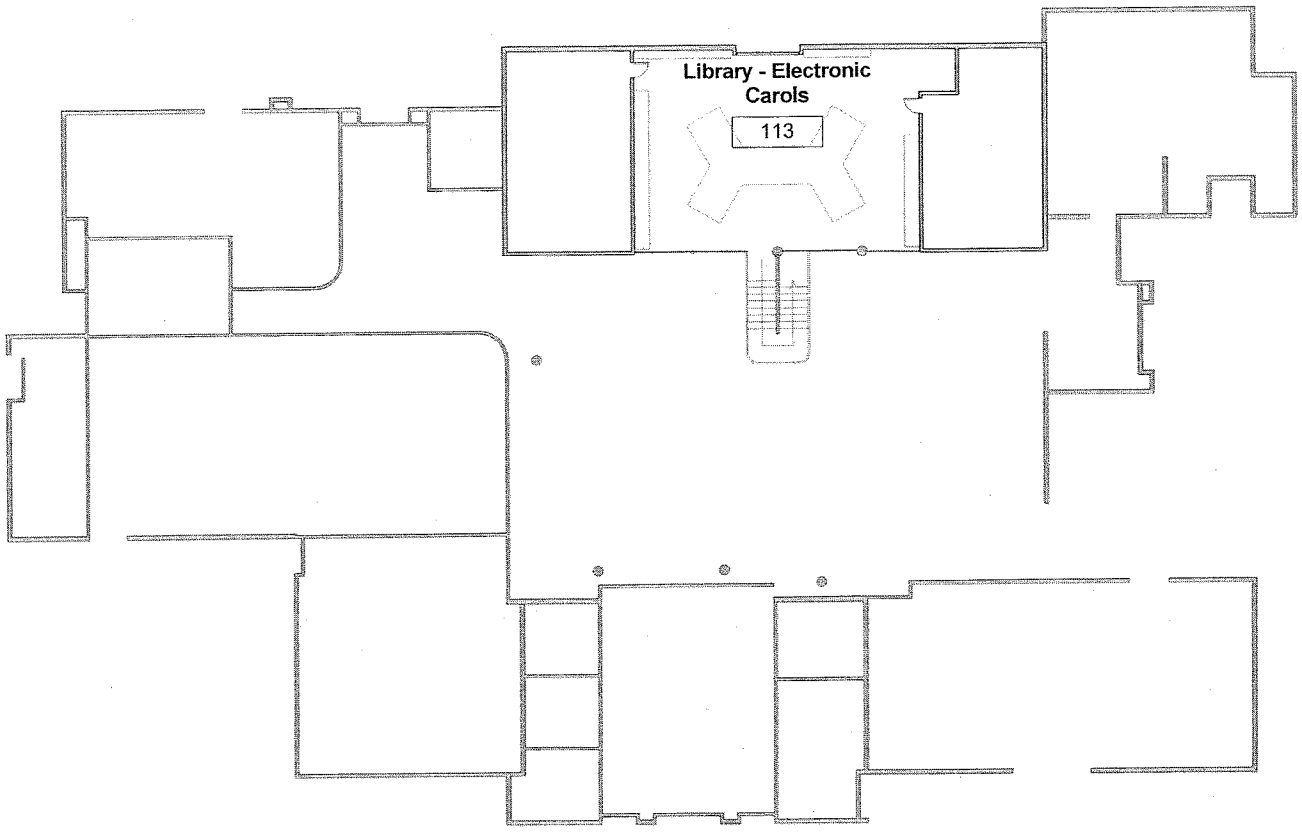
1 MCC-SEC-100-1 (Library)
1/16" = 1'-0"

0' 4' 8' 16' 32'

MiraCosta College

LRA Design Associates Architecture

First Floor Plan	8/21/08
MCC-SEC-100 (Library)	



1 MCC-SEC-100-2 (Library)
1/16" = 1'-0"

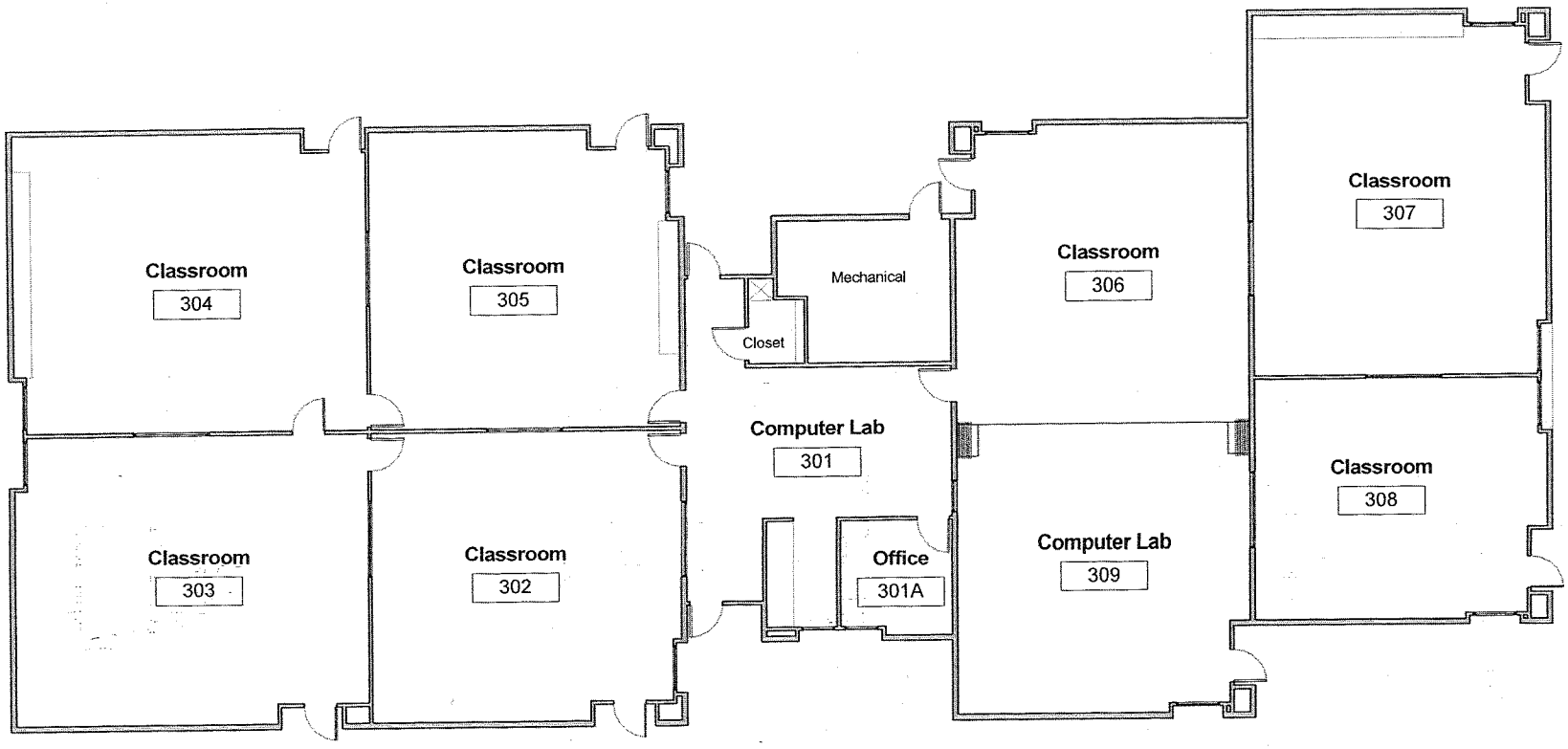
North

0' 4' 8' 16' 32'

MiraCosta College

LR Design Associates Architecture

Mezzanine Floor Plan	08/26/08
MCC-SEC-100 (Libraqry)	



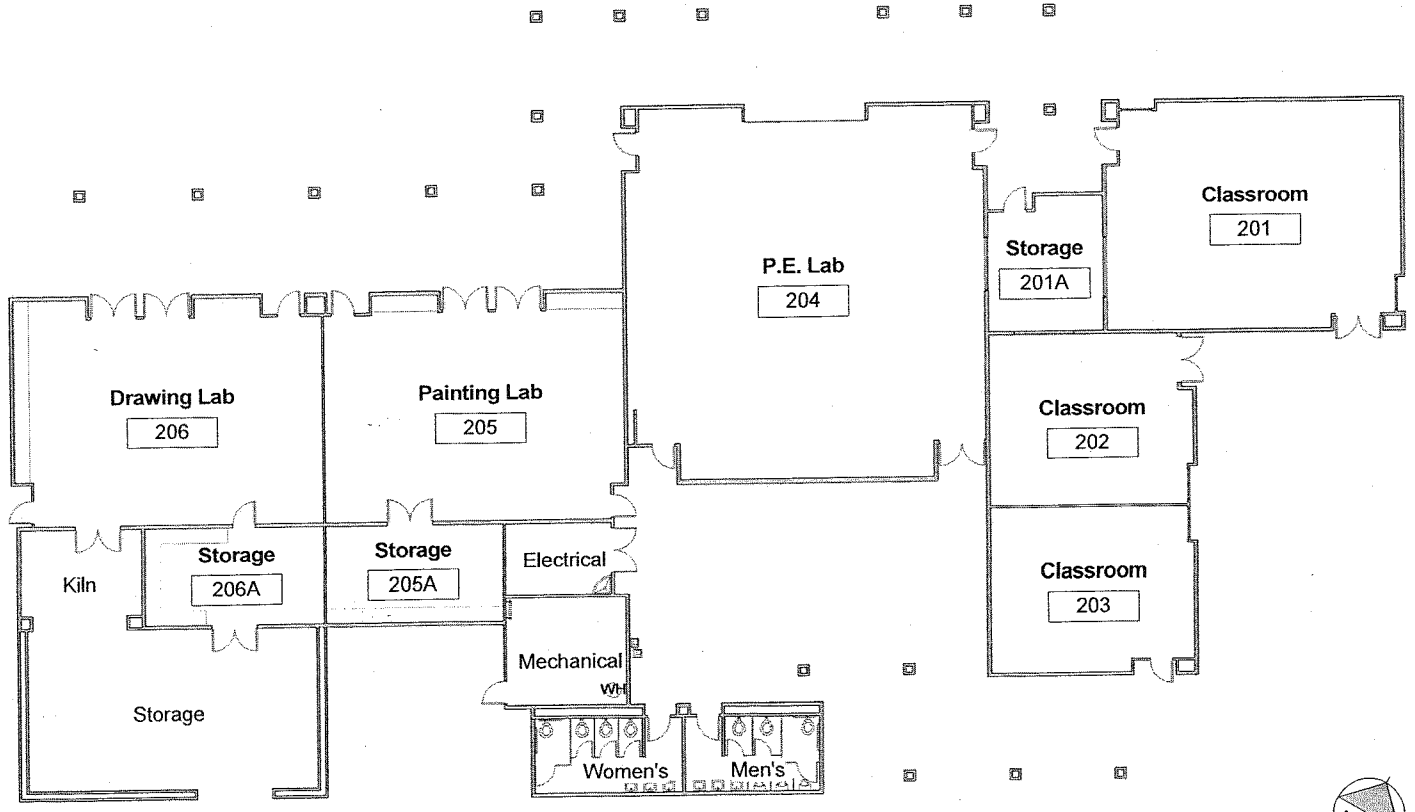
1 MCC-SEC-300 (Business)
3/32" = 1'-0"

0' 4' 8' 16' 32'

MiraCosta College

LRA Design Associates Architecture

Floor Plan	8/21//08
MCC-SEC-300	



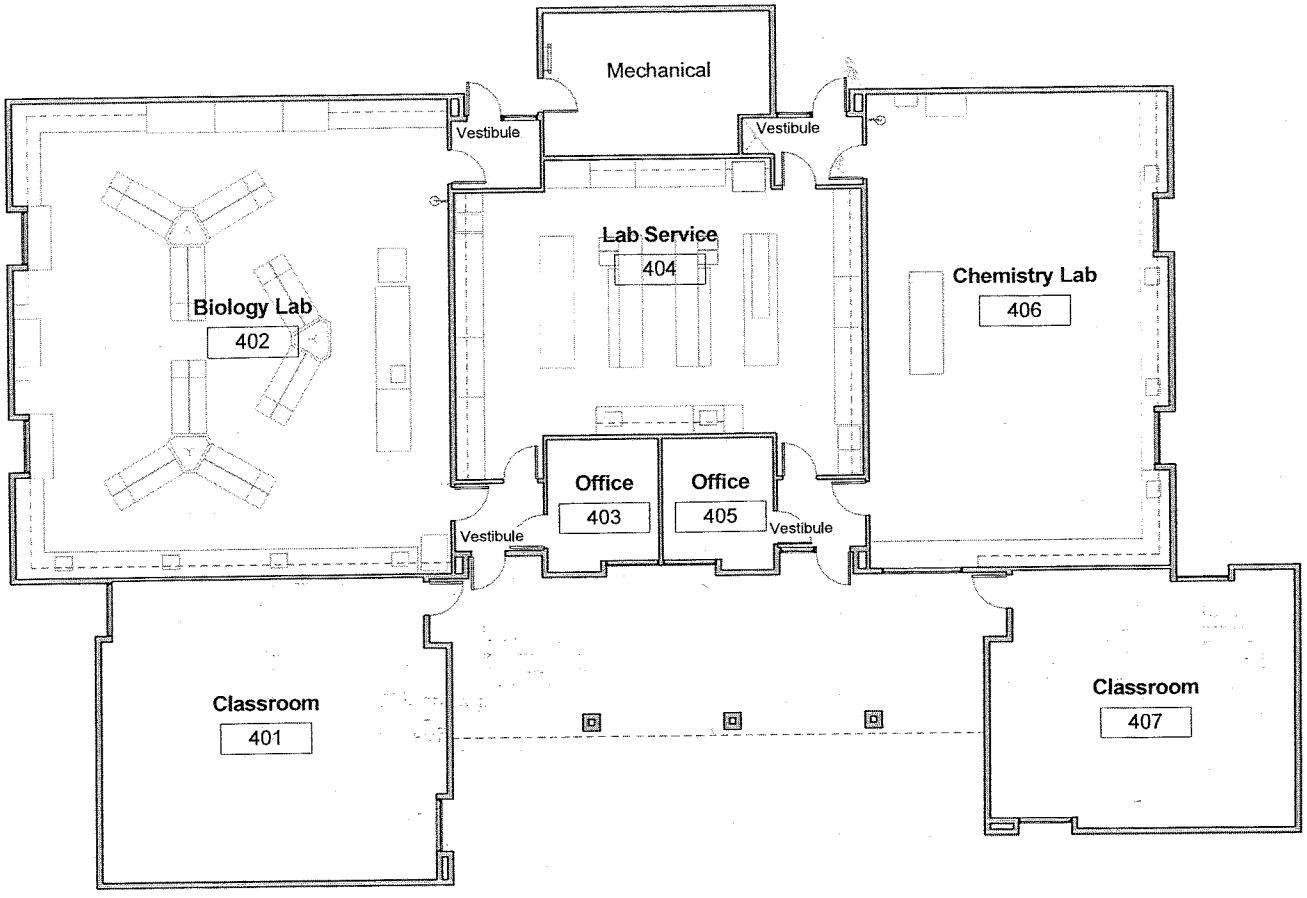
1 MCC-SEC-200 (Fine Arts/Music)
1/16" = 1'-0"

0' 4' 8' 16' 32'

MiraCosta College

LRA Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-200	

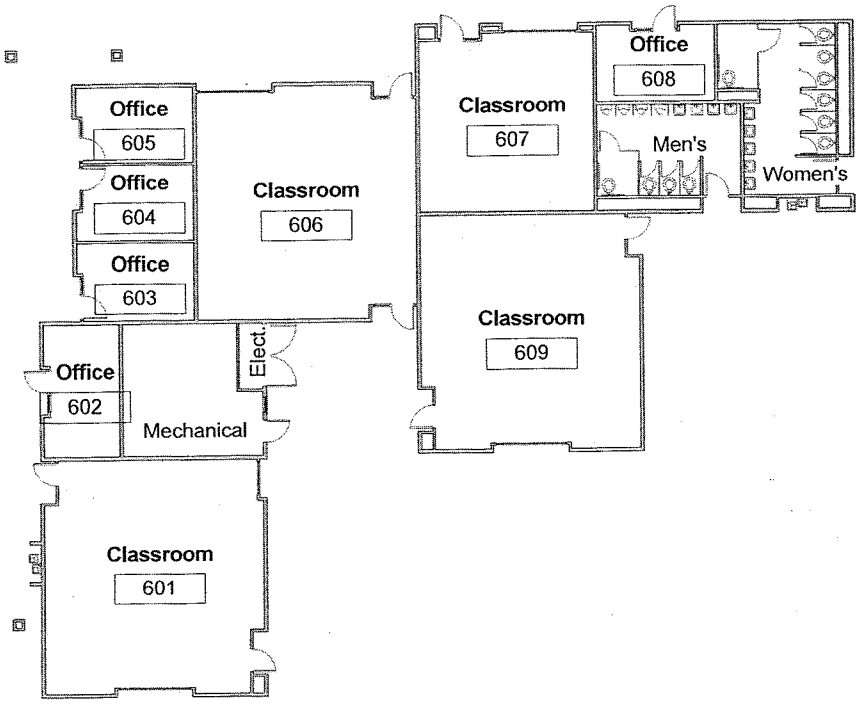


1 MCC-SEC-400 (Biology/Life Science)
3/32" = 1'-0"

MiraCosta College

LR Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-400	



1 MCC-SEC-600 (Math)
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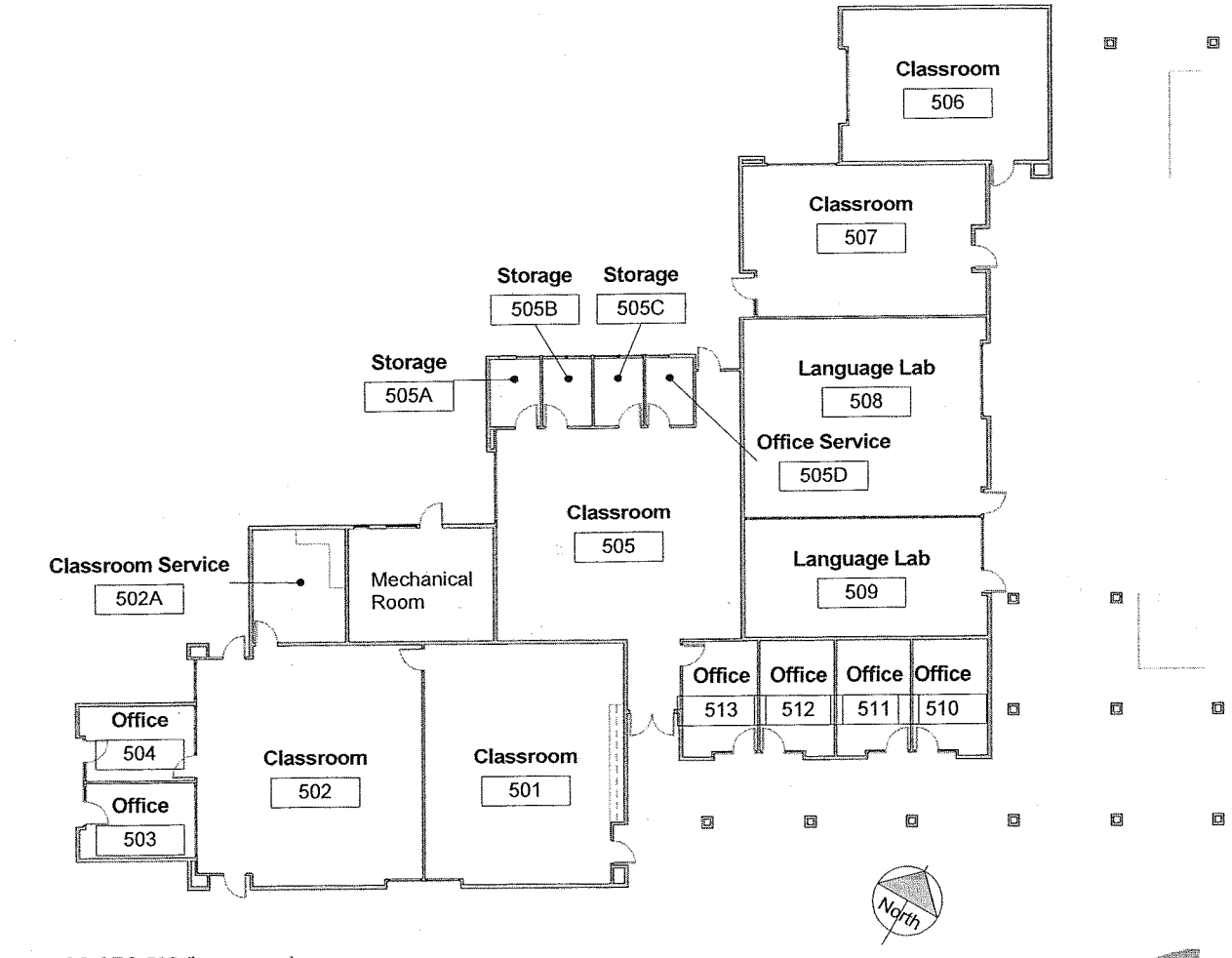
0' 4' 8' 16' 32'

MiraCosta College

LR Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-600	



1 MCC-SEC-500 (Languages)
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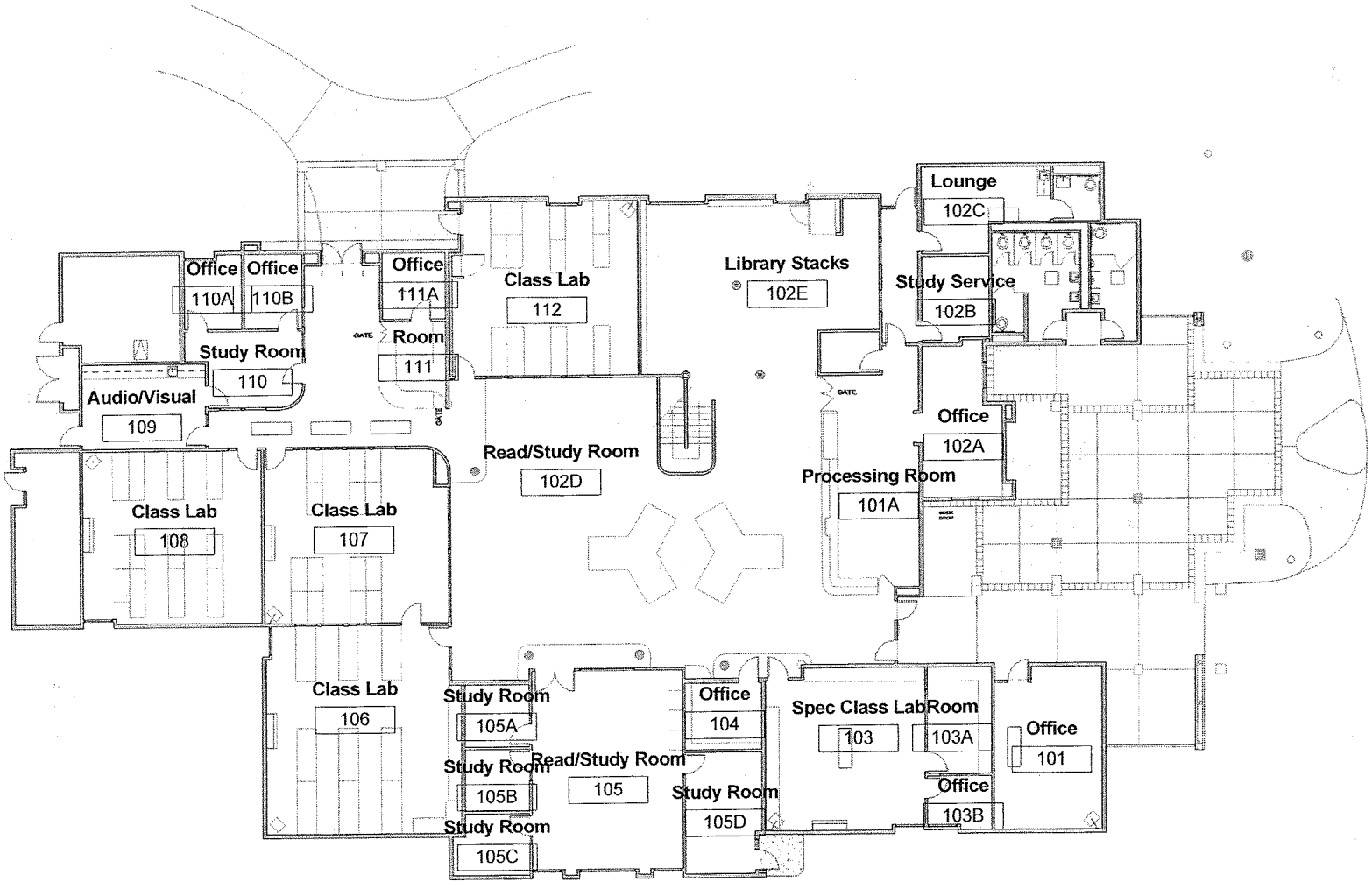
0' 4' 8' 16' 32'

MiraCosta College

LR Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-500	



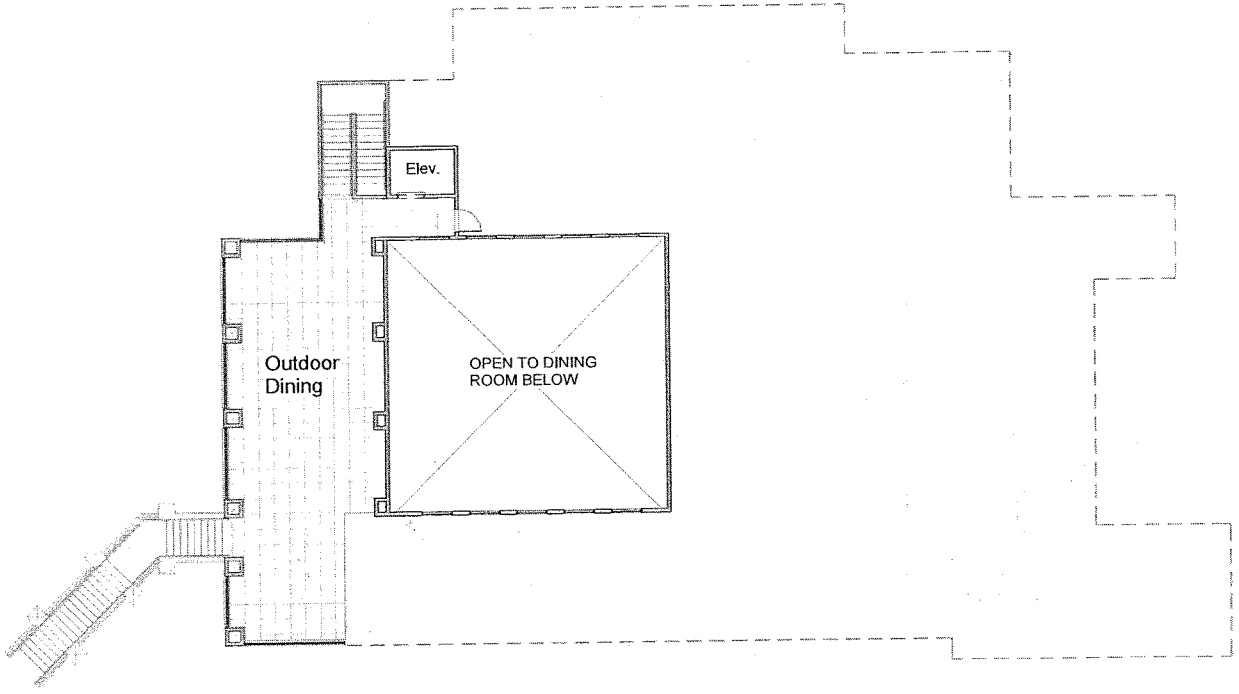
1 MCC-SEC-100-1 (Library)
1/16" = 1'-0"

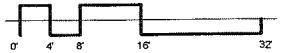
0' 4' 8' 16' 32'

MiraCosta College

LR Design Associates Architecture

First Floor Plan	8/21/08
MCC-SEC-100 (Library)	



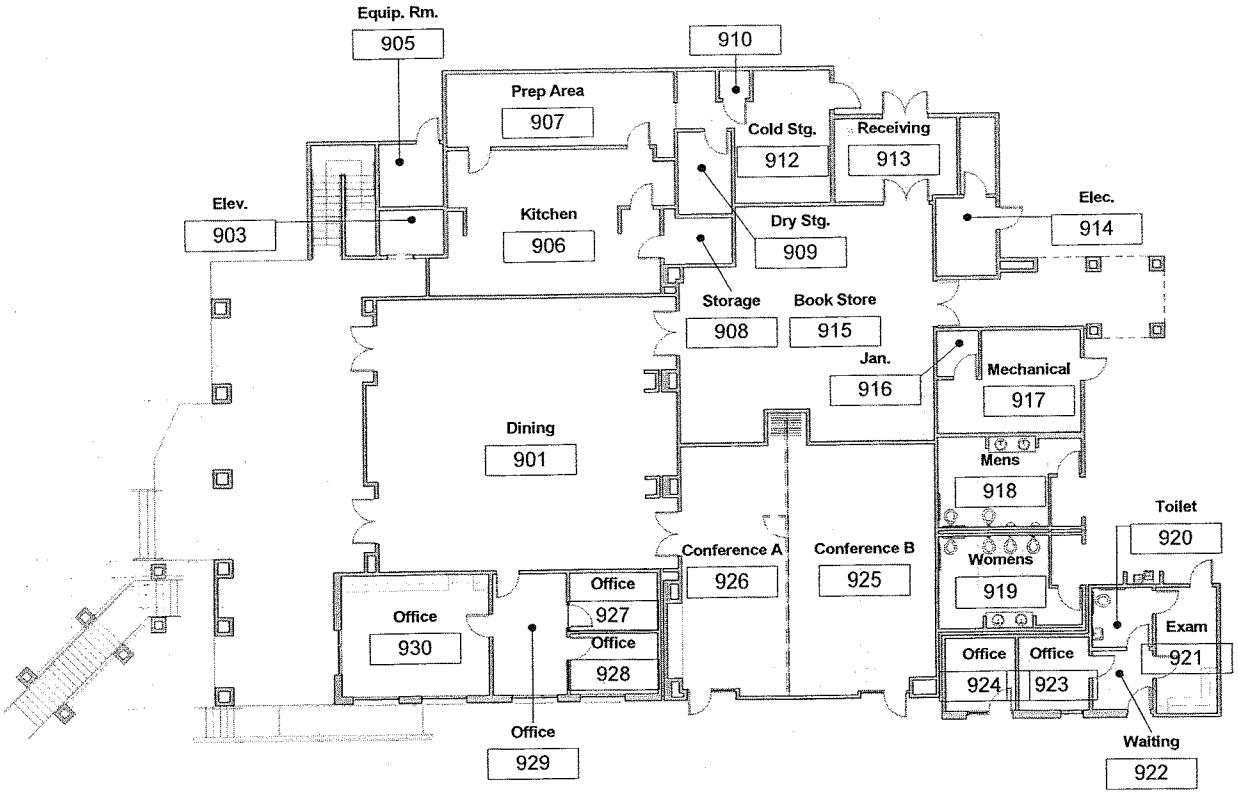


1 MCC-SEC-900-2 (Student Center)
1/16" = 1'-0"

MiraCosta College

LRA Design Associates Architecture

Second Floor Plan	8/21/08
MCC-SEC-900-2	

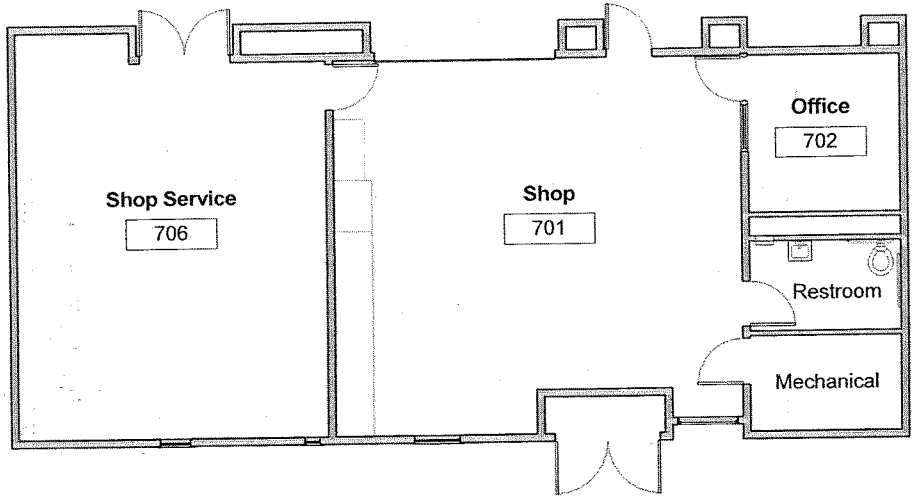


1 MCC-SEC-900-1 (Student Center)
1/16" = 1'-0"

MiraCosta College

LRA Design Associates Architecture

First Floor Plan	8/21/08
MCC-SEC-900-1	

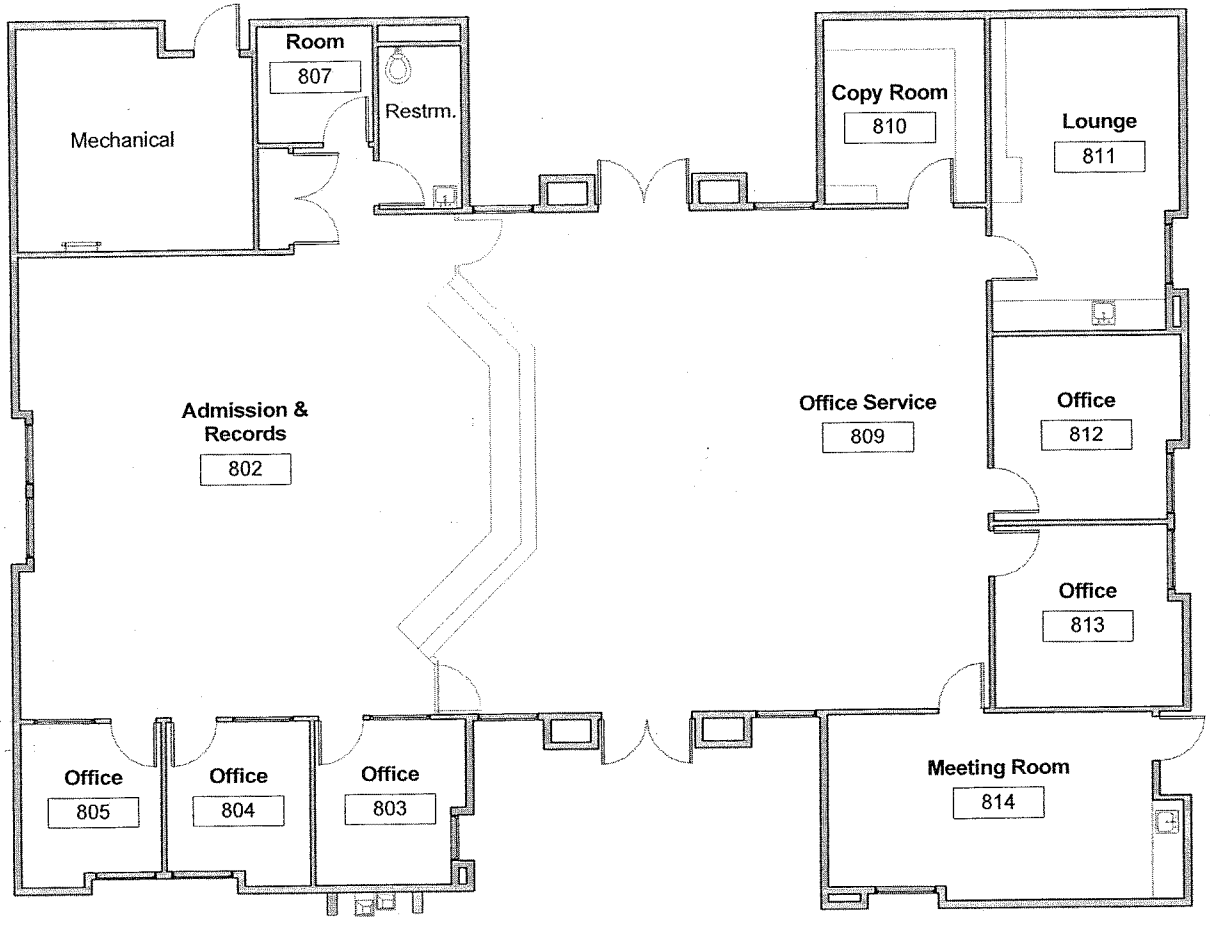


1 MCC-SEC-700 (Maintenance)
1/8" = 1'-0"

MiraCosta College

LR Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-700	



1 MCC-SEC-800 (Administration)
1/8" = 1'-0"

North

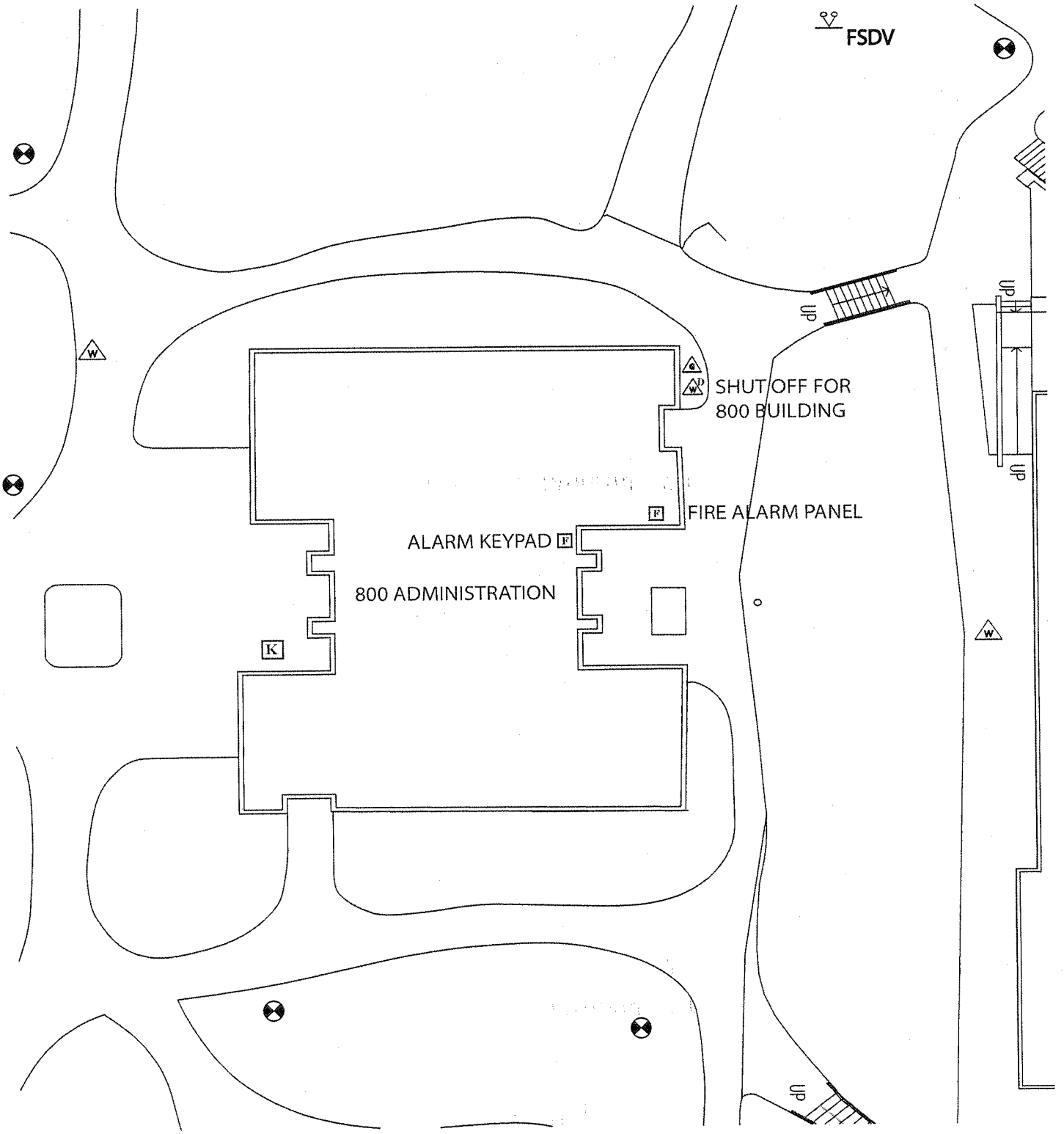
0' 4' 8' 16' 32'

MiraCosta College

LRA Design Associates Architecture

Floor Plan	8/21/08
MCC-SEC-800	

BUILDING 800 ADMINISTRATION



LOCAL UTILITY SHUTOFFS

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- F FIRE RISER

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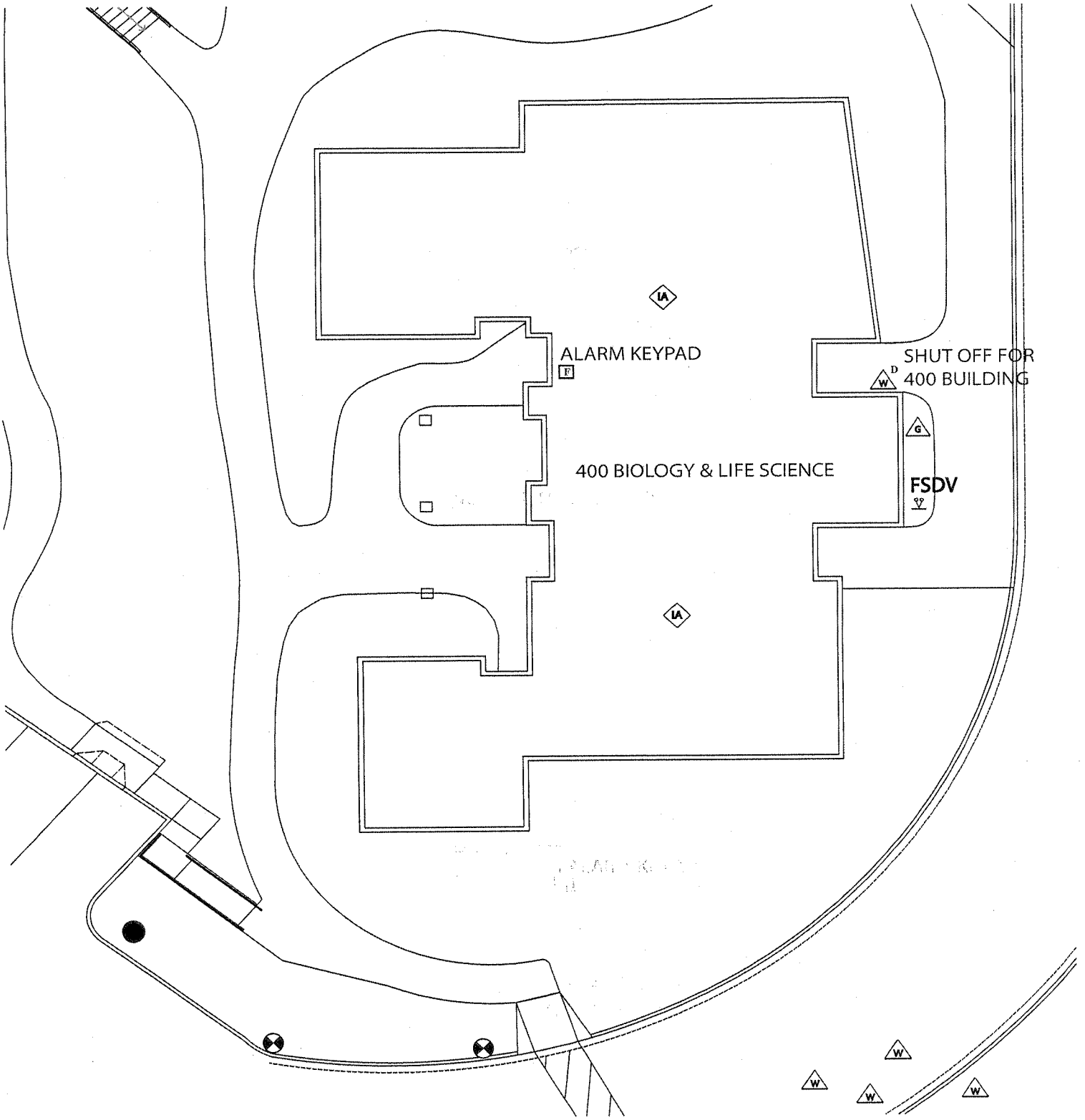
- MATERIAL REACTIVE

Rev. 1008

BUILDING 400 BIOLOGY & LIFE SCIENCE



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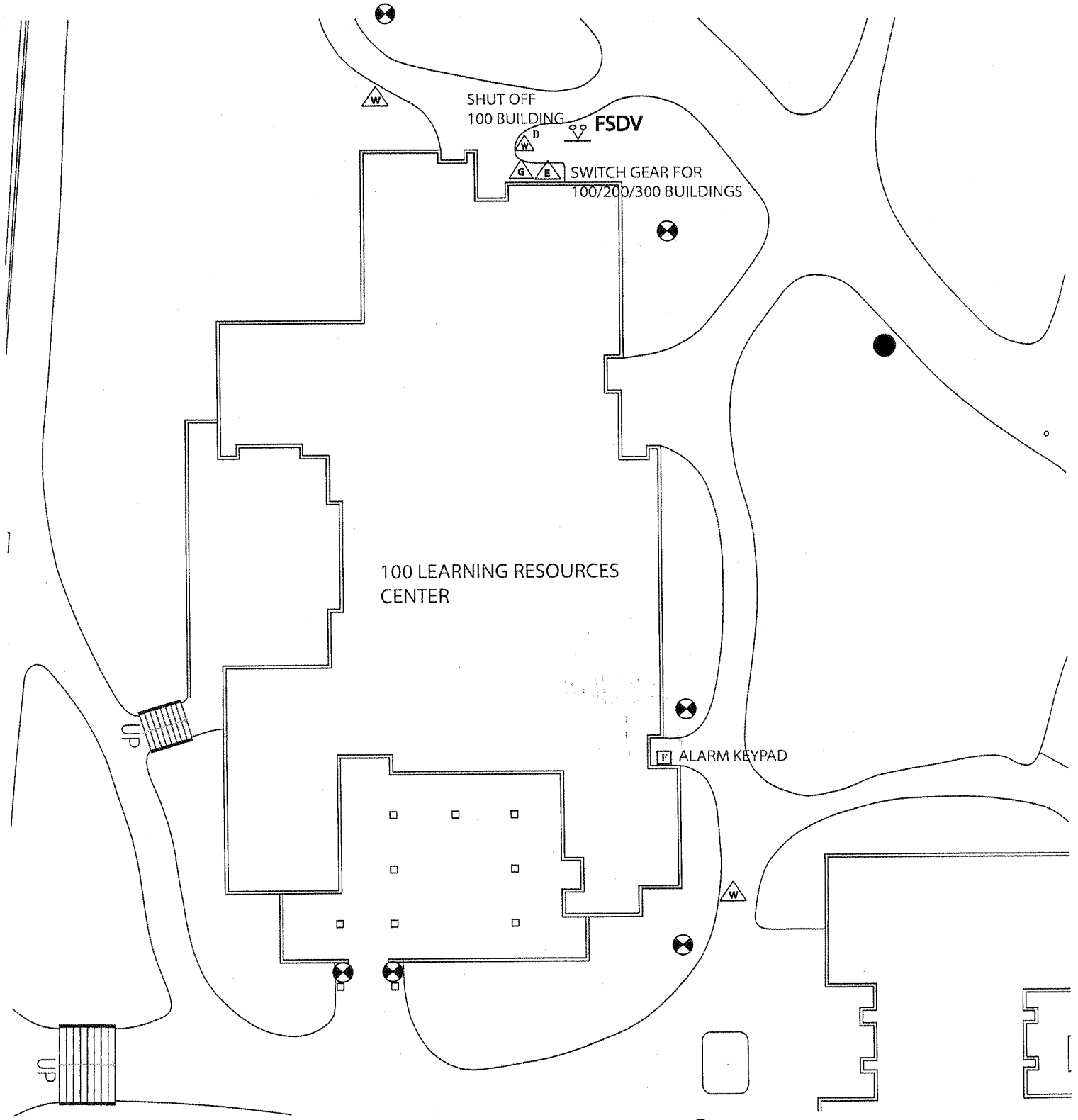
Rev. 1008

BUILDING 100 LEARNING RESOURCES CENTER



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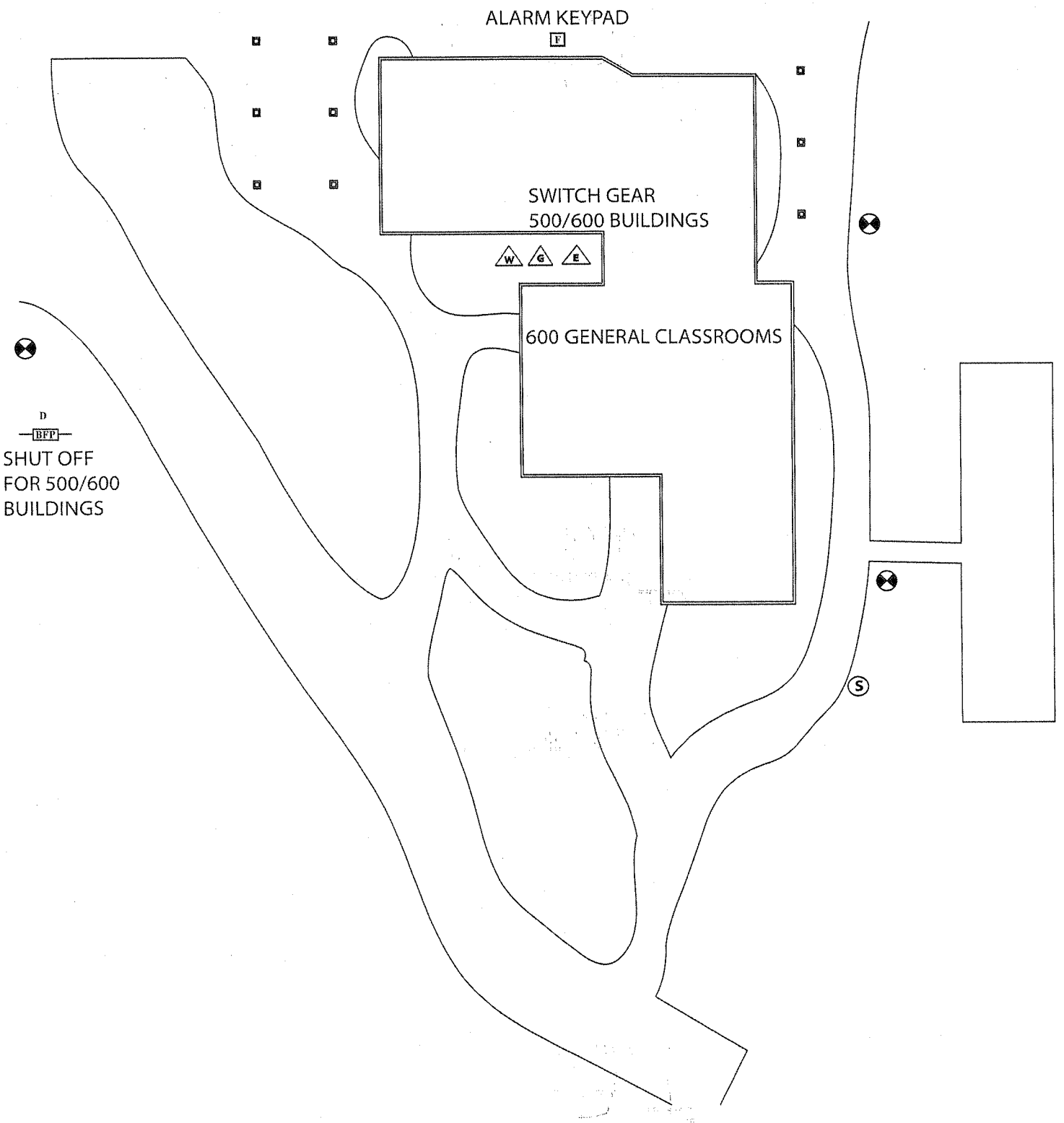
Rev. 0908

BUILDING 600 GENERAL CLASSROOMS



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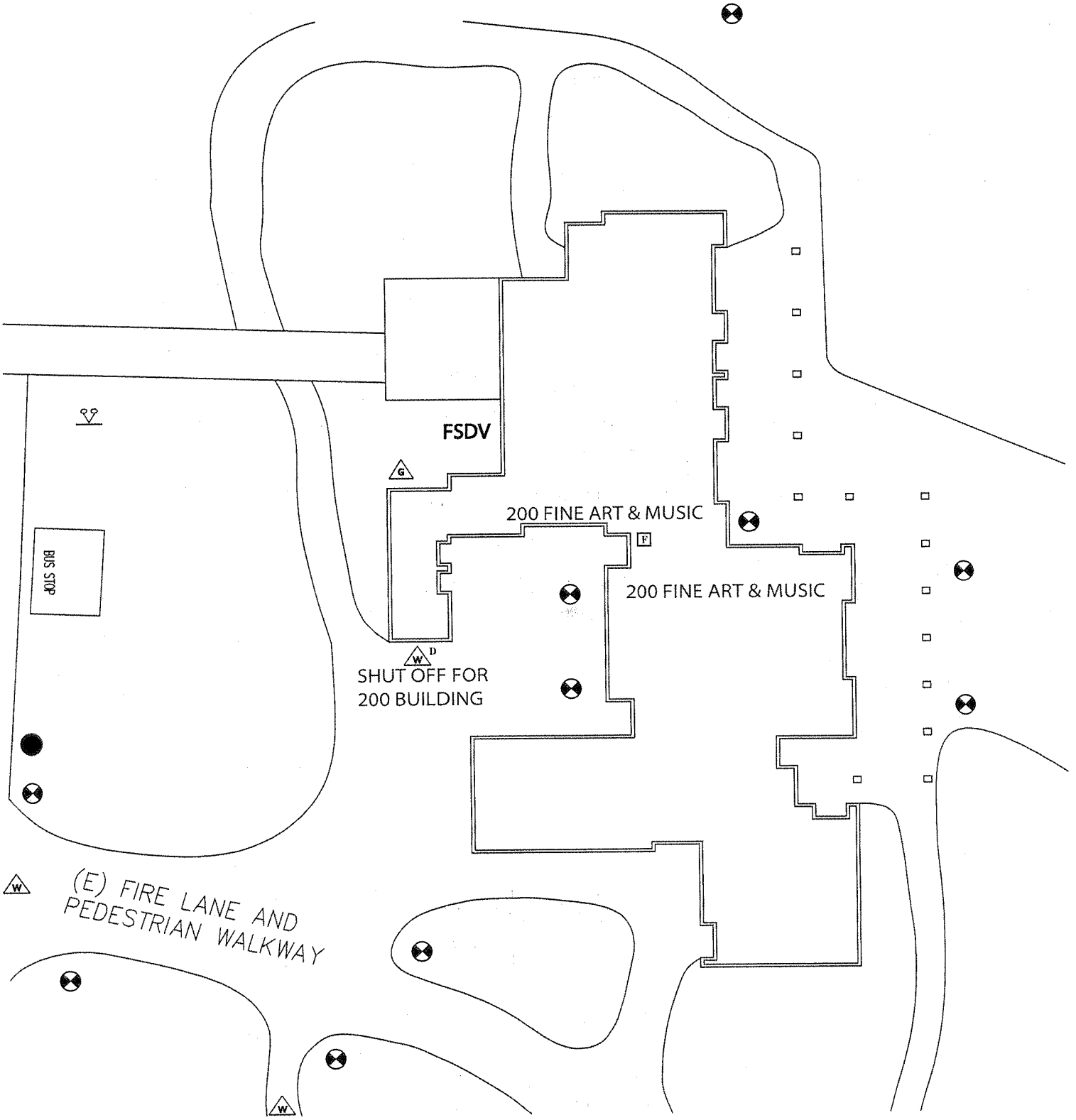
Rev. 1008

BUILDING 200 FINE ART & MUSIC



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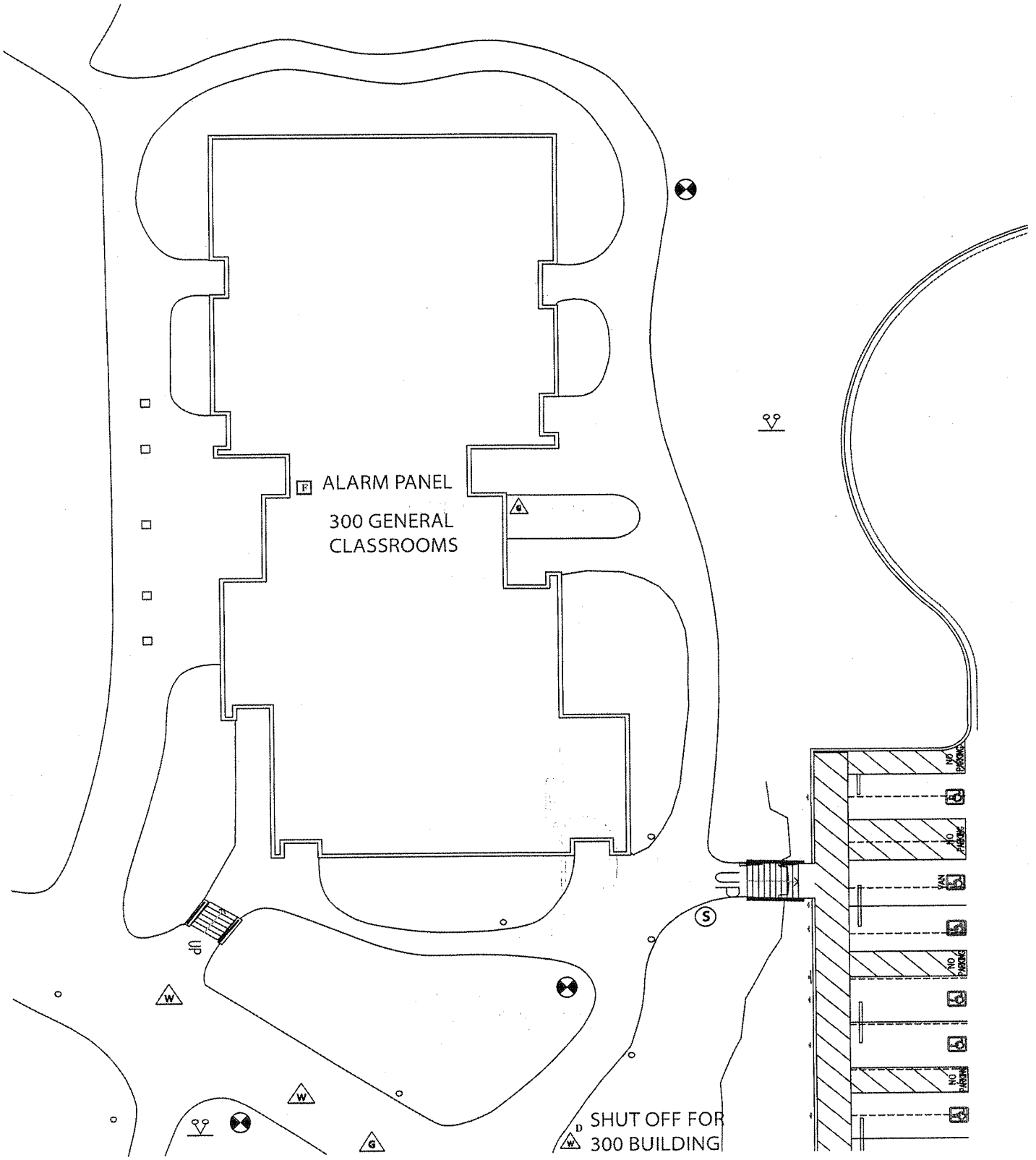
Rev. 1008

BUILDING 300 GENERAL CLASSROOMS



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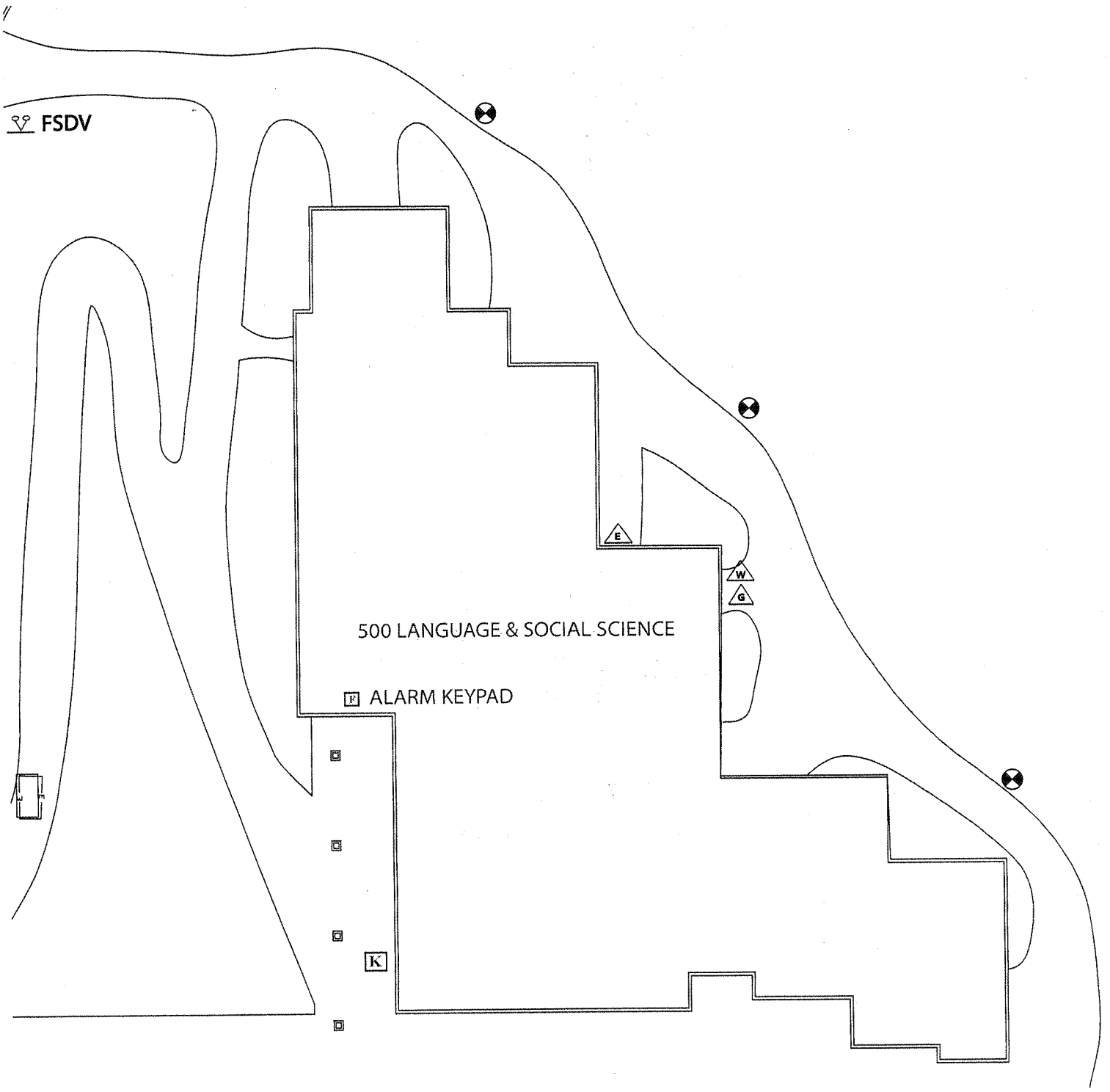
Rev. 0908

BUILDING 500 LANGUAGE & SOCIAL SCIENCE



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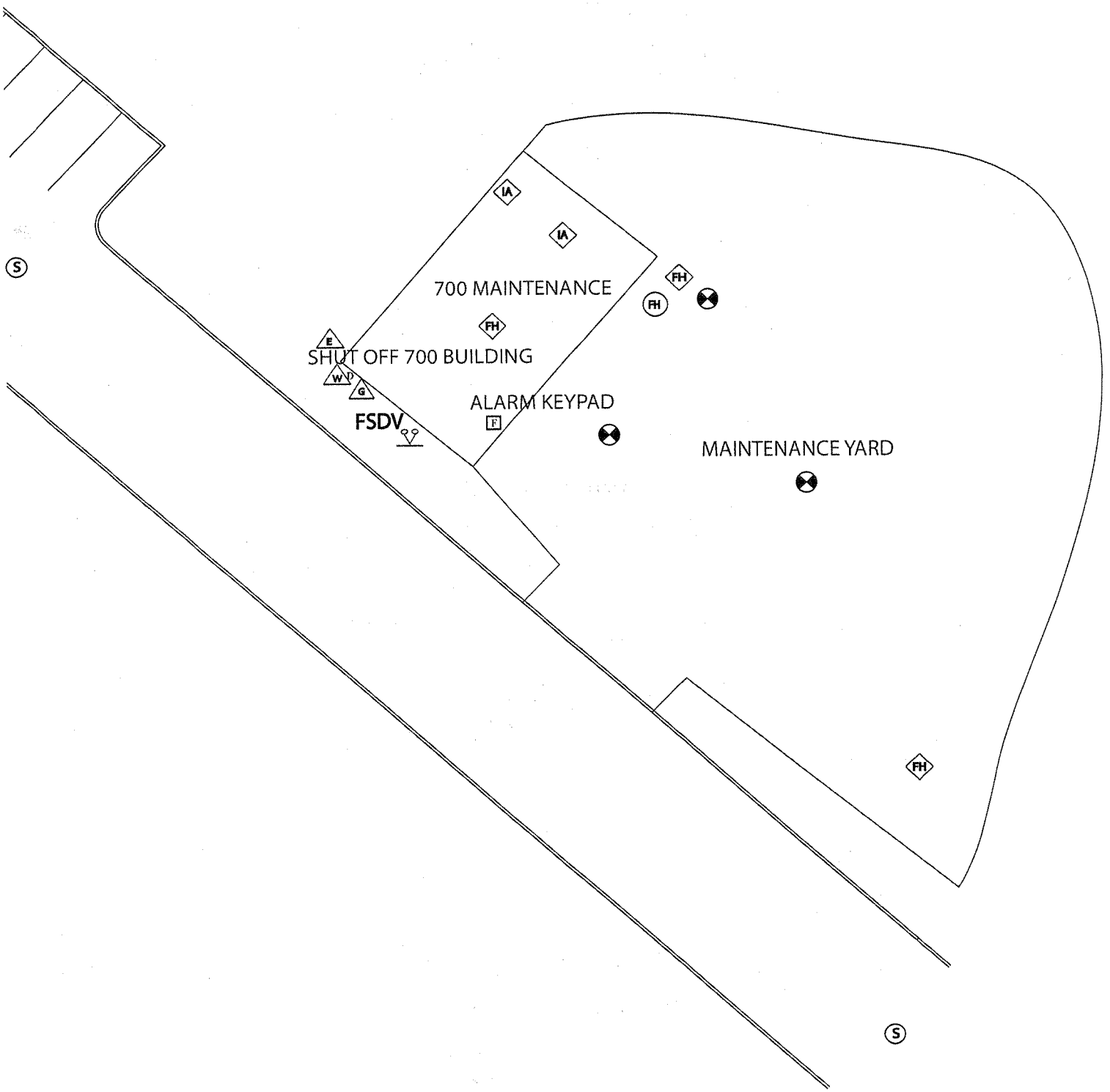
Rev. 0908

BUILDING 700 MAINTENANCE



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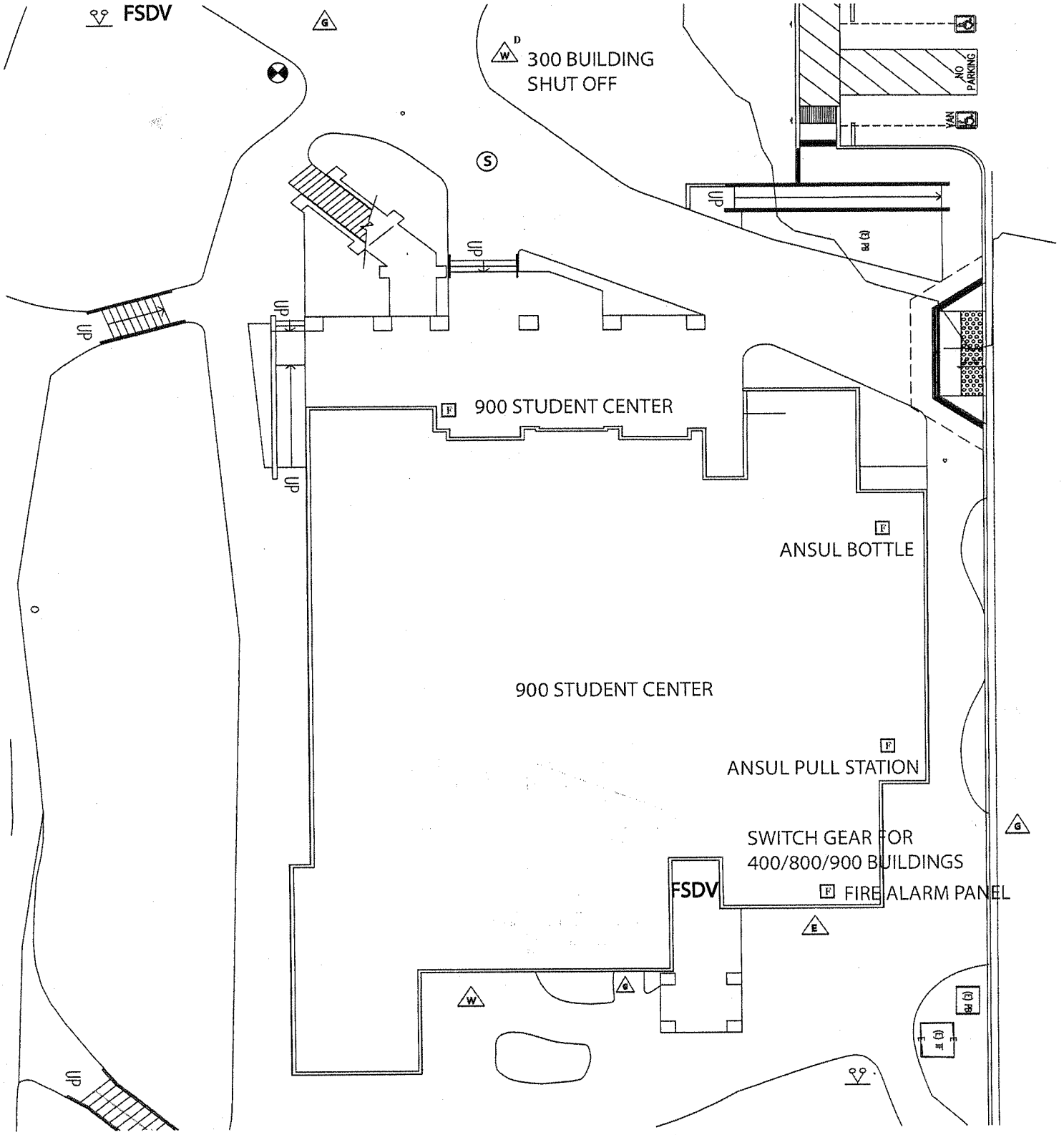
Rev. 0908

BUILDING 900 STUDENT CENTER



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Rev. 0908

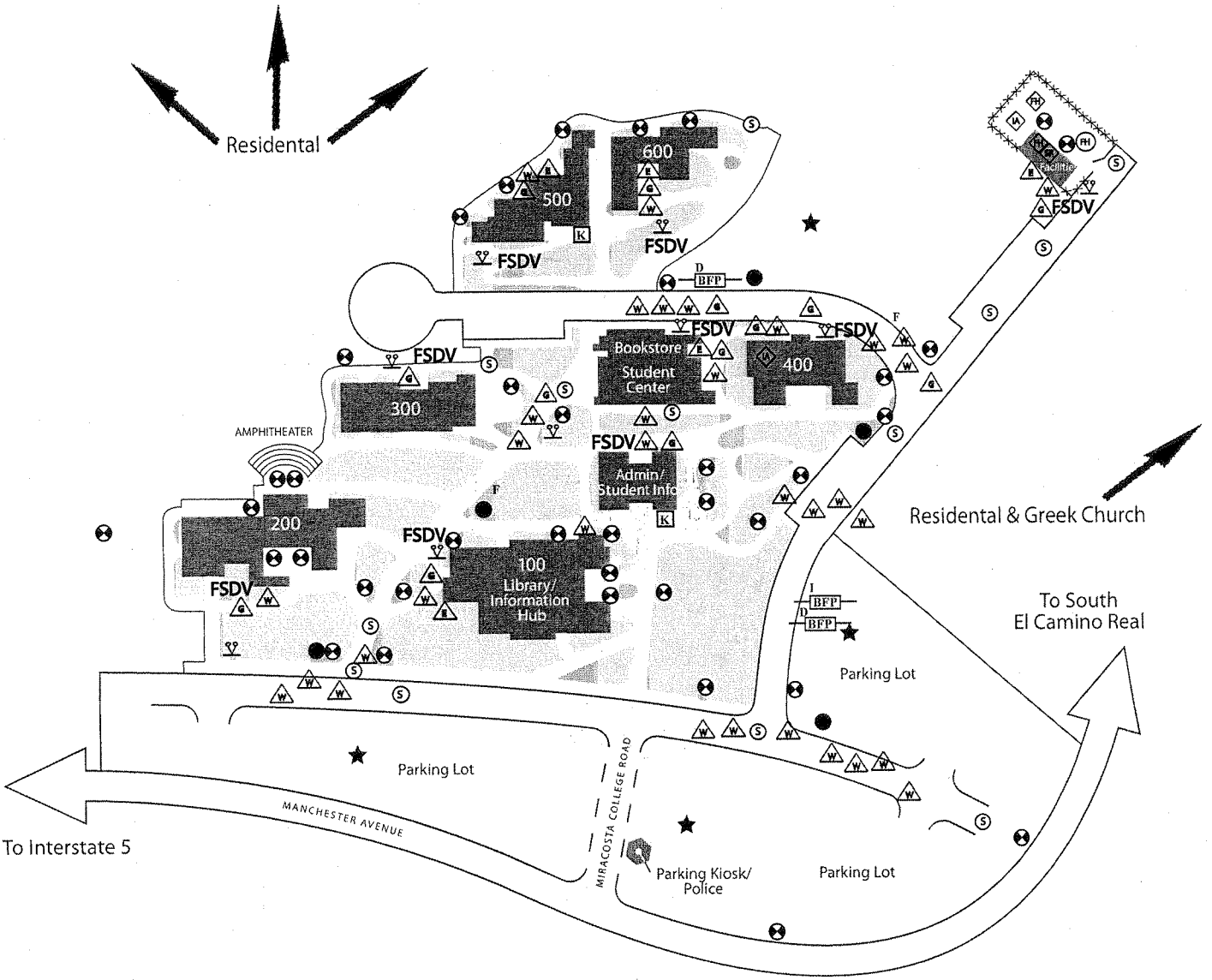
DATE: 9/25/08
THOMAS BROS.
COORDNATES 1167 - G4

MiraCosta College • San Elijo Campus

3333 Manchester Avenue, Cardiff, CA 92007 • (760) 944-4449

H#201454

NOT TO SCALE



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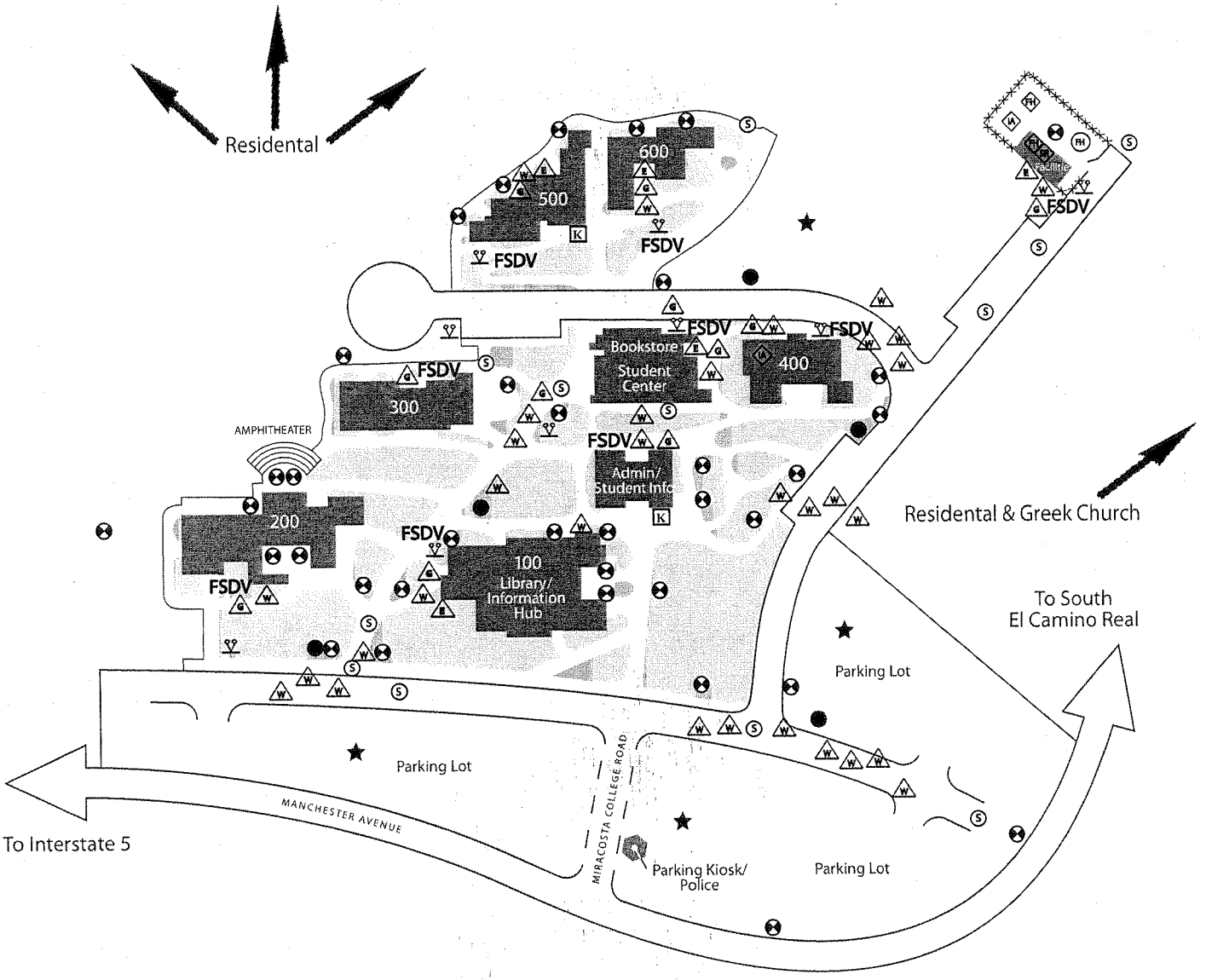

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Rev. 0908

Operation budget and analysis of substantive change financial resources as they relate to the college budget

Agenda Item
September 16, 2008

FY2009 FINAL BUDGET

The Final Budget proposal is scheduled for adoption on September 16, 2008 following the required public hearing. The adopted budget is the final compilation of the projected revenues, expenditures and ending fund balances for all of the District funds. The Final Budget recognizes all District revenues received from all on-going and one-time sources.

The total Final Budget exceeds $115 million, including a $95 million General Fund budget. Full Time Equivalent Students (FTES) are budgeted to grow by 3% in FY09. The budgeted available General Fund ending balance for FY2009 is approximately $18.6 million (page 10) which is 18.6% of budgeted expenditures.

General notes on the budget are included with this agenda.

Recommendation: Adopt the FY2009 Final Budget as presented. Note that the recommended adoption approves only the FY2009 budget, not the planning projections for future years in the *General Fund Five-Year Budget Projection.*

FY2009 FINAL BUDGET

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HIGHLIGHTS AND NOTES

FY 2008 REVENUES AND EXPENSES FOR THE YEAR ENDING JUNE 30, 2008 – GENERAL FUND ***(Please refer to the FY09 Final Budget Five-Year Plan on pages 8-9)***

The Adjusted Beginning Balance (line 1) increased from the FY07 Beginning Balance by $5.5 million or 43%. The increase resulted from the positive difference between revenues and expenses in the prior year and the continued accumulation of funds to be transferred to the irrevocable Other Post Employment Benefits trust.

Total Income (line 12) increased 2.13% over FY07, with a 5.05% increase in the critically important property taxes (line 5). That increase was marginally greater than the conservatively budgeted 4.04%. The 5.05% increase in property taxes was somewhat offset by relatively small reductions in federal and local revenues (lines 2, 4). State revenues decreased 12.65% or just under $1 million due to the FY08 elimination of one-time block grants, elimination of the firefighter program and the reduction of mandated cost reimbursement.

Academic Salaries (line 13) increased by 12.7% due primarily to eight new faculty members, an increase for associate faculty hours for enrollment growth, increased hourly rate for associate faculty, step increases, a 3.72% salary agreement increase, and the paid leave of two top administrators.

Classified Salaries (line 14) increased by 7.9% due to 8.95 FTE new positions and hourly wages approved through the Strategic Planning process, along with the rate increase for campus aides, student workers and apprentices, step increases and a 3.72% salary agreement increase.

Staff Benefits (line 15) increased by 11.74 % due to higher salaries, the addition of the new faculty and classified employees and a blended rate increase of just over 10% in health benefits.

Total On-going Expenses (line 33) increased by 6.76%, or $5 million. The ending balance before transfers (line 36) increased by $2.38 million or 32.7% due to the increase in the beginning balance and the positive difference between total income (line 12) and total on-going expenses (line 33).

FTES (Full Time Equivalent Students) information is not displayed on the Final Budget Five-Year Plan. FTES in FY08 increased by 6.36% compared to a 3.8% increase in FY07.

FY2009 FINAL BUDGET FOR THE PERIOD BEGINNING JULY 1, 2008 – GENERAL FUND OBSERVATIONS ***(Please refer to the FY09 Budget Five-Year Plan on pages 8 - 9)***

The Adjusted Beginning Balance (line 1) increased by just under $6 million or 32.7% from FY08. That increase resulted from the positive difference between revenues and expenses in the prior year, accumulation of equipment replacement funds and the continued accumulation of funds to be transferred to the irrevocable Other Post Employment Benefits (GASB 45) trust in FY09. The $24 million beginning balance is planned to be significantly reduced in FY10 due to the FY09 payment to the irrevocable trust for the amounts set aside in prior years (see line 16).

Total Income (line 12) increased approximately $3.5 million or 3.85% compared to FY08 with a 4% increase in the critically important local and state taxes (line 5). The conservative 4% increase is slightly less than the projected increase by the county staff in the secured property tax base projections, and reflects a continuing decrease in the supplemental property tax revenues.

Total On-going Expenses (line 33) reflect a 22% increase, or $15.8 million which normally would be an alarming increase compared to the 3.85% increase in total income (line 12). The $15.8 million increase results primarily from three factors: 1) the historical fact that not all budgeted funds are actually expended by the end of the year (line 34); 2) the $4.9 million transfer of accumulated funds to the OPEB trust (line 16) for the retiree health liability; and 3) increased compensation costs. Total compensation costs (the sum of lines 13, 14 and 15) projects an increase of 8.56% due to 9 new faculty growth positions, 5.8 new FTE classified positions, increases in hours to several existing classified positions (1.47 FTE) and increases in the cost of benefits, step and column increases, and the 2.55% salary agreements (3.55% for associate faculty).

Supplies (line 17) and other operating (line 18) show significant increases of 41% and 40% respectively over FY08 actuals, but this is misleading. The increase from budgeted FY08 for supplies and other operating reflects a more relevant 20% and 6% respectively. The increased supply line items also include the cost for the increased schedule mailings to potential students and public information pieces concerning the district's accreditation status along with the catalog.

Other Operating (line 18) is the roll-up for intangible costs such as service contracts, maintenance agreements, software licensing and support, travel, legal and audit services, utilities, memberships, professional dues, insurance and equipment repair and local deferred maintenance projects. The large increase from prior year actuals is due primarily to carried forward contracts.

Capital Outlay (line 25) reflects a 70% increase of $1.5 million over the FY08 actual expenses in part due to unspent equipment replacement budgets. It also

reflects Strategic Planning for Technology (SPIT) and Facilities Planning Advisory Council one-time enhancements along with over $1 million in restricted grant funds.

The Ending Balance Before Transfers (line 36) shows a decrease of approximately $4.4 million due to the historical fact that not all budgets in FY09 will be fully spent (line 34) and the $4.9 million transfer to the OPEB irrevocable trust (line 16).

Transfer for Info-tech Five-year Plan (line 39) reflects a 15% increase for FY09 due to the planned upgrades and replacement of existing technology equipment. Transfer for Future's Reserve (line 41) reflects a 32% decrease due primarily to the decrease in property tax revenue received in FY08 (the transfer amount is based on the dollar increase in property tax revenue).

Transfer for Construction (line 42) shows a 43% decrease due to the completion of several projects in FY08.

Operating Balance after Transfers (line 46) reflects a $2.8 million dollar deficit that represents the payment of the FY07 and FY08 commitment to the GASB 45 liability for retiree medical benefits. Without the payment for those prior years, the operating balance would reflect a positive ending balance in excess of $200,000 which is consistent with prior year budgeted amounts.

FTES (Full-Time Equivalent Students) are not displayed on the Final Budget Five-Year Plan but are budgeted to increase by 3% compared to the 6.36% growth from FY07 to FY08.

The following funds are not reflected in the Five-Year Plan. Please reference the Fund detail on the pages as noted next to each fund.

FY2009 FINAL BUDGET – PARKING FEES SUB-FUND (Page 15)

Students using college parking facilities must register their vehicles and pay a parking fee. The Parking Fees Sub-fund is used to account for funds collected from students for those fees and for parking fines. The California Education Code Section 76360 requires that parking fees may only be used for the purchase, construction, and operation and maintenance of parking facilities. Operation and maintenance includes such costs as staffing, student parking lot maintenance, equipment purchase and repair, permit and parking ticket stock. Disabled students and students attending community education classes are not required to pay parking fees but must register their vehicles with the campus police office.

Just under 50% of the compensation and benefits for campus police officers are paid from the Parking Fees Sub-Fund. Maintenance of student parking lots is

also paid from the fund although the district contributes additional unrestricted funds for their maintenance.

The ending balance in FY09 increased from a deficit in FY08 of $2,863 to a projected ending balance of $37,137. If the ending balance is realized it could be used to reduce the general fund subsidy in future years.

FY2009 FINAL BUDGET – HEALTH FEES SUB-FUND (PAGE 16)

The State mandated health fee is collected to cover the cost of secondary student accident insurance and to help fund the operational expenses of the Health Services Center. Certain classifications of students are exempt from the fee. The Health Services Center provides examination and treatment of students by nurses, physicians or nurse practitioners. Services also include access to mental health counseling.

On May 20, 2008 the Board approved an increase to the Health Services Fee from $16 per semester to $17 per semester (from $13 to $14 for summer session). The ending balance in FY09 is projected to increase to $116,251 from $89,350 in FY08.

FY2009 FINAL BUDGET – CAPITAL OUTLAY PROJECTS FUND (Page 17)

FY08 saw the completion of three major construction projects. The Creative Arts Replacement Building, the SEC Student Center Expansion and the Career/Transfer/Counseling Building were all completed and occupied during the fiscal year. Final expenses will continue to be recognized in FY09 for fees, retention and remaining furniture, fixture and equipment costs.

The Phase I energy efficiency retrofit projects were also completed during the fall semester. Funding for these projects came from debt financing and incentives offered by San Diego Gas and Electric and the State. The payments on the debt service costs will come from the incentives and energy cost savings. Phase II and III of the energy projects will be completed in FY09 with funding from state scheduled maintenance funds and the district's required local match funds. FY09 will see the start of the Campus Wide Fire Line Replacement and the Creative Arts Expansion projects. Completion of the Creative Arts Expansion project is currently projected in October, 2009. Both of these projects are funded in large part through the State's capital construction funds. The district contributed local funds in FY08 for additional funds needed for the Campus Wide Fire Line Replacement. The district also contributed a portion of the local funds for the Creative Arts Expansion project in FY08 and will continue to set aside funds in FY09 and FY10. The district funds will be used for both construction costs and furniture and equipment costs over and above the State allocation.

The remodel of the Admissions and Records building and Secondary Effects Projects are scheduled to be completed in FY09 with substantial funding from the Future's Reserve.

FY2009 FINAL BUDGET – DEBT SERVICE FUND (Page 18)

The Debt Service Fund was established for capital improvements made at the Community Learning Center through Lease Revenue Bonds and the agreement with SunTrust for the energy conservation retrofit projects. The district is required to maintain a one year payment reserve. The final payment on the Lease Revenue Bonds will be in 2020. Final payment on the lease agreement with SunTrust will be in 2012. Transfers from the General Fund are made to the Debt Service Fund for payments of these debts.

The ending balance is projected to increase by just over $18,000 from the FY08 Actuals due primarily to interest revenue and the balance exceeds the required one year payment reserve by just under $30,000.

FY 2009 FINAL BUDGET – SELF INSURANCE FUND (Page 19)

The Self Insurance Fund is used for payments of insurance policy deductibles and any uninsured perils. All insurance premium payments are paid from the General Fund and are listed under Other Operating expenditures in the budget. A $50,000 transfer from the General Fund is made to cover the anticipated deductibles and uninsured losses.

Insurance for property and liability losses is provided through the San Diego County Schools Risk Management JPA.

The ending balance is projected to increase by just over $23,000 from the FY08 Actuals due to the district transfer of $50,000 for unexpected losses and marginally lower than expected costs in FY08.

FY2009 FINAL BUDGET- STUDENT FINANCIAL AID FUND (Page 20)

The district is required to establish and maintain a specific fund for certain types of financial aid programs. The allowable expenditures are strictly regulated by the funding sources, and any unused budget must be returned to the funding agency.

FY2009 FINAL BUDGET– STUDENT CENTER FEE FUND (Page 21)

The Student Center Fee Fund is used to account for funds collected from students for the construction, remodel and operation of the Student Centers. In

addition, the district has contributed substantial funds for the construction of the SEC Student Center which was completed and fully operational in FY08.

The Associated Student Government determines the projects to be funded with a portion of the Student Center fees collected. Projects to be funded will be determined at a later Student Senate meeting.

The ending balance is projected to decrease by just over $80,000 due to recognizing the final costs of the San Elijo Campus Student Center and FY09 accumulated costs for the Oceanside Student Center.

FY2009 FINAL BUDGET-SPARTAN BOOKSTORE (Page 22)

From the revenue received from Follett, the Bookstore Fund pays directly for the following costs: Hourly wages for accounting support, utilities, insurance premiums, rent to the district, a contribution to Associated Students, and a percentage of sales to the district. The Bookstore Fund contributes significant resources directly and indirectly to benefit the students of the district. In FY09 it is projected that the bookstore fund will contribute $5,000 directly to the ASG, $105,000 to the district to be used for the general benefit of the student body as determined by the Governing Board. For FY09 the Bookstore Fund will also transfer the remaining net income of $120,974 to the Foundation for leveraging future fund raising strategies to benefit the students.

FY2009 FINAL BUDGET-FOOD SERVICE (Page 23)

The Food Service Fund is guaranteed an annual vending commission of $32,500 from Premier each year and receives $3,600 in ATM commissions annually. The Final Budget reflects the transfer of the ATM vending commission revenue to the Foundation. A transfer not to exceed $110,000 is also expected from the General Fund in FY09 for the operating costs of the San Elijo Campus cafeteria. The fiscal status of this fund will be closely monitored as the new SEC student center is populated and the operational needs and revenues from the SEC food services solidify. The Final FY09 budget projects a net loss of $25,310 at year end caused by recognition of $35,000 for the depreciation of equipment as required by accounting rules for proprietary funds.

FY2009 FINAL BUDGET-ASSOCIATED STUDENTS (Page 24)

FY2009 Final Budget shows net income of $6,497. The Associated Students budget is prepared, approved and monitored by the Associated Students. All expenditures are approved by a district administrator and the subfund is audited as part of the overall annual district audit.

FY09 **September, 2008**
Plan 09.D
09/10/08

FY09
FINAL BUDGET 5-YEAR PLAN

Line #		Actuals FY-2008 7/1/07-6/30/08	Notes	Projected FY-2009 7/1/08-6/30/09	Notes	Projected FY-2010 7/1/09-6/30/10	Notes	Projected FY-2011 7/1/10-6/30/11	Notes	Projected FY-2012 7/1/11-6/30/12
	BEGINNING BALANCE	17,875,354		24,155,780		21,300,998		21,421,600		21,688,854
	Adjustment to Beginning Balance	325,000		0		0		0		0
1 ---	**ADJUSTED BEGINNING BALANCE**	18,200,354		24,155,780		21,300,998		21,421,600		21,688,854
	INCOME									
2 ---	Federal Sources	1,062,460	240,765	1,303,225	39,097	1,342,322	26,846	1,369,168	27,383	1,396,552
3 ---	State Sources	6,817,002	326,724	7,143,726	142,875	7,286,601	145,732	7,432,333	148,647	7,580,979
4 ---	Local Sources	3,633,862	(259,143)	3,374,719	75,000	3,449,719	75,000	3,524,719	75,000	3,599,719
5 ---	Local & State Taxes	74,148,096	4%	77,144,162	4%	80,229,928	5%	84,241,425	5%	88,453,496
6 ---	Enrollment Fees	3,089,488	3%	3,181,004	2%	3,244,624	+2%	3,309,517	2%	3,375,707
7 ---	Other Income Sources:									
8 ---	Partnership for Excellence	1,675,093	0	1,675,093	+2%	1,708,595	+2%	1,742,767	+2%	1,777,622
9 ---	F.L.S. International	42,000	4,000	46,000	2,000	48,000	2,000	50,000	2,000	52,000
10 ---	Nonresident Tuition	1,157,475	130,125	1,287,600	+2%	1,313,352	+2%	1,339,619	2%	1,366,411
11 ---	Subtotal, Other Income Sources	2,874,568		3,008,693		3,069,947		3,132,386		3,196,034
12 ---	**TOTAL INCOME**	91,625,476		95,155,528		98,623,141		103,009,547		107,602,486
	EXPENSES									
13 ---	Academic Salaries	33,021,123	2.55% adj	34,890,946	3% adj	36,287,674	3% adj	38,271,441	4%	40,713,788
14 ---	Classified Salaries	20,889,210	2.55% adj	22,326,289	3% adj	23,246,078	3% adj	24,193,460	4%	25,161,198
15 ---	Staff Benefits	13,413,122	10% ½ yr	15,869,952	8% ½ yr	16,504,750	8% ½ yr	17,164,940	9%	17,937,362
16 ---	Retiree health benefits	0	4,929,740	4,929,740		2,050,000	205,000	2,255,000	0	2,255,000
17 ---	Supplies, Printing, Copy Charges	1,659,072	681,595	2,340,667	50,000	2,390,667	50,000	2,440,667	50000	2,490,667
18 ---	Other Operating	6,804,805	2,743,400	9,548,205	50,000	9,498,205	50,000	9,448,205	50000	9,398,205
19 ---	PBC emergency repair/replacement					100,000		100,000		100,000
20 ---	New initiatives		106,100			150,000		200,000		200,000
21 ---	Enhancements		79,514			187,500		200,000		200,000
22 ---	Innovations		5,000			50,000		50,000		50,000
23 ---	Total cost of ownership		618,209			0	500,000	500,000	500000	1,000,000
24 ---	Faculty growth positions					545,136		561,490		578,335
25 ---	Capital Outlay	2,192,485	1,539,978	3,732,463	50,000	3,782,463	50,000	3,832,463	50000	3,882,463
26 ---	Instructional Equipment					100,000		100,000		100,000
27 ---	Equipment replacement				50,000	50,000	50,000	100,000	50000	150,000
28 ---	FPAC projects		262,500			262,500		350,000		250,000
29 ---	SPIT One Time Projects		114,966			131,250		175,000		175,000
30 ---	Financial Aid	670,304	(49,392)	620,912		620,912		620,912		620,912
31 ---	Transfers Out	681,866	204,628	886,494		788,412		971,922		654,971
32 ---	Subtotal, Expenses	79,331,987		95,145,668		96,745,547		101,535,500		105,917,902
33 ---	**TOTAL ON-GOING EXPENSES**	79,331,987	15,813,681	95,145,668		96,745,547		101,535,500		105,917,902
34 ---	*Anticipated Unspent Budgets 2%*			(1,902,913)		(1,934,911)		(2,030,710)		(2,118,358)
35 ---	Operating Balance (line 12 - line 34)	12,293,489		1,912,773		3,812,505		3,504,757		3,802,942
36 ---	Ending Balance (line 1 + 12 - 34)	30,493,843		26,068,553		25,113,503		24,926,357		25,491,796
37 ---	Unavailable (before Transfers)	981,554		800,819		800,000		800,000		800,000
38 ---	Available (before Transfers)	29,512,289		25,267,734		24,313,503		24,126,357		24,691,796

FY09 September, 2008
Plan 09.D
09/10/08

FY09
FINAL BUDGET 5-YEAR PLAN

Line #		Actuals FY-2008 7/1/07-6/30/08	Notes	Projected FY-2009 7/1/08-6/30/09	Notes	Projected FY-2010 7/1/09-6/30/10	Notes	Projected FY-2011 7/1/10-6/30/11	Notes	Projected FY-2012 7/1/11-6/30/12
39 ---	Transfer for Info-tech five-year plan	(1,668,167)	250,943	(1,919,110)	(51,443)	(1,867,667)	(245,890)	(1,621,777)		(1,798,667)
40 ---	Transfer for Smart Classroom upgrades	(250,000)	0	(250,000)		(250,000)		(250,000)		(250,000)
41 ---	Transfer for Futures Reserve (**See Line 50)	(883,074)		(598,444)		(574,236)		(565,726)		(632,677)
42 ---	Transfer for Construction *** (See Line 53)	(3,536,823)		(2,000,000)		(1,000,000)		(800,000)		(500,000)
43 ---	Ending Balance after transfers	24,155,780		21,300,998		21,421,600		21,688,854		22,310,452
44 ---	Available Ending Balance after transfers	23,174,226		20,500,179		20,621,600		20,888,854		21,510,452
45 ---	(as % of expenses)	27.05%		20.52%		20.53%		19.94%		19.72%
46 ---	**Operating Balance after Transfers (reflects 2% adjustment on line 34)**	**5,955,425**		**(2,854,781) ***		**120,602**		**267,254**		**621,598**
	Base Revenue ----									
47 ---	State Apportionment	41,656,353	+0%	41,656,353	+3%	42,906,044	+3%	44,193,225	3%	45,519,022
48 ---	Difference between Base Revenue and Apportionment	35,519,442		38,605,193		40,503,616		43,291,526		46,242,667
49 ---	Total Base Revenue	77,175,795		80,261,546		83,409,660		87,484,751		91,761,689
	Futures Reserve Beginning Balance	1,278,113		182,187		780,631		1,354,867		1,920,593
50 ---	Transfer from General Fund ** (From Line 41)	883,074		598,444		574,236		565,726		632,677
51 ---	Secondary Effects Projects	(1,979,000)								
52 ---	**Futures Reserve Ending Balance**	182,187		780,631		1,354,867		1,920,593		2,553,270
	Construction Reserves Beginning Balance	292,000		292,000		292,000		292,000		292,000
53 ---	Transfer from General Fund Operating *** (From Line 42)	3,536,823		2,000,000		1,000,000		800,000		500,000
54 ---	Hort Complex Secondary Effects/F&E	(20,521)								
55 ---	Creative Arts Replacement F & E	117,322								
56 ---	Creative Arts Replacement	466,719								
57 ---	SEC Student Center	39,388								
58 ---	Transfer and Counseling Bldg	(617,022)								
59 ---	Bldg 3000/3300 Remodel	(250,000)								
60 ---	Lecture Allied Health Building - Funding Restored							(300,000)		(200,000)
61 ---	Creative Arts Expansion	(2,678,739)		(2,000,000)		(800,000)				
62 ---	Campus Wide Fire Line	(93,970)								
63 ---	Preliminary Bond Expenses	(500,000)				(200,000)		(200,000)		
64 ---	Wellness Complex							(100,000)		(100,000)
65 ---	SEC Allied Health Building							(100,000)		(100,000)
66 ---	Expansion of Creative Arts Expansion							(100,000)		(100,000)
67 ---	**Construction Reserves Ending Balance**	292,000		292,000		292,000		292,000		292,000
68 ---	Salaries and benefits as percentage of expenses	78.58%		79.60%		78.29%		78.69%		79.42%

* Operating Balance after transfers without GASB 45 payment for FY07 and FY08 would reflect a positive $214,172 Operating Balance

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
-- GENERAL FUND SUMMARY --					
BEGINNING BALANCE	17,875,354	17,875,354	19,808,716	24,155,780	6,280,426
ADJUSTMENTS		325,000	0	0	(325,000)
ADJUSTED BEGINNING BALANCE	17,875,354	18,200,354	19,808,716	24,155,780	5,955,426
INCOME					0
FEDERAL	1,003,783	1,062,460	1,227,861	1,303,225	240,765
STATE	8,214,674	7,778,704	7,372,584	8,248,107	469,403
LOCAL	5,101,219	5,427,035	5,031,992	5,156,504	(270,531)
INCOMING TRANSFERS	178,000	181,482	178,000	185,000	3,518
BASE REVENUE ENTITLEMENT	39,732,835	41,656,353	40,404,863	41,656,353	0
TAXES IN EXCESS OF BASE REVENUE	37,018,771	35,519,442	39,069,869	38,606,339	3,086,897
TOTAL INCOME	91,249,282	91,625,476	93,285,169	95,155,528	3,530,052
EXPENSES					
ACADEMIC SALARIES	32,260,186	33,021,123	34,204,792	34,890,946	1,869,823
CLASSIFIED SALARIES	21,533,921	20,889,210	22,101,495	22,326,289	1,437,079
STAFF BENEFITS	15,896,487	13,413,122	17,202,131	20,799,692	7,386,570
SUPPLIES, PRINTING, COPY CHARGES	1,949,352	1,659,072	1,986,141	2,340,667	681,595
OTHER OPERATING EXPENSES	8,940,427	6,804,805	9,129,559	9,548,205	2,743,400
TOTAL PROGRAM EXPENSES	80,580,373	75,787,331	84,624,118	89,905,799	14,118,468
CAPITAL OUTLAY	3,855,155	2,192,485	3,749,590	3,732,463	1,539,978
TRANSFERS AND OTHER OUTGO	6,605,342	7,690,234	6,140,163	6,274,960	(1,415,274)
TOTAL EXPENSES	91,040,870	85,670,049	94,513,871	99,913,222	14,243,173
ENDING BALANCE	18,083,765	24,155,780	18,580,013	19,398,086	(4,757,694)
UNAVAILABLE ENDING BALANCE	868,092	4,714,940	1,016,287	800,819	(3,914,121)
AVAILABLE ENDING BALANCE	17,215,672	19,440,840	17,563,726	18,597,267	(843,573)

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
-- GENERAL FUND DETAIL --					
BEGINNING BALANCE	17,875,354	17,875,354	19,808,716	24,155,780	6,280,426
ADJUSTMENTS		325,000	0	0	(325,000)
ADJUSTED BEGINNING BALANCE	17,875,354	18,200,354	19,808,716	24,155,780	5,955,426
INCOME					
FEDERAL SOURCES					
Congressional Nursing Grant	0	0	335,043	335,043	335,043
Dept of Labor-Biotechnology Grant	100,000	92,011	0	0	(92,011)
Dept of Labor-Nuclear Science/Radiation Grant	130,000	62,489	75,000	67,511	5,022
VTEA-Regional Consortium	0	10,041	0	39,000	28,959
VTEA-Basic Grant	133,938	133,938	133,938	180,287	46,349
VTEA-Tech Prep	123,330	124,086	123,330	81,405	(42,681)
College Work Study Program	108,033	93,105	108,953	108,953	15,848
Pell Administrative Allowance	5,000	4,240	4,500	4,500	260
Adult Basic Education Program	145,790	193,719	145,790	145,790	(47,929)
Adult Basic Ed-English Literacy	49,716	75,554	49,716	49,716	(25,838)
Veterans Reporting Fee	3,500	3,374	3,500	3,500	126
SBDC Trade and Commerce	204,476	212,372	204,476	250,827	38,455
Transitional Assistance to Needy Families (TANF)	0	57,532	43,615	36,693	(20,839)
TOTAL FEDERAL INCOME	1,003,783	1,062,460	1,227,861	1,303,225	240,765
STATE SOURCES					
Board of Governor's Grant	26,977	21,061	22,000	21,693	632
One-Time Basic Skills Apportionment	172,358	38,595	0	0	(38,595)
Basic Skills	437,617	235,061	331,508	683,375	448,314
Apprenticeship Apportionment	0	0	0	0	0
EOPS Apportionment	759,508	782,129	731,482	782,129	(0)
EOPS-CARE	115,507	115,265	111,245	115,265	0
Disabled Students Programs & Services	635,193	785,957	611,754	712,144	(73,813)
Professional Dev Academy-Cuyamaca College	0	16,959	0	30,000	13,041
Transitional Assist to Needy Families (TANF)--to Fed Inc	43,615	0	0	0	0
TANF-Child Dev Careers Grant	57,550	44,215	57,550	49,540	5,325
One-time Block Grant-IE	114,010	141,282	0	23,729	(117,553)
CA Work Opportunity & Responsiblity to Kids	213,038	418,431	213,038	213,038	(205,393)
BFAP Administrative Allowance	239,770	234,911	209,151	234,911	0
Partnership for Excellence	1,703,748	1,675,093	1,677,753	1,675,093	0
Cal Grant	215,000	224,333	230,000	230,000	5,667
SBDC Workforce Development Grant	118,692	57,446	50,000	152,501	95,055
Career Tech 7th & 8th Graders Grant	149,976	59,142	74,988	93,109	33,967
Career Tech Community Collaborative	0	0	0	369,700	369,700
Telecommunications Grant	36,697	27,230	32,701	32,701	5,471
Instructional Equipment	112,411	112,411	89,110	89,110	(23,301)
Matriculation Allowance	602,099	597,695	579,882	597,696	1
Noncredit Matriculation Allowance	300,531	273,748	289,441	273,748	0
Faculty & Staff Development	23,238	0	23,238	23,238	23,238
Faculty & Staff Diversity	13,000	13,036	10,000	0	(13,036)
State Reimbursement-Associate Health Benefits	0	2,140	0	0	(2,140)
State Reimbursement-Associate Compensation	337,144	360,174	300,395	337,144	(23,030)
State Reimbursement-Associate Office Hrs/Benefits	0	21,386	0	0	(21,386)
Transfer and Articulation	0	5,000	0	0	(5,000)
CTE-LVN to RN Step Up Grant/Growth & Retention	271,995	359,149	242,348	238,100	(121,049)
CTE Nursing Equipment Grant	0	0	0	61,235	61,235
CalPass Star Project	0	19,484	0	0	(19,484)
Mandated Costs Reimbursement	50,000	0	20,000	20,000	20,000
Lottery	1,465,000	1,137,370	1,465,000	1,188,908	51,538
TOTAL STATE INCOME	8,214,674	7,778,704	7,372,584	8,248,107	469,403

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
LOCAL SOURCES					
Child Development Center-Grants	18,000	27,714	18,000	18,000	(9,714)
Redevelopment Pass-Through Tax	0	52,340	0	50,000	(2,340)
Telephone Commissions/Collections	0	0	(4,400)	0	0
Sale of Catalogs	1,300	1,390	1,300	1,400	10
Theatre Arts Ticket Sales	35,000	36,657	35,000	35,000	(1,657)
Music Events Ticket Sales	20,000	17,069	20,000	20,000	2,931
Dance Ticket Sales	12,000	12,852	12,000	12,000	(852)
Basketball Ticket Sales	500	0	0	0	0
Interest	550,000	873,362	550,000	550,000	(323,362)
Interest-Unapportioned Taxes	150,000	215,019	175,000	175,000	(40,019)
Child Development Center Fees	330,000	289,265	339,900	300,000	10,735
Community Service Course Fees	263,800	559,438	263,800	263,800	(295,638)
Community Service Events/Excursions	835,000	450,407	835,000	835,000	384,594
Enrollment Fees-2%	67,963	61,790	63,620	63,643	1,853
Parking Fee Waivers	(39,280)	(36,598)	(40,458)	(37,600)	(1,003)
Class Field Trip Fees	10,900	10,600	10,900	10,900	300
Health Services Fees	352,410	363,526	374,148	441,263	77,738
Health Service Fees Waiver	(9,500)	(8,012)	(9,270)	(8,252)	(240)
Health Clinic User Fees	10,200	12,167	8,446	12,819	652
Class Course Fees	44,434	38,126	40,025	40,200	2,074
AHSDP Book Rental	3,000	3,165	3,090	3,260	95
Transcript Fees	38,500	44,818	39,655	46,000	1,182
Diploma Replacement Fees	300	375	309	380	5
Nonresident Tuition Fees	1,232,750	1,179,282	1,287,600	1,278,910	99,628
Parking Fees	560,000	566,898	581,950	583,979	17,081
CIS "MOUS" Certificate	165	1,085	165	2,000	915
Class Auditing Fees	6,000	6,863	6,180	7,069	207
Credit-by-Examination Fees	1,000	380	1,030	391	11
Testing Certificate Fees	7,500	12,806	7,725	13,190	384
Returned Check Fees	600	390	600	402	12
Parking Fines	105,000	111,724	105,000	105,000	(6,724)
Processing Fees	2,800	1,259	2,800	1,296	37
Overage Warrants	7,500	20,453	7,500	21,148	695
Overage Warrant Replacement Fee	30	40	30	41	1
Other Miscellaneous	12,000	10,293	12,000	10,688	395
Small Business Development Ctr-Program Revenue	15,000	18,271	0	15,000	(3,271)
Contract Education-/Business Development	136,000	82,909	136,000	136,000	53,091
Cashiering - Over/Short	1,000	642	1,000	1,030	388
Sale of Equipment & Supplies	25,000	985	25,000	25,000	24,015
Facilities Use	10,000	2,047	10,000	10,000	7,953
Vending Machine Sales	1,000	191	1,000	200	9
San Diego County JPA Surplus Reserve	0	130,254	0	0	(130,254)
So California Edison SONGS Grant	58,847	0	58,847	58,847	58,847
Cisco Regional Training Academy	7,500	9,000	7,500	7,500	(1,500)
Associate Faculty Pilot Program	0	26,795	0	0	(26,795)
Foundation repayment for Plenaire	175,000	175,000	0	0	(175,000)
University Language Program	42,000	44,000	44,000	46,000	2,000
TOTAL LOCAL INCOME	5,101,219	5,427,035	5,031,992	5,156,504	(270,531)
Incoming Transfer-Bookstore	178,000	181,482	178,000	185,000	3,518
TOTAL INCOMING TRANSFERS	178,000	181,482	178,000	185,000	3,518
Base Revenue Entitlement	39,732,835	41,656,353	40,404,863	41,656,353	0
Taxes in Excess of Base Revenue	37,018,771	35,519,442	39,069,869	38,606,339	3,086,897
TOTAL INCOME	91,249,282	91,625,476	93,285,169	95,155,528	3,530,052

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EXPENSES					
Regular Classroom Faculty	13,161,952	13,389,594	14,686,717	13,254,604	(134,990)
Regular Non-Classroom Faculty	7,199,912	7,230,901	7,412,229	8,695,198	1,464,297
Associate Classroom Faculty	10,416,566	10,641,394	10,797,667	11,348,401	707,007
Associate Non-Classroom Faculty	1,481,756	1,759,233	1,308,179	1,592,743	(166,490)
TOTAL ACADEMIC SALARIES	32,260,186	33,021,123	34,204,792	34,890,946	1,869,823
Regular Non-Instructional Staff	15,965,495	15,132,372	16,625,961	16,363,846	1,231,474
Regular Instructional Staff	2,003,132	1,806,093	2,054,212	2,166,507	360,414
Hourly Non-Instructional Staff	2,425,808	2,626,227	2,314,424	2,175,523	(450,704)
Hourly Instructional Staff	1,104,486	1,285,440	1,071,898	1,580,413	294,973
Vacation & Banked Hours Accrual	35,000	39,077	35,000	40,000	923
TOTAL CLASSIFIED STAFF	21,533,921	20,889,210	22,101,495	22,326,289	1,437,079
State Teachers' Retirement System	2,283,084	2,456,651	2,589,570	2,748,799	292,148
Public Employees' Retirement System	1,664,004	1,703,798	1,836,596	1,918,670	214,872
Social Security & Medicare	2,211,257	1,869,279	2,253,442	2,282,785	413,506
Health Insurance	6,534,337	6,376,722	6,924,035	7,437,507	1,060,785
Unemployment Insurance	79,858	60,869	273,284	238,345	177,476
Workers' Compensation Insurance	1,047,434	748,113	1,047,004	1,068,411	320,298
Retiree Medical Benefits Liability	1,995,147	0	2,050,000	4,929,740	4,929,740
Alternative Retirement System	81,366	197,691	228,200	175,435	(22,256)
TOTAL STAFF BENEFITS	15,896,487	13,413,122	17,202,131	20,799,692	7,386,570
Software	0	10,430	0	0	(10,430)
Instructional Supplies	0	365,535	0	0	(365,535)
Periodicals/Subscriptions	0	6,201	0	0	(6,201)
Non-Instructional Supplies	0	931,668	0	0	(931,668)
Printing & Copy Charges	0	345,238	0	0	(345,238)
TOTAL SUPPLIES, PRINTING, COPY CHARGES	1,949,352	1,659,072	1,986,141	2,340,667	681,595
Consultants & Specialists	331,028	275,429	285,090	303,299	27,870
Travel	1,021,781	602,913	869,362	1,309,801	706,888
Memberships, Entry Fees, Licenses	124,713	112,602	139,814	132,768	20,166
Insurance	448,355	431,228	492,563	503,432	72,204
Utilities	2,231,805	1,479,681	1,937,288	2,182,264	702,583
Contract Services	3,583,886	2,675,338	3,610,969	3,883,011	1,207,673
Legal & Audit Services, Election	644,270	688,132	621,073	646,755	(41,377)
TCO, Enhancements, New Initiatives, Innovation Proposal	0	0	616,680	0	0
Advertising, Postage, Bank Charges & TRANs	554,589	539,482	556,720	586,875	47,393
TOTAL OTHER OPERATING EXPENSES	8,940,427	6,804,805	9,129,559	9,548,205	2,743,400
TOTAL PROGRAM EXPENSES	80,580,373	75,787,331	84,624,118	89,905,799	14,118,468
New Sites & Site Improvement	35,000	170,474	25,000	36,757	(133,717)
New Buildings & Building Improvement	664,920	329,706	775,500	751,851	422,145
Library Books & Materials	305,982	167,149	306,826	232,657	65,508
Furniture & Equipment	2,849,253	1,525,155	2,642,264	2,711,198	1,186,043
TOTAL CAPITAL OUTLAY	3,855,155	2,192,485	3,749,590	3,732,463	1,539,978
Interfund Transfers	5,966,580	7,019,930	5,516,758	5,654,048	(1,365,882)
Student Aid	638,762	670,304	623,405	620,912	(49,392)
TOTAL OTHER OUTGO	6,605,342	7,690,234	6,140,163	6,274,960	(1,415,274)
TOTAL EXPENSES	91,040,870	85,670,049	94,513,871	99,913,222	14,243,173

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ENDING BALANCE	18,083,765	24,155,779	18,580,013	19,398,085	(4,757,694)
Revolving Cash Account	50,000	50,000	50,000	50,000	0
General Reserve	100,000	100,000	100,000	100,000	0
Parking Sub-Fund	26,914	(2,863)	33,319	37,137	40,000
Health Fees Sub-fund	102,910	89,350	91,968	116,251	26,901
CA Manufacturing Technology Grant	0	58,845	0	0	(58,845)
Faculty & Staff Development Grant	0	23,238	0	0	(23,238)
JPA Reserves	0	191,627	0	0	(191,627)
Part-Time Faculty Equal-Pay Allocation	0	18,386	0	0	(18,386)
Biotech Industry Donation	0	19,622	0	0	(19,622)
Biotech Ed Program	0	1,792	0	0	(1,792)
Biotech Gift from Matthews	0	960	0	0	(960)
Instructional Equipment	0	23,729	0	0	(23,729)
Non resident Capital Outlay	0	73,317	0	0	(73,317)
Adult High School Book Rental	0	902	0	0	(902)
Nissan donation to Auto Tech	0	10,657	0	0	(10,657)
Equipment Replacement Carry Over	0	438,536	250,000	0	(438,536)
SBDC Program Revenue	0	23,501	0	0	(23,501)
Cisco Regional Training Academy	0	22,137	0	0	
Child Development Grants	0	4,820	0	0	(4,820)
Info-Tech-Banked for replacement	588,268	497,431	491,000	497,431	0
Medical Retiree Benefits JPA	0	3,068,953	0	0	(3,068,953)
UNAVAILABLE ENDING BALANCE	868,092	4,714,940	1,016,287	800,819	(3,914,121)
AVAILABLE ENDING BALANCE	17,215,672	19,440,840	17,563,726	18,597,267	(843,573)

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-- PARKING FEES SUB-FUND --					
BEGINNING BALANCE	(54,920)	(54,920)	(19,284)	(2,863)	52,056
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	(54,920)	(54,920)	(19,284)	(2,863)	52,056
INCOME					
Parking Fees	560,000	566,898	581,950	583,979	17,081
Parking Fines	105,000	111,724	105,000	105,000	(6,724)
TOTAL INCOME	665,000	678,623	686,950	688,979	10,356
EXPENSES					
Regular Non-Instructional Staff	353,055	367,579	362,058	368,665	1,086
Hourly Non-Instructional Staff	60,103	78,311	60,103	60,103	(18,208)
TOTAL CLASSIFIED STAFF	413,158	445,891	422,161	428,768	(17,123)
Public Employees' Retirement System	37,015	37,367	37,959	37,937	570
Social Security & Medicare	30,780	30,087	31,565	31,565	1,478
Health Insurance	31,691	65,099	68,933	68,933	3,834
Unemployment Insurance	225	235	1,350	1,286	1,051
Workers' Compensation Insurance	5,772	6,194	5,919	8,018	1,824
Alternative Retirement System	0	1,234	0	0	(1,234)
TOTAL STAFF BENEFITS	105,483	140,216	145,726	147,739	7,523
Non-Instructional Supplies, Printing, Copy Charges	19,307	21,148	19,886	19,886	(1,262)
TOTAL SUPPLIES, PRINTING, COPY CHARGE	19,307	21,148	19,886	19,886	(1,262)
Travel	1,257	558	1,295	1,295	737
Memberships, Entry Fees, Licenses	673	0	693	693	693
Utilities	2,176	3,964	2,241	2,241	(1,723)
Contract Services	41,112	10,720	42,345	48,357	37,637
TOTAL OTHER OPERATING EXPENSES	45,218	15,242	46,574	52,586	37,344
Furniture & Equipment	0	4,070	0	0	(4,070)
TOTAL CAPITAL OUTLAY	0	4,070			(4,070)
TOTAL EXPENSES	583,166	626,566	634,347	648,979	22,413
ENDING BALANCE	26,914	(2,863)	33,319	37,137	40,000

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-- HEALTH FEES SUB-FUND --					
BEGINNING BALANCE	78,870	78,870	87,626	89,350	10,480
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	78,870	78,870	87,626	89,350	10,480
					0
					0
INCOME					
Health Fees	352,410	363,804	374,148	441,263	77,459
Health Clinic User Fees	10,200	11,888	8,446	12,819	931
TOTAL INCOME	362,610	375,692	382,594	454,082	78,390
					0
EXPENSES					
Associate Non-Classroom Faculty	0	14,480	12,381	12,382	(2,098)
TOTAL ACADEMIC SALARIES	0	14,480	12,381	12,382	(2,098)
Regular Non-Instructional Staff	216,608	212,893	222,132	239,312	26,419
Hourly Non-Instructional Staff	221	8,449	9,005	9,005	556
TOTAL CLASSIFIED STAFF	216,829	221,342	231,137	248,317	26,975
State Teachers' Retirement System	1,036	579	538	1,021	442
Public Employees' Retirement System	19,623	17,699	18,098	23,540	5,841
Social Security & Medicare	15,501	15,249	15,580	19,176	3,927
Health Insurance	40,133	41,223	43,821	60,380	19,157
Unemployment Insurance	111	120	702	782	662
Workers' Compensation Insurance	2,810	3,283	3,337	4,875	1,592
Alternative Retirement System	0	1,065	1,094	1,094	29
TOTAL STAFF BENEFITS	79,214	79,219	83,170	110,868	31,649
Non-Instructional Supplies, Printing, Copy Charges	2,648	11,410	12,173	12,173	763
TOTAL SUPPLIES, PRINTING, COPY CHARGES	2,648	11,410	12,173	12,173	763
Consultants & Specialists	0	390	0	0	(390)
Travel	1,933	1,013	1,991	1,991	978
Memberships, Entry Fees, Licenses	525	75	525	75	0
Insurance	35,510	35,509	35,510	40,009	4,500
Utilities	240	303	255	384	81
Contract Services	1,671	1,472	1,110	982	(490)
TOTAL OTHER OPERATING EXPENSES	39,879	38,762	39,391	43,441	4,679
TOTAL EXPENSES	338,570	365,212	378,252	427,181	61,969
ENDING BALANCE	102,910	89,350	91,968	116,251	26,901

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-- CAPITAL OUTLAY PROJECTS FUND --					
BEGINNING BALANCE	12,826,990	12,826,990	10,836,363	12,546,506	(280,484)
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	12,826,990	12,826,990	10,836,363	12,546,506	(280,484)
INCOME					
Community College Construction Act	3,433,158	1,082,360	10,193,699	11,189,952	10,107,592
Energy Projects Lease Proceeds	0	8,850	0	0	(8,850)
Scheduled Maintenance	484,751	113,671	440,189	471,428	357,757
Interest	275,000	440,431	250,000	250,000	(190,431)
Incoming Transfer-Creative Arts Const Local	(562,937)	(466,719)	0	0	466,719
Incoming Transfer-Scheduled Maint Local Match	100,000	94,148	75,000	75,000	(19,148)
Incoming Transfer-Creative Arts F & E	(117,322)	(117,322)	0	0	117,322
Incoming Transfer-Creative Arts Expansion-Prelim & WD	102,804	154,695	0	275,932	121,237
Incoming Transfer-Creative Arts Expansion	1,600,000	2,524,044	2,000,000	1,724,068	(799,976)
Incoming Transfer-Stdt Svcs Expansion/Transfer	617,022	617,022	0	0	(617,022)
Incoming Transfer-Hort Complex Secondary	20,521	20,521	0	13,846	(6,675)
Incoming Transfer-TEC Classrooms	250,000	250,000	250,000	250,000	0
Incoming Transfer-Futures Reserve	883,074	883,074	500,000	598,444	(284,630)
Incoming Transfer-Preliminary Bond Expenses	500,000	500,000	0	0	(500,000)
Incoming Transfer-Info-tech	1,668,167	1,668,167	1,919,110	1,919,110	250,943
Incoming Transfer-Campus wide Fire Line	93,970	93,970	0	0	(93,970)
Incoming Transfer-Bldg 3000/3300 Remodel	250,000	250,000	0	0	(250,000)
TOTAL INCOME	9,598,208	8,116,912	15,627,998	16,767,780	8,650,868
TOTAL BEGINNING BALANCE & INCOME	22,425,198	20,943,902	26,464,361	29,314,286	8,370,384
EXPENSES					
Classified Salaries	216,551	158,482	128,619	132,162	(26,320)
Staff Benefits	50,933	41,277	34,865	38,190	(3,087)
Supplies, Printing, Copy Charges	535,000	26,918	275,500	281,384	254,466
Other Operating Expenses	109,863	133,535	48,515	48,515	(85,020)
New Sites & Site Improvements	538,877	277,355	578,289	1,055,528	778,173
New Buildings & Building Improvements	8,711,367	5,379,641	15,406,454	18,330,259	12,950,618
Furniture & Equipment	2,655,798	2,380,190	2,775,524	2,794,443	414,253
TOTAL EXPENSES	12,818,389	8,397,397	19,247,766	22,680,481	14,283,084
ENDING BALANCE	9,606,809	12,546,506	7,216,595	6,633,806	(5,912,700)
TOTAL ENDING BALANCE & EXPENDITURES					0
Lecture Allied Health Building	3,746,724	3,759,095	3,759,095	3,759,095	0
Master Plan Implementation	0	98,000	0	0	(98,000)
Creative Arts Replacement	0	503,250	0	0	(503,250)
Creative Arts Expansion	600,000	2,449,961	0	0	(2,449,961)
Creative Arts Expansion PP & WD	0	328,459	0	0	(328,459)
Student Services Expansion	0	272,191	0	0	(272,191)
Hort Secondary Effects , F&E & Outstanding Claims	0	287,230	158,000	0	(287,230)
Scheduled Maintenance	0	193,704	0	0	(193,704)
Project Reserve to be Determined	292,000	292,000	292,000	292,000	0
Bldg 3000/3300 Remodel	250,000	169,200	0	0	(169,200)
Preliminary Bond Expenses	500,000	470,000	469,000	0	(470,000)
Campus Wide Fire Line	0	93,970	0	0	(93,970)
Theatre Remodel 1% Art	0	20,312	0	0	(20,312)
Secondary Effects from Future's Reserve	0	1,608,645	0	0	(1,608,645)
Futures Reserve	1,911,187	182,187	682,187	780,631	598,444
UNAVAILABLE ENDING BALANCE	7,299,911	10,728,204	5,360,282	4,831,726	(5,896,478)
					0
AVAILABLE ENDING BALANCE	2,306,898	1,818,302	1,856,313	1,802,080	(16,222)
					0

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-- DEBT SERVICE FUND --					0
					0
BEGINNING BALANCE	765,301	765,301	730,740	729,177	(36,124)
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	765,301	765,301	730,740	729,177	(36,124)
					0
INCOME					0
Interest	50,000	40,438	50,000	50,000	9,562
Arby's Lease Agreement	69,000	72,000	69,000	78,750	6,750
Incoming Transfer-GF Contribution	506,733	506,733	606,733	606,733	100,000
TOTAL INCOME	625,733	619,171	725,733	735,483	116,312
TOTAL BEGINNING BALANCE & INCOME	1,391,034	1,384,472	1,456,473	1,464,660	80,188
EXPENSES					
Loan Services	1,000	1,325	1,325	0	(1,325)
Debt Service	461,420	395,896	460,620	460,620	64,724
Lease Payment	256,733	258,074	256,733	256,733	(1,341)
Transfers	0		0	0	0
TOTAL EXPENSES	719,153	655,295	718,678	717,353	62,058
ENDING BALANCE	671,881	729,177	737,795	747,307	18,130
One-Year Loan Payment Reserve	460,620	460,620	717,353	717,353	256,733
UNAVAILABLE ENDING BALANCE	460,620	460,620	717,353	717,353	256,733
AVAILABLE ENDING BALANCE	211,261	268,557	20,442	29,954	(238,603)

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-- SELF-INSURANCE FUND --					
BEGINNING BALANCE	144,204	144,204	168,758	169,775	25,570
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	144,204	144,204	168,758	169,775	25,570
INCOME					
Interest	7,500	6,216	5,000	5,000	(1,216)
Insurance Reimbursements	15,000	1,657	5,000	5,000	3,343
Incoming Transfers	50,000	50,000	50,000	50,000	0
TOTAL INCOME	72,500	57,873	60,000	60,000	2,127
TOTAL BEGINNING BALANCE & INCOME	216,704	202,078	228,758	229,775	27,697
EXPENSES					
Supplies, Printing, Copy Charges	1,000	0	1,000	0	0
TOTAL SUPPLIES, PRINTING, COPY CHARGES	1,000		1,000	0	0
Insurance	4,500	8,506	4,500	4,500	(4,006)
Contract Services	10,000	650	10,000	10,000	9,350
Legal Services	20,000	21,489	20,000	20,000	(1,489)
TOTAL OTHER OPERATING EXPENSES	34,500	30,645	34,500	34,500	3,855
Furniture & Equipment	2,000	1,657	2,000	2,000	343
TOTAL CAPITAL OUTLAY	2,000	1,657	2,000	2,000	343
TOTAL EXPENSES	37,500	32,303	37,500	36,500	4,197
ENDING BALANCE	179,204	169,775	191,258	193,275	23,500

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-- STUDENT FINANCIAL AID FUND --					
BEGINNING BALANCE	0	0	0	0	0
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	0	0	0	0	0
INCOME					
HEA-SEOG	91,650	92,804	96,347	92,746	(58)
HEA-Pell Grant	1,816,182	1,939,647	1,978,844	1,978,844	39,197
HEA-Academic Competiveness Grant	16,620	26,321	22,682	22,682	(3,639)
SEOG-Local Contribution	30,550	30,935	30,915	30,915	(20)
TOTAL INCOME	1,955,002	2,089,707	2,128,788	2,125,187	35,480
EXPENSES					
Student Aid	1,955,002	2,089,707	2,128,788	2,125,187	35,480
TOTAL EXPENSES	1,955,002	2,089,707	2,128,788	2,125,187	35,480
ENDING BALANCE	0	0	0	0	0

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-- STUDENT CENTER FEE FUND --					
BEGINNING BALANCE	3,920,746	3,920,746	934,515	1,020,045	(2,900,701)
ADJUSTMENTS	0	0	0	0	0
ADJUSTED BEGINNING BALANCE	3,920,746	3,920,746	934,515	1,020,045	(2,900,701)
INCOME					
Interest	75,000	104,935	9,500	30,000	(74,935)
Student Center Fees	101,690	104,064	106,921	107,186	3,122
Incoming Transfer - SEC Student Center from GF	(39,388)	(39,338)	0	0	39,338
TOTAL INCOME	137,302	169,661	116,421	137,186	(32,475)
EXPENSES					
Refurbish Oceanside/SEC Student Center	80,029	36,997	105,000	115,029	78,032
New Buildings & Building Improvements	3,136,031	3,033,365	37,331	102,666	(2,930,699)
TOTAL EXPENSES	3,216,060	3,070,362	142,331	217,695	(2,852,667)
ENDING BALANCE	841,988	1,020,045	908,605	939,536	(80,509)
UNAVAILABLE ENDING BALANCE - SEC Stdt Ctr	0	102,666	0	0	(102,666)
AVAILABLE ENDING BALANCE	841,988	917,379	908,605	939,536	22,157

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
-- BOOKSTORE FUND --					
EXPENSES					
SALARIES	10,600	10,865	11,130	11,520	655
BENEFITS	4,050	4,163	4,252	4,415	252
TOTAL PERSONNEL COST	14,650	15,028	15,382	15,935	907
UTILITIES	30,000	34,390	31,000	38,000	3,610
INSURANCE PREMIUMS	6,400	7,449	8,565	8,565	1,116
TOTAL OPERATING EXP	36,400	41,839	39,565	46,565	4,726
TOTAL EXPENSES	51,050	56,867	54,947	62,500	5,633
OPERATING INCOME/(LOSS)	(51,050)	(56,867)	(54,947)	(62,500)	(5,633)
INTEREST INCOME	22,000	21,284	24,000	24,000	2,716
COMMISSIONS - FOLLETT	330,000	336,519	346,000	350,000	13,481
TOTAL OTHER INCOME	352,000	357,803	370,000	374,000	16,197
OTHER EXPENSE					
RENT TO DISTRICT	80,526	80,526	80,526	80,526	0
CONTRIBUTION TO ASSOC STUDENTS	5,000	5,000	5,000	5,000	0
CONTRIBUTION TO DISTRICT	99,000	100,956	103,800	105,000	4,044
CONTRIBUTION TO FOUNDATION	116,424	114,454	125,727	120,974	6,520
TOTAL OTHER EXPENSES	300,950	300,936	315,053	311,500	10,564
NET INCOME (LOSS)	0	0	0	0	0
NET GAIN IN FUND BALANCE	0	0	0	0	0
BEGINNING BALANCE	718,413	718,413	718,413	718,413	0
ENDING BALANCE	718,413	718,413	718,413	718,413	0

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
-- FOOD SERVICE FUND --					
EXPENSES					
CONTRACTED SRVCS	90,000	54,699	110,000	96,000	41,301
REPAIRS	5,000	2,950	2,500	2,500	(450)
SUPPLIES	1,000	407	1,000	1,000	593
EQUIPMENT EXPENSE	5,000	6,158	2,000	2,000	(4,158)
DEPRECIATION	30,000	33,108	35,000	35,000	1,892
SALARY ACCOUNT TECH	3,650	3,622	3,850	3,850	228
FRINGE BENEFITS	1,388	1,388	1,460	1,460	72
GRANT TO FOUNDATION	3,600	3,600	3,600	3,600	0
TOTAL EXPENSES	139,638	105,932	159,410	145,410	39,478
OPERATING INCOME/(LOSS)	(139,638)	(105,932)	(159,410)	(145,410)	(39,478)
OTHER INCOME					0
INTEREST INCOME	1,000	876	1,000	1,000	124
ATM COMMISSIONS	3,600	3,600	3,600	3,600	0
PREMIER-O'SIDE VENDING	24,500	20,000	20,000	20,000	0
PREMIER-SEC VENDING	8,000	12,500	12,500	12,500	0
INCOMING XFER FROM FUND 73	35,000	35,000	0	0	(35,000)
INCOMING XFER FROM GENERAL FUND	85,000	0	85,000	85,000	85,000
TOTAL OTHER INCOME	157,100	71,976	122,100	122,100	50,124
OTHER EXPENSES					0
HOSPITALITY EXP	2,000	1,531	2,000	2,000	469
TOTAL OTHER EXPENSES	2,000	1,531	2,000	2,000	469
NET INCOME (LOSS)	15,462	(35,487)	(39,310)	(25,310)	10,177
NET GAIN FUND BALANCE	15,462	(35,487)	(39,310)	(25,310)	10,177
BEGINNING BALANCE	314,352	314,352	363,965	278,865	(35,487)
ENDING BALANCE	329,814	278,865	324,655	253,555	(25,310)

MIRACOSTA COMMUNITY COLLEGE DISTRICT
FY-09 Final Budget
September 16, 2008

DESCRIPTION	1 FY2008 Final Adopted Budget 09/02/08	2 FY2008 Actuals 09/02/08	3 FY2009 Tentative Budget 06/17/08	4 FY2009 Final Budget 09/16/08	5 <Change> FY2008 Actuals to FY2009
-- ASSOCIATED STUDENT GOVERNMENT FUND --					
INCOME					
ID CARD SALES	103,280	106,990	103,280	106,990	0
CONTRIBUTION FROM BOOKSTORE	5,000	5,000	5,000	5,000	0
CONTACT TABLE RENTAL	3,000	2,100	3,000	3,000	900
TOTAL INCOME	111,280	114,090	111,280	114,990	900
COST OF SALES					
I.D. CARD COST	8,000	6,031	8,000	8,000	1,969
TOTAL COST OF SALES	8,000	6,031	8,000	8,000	1,969
GROSS PROFIT	103,280	108,059	103,280	106,990	(1,069)
EXPENSES					
WAGES	2,500	1,173	2,500	6,000	4,827
BENEFITS	300	50	300	500	450
SUPPLIES-NON INSTRUCTIONAL	30,433	36,493	29,075	31,075	(5,418)
COPY MACHINE COST	500	218	150	150	(68)
CONTRACT SERVICES	1,500	325	1,500	1,500	1,175
TRAVEL	2,000	7,553	2,000	6,000	(1,553)
TELEPHONE	250		250	250	250
CONSULTANTS/SPECIALISTS	18,075	11,394	16,000	14,500	3,106
ASG-OC CLUB DISTRIBUTIONS	21,689	21,689	21,689	22,468	779
GUEST SPEAKERS	3,000	1,082	1,800	3,000	1,918
DONATIONS	0	2,300	3,300	3,300	1,000
DEPRECIATION	4,000	3,709	4,000	4,000	291
EQUIPMENT PURCHASE	1,500	2,444	1,500	1,500	(944)
SOFTWARE	250	0	250	250	250
SCHOLARSHIPS	8,000	5,198	8,000	8,000	2,802
ADVERTISING	0	384	0	0	(384)
RESERVES	5,564	0	5,564	0	0
TOTAL EXPENSES	99,561	94,012	97,878	102,493	8,481
OPERATING INCOME/(LOSS)	3,719	14,047	5,402	4,497	(9,550)
OTHER INCOME					0
INTEREST INCOME	3,000	3,931	3,000	3,000	(931)
MISCELLANEOUS INCOME	0	175	0	0	(175)
TOTAL OTHER INCOME	3,000	4,106	3,000	3,000	(1,106)
OTHER EXPENSES					
MISCELLANEOUS EXPENSE	1,000	0	1,000	1,000	1,000
TOTAL OTHER EXPENSES	1,000	0	1,000	1,000	1,000
NET INCOME (LOSS)	5,719	18,153	7,402	6,497	(11,656)
NET GAIN FUND BALANCE	5,719	18,153	7,402	6,497	(11,656)
BEGINNING BALANCE	201,936	201,936	218,883	220,089	18,153
ADJUSTMENT TO BEGINNING BALANCE	0	(450)	0	0	450
ADJUSTED BEGINNING BALANCE	201,936	201,486	218,883	220,089	18,603
ENDING BALANCE*	207,655	220,089	226,285	226,586	6,497
* SET ASIDE ANNUALLY FOR EQUIPMENT REPLACEM	5,410		5,410	5,410	5,410

San Elijo Campus

3333 Manchester Avenue • Cardiff-by-the-Sea

San Elijo Campus Highlights: Small classes with personal attention; beautiful campus facing the lagoon; recently expanded and remodeled Library and Information Hub; plenty of parking; and active student government and clubs. The newly expanded student center includes a cafeteria and rooftop dining, student activities offices and meeting rooms and a new bookstore.

ACCOUNTING

Class #	Days	Time	Instructor	Units	Room #

ACCT 101 Practical Accounting
Course covers recordkeeping for sole proprietorships in trade or service businesses as well as financial statements, worksheets, and journals.

3000	TTH	9:30am-11:15am	HARRIS R	4.0	SAN303

ACCT 201 Financial Accounting
Transfer-level course for Business and Accounting majors focusing on the accounting process and financial statements. A requirement for the Accounting and Bookkeeping certificates. CSU; UC (CAN BUS 2; BUS 201 + BUS 202 = CAN BUS SEQ A)
ADVISORY: ACCT 101 recommended.

1052	MW	9:30am-11:15am	VERA S	4.0	SAN303
1056	TTH	3:30pm-5:15pm	MARTIN L	4.0	SAN303
3989	MW	5:30pm-7:15pm	HARRIS R	4.0	SAN303

ACCT 202 Managerial Accounting
Transfer-level course for Business and Accounting majors focusing on decision-making, planning, controlling, and costing with accounting information. A requirement for the Accounting certificate. CSU; UC (CAN BUS 4; BUS 201 + BUS 202 = CAN BUS SEQ A)
PREREQUISITE: ACCT 201.

1066	MW	11:30am-1:15pm	VERA S	4.0	SAN303
3564	TTH	5:30pm-7:15pm	MARTIN L	4.0	SAN303

ADMINISTRATION OF JUSTICE

ADM 100 Introduction to the Administration of Justice
Explores roots of our criminal justice system. Discusses criminal justice subsystems, their relationship to the overall social system, and issues relevant to criminal law, crime statistics, crime causation, criminal procedure, and rationales for punishment. CSU; UC—credit limitation (CAN AJ 2)

2496	W	1:30pm-4:40pm	CONNOLLY P	3.0	SAN308
		THIS IS A LATE-START CLASS, (02/04-05/20).			

ANTHROPOLOGY

ANTH 101 Biological Anthropology
Examines human appearance and behavior from a biological perspective, including coverage of evolution theory, genetics, primate ecology, and the fossil evidence for human evolution. CSU; UC (CAN ANTH 2)

• 1304	MW	9:30am-10:45am	MILLER L	3.0	SAN307
• 4126	TTH	9:30am-10:45am	PAIN B	3.0	SAN302
• 1310	TTH	2:00pm-3:15pm	DORNER M	3.0	SAN401

ANTH 101L Biological Anthropology Laboratory
Lab to accompany ANTH 101. Practical, hands-on learning in genetics, human osteology, primate comparative anatomy, methods for observing primate behavior, fossil evidence for human evolution. CSU; UC
PREREQUISITE: ANTH 101.
COREQUISITE: ANTH 101 if prerequisite not met.

3228	TH	6:30pm-9:15pm	FROEHLE A	1.0	SAN502

ANTH 102 Cultural Anthropology
Explores human cultural variation in use of the environment, gender roles, language, art, ritual, and celebrations of the life cycle. CSU; UC (CAN ANTH 4)

• 1316	MW	11:00am-12:15pm	MILLER L	3.0	SAN307

ART

ART 100 Drawing and Composition
Beginning course in drawing which develops basic drawing skills, perception, and personal expression. CSU; UC (CAN ART 8)

2554	MW	8:00am-10:45am	NERI G	3.0	SAN206
2562	MW	11:00am-1:45pm	RAMOS D	3.0	SAN206
2570	TTH	2:00pm-4:45pm	ADAME A	3.0	SAN205

ART 101 Design and Color
Students will create artworks using paint, drawing materials, and other media to demonstrate and evaluate fundamental principles of design and color. History, theory, and critical analysis of art will be integrated into the study of design and color. CSU; UC (CAN ART 14)

+2578	TTH	2:00pm-4:45pm	GRAY-ADAMS	3.0	SAN206
+2586	MW	3:30pm-6:15pm	LO J	3.0	SAN206

ART 103 Beginning Sculpture
(Materials Fee: $25.00) In this sculpture course students explore the language of three-dimensional form, structure, and space. CSU; UC (CAN ART 12)

2594	MW	11:00am-2:20pm	NERI G	3.0	SAN205
		THIS IS A LATE-START CLASS, (02/02-05/20).			

ART 157 Art Orientation
An overview of the field of art, covering elements of form, subject, and various media. CSU; UC

2604	F	9:00am-11:45am	CONTRERAS J	3.0	SAN606
2606	M	6:30pm-9:15pm	GOELTZENLEUCH	3.0	SAN606

ART 158 Traditional Arts of Africa, Oceania, and the Americas
An introduction to art of Africa, Oceania, and the Pre-Columbian Americas. CSU; UC

2610	MW	2:00pm-3:15pm	BUOTE M	3.0	SAN606

ART 201 Objects and Ideas in Contemporary Art
A lecture/studio course examining concepts, strategies, and historical context of vanguard art of the 21st century. Artwork will be constructed using a range of ideas and materials. CSU; UC

3364	TTH	9:30am-12:40pm	O'CAIN A	3.0	SAN206
		THIS IS A LATE-START CLASS, (02/03-05/19).			

ART 203 Life Drawing
The human figure is the subject of this drawing course. Students work from a nude model using a variety of media including charcoal and pastels. CSU; UC (CAN ART 24)

+2612	MW	6:30pm-9:15pm	WHEELDEN M	3.0	SAN205

ART 204 Painting
Students will study past and present practices in painting working from various subjects which may include still life, landscape, figures, or portraits either from life or two-dimensional references using oils or acrylic as determined by instructor. CSU; UC (CAN ART 10)
ADVISORY: ART 100 or ART 101.

+2698	F	9:00am-4:10pm	NUGENT K	3.0	SAN205
		THIS IS A LATE-START CLASS, (02/06-05/22).			
+2628	TTH	9:30am-12:40pm	NEMOUR L	3.0	SAN205
		Emphasis: Oil.			
		THIS IS A LATE-START CLASS, (02/03-05/19).			

Online class: Go to www.miracosta.edu/cybercosta • On-Campus class with Limited Online Instruction

ART

ART 205 Waterbase Media
Composition, techniques, and theory of painting using watercolor/waterbase media. CSU; UC

Class #	Days	Time	Instructor	Units	Room #
+2640	F	9:00am-4:10pm	NUGENT K	3.0	SAN205

Emphasis: Acrylic.
THIS IS A LATE-START CLASS, (02/06-05/22).

ART 206 Figure Painting
Working from a posed model, students explore various approaches to the representation of the human figure. Media may include oils, acrylics, ink, watercolor, or pastels as directed by the instructor. CSU; UC
ADVISORY: ART 100 or ART 204.

+2620	MW	6:30pm-9:15pm	WHEELDEN M	3.0	SAN205

ART 225 Ceramics
(Materials Fee: $25.00) Emphasis on creative use of ceramic material and techniques. Fee does not include costs to purchase clay. CSU; UC (CAN ART 6)

+3132	F	9:00am-2:45pm	BERNING K	3.0	SAN206

ART 247 Digital Imaging 1: Adobe Photoshop
Introduction to the digital imaging software program, Adobe Photoshop. Students will use photo editing and color correction tools to enhance digital images and to create special effects using the computer. Projects include raster graphic designs for use in print publishing, website design, and multimedia. Involves considerable hands-on instruction and multiple projects. CSU

3821	MW	9:30am-10:45am	TBA	3.0	SAN108
3823	TH	12:30pm-3:15pm	MALONE J	3.0	SAN108

ART 259 History of Renaissance to Modern Art
Survey of Western art history from Renaissance to early Twentieth Century. CSU; UC (CAN ART 4; ART 258 + ART 259 = CAN ART SEQ A)

2682	MW	12:30pm-1:45pm	BUOTE M	3.0	SAN606

ART 260 History of Modern Art
Survey of western modern art from Impressionism to post World War II. CSU; UC

2686	TH	6:30pm-9:15pm	ABEL J	3.0	SAN606

ASTRONOMY

ASTR 101 Descriptive Astronomy
Introductory course surveying a broad range of astronomical topics including light and telescopes, the solar system and its components, planets, stars, nebulae, galaxies, and cosmology. Emphasizes the nature and process of science. Not open to students with credit in ASTR 201. CSU; UC—credit limitation

3991	MW	9:30am-10:45am	FITZGERALD B	3.0	SAN407
1426	TTH	12:30pm-1:45pm	FRENCH R	3.0	SAN406
1428	T	6:30pm-9:15pm	FITZGERALD B	3.0	SAN406

BIOLOGICAL SCIENCES

BIO 101 General Biology
This introductory course prepares students for higher level biology courses required for biology/health science and related majors. It emphasizes basic biological principles, often using the human as the organism of focus. Concepts are applied in a real-world context to develop the student's ability to make effective decisions regarding current issues in biology. Meets the GE science lecture requirements for CSU and UC . CSU; UC—credit limitation
ADVISORY: Concurrent enrollment in BIO 101L strongly recommended. Eligibility for ENGL 100.

1474	MW	9:30am-10:45am	BAUGHMAN G	3.0	SAN401
1476	TTH	9:30am-10:45am	STILLINGER D	3.0	SAN401
1488	MW	2:00pm-3:15pm	BAUGHMAN G	3.0	SAN401
1490	TTH	5:00pm-6:15pm	KLINGBEIL C	3.0	SAN401
1562	W	6:30pm-9:15pm	KURZ-CAMACHO	3.0	SAN401

BIOLOGICAL SCIENCES

BIO 101L General Biology Laboratory
Laboratory to accompany BIO 101. Provides participation in experiments, demonstrations, and discussions. CSU; UC—credit limitation
PREREQUISITE: BIO 101. COREQUISITE: BIO 101 if prerequisite not met.

1496	F	9:00am-11:45am	TBA	1.0	SAN402
2950	F	1:00pm-3:45pm	HOLLAND A	1.0	SAN402
1504	M	6:45pm-9:30pm	KURZ-CAMACHO	1.0	SAN402
1566	TH	6:45pm-9:30pm	KURZ-CAMACHO	1.0	SAN402

BIO 102 Ecology and Environmental Biology
A general education course for non-biology majors. Uses interdisciplinary approach to environmental science; covers topics such as population growth, resource use, pollution, biodiversity and extinction. Meets the GE science lab requirement. Includes field trips to local venues. CSU; UC
ADVISORY: Eligibility for ENGL 100.

1506	MW	11:00am-12:15pm	WEST J	4.0	SAN401
	&W	1:00pm-3:45pm			SAN402

BIO 150 General Botany
An introductory course examining plant anatomy, physiology, and classification. Topics related to plant cell biology, evolution, molecular and Mendelian genetics are also covered. CSU; UC (CAN BIOL 6)

1514	TTH	11:00am-12:15pm	STILLINGER D	4.0	SAN401
	&TH	1:00pm-3:45pm			SAN402

BIO 170 Marine Biology
Explores the diversity of marine organisms and introduces basic biological and ecological concepts. Combining classroom investigation with field exploration, the laboratory emphasizes an understanding of the marine environment from the biology of marine organisms to the structure of coastal communities. CSU; UC

1570	TTH	11:00am-12:15pm	DONLEY J	4.0	SAN302
	&T	12:30pm-3:15pm			SAN402

BIO 202 Foundations of Biology: Evolution, Biodiversity, and Organismal Biology
Course covers biological diversity, plant/animal physiology, evolutionary biology, behavior, and ecology. CSU; UC (CAN BIOL 4; BIO 202 + 204 = CAN BIOL SEQ A)
PREREQUISITE: MATH 101 or MATH 101B with a grade of "C" or better or qualification through the Math Competency Exam or approved equivalent.
ADVISORY: Completion of college-level course work in biology with focus at organismal or populational level, e.g., BIO 101, BIO 102, BIO 103, BIO 150, BIO 170, or BIO 220.

1522	MW	11:00am-12:15pm	IHARA J	4.0	SAN306
	&M	12:30pm-3:15pm			SAN402

BIO 210 Human Anatomy
Study of the human body through a systemic approach, including microscopic and gross anatomy. The course will provide an introduction to techniques in dissection (cat) and study of prosected cadavers. CSU; UC (CAN BIOL 10; BIO 210 + BIO 220 = CAN BIOL SEQ B)
PREREQUISITE: BIO 101 or NURS 151 or a minimum 3-unit course in biology that includes curriculum which presents principles of cellular life.

1538	MW	8:00am-8:50am	TIFFANY B	4.0	SAN401
	&MW	9:00am-11:45am			SAN402

BIO 220 Human Physiology
Emphasis is placed on the integration of body systems and interactions at the cellular and molecular levels for maintaining homeostasis. Students will have the opportunity to record and analyze their own physiological data. CSU; UC (CAN BIOL 12; BIO 210 + BIO 220 = CAN BIOL SEQ B)
PREREQUISITE: BIO 101 or BIO 204 or BIO 210.
ADVISORY: CHEM 100 or CHEM 104.

3996	TTH	5:00pm-6:15pm	DONLEY J	4.0	SAN407
	&T	6:45pm-9:30pm			SAN402

The San Elijo Campus in Cardiff opened in 1988 with 2,500 students. Today, the campus serves more than 3,500 students.

BUSINESS ADMINISTRATION

Class #	Days	Time	Instructor	Units	Room #

BUS 120 Introduction to Business
Covers economics, global markets, social responsibility, ownership forms, entrepreneurship, management, organization, employee relations, marketing, decision-making, accounting, and financial management. CSU; UC

1028	TTH	9:30am-10:45am	SOZA R	3.0	SAN606

BUS 130 Small Business Management
Covers research, analyzing trends and competition, startup, business plans, franchises, legal issues, marketing, accounting, managing personnel. CSU

1008	T	6:30pm-9:15pm	HATA C	3.0	SAN502

BUS 131 Management Principles
Contemporary management issues including planning, organizing, leading, evaluating, hiring, training, teamwork, labor, and law. CSU

4013	M	6:30pm-9:15pm	LEVY L	3.0	SAN302

BUS 132 Marketing
Covers segmenting, targeting, market research, buyer behavior, distribution, retailing, advertising, selling, and international issues. CSU

1012	MW	11:00am-12:15pm	LOVEJOY N	3.0	SAN606

BUS 140 Legal Environment of Business
Covers courts, torts, crimes, contracts, sales, consumer protection, insurance, bankruptcy, agency, employment, business entities, secured transactions, real/personal property, landlord/tenant, wills/trusts. CSU; UC (CAN BUS 12)

1018	MW	9:30am-10:45am	LUND E	3.0	SAN306
1038	W	6:30pm-9:15pm	LUND E	3.0	SAN302

BUS 290 Business Communication
Effective written, oral and electronic communication through carefully organized and designed memos, letters, reports and presentations. CSU
PREREQUISITE: Pass with a grade of "CR" ENGL 803 or ESL 803 or approved equivalent, or qualify through the English Assessment or approved equivalent.
ADVISORY: ENGL 100.

3002	TTH	11:00am-12:15pm	SOZA R	3.0	SAN606

BUSINESS OFFICE TECHNOLOGY

BOT 100 Beginning Keyboarding
Beginning keyboarding course for those who need to learn the alphabetic keys and basic keyboarding technique. Finger placement and accuracy are emphasized, not speed. This class is offered pass/no pass only.

1900	TBA		STRIEBEL K	1.0	SAN106
	See class information in ALL COURSES section.				or ONLINE

BOT 101 Advanced Keyboarding
Advanced keyboarding course for those who wish to increase speed and accuracy. This class is offered pass/no pass only.

3969	TBA		STRIEBEL K	1.	SAN106
	See class information in ALL COURSES section.				or ONLINE

BOT 102 10-Key
This course teaches only the 10-key pad on the computer keyboard. Students learn finger placement and practice numeric drills to build speed and accuracy. This class is offered pass/no pass only.

3970	TBA		STRIEBEL K	1.0	SAN106
	See class information in ALL COURSES section.				or ONLINE

BOT 110 Word Processing
Students practice the operations of a word processing application through document production assignments including electronic messages and Internet assignments. Lectures and supplemental information are included in Blackboard.
ADVISORY: BOT 100 or at least 25 wpm keyboarding speed.

1902	TBA		STRIEBEL K	3.0	SAN106
	See class information in ALL COURSES section.				or ONLINE

CAREER AND LIFE PLANNING

CRLP 100 Career and Life Planning
This course provides a comprehensive approach to career and life planning. Topics include assessment of interests, personality characteristics, transferable skills, work values, career exploration, decision-making, goal setting and planning, and job search strategies. Emphasis is placed on actively managing one's career to achieve satisfaction through work and life balance. CSU

•	3954	MW	9:30am-10:45am	LEE/ROSEN	3.0	SAN202

CRLP 101 Introduction to Career Planning
An introduction to the career planning process including self-assessment, career research, decision-making, and job search strategies. Stages of career development and the active management of one's own career will be emphasized. This class is offered pass/no pass only. CSU

3054	TTH	9:30am-11:15am	ROSEN R	1.0	SAN112
	(03/24-04/23) Class will not meet on 4/9 and 4/16. For more information, please contact the Career Center at (760) 795-6772.				

CHEMISTRY

CHEM 100 Introductory Chemistry
Beginning course that teaches the student the language, materials, mathematics, and principles of chemistry. Designed for the non-chemistry major, and along with CHEM 102, makes up the "General-Organic-Biological" (GOB) sequence required for many allied health fields. While this course has no prerequisites, high school-level math skills are assumed. CSU; UC—credit limitation (CAN CHEM 6)

1856	M	6:30pm-9:15pm	TBA	4.0	SAN407
	&W	6:30pm-9:15pm			SAN402

CHEM 108 Preparatory Chemistry
Provides skills in problem-solving, math, critical thinking, and abstract visualization used in CHEM 110. Historical development of chemistry, graphing and measurements, dimensional analysis, atomic theory, nomenclature, quantum theory, stoichiometry, chemical reactions, gases, bonding theory, Lewis structures, and the relationship between chemistry and society. (Not open to students with credit in CHEM 110.) CSU; UC—credit limitation
PREREQUISITE: MATH 101 or MATH 101B with a grade of "C" or better or qualification through the Math Competency Exam or approved equivalent.
COREQUISITE: MATH 101 or MATH 101B if prerequisite not met.

3004	TTH	11:00am-12:15pm	TBA	3.0	SAN407

CHEM 110 General Chemistry
Study of fundamental principles and their applications. Chemical calculations are emphasized. Laboratory assignments complement the work in class. CSU; UC (CAN CHEM 2; CHEM 110 + CHEM 111 = CAN CHEM SEQ A)
PREREQUISITE: CHEM 108 or one year of high school chemistry, and MATH 101 or MATH 101B with a grade of "C" or better or qualification through the Math Competency Exam or approved equivalent.
ADVISORY: CHEM 108 strongly recommended if it has been four or more years since chemistry course.

1870	TTH	9:15am-12:00pm	GOUETH P	5.0	SAN402
	&TTH	12:30pm-1:45pm			SAN407

CHILD DEVELOPMENT

CHLD 105 Program Planning and Curriculum Methods
In-depth study of early childhood program planning and developmentally appropriate practices. Includes consideration of philosophy, design of the environment, materials and resources, daily schedule, goals and objectives, curriculum and adaptations, and methods of assessing learning. CSU

2778	TH	6:30pm-9:15pm	ANDERSON L	3.0	SAN308

CHLD 113 Child and Adolescent Growth and Development
Study of the child from conception through adolescence. Principles of human development with emphasis on cognitive, physical, social, and emotional development within cultural and family contexts. Not open to students with credit in PSYC 113. CSU; UC—credit limitation
ADVISORY: Eligibility for ENGL 100.

4102	TTH	11:00am-12:15pm	KENSEL E	0.0	SAN202

CHLD 121 Human Development
This is a study of emotional, intellectual, social, and physical growth patterns from conception to death. Explores major theories of development. CSU; UC—credit limitation

3832	W	6:30pm-9:15pm	TBA	3.0	SAN305

COMMUNICATION

COMM 101 Oral Communication

Provides experience in creating and delivering oral presentations; covers organization and support of ideas, and effective delivery. CSU; UC (CAN SPCH 4)

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
1666	MW	9:30am-10:45am	ARENIVAR S	3.0	SAN507
1662	TTH	11:00am-12:15pm	ARENIVAR S	3.0	SAN507
3030	MW	12:30pm-1:45pm	ARENIVAR S	3.0	SAN507
3320	MW	2:00pm-3:15pm	YOUNG N	3.0	SAN507
1674	M	6:30pm-9:15pm	SMITH N	3.0	SAN507
4023	T	6:30pm-9:15pm	OLEJNIK L	3.0	SAN507

COMM 106 Group Communication

Introduces students to group communication processes and principles, and the necessary role of discussion in society. CSU; UC (CAN SPCH 10)

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
1704	MW	12:30pm-1:45pm	YOUNG N	3.0	SAN306
4024	TH	6:30pm-9:15pm	SMITH N	3.0	SAN507

COMM 120 Principles of Human Communication

Introductory course in human communication concepts and theories, with a focus on the role and significance of communication in and across different contexts. CSU; UC

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
3500	TTH	2:00pm-3:15pm	EIDSMORE J	3.0	SAN507

COMM 207 Interpersonal Communication

Study of the communication process, perception, symbolic nature of language, and effects of communication on people in society. CSU; UC

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
1684	TTH	12:30pm-1:45pm	EIDSMORE J	3.0	SAN507
3034	W	6:30pm-9:15pm	SMITH D	3.0	SAN507

COMM 212 Argumentation

Development of critical thinking skills. Practice of creating and evaluating arguments. CSU; UC (CAN SPCH 6)

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
1688	TTH	9:30am-10:45am	ARENIVAR S	3.0	SAN507

COMM 215 Intercultural Communication

This course analyzes the cultural factors and variables that influence human communication choices and actions. CSU; UC

ADVISORY: Eligibility for ENGL 100.

Class #	Days	Time	Instructor	Units	Room #
3322	MW	11:00am-12:15pm	ARENIVAR S	3.0	SAN507

COMPUTER & INFORMATION SCIENCES

CIS 100 Computer Applications

In this transfer course, students receive an overview of computer fundamentals. Software programs include Windows, Word, Excel, Access, PowerPoint, and the Internet. Note that this class will be taught using Microsoft Office 2007. This course prepares students for the CSUSM computer competency exam. COMPUTER BEGINNERS: SEE CIS 102. CSU; UC—credit limitation (CAN CSCI 2)

ADVISORY: BOT 100.

Class #	Days	Time	Instructor	Units	Room #
+1164	TTH	9:30am-10:45am	GIBSON A	3.0	SAN108

Class #	Days	Time	Instructor	Units	Room #
FLEXIBLE LEARNING +1160	TBA		ISACHSEN S	3.0	Room # ONLINE or SAN106 or OC4803A

See class information in ALL COURSES section.

CIS 102 Computer Literacy

This course is designed for the computer BEGINNER. Students receive an introduction to computer hardware and software including word processing, spreadsheet, and use of the Internet. This class is offered pass/no-pass only.

Class #	Days	Time	Instructor	Units	Room #
FLEXIBLE LEARNING +3278	TBA		ISACHSEN S	1.5	Room # ONLINE or SAN106 or OC4803A

See class information in ALL COURSES section.

COMPUTER & INFORMATION SCIENCES

CIS 105 Intermediate Computer Applications

Intermediate computer applications featuring the use and integration of word processing, spreadsheet, database, and presentation graphics software and Internet functions. Note that this class will be taught using Microsoft Office 2007. Designed for those students who have completed CIS 100 and may also be used to prepare for CIS 151, CIS 154, and CIS 165. Upon successful completion, students may submit form to receive the MiraCosta College Microsoft Certified Office User (Proficient Level) Certificate of Achievement. CSU

PREREQUISITE: CIS 100.

Class #	Days	Time	Instructor	Units	Room #
FLEXIBLE LEARNING 2868	TBA		ISACHSEN S	3.0	Room # ONLINE or SAN106 or OC4803A

See class information in ALL COURSES section.

CIS 150 Introduction to Microsoft Word

Use Word 2007 to create, edit, format, and print papers, reports, tables, and newsletters. Includes integrating Word with other programs and the World Wide Web. This course prepares students for the Microsoft Word Core exam.

ADVISORY: CIS 185.

Class #	Days	Time	Instructor	Units	Room #
FLEXIBLE LEARNING +1192	TBA		ISACHSEN S	1.5	Room # ONLINE or SAN106 or OC4803A

See class information in ALL COURSES section.

CIS 184 Introduction to Microsoft PowerPoint

Students generate computerized graphic presentations using Microsoft PowerPoint 2007. This course prepares students for the Microsoft PowerPoint Comprehensive exam. CSU

Class #	Days	Time	Instructor	Units	Room #
FLEXIBLE LEARNING +1206	TBA		ISACHSEN S	1.5	Room # ONLINE or SAN106 or OC4803A

See class information in ALL COURSES section.

CIS 198 TCP/IP Network Administration

Course covers the TCP/IP protocol stack and Internet architecture, IP addressing, domain name system (DNS) services, DHCP and routing in a Windows environment. With CIS 201, prepares students for the Microsoft Windows Network Infrastructure MCP/MCSE exam.

Class #	Days	Time	Instructor	Units	Room #
1214	T &TBA	5:30pm-6:45pm	TBA	2.0	SAN309 ONLINE

+.5 hours weekly to be arranged online.

CIS 200 Network Administration—System Services

Installing, configuring, and administering Microsoft Windows Server, part 2; first half covered in CIS188. Presents fundamentals of implementing and supporting Microsoft Windows Server. Focuses on network services administration. In conjunction with CIS187 and CIS188, prepares students for the Microsoft Windows Server MCP/MCSE exams. Can be taken concurrently with CIS 187.

Class #	Days	Time	Instructor	Units	Room #
+1216	T &TBA	7:00pm-8:15pm	TBA	2.0	SAN309 ONLINE

+.5 hours weekly to be arranged online.

CIS 201 Network Infrastructure

Implementing, Managing and Maintaining a Microsoft Windows Network Infrastructure Exam. Course covers the fundamentals of implementing and supporting Microsoft Windows Server in an Enterprise environment.

Class #	Days	Time	Instructor	Units	Room #
3350	TH &TBA	6:30pm-7:45pm	TBA	2.0	SAN309 ONLINE

+.5 hours weekly to be arranged online.

CIS 203 Linux/UNIX Administration

Shell scripting, system performance and monitoring, network service configuration including Web and mail services, system security, file system management, logging, scheduling jobs, account management, package management and advanced shell utilities. Students are expected to have some knowledge of Linux/UNIX.

Class #	Days	Time	Instructor	Units	Room #
+3972	M	6:30pm-9:15pm	TBA	3.0	SAN309

Pages from the class schedule indicating the address and classes offered at the San Elijo Campus

MiraCosta College

Three freeway-close locations!

www.miracosta.edu

Oceanside Campus • (760) 757-2121

1 Barnard Drive, Oceanside, CA 92056

Located just north of Highway 78 off College Boulevard; 121-acre hilltop campus with coastal and mountain views.

San Elijo Campus • (760) 944-4449

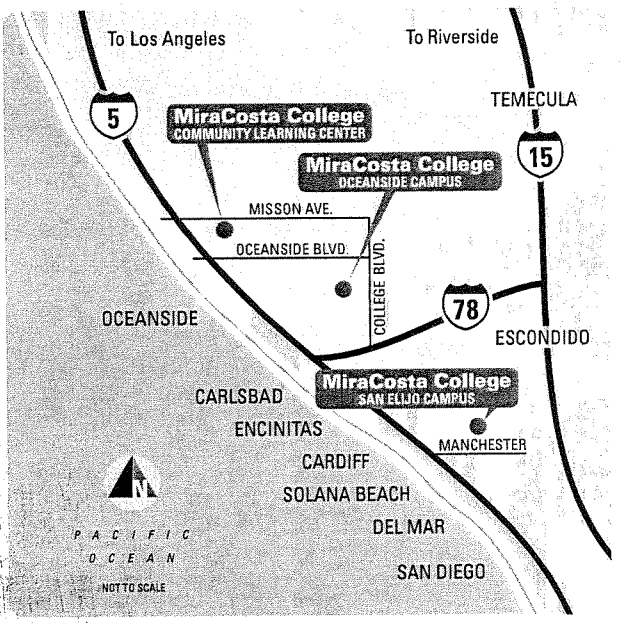
3333 Manchester Avenue, Cardiff, CA 92007

Nestled below the bluffs and facing the San Elijo Lagoon; 42-acre campus just east of I-5.

Community Learning Center • (760) 795-8710

1831 Mission Avenue, Oceanside, CA 92058

One mile east of I-5; home to MiraCosta's tuition-free noncredit program.



Outside the 760 area code, call us toll-free: 1-888-201-8480. The hearing impaired may call us at the following TTY number: (760) 439-1060.

MiraCosta College

1 Barnard Drive
Oceanside, CA 92056

CELEBRATING 75 YEARS
MIRACOSTA COLLEGE • 1934–2009

For 75th anniversary activities throughout 2009, go to www.miracosta.edu

IGETC—San Elijo Campus

Monday & Wednesday Classes

Start Time	Area 1 English Composition	Area 2 Mathematical Concepts & Quantitative Reasoning	Area 3 Arts & Humanities	Area 4 Social & Behavioral Sciences	Area 5 Physical & Biological Sciences	Area 6 Language Other Than English
7:30 a.m.	ENGL 100					
	ENGL 201					
	ENGL 202					
9:30 a.m.	COMM 101	MATH 103	PHIL 101	HIST 110	ANTH 101	SPAN 101
	ENGL 100	MATH 125	PHIL 102	PLSC 101	ASTR 101	
	ENGL 201			PSYC 100	BIO 101	
				PSYC 101	OCEA 101	
				SOC 101		
11 a.m.–12 noon	ENGL 100	PSYC 104	COMM 215	ANTH 102	BIO 102	SPAN 101
	ENGL 201	SOC 104	HIST 104	PSYC 103	BIO 202	
			SPAN 201	SOC 103	OCEA 101	
12:30–1:30 p.m.	COMM 101	MATH 115	ART 259	ECON 102	GEOL 101	
	COMM 106		LIT 120	HIST 101		
	ENGL 100			PSYC 100		
				SOC 102		
2 p.m.	COMM 101		ART 158		BIO 101	
5 p.m. or later	ENGL 202		FREN 202		CHEM 100	SPAN 101
			SPAN 202			

Tuesday & Thursday Classses

7:30–9:15 a.m.	ENGL 100				CHEM 110	
	ENGL 100					
9:30 a.m.	ENGL 100	MATH 103	ART 201	GEOG 104	ANTH 101	
			MUS 115	HIST 100	BIO 101	
				PSYC 103	OCEA 101	
				SOC 103		
11 a.m.–12 noon	COMM 101	MATH 103	HUMN 101	ECON 101	BIO 150	SPAN 101
	ENGL 100	MATH 135	PHIL 101	HIST 111	BIO 170	
	ENGL 201			PSYC 101	CHEM 108	
					GEOG 101	
12:30–1:30 p.m.	ENGL 100	MATH 150	DRAM 106	SOC 101	ASTR 101	
	ENGL 202	MATH 155	FILM 106		CHEM 110	
		MATH 260	LIT 261		PHYS 152	
2 p.m.		PSYC 104		COMM 120	ANTH 101	
		SOC 104		HIST 110		
3:30–4:45 p.m.	ENGL 201	MATH 115	MUS 118 (CCA)	PSYC 101	GEOG 101	ITAL 101
						JAPN 101
5 p.m. or later	ENGL 100	MATH 103		BIO 101		FREN 101
				BIO 220		

CCA=Canyon Crest Academy

Biotech Manufacturing Classroom/Lab, north side of campus. Designed in collaboration with representatives from local biotech companies, this newly remodeled facility provides space for training pharmaceutical and biotech employees in the various processes of pharmaceutical manufacturing.

Child Development Center, northwest corner of campus. The center serves a dual purpose: educating MiraCosta's child development majors and providing affordable child care for students, faculty, staff and community members.

Library and Information Hub, central campus area. In addition to traditional books and reference materials, the hub also houses a tutoring center, math lab, and more than 200 computers for academic use.

San Elijo Campus

The San Elijo Campus of MiraCosta College opened in 1988 and is situated on 42 acres facing the San Elijo Lagoon in Cardiff-by-the-Sea. The campus offers a general education credit program and a broad range of noncredit, fee-based Community Services classes and workshops.

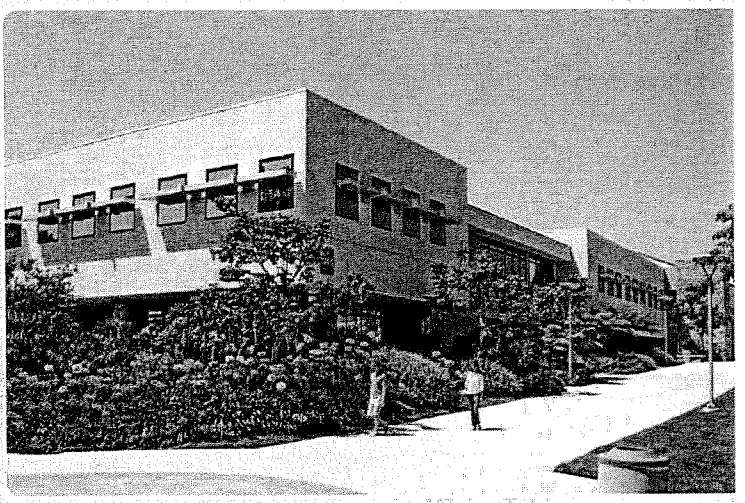
Student Services at the San Elijo Campus include admissions and records, counseling, health services, tutoring, testing and student activities. Students may schedule appointments for financial aid, disabled student assistance, job placement, University Transfer Center counseling, and Extended Opportunity Programs and Services (EOPS). The expanded and remodeled student center opened in 2008.

Community Learning Center

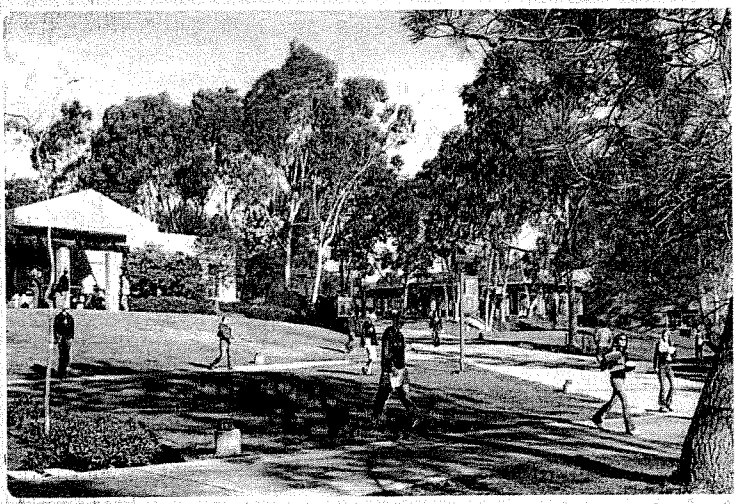
MiraCosta's Community Learning Center hosts a wide variety of noncredit programs, including English as a second language, adult high school diploma, classes for older adults, parenting classes, and programs for those who are physically and mentally challenged. Also housed at the center is the Cisco Academy, which offers training in computer networking.

Small Business Development Center

The Small Business Development Center (SBDC), hosted by MiraCosta College, is a partnership program with the U.S. Small Business Administration. The SBDC provides services to meet the needs of entrepreneurs throughout North San Diego County. These services are free or inexpensive and include one-on-one counseling and workshops. The center also houses a resource library with an extensive collection of books and publications of interest to small business owners as well as computers with relevant software and internet connections. The SBDC is part of the Community Learning Center complex.



Oceanside Campus



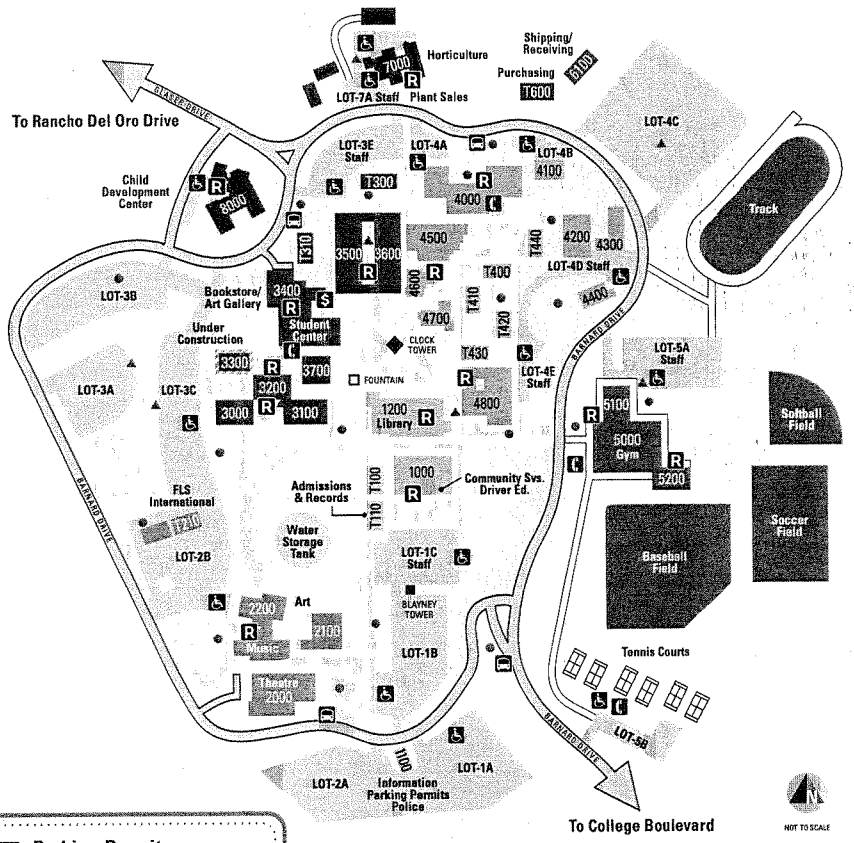
San Elijo Campus

Community Learning Center

Map showing main campus and additional location

MiraCosta College • Oceanside Campus

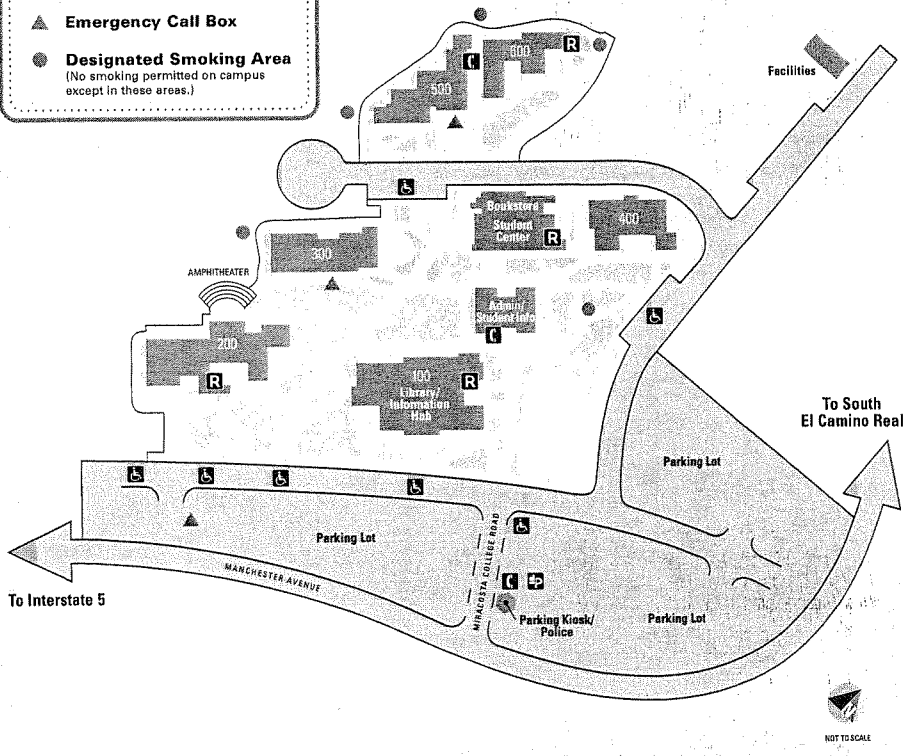
1 Barnard Drive, Oceanside, CA 92056 • (760) 757-2121



- Parking Permit Vending Machine
- Disabled Parking
- Bus Stop
- Telephone
- ATM
- Restrooms
- Emergency Call Box
- Designated Smoking Area (No smoking permitted on campus except in these areas.)

MiraCosta College • San Elijo Campus

3333 Manchester Avenue, Cardiff, CA 92007 • (760) 944-4449



OCEANSIDE CAMPUS BUILDING # DIRECTORY

Admissions and Records	T110
Automotive Technology	4000
Art Gallery	3400
Art	2100, 2200
Associated Students	3400
Associate Faculty Office	4606
Athletics	5200
Biotechnology	4000
Bookstore	3400
Business Development	1000
Business Services	1000
Campus Police	1100
Cal WORKs	3000
Career Center	3700
Child Development Center	8000
Community Services	1000
Computer/Business Department	4800
Counseling	3700
Dance Studio	5100
Disabled Students Services	3000
Enrollment Information	3300
EOPS	3000
Facilities Department	4200
Financial Aid/Scholarships	3000
Gymnasium	5000
Health Services	T440
Horticulture	7000
Human Resources	1000
Institutional Research	1000
Instructional Services	4700
International Students	3400
Library and Information Hub	1200
Lost and Found	1100
Math Learning Center	1200
Music	2200
Nursing/Allied Health	4400
Parking Permits	1100
President, Office of the	1000
Proctoring Center	T430
Purchasing	T600
Public Information Office	1000
School Relations/Diversity Recruit.	3400
Service Learning	3400
Shipping/Receiving	6100
Student Activities	3400
Student Accounts	3200
Student Center/Cafeteria	3400
Student Employment Services	3700
Tech Prep	3700
Testing Office	3000
Theatre	2000
Tutoring	1200
University Language Program	T210
University Transfer Center	3700
Veterans Services	T110
Wellness Center	4100

SAN ELIJO CAMPUS BUILDING # DIRECTORY

Administration/Student Information
Admissions and Records
Community Services
Counseling
Instructional Services
Provost, San Elijo Campus
Student Accounts

Student Center
Associate Dean of Student Services
Bookstore
Cafeteria
Health Services
Meeting Rooms
Student Activities
Student Services Office

Computer Labs, Library, Math Learning Center, Testing, Tutoring, Writing Center 100

Art Studios, Classrooms, Multipurpose Room, Piano Lab 200

Classrooms, Faculty Offices 300

Classrooms, Faculty Offices, Science Labs 400

Classrooms, Faculty Offices, Language Lab 500

Classrooms, Faculty Offices 600

Rev. 0808

Minutes of Board meeting showing action to approve the San Elijo location

RESOLUTION NO. 18-80

RESOLUTION ESTABLISHING A PERMANENT EDUCATIONAL CENTER
IN THE SAN DIEGUITO AREA

MiraCosta Community College District
San Diego County

ON MOTION of Member Smith, Seconded by Member Frederick, the following resolution is adopted:

WHEREAS, the population of the MiraCosta Community College District has grown rapidly during the past ten years and that growth is expected to continue for the next ten years, being particularly heavy in the southern part of the District, and

WHEREAS, the participation rate for nearly all age and sex groups has been increasing in all parts of the District, and

WHEREAS, the enrollment from the MiraCosta Community College District will exceed the capacity of MiraCosta College by 1985 and new facilities will be required, and

WHEREAS, if new facilities are constructed at an educational center in the southern part of the District, participation rates in the south will increase even more rapidly and a greater share of the population will be served, and

WHEREAS, the community has demonstrated strong support for the southern educational satellites established by the MiraCosta Governing Board, most recently at Del Mar Shores School and we know of no opposition to such programs, and

WHEREAS, the goals and objectives of a proposed Southern Center are quite compatible with the expressed preference of the population as well as with the anticipated labor market.

NOW, THEREFORE, we conclude that the establishment of a new Southern Center is the most effective way of meeting the enrollment demands of the MiraCosta Community College District and serving the educational requirements of the total population.

PASSED AND ADOPTED by the Governing Board on May 6, 1980, by the following vote:

AYES: Smith, Frederick, Holloway, Karickhoff, Kruglak, Prescott, Moreno

NOES: None

ABSENT: None

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) ss

I, John MacDonald, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

John MacDonald
Secretary of the Governing Board

Evidence of official approval by the governing board

MIRACOSTA COMMUNITY COLLEGE DISTRICT
One Barnard Drive, Oceanside, CA 92056 • (760) 795-6610 • Fax (760) 795-6758
Visit us on the Internet: www.miracosta.edu

Francisco C. Rodriguez, Ph.D., Superintendent/President

EXCERPT FROM BOARD OF TRUSTEES MEETING MINUTES

The following is an excerpt from the minutes of a regular meeting of the Board of Trustees of the MiraCosta Community College District held on March 17, 2009, with all members present:

VIII. ACTION ITEMS

C. Approve Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges for Approval to Offer Programs of Study at the MiraCosta College San Elijo Campus and Online

By motion of Member Fernandez, seconded by Member Adams, the substantive change proposal was approved and will be submitted to the ACCJC offices at least thirty days before the May 15, 2009, deadline.

I hereby certify the above to be a true and correct copy of the minutes as indicated.

Francisco C. Rodriguez, Ph.D.
Superintendent/President

Date: March 30, 2009

Appendix I

Documentation Supporting Additional Courses that Constitute 50% or More of Programs Offered Through a Mode of Distance or Electronic Education

Evidence of sufficient fiscal and physical resources to initiate and maintain the delivery mode

Facilities Planning Advisory Committee

- About FPAC
- Composition
- Minutes

About the Facilities Planning Advisory Committee (FPAC)

In early 1995 the Chancellors Office started to request that in addition to the Five year Capital Construction Plan, comprehensive Master Plans be prepared by California state community college districts. There were several methods recommended by the Chancellors Office as outlined in the "Capital Outlay Handbook for Community Colleges." The MiraCosta Community College District selected the model specifying an academic plan (AMPC was created), a facilities plan (FPAC was created as a subcommittee of PBC), and a resources plan (SPIT was for created for the technology planning as a subcommittee of PBC). Together, these three plans comprise MiraCosta's Educational Master Plan.

FPAC serves as a forum for discussion of capital building priorities, the facilities master plan, and capital funding strategies, to allow continuity in planning for the district's facility needs, and to provide input to PBC for establishing priorities.

Some of FPAC's primary responsibilities include:

- receiving, reviewing, recommending facilities remodeling and new construction requests.
- reviewing draft five-year plans and initial project proposals for submission to the Chancellor's Office.
- recommending funding priorities to PBC through the enhancement process for small projects (under $250K).
- reviewing architectural concepts and designs for compatibility with the overall campus architectural theme.
- reviewing and revising updates of the facilities master plan for PBC's adoption.

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Evidence that the delivery systems and modes of instruction are designed to and do in fact meet student need

Teaching / Technology Innovation Center (TIC)

- Announcements
- About the TIC
- Virtual Tour Photos
- Calendar of Events
- Drop-in Labs / Workshops Spring 2009 Schedule

Resources

- Office 2007 Resources
- Respondus
- Technology Available

Announcements

MiraCosta College Faculty and Staff. Check out these upcoming training opportunities.

Universal Design for Learning in Higher Education
Tech Ed 2009 - Free Full Conference Pass to all MiraCostans
Drop-In Labs / Workshops in TIC 1253

Universal Design for Learning in Higher Education

Please save the date for the following webinar focusing on strategies to make your course more accessible to all students:

Date: March 11, 2009
Time: 11:30 a.m. - 2:00 p.m.
Title of Event: Universal Design for Learning in Higher Education
Location: Aztlan B

Dr. Emiliano Ayala, Project Director, and Dr. Brett Christie, Coordinator, of the Enact Project http://enact.sonoma.edu/ at Sonoma State University will lead participants through an interactive workshop session to assist faculty in understanding and implementing Universal Design for Learning to make course changes that will improve the learning of students, including students with disabilities.

The following concepts are discussed and analyzed:

- Exploration of the principles of Universal Design and Universal Design for Learning.
- Application of the UDL Principles in Higher Education.
- How Faculty Learning Communities facilitate UDL course changes
- Student perceptions of UDL course changes
- Faculty perceptions of UDL course changes
- Online resources which support implementation of UDL in Higher Education

Flex credit is available and a light lunch will be served. Please register for the workshop at: http://www.miracosta.cc.ca.us/Instruction/PDP/index.htm

Best,

Robert Erichsen, Access Specialist; Pilar Hernandez, Instructor and Coordinator of Professional Development; and Connie Wilbur, Director of DSPS

Faculty and Staff Join Us at TechEd 2009

MiraCosta College is pleased to once again provide you with an opportunity to attend TechEd 2009 by receiving a **FREE Full Conference Pass**, a $285 value.

MiraCosta College encourages all administrators, coordinators, faculty, staff, educators, trustees, and managers and college students on an educator or technology track to take advantage of this excellent opportunity to learn best practice solutions from real-world experts in a hands-on learning environment.

The 14th Annual TechEd Conference is being held March 22-25, 2009 at the Ontario Convention Center in Ontario, Southern California. With over 150 sessions related to Technology in the Learning Environment including Digital Media, Virtual Learning, Online Educational Resources, New & Emerging Technologies, Social Networking and more! A PDF of sessions is attached to help you plan for TechEd.

To take advantage of this **free registration**, simply click here: http://www.techedevents.org/mcc/

Please Note: Pre-Conference Sessions require an additional fee that will be charged to the individual registrant. This offer is only valid on new registrations and cannot replace any existing registrations.

Attendees from MiraCosta are eligible for free registration – all other incidentals (food, mileage, hotel, parking, etc.) must be paid through other funding sources. All attendees must have supervisor approval and complete a District Travel Request/Claim Form.

A public California community college serving coastal North San Diego County
Oceanside • Carlsbad • Encinitas • Cardiff • Rancho Santa Fe • Solana Beach • Del Mar • Carmel Valley
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Description of how satisfaction of the need will be assessed

The college's office of institutional research measures and publishes key performance indicators annually. The latest published report may be found at the office of institutional research website at https://www.miracosta.edu/Governance/RAP/KeyPerformanceIndicators-MiraCostaCollege.htm.

A copy of the office of institutional research web page follows.

Key Performance Indicators

General Information

- About OIR
- Accreditation
- Links
- Program Review
- Reports and Presentations
- Research Agenda
- Research Requests

Statistics

- Archives (1990-2001)
- Degrees and Certificates and Majors
- District Demographics
- FTES
- High School Data
- Key Performance Indicators
- Student Enrollment Reports
- Student Success
- Transfer Information

Strategic Planning

- PBC
- SPOL
- SPIT

Key Performance Indicators

At the conclusion of the 2005-2006 academic year, the Office of Institutional Research released the first edition of MiraCosta College's Key Performance Indicators (KPI). The intent of the report was to provide an annual review of college activities that support the College Mission and Core Values. This is a document in transition. While our goal is to create a static set of indicators to measure our success over time, it must also be flexible enough to adapt to a dynamic educational environment. The second edition expands upon the previous year's information and touches virtually every aspect of the college community.

It should be noted that each section of the College Mission and Core Values is numbered solely for the purpose of organization. It is not an indicator of priority or importance to the District.

The information contained within this report was provided by individuals, departments and programs district-wide. It showcases the things we have done well and indicates the areas where there is room for improvement. Overall, it demonstrates the quality of the institution and dedication to the students we serve.

- Key Performance Indicators 2006-2007 (PDF)
- Key Performance Indicators 2005-2006 (PDF)

Description of how effectiveness of the delivery mode will be assessed; how the delivery mode will be reviewed compared with other modes

Proposal for Instructional Program Review (IPR)
December 2008

The IPR Taskforce, Fall 2008:

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What is new about this Instructional Program Review?

With this IPR revamp, we have endeavored to:

- separate program review from curriculum review, though the two will continue to inform one another;
- incorporate SLO assessment data and processes into the document;
- increase the utility of the IPR, for both planning and implementing plans;
- create a simpler review cycle and guidelines, which will allow programs to produce a more useful, more easily updatable, and perhaps more streamlined document.

What are the objectives of Instructional Program Review?

We have sought to develop an IPR process that:

- celebrates what programs have accomplished in the recent past and are accomplishing today;
- encourages programs to develop long-range plans and short-range milestones, and to identify resources needed to implement those plans;
- links SLO assessment processes to the college's system of planning and budgeting;
- promotes systematic and on-going improvement in educational programs and student learning.

What are the guidelines for Instructional Program Review?

We propose to simplify the IPR guidelines to this:

Your Instructional Program Review must answer the following four questions:

1. Where have we been? This should be a brief summary, based primarily upon your last IPR, to provide context for this IPR.
2. Where are we now? This is an opportunity to address current data (see below) and to report upon progress since the last IPR.
3. Where are we going? This is an opportunity to indicate where you should go, based upon growth projections and other data. Include consideration of relevant opportunities and challenges on the horizon. This is also a chance to indicate where you want to go based upon the interests of your faculty.
4. What resources do we need to get there? Present a long-range plan, along with specific projections for meeting your goals (such as one-year, three-year, five-year plans). Consider potential collaboration with other areas of the college, and discussions you have had or plan to have with relevant individuals.

As you respond to the four IPR questions (above), your document must address each of the following. (NB: All of these data will be provided by the Office of Institutional Research; each table will provide up to six years of data so that trends can be evaluated.)

- analysis of student learning outcomes assessment data and processes
- analysis of standard measures of enrollment: FTES, Program Costs (with cautionary notes), Program Costs/FTES (with cautionary notes), success/retention (new measures under consideration), course enrollments, degrees & certificates, certification or licensure, WSCH/FTEF.
- analysis of curricular offerings, including articulation and transfer as appropriate
- analysis of resources: faculty, equipment, technology, faculty support, space, etc.

The IPR may address the following data if they provide support for your answers to the four questions above. (Some of these data are readily available through the Office of Institutional Research.)

- district and program demographics
- employment trends and projections
- survey data (e.g., CCSSE)
- recommendations from advisory boards
- a review of library resources relevant to your program
- links between the program's growth plans and the current Academic Master Plan
- additional relevant data

The IPR will include not only the complete report described here, but also a one-page "executive summary" including bulleted restatements of resources needed to implement your plans. This page will also serve as a sign-off sheet for the relevant faculty, department chair, and dean. [NB: This page will be prepared and sent to the Academic Senate Council once Council has approved a general IPR proposal.]

For the current year, the IPR will continue to be due on or around March 1, 2009. In the future, we propose that the IPR should be completed by the end of the Fall semester, and evaluated during the Spring semester, thus making recommendations ready for the following year's planning and budgeting (e.g., hiring requests, currently due in early fall).

For now, the IPR will be submitted as a Word document, along with tables provided by the Office of Institutional Research; hopefully an on-line process will be ready within the next year or two.

What is a "program"?

For the purposes of IPR, a "program" will be roughly synonymous with a discipline, designator, or FSA. However, there may be types of "programs" that require additional consideration. For example, clusters of FSA's might be more appropriate in some cases; e.g., if faculty typically teach in the same three FSA's and the FSA's share a budget, then they should probably be defined as a single "program" in the context of IPR. In addition, disciplines with few courses (e.g., fewer than three) would not need an independent review but instead would cluster with another discipline for IPR. By the same token, certain disciplines might be better handled by separation into two "programs." Such clusters and divisions should be identified and agreed upon through discussion among the relevant faculty,

department chair, dean, and Vice President of Instruction, with input as appropriate from the Office of Institutional Research, Human Resources, the Finance Office, etc. These discussions should take place early in the spring semester preceding the proposed fall program review, so that programs can conduct their IPR's in a timely fashion. It is a goal of this process that "programs" remain consistent from year to year so that longitudinal data are more readily comparable. However, events such as departmental restructuring may demand redelineation of some programs, and it is expected that this will be handled in a collegial fashion.

How often will IPR be required?

We propose that program review be updated at least once every six years. This decision is based largely upon the links between IPR and accreditation, and IPR and curriculum review. The proposed process separates program review from curriculum review – they will now operate independently. However, we see the logic of conducting a program review, followed within a few years by a significant curriculum update. Given that Title V requires curriculum update every six years, we support a six-year maximum for IPR, too.

However, we propose to allow programs to update their IPR's whenever they want to. As IPR becomes more closely integrated with planning and budgeting, programs will be encouraged to present an up-to-date IPR when making hiring and other budgetary requests. It is therefore necessary to allow programs the option to update as frequently as they choose, with only the six-year upper limit imposed. Thus, whenever a program has updated their program review, they will have another six years before another update is required. By this process, programs within a department may be doing IPR at different times (i.e., they will no longer be synchronized). A highly integrated department may opt to keep all programs on the same cycle, but that is for each department to decide.

Steps are being taken to put the entire process on line so that updates can be made as effectively and efficiently as possible.

For tracking purposes, any program that has gone more than three years without an update will be asked to submit a simple one-page progress report, indicating what plans were proposed in the most recent IPR and what progress has been made on implementing those plans.

We propose to eliminate the annual review of data (though the data should always be readily available through the Office of Institutional Research, should programs need to see the data).

Please note that, to maintain the six-year maximum, we will have to follow the current program review schedule held by the Office of Instruction, but all programs are allowed to update sooner as desired.

How will IPR's be developed?

We propose that the development of the IPR should include dialog among the discipline faculty, the department chair, and the dean. Contact information will be available for additional resource specialists, such as the Chair of the Outcomes and Assessment Committee for input on presentation of assessment data.

The IPR will include a sign-off sheet (to be combined with the "executive summary" described above) to be signed by the discipline lead, the department chair, and the dean (sample in progress).

How will IPR's be evaluated?
One reasonable model, supported by the Taskforce, is that PR's for Instructional programs would be evaluated by the Academic Master Planning Committee. AMPC's job would be to review each IPR deeply and determine the extent to which the data support the program's conclusions. Our expectation is that AMPC will develop and publish clear criteria for evaluation. Criteria might include (a) demonstrated support of AMP action plans, (b) demonstrated service to enrollment management and successful retention, (c) demonstrated rigor in collection and use of outcomes assessment data (i.e., the assessment process more than the numbers themselves), etc. Ideally, the AMPC evaluation would produce specific recommendations like, "The IPR presents compelling evidence to support the hiring of a new fulltime instructor within the next five years," or "The IPR does not provide evidence in support of adding a new instructional aide," or "Although the IPR does not address it, the AMPC recommends development of new laboratory space within the next five years."

We recommend that AMPC be modified to maximize their capacity to make such evaluations. Items to consider include:

- ensuring broad faculty representation, including "slots" for faculty from GE, CTE and noncredit;
- ensuring appropriate representation from other bodies (e.g., the Office of Instruction, the Office of Institutional Research, the Outcomes and Assessment Committee (OAC), Academic Policies and Procedures (AP&P), the Classified Senate, etc.);
- balancing the need for broad representation against the need for a committee small enough to work effectively;
- ensuring long-term tenure for the faculty (eg., four years, with ¼ of the faculty replaced every year) so that the committee includes members with greater experience in the process;
- considering release time for AMPC faculty, particularly during the spring semester when evaluations are taking place, so that the job can be handled adequately;

By this model, there develops a natural feedback relationship between the AMP and IPR. IPR's can readily be evaluated in terms of their service of the AMP goals, and in turn, the IPR's can more effectively inform updates to the AMP. The two are brought into line, and this model gives program review a more central role in academic planning.

Note that the AMPC is a committee of the Academic Senate and thus its recommendations would have to be approved by the Academic Senate Council. This is appropriate, as it reinforces Senate primacy over instructional program review. However, if this model is adopted, the Council will have to give careful consideration to its role in the process.

The Taskforce proposes that programs not be allowed to advocate verbally for their IPR's. Instead, programs will have the option to file a one-page "response" to the AMPC evaluation, which would then become part of the IPR (i.e., as it moves forward to Academic Senate Council, along with planning and budgeting bodies).

What will happen to the IPR's after that?
Given the college's current efforts to modify our structure of collegial governance, and to streamline our processes for planning and budgeting, it is difficult to foresee this part of the puzzle. The IPR Taskforce encourages the college to take this opportunity to build planning and budgeting around program reviews; that is, to ensure that program review data and recommendations align efficiently with the demands from the college's budgeting body or bodies.

Is there any other guidance for writing the IPR?

For the time being, we have developed the following additional guidelines. We recommend that the IPR address these cells in rows rather than columns. Each cell would require a page of narrative, with all cells totaling no more than 10 pages of narrative to accompany the data. Models are in progress.

It is to be expected that the body that evaluates IPR, and other bodies in charge of planning and budgeting, will fine-tune these contents. The Taskforce cannot refine these content guidelines until more of the evaluation and use structure is in place.

Please also bear in mind that this grid is intended to provide helpful guidance, some ideas about specifics that the IPR is expected to address. Finally, note that those programs commenting upon additional data (see above) will have cells not specifically shown on this grid.

	Where have we been, and where are we now?	**Where are we going, and what resources do we need to get there?**
SLO's	Focus on demonstrated improvements in student learning. Address (a) the OAC's annual review of the program's SLO processes, and (b) any larger SLO patterns that emerge from the data.	Summarize plans to further improve student learning. If you have needs that specifically address SLOs, then list them here.
Curriculum	Analyze the long-term curriculum data, evaluate trends, describe changes in curriculum made since IPR was last updated, evaluate the extent to which curriculum meets students needs (including things like industry standards, on-line offerings, etc.).	Discuss opportunities and plans for program development, and changes to curriculum needed in order to implement plans for future. If you have needs that specifically address curriculum, then list them here.
Enrollment data	Analyze the long-term enrollment data; evaluate trends, including probable causes and consequences.	Discuss opportunities and plans for improvements in enrollments, retention, etc. If you have needs that specifically address enrollments, then list them here.
Resources	Summarize current fulltime faculty, space, equipment, technology, and support, including major additions since the last IPR update.	Summarize plans to expand faculty, space, equipment, technology, and support, along with additional resources needed for program development.

MiraCosta College evaluates the effectiveness of delivery modes the same regardless of the mode of delivery. As such faculty evaluations, course descriptions, and programs of study are evaluated in accordance with policies and procedures established by governing board policy and administrative procedures, the colleges program review process, and policies established by the Academic Policies and Procedures Committee.

The policies and procedures referenced follow with the exception of AP and P. Those policies and procedures may be found at the AP and P website at http://www.miracosta.edu/Instruction/app.htm. The introduction to that page follows.

CHAPTER: Personnel – Faculty and Administrators

Evaluation

The evaluation procedures provided by the Superintendent/President, developed through extensive use of the collegial process, are contained in the document Professional Growth and Evaluation Procedures, which is available in the District Administrative Office, Instructional Services, in the Faculty Handbook, and from each faculty secretary.

a. Department Chairs

The primary function of the department chair centers on the classroom. Emphasizing this focus, the Vice President, Instruction, will develop a form for periodic evaluation of department chairs by department members and the appropriate instructional administrator considering whether the chair does the following:

- Interprets and enforces departmental policies, division policies.
- Provides responsible and consistent service to colleagues.
- Develops and maintains excellence in instructional program.
- Formulates and executes division practices regarding courses to be offered each semester and teaching assignments.
- Demonstrates the ability to create and develop new plans/ideas which will meet changing situations.
- Works cooperatively with Student Services and Business Services.
- Encourages participation in professional growth programs.
- Processes detailed and routine tasks efficiently.
- Participates effectively in Academic Policies and Procedures (AP&P) and department chairs committees.
- Assists the Office of Instructional Services and appropriate dean in establishing the overall direction and priorities for the department.
- Perceives the role of his/her office in a college-wide context.
- Prepares and administers department budget effectively.

- Delegates authority to colleagues and support staff effectively.
  - Recruits and assigns the best available personnel.
  - Makes thoughtful evaluations of candidates for faculty and staff positions.
  - Uses language effectively in dealing with staff members, the board, and the public.
  - Advises the dean of staffing needs and problems.
  - Makes fair and sound judgments regarding his/her areas of responsibility.
  - Provided for effective, careful, systematic and timely evaluation processes for departmental personnel.
  - Exhibits a high level of ethics and integrity in professional behavior.
  - Meets assignments and schedules on time.
  - Works effectively with students.
  - Promotes constructive relationships between the College and feeder high schools and transfer institutions.
  - Displays ability to mediate and resolve human conflicts.
  - Gives recognition to staff accomplishments.

Academic Policies & Procedures Cmte - AP&P -

AP&P Members for 2008-2009

- **Gail Baughman**, Chair
- **Keith Dunbar**, Mathematics (On Sabbatical - Spring 2009)
- **Marti Essman**, Health Occupations
- **Cathy House**, International Languages
- **Jeffrey Ihara**, Biological Sciences
- **Jill Malone**, Media Arts and Technology
- **Pamela Deegan** Vice President of Instructional Services - Ex-Officio
- **Mary Jennings-Smith**, Articulation Officer - Ex-Officio (Spring 2009 - Voting in place of Dunbar)
- **Ric Matthews** Dean, Math & Sciences - Ex-Officio
- **Janet Megill** - Library Resource
- **Dana Smith** Dean, Arts & Letters - Ex-Officio
- **Al Taccone** Dean, Career & Technical Education - Ex-Officio
- **Mario Valente** Dean, Academic Information Services - Ex-Officio

Academic Policies & Procedures Committee Resources

- Title 5
- WebCMS
- FLEX - Curriculum Workshops & Handouts (Spring 2009)
- MCC Instructional Material Fees Procedures (Approved Fall 2008)

Handbooks and Guidelines

- AP&P Handbook (PDF)
- TAP Guidelines for Online Course Approval (PDF)
- Course Outline of Record: A Curriculum Reference Guide (AKA - Mustard document)
- Chancellor's Office Program & Course Approval Handbook (PDF)

Additional Helpful Links

- Assist
- CA Community Colleges Chancellor's Office
- CA Academic Senate Curriculum
- WebCMS

Agendas, Actions, and Minutes

2008 - 2009

Spring 2009

January 23, 2009	Agenda | Actions| Minutes (PDF)
February 6, 2009	Agenda | Actions| Minutes (PDF)
February 20, 2009	Agenda | Actions| Minutes (PDF)
March 6, 2009	Agenda | Actions| Minutes (PDF)
April 3, 2009	Agenda | Actions| Minutes (PDF)
April 17, 2009	Agenda | Actions| Minutes (PDF)
May 1, 2009	Agenda | Actions| Minutes (PDF)
May 15, 2009	Agenda | Actions| Minutes (PDF)

Fall 2008

September 5, 2008 (Orientation)	Agenda | Actions| Minutes (PDF)

September 19, 2008	Agenda | Actions| Minutes (PDF)
October 3, 2008	Agenda | Actions| Minutes (PDF)
October 17 , 2008	Agenda | Actions| Minutes (PDF)
November 7, 2008	Agenda | Actions| Minutes (PDF)
November 21, 2008	Agenda | Actions| Minutes (PDF)
December 5 , 2008	Agenda | Actions| Minutes (PDF)
December 12 , 2008	Agenda | Actions| Minutes (PDF)

2007 - 2008

Spring 2008

February 8, 2008	Agenda |Actions | Minutes (PDF)
February 22, 2008	Agenda |Actions | Minutes (PDF)
March 7, 2008	Agenda |Actions | Minutes (PDF)
April 4, 2008	Agenda |Actions | Minutes (PDF)
April 18, 2008	Agenda |Actions | Minutes (PDF)
May 2, 2008	Agenda |Actions | Minutes (PDF)
May 16, 2008	Cancelled

Fall 2007

August 31, 2007 (Orientation)	Agenda | NA | Minutes (PDF)
September 21, 2007	Agenda |Actions | Minutes (PDF)
October 5, 2007	Agenda |Actions | Minutes (PDF)
October 19 , 2007	Agenda |Actions | Minutes (PDF)
November 2, 2007	Agenda |Actions | Minutes (PDF)
November 16, 2007	Agenda |Actions | Minutes (PDF)
December 7 , 2007	Agenda |Actions | Minutes (PDF)

Archived Agendas, Actions and Minutes for 2006-2007, 2005-2006, and Spring 2005

Description of student and faculty support for the mode of delivery

TAP Recommendation for Faculty Leadership of Online Program

February 3, 2006

Faculty Coordinator of Online Instruction

Faculty Coordinator of Online Instruction, under Senate, 60% release time, for two years initially, responsible for providing faculty leadership, working in partnership with other campus constituencies, pulling together all the threads of the online program (including cybertutoring, schedule planning, software choices, curriculum development, etc.), and planning for the future given the implications of the 2005 Environmental Scan. The Senate President would choose the person to fill the position in consult with online instructors and the TAP committee.

This person should:

Effect long-term planning and goal development for online curriculum and instruction

- develop planning process for online courses with 10-year plan proposed by the middle of the second year
- consult and advise AIS and instructional deans for future instructional equipment and supplies to develop online classes, including pursuing channels for open source software
- develop relationships with other colleges offering online classes, including consortiums for training
- clarify the definition of CyberCosta

Provide faculty leadership for online instruction

- lead the faculty in areas of curricular concern regarding technology
- coordinate an online A.A. for MiraCosta with current resources
- create an annual CyberCosta Report for Senate
- work with faculty to assure support of online instruction
- work with the Office of Instruction to evaluate breadth and depth of program offerings
- assist departments in determining which online classes should be scheduled
- assist deans in seeking grants to develop innovative online programs
- work with other colleges to create greater transferability of online classes as part of degree programs
- serve as the college's contact with statewide Academic Senate on issues concerning online education

- act as a resource to the Public Information Office on issues of online instruction

Have committee responsibilities for issues of online instruction

- advise Senate Council on issues pertaining to online instruction
- co-chair the Technology and Pedagogy Committee
- be available for consultation by tenure evaluation committees regarding quality in online instruction
- act as a resource for the Load Committee on workload issues
- provide support for hiring committees on evaluating online experience and quality of candidates
- work with AP&P in developing and updating standards for online course addenda

Ensure appropriate support for online instructors

- consult and advise AIS on the hiring and duties of personnel supporting the online program
- work with faculty to determine technical needs
- work with the Open Learning Coordinator to meet faculty needs in software, training, and technical support
- provide assistance to faculty teaching online for the first time
- coordinate flex workshops for online teaching faculty on instructional issues such as online assessment, discussion, etc.
- consult and advise with Student Services on issues of online student support, such as enrollment and tutoring

Provide a forum for online faculty to communicate with each other

- moderate a listserv for online instructors
- publish email newsletter to online instructors with tips, trends, etc.
- create cohort of faculty to help other faculty in developing online courses

This person would need to have:
-- 3 years minimum experience teaching online
-- faculty standing at MiraCosta College
-- a personality suitable to being the public face of the online program
-- good communication skills
-- technical proficiency in several areas of software
-- a dedication to academic principles and professional standards

Teaching and Technology Survey

Fall 1999
Summary of Results

During Fall 1999, the Technology and Pedagogy Committee conducted a survey of all faculty regarding their use of and interest in classroom technology and on-line courses/materials. Eighty-one faculty members responded, and the results are summarized here.

Concerning the current use of technology in the classroom, 79% of respondents often or sometimes use videotapes in class, while only 20% never do. Use of CD-ROMs and Internet is lower, with 60% never using these technologies. However, *interest* in using all forms of instructional technology (including CD-Roms and the Internet) is high, with 57% very interested and 30% somewhat interested. Only 12% of respondents had no interest in classroom technologies of this nature.

Outside of class, 83% said that they "very often" use computers outside of the classroom (and only 9% never do). This was by far the highest ranking of any survey question, and seems to imply that MiraCosta faculty are savvy in the use of computers in general, and understand their value, even if only for office tasks and class preparation.

Other levels of interest in technology were higher than expected. Asked whether they were interested in teaching in a classroom fully equipped technologically (with projector/computer/VCR/laserdisc/Internet set-up), 84% were interested and of these 54% were very interested. This may indicate a need for more than the few "smart" classrooms that have been installed already.

Concerning on-line instruction and "hybrid" (partly on-line/partly in-class) courses, the interest level was also high (32% were very interested, and 23% somewhat interested, in teaching a CyberCosta class). Potentially, that's 44 instructors who might be willing to teach on-line. Even greater numbers (33% very interested, and 40% somewhat interested) showed interest in teaching a "hybrid" course.

TAP recommendations:
MiraCosta should consider the installation of more "smart" classrooms, based on faculty interest in using classroom technology. With so few instructors actually using CD-ROM and Internet in class, but with a high level of interest in doing so, MiraCosta should continue and expand training in the use of these technologies, and include associate faculty in such training. Concerning on-line instruction, this survey supports the expansion of not only CyberCosta but also the inclusion of hybrid courses in the schedule of classes. A biannual survey should also be administered to both students and faculty to determine interests and needs.

NOTE: Although there was an instructor-given student section as a portion of the survey, few instructors chose to survey their students, and an error on the survey invalidated any results, so unfortunately the few statistics regarding student interest in these areas were not useful.

CyberCosta Student Survey Summary
Fall 1999 Results
Technology and Pedagogy Committee

At the end of the Fall 1999 semester, students enrolled in on-line courses were surveyed. 80 students responded across 13 courses, and the results of the survey are summarized here.

Most students (51%) were enrolled in only one on-line course, but a significant number (19% and 18%) were in two and three courses respectively. This indicates the presence of a cadre of completely on-line students.

Concerning how much time was spent per week on the course, the average was about the same as demanded for in-class courses (6-8 hours), with about a third of students selecting this response, about a third saying 3-5 hours, and about a third saying 9 or more hours. Concerning overall workload, however, 53% said that the workload was comparable, while 39% said it was greater for the on-line course, compared to only 4% saying it was less for the on-line course. So, although the *amount of time spent per week* in comparable, some cybercourses are interpreted as demanding *more work* than an on-site class.

Ranking which course activities took the most time and which took the least time, students responded: reading assignments and/or lectures took the most, followed by writing papers and/or homework, doing web-based assignments, and discussing assignments through listservs or e-mail. Working with the technology (downloading programs, etc.) took the least time.

Ranking which methods instructors used, students responded at high levels for reading lectures and course materials, moderate levels for writing papers and/or homework, and lower levels for participating in discussion and working on the web. This implies that most cyber instructors are putting lectures on-line and requiring reading, some are requiring papers or homework, and fewer are creating on-line discussions or web-based assignments.

Concerning frequency of contact with the instructor and colleagues, 51% of students initiated contact with the instructor only every two or three weeks, with only 18% doing so every week. However, they responded to their instructor or other classmates through listserv or WebBoard more frequently (35% once per week, 28% twice or more per week). The contact was usually through e-mail or the web: almost half never initiated contact with either instructor or colleagues through means other than technology (48%). These findings imply that on-line students do not tend to *initiate* contact with the instructor, but are happy to *respond* to the instructor and classmates in an open forum, and prefer e-mail as their mode of communication.

Concerning the effectiveness of such contact, most students felt that contact with both instructors and fellow students in a cyber course were about the same as contact in an in-person course. However, 29% said their effectiveness of contact was the instructor was *higher* for the cyber course, while only 9% felt the contact with fellow students was higher. Similarly, only 22% said their instructor contact was less effective in the cyber course, while 31% felt their contact with fellow students was less effective. This may be because cyber students have a direct line to their instructor through e-mail, and can receive a personal response, while the on-line format seems to restrict contact with their colleagues when compared to the classroom environment.

Teaching and Technology Survey

All instructors: Please help the faculty Technology and Pedagogy Committee assess instructional technology needs and help with Master Planning. Answer the first portion yourself, and take a "hand count" of your students (all classes) for the second portion.
Thank you!

INSTRUCTOR PORTION
(check the box that applies to you)

How often do you use:

	VERY OFTEN	SOMETIMES	NEVER
1. videotapes in the classroom?			
2. CD-ROM or Internet in the classroom?			
3. computers in general outside the classroom?			

How interested are you in:

	VERY INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
1. using instructional technology (CD-ROM, videos, Internet) in the classroom?			
2. teaching in a "smart" classroom (one with projector/computer/VCR/laserdisc/ Internet set-up)?			
3. teaching an on-line (CyberCosta) course?			
4. teaching a "hybrid" (part on-line/ part in-class) course?			

STUDENT PORTION
(count hands and fill in totals of combined classes)

Which of the following interest you as a student?

	TOTAL YES	TOTAL YES
1. taking an on-line class at MiraCosta?		
2. taking a partly on-line, partly in-class course?		
3. classes which use CD-Roms, videos, or the Internet in the classroom?		
4. classes where you do web-based assignments outside of class?		

Please return to Lisa M. Lane, MS #17 by November 8.

Most students (59%) accessed their courses between 5 and 10 pm, an expected outcome. But other questions related to technology received surprising (and gratifying) responses. For the question regarding technical problems, in which students could "check all that apply", 37% claimed no technical problems at all, the largest percentage checking an item. The only other significant finding was that 15% had trouble using the webboard or discussion board; all other items were well below 10%. Similarly, when asked in general how often they had experienced frustrating technical glitches, 49% said only once or twice, and 31% said never. 41% claimed most problems were resolved with their increased experience. 23% did claim that none of their problems were resolved with their increased experience, but since the same number of students answered this as the previous question, it's hard to know how the students who never had a technical problem answered this one.

Concerning expansion of support and services, 55% want a telephone hotline for technical problems, although the next highest response (29%) said no additional support is needed. Other services that students might use if they were offered on-line included help with writing through an on-line writing center or lab (31%), tutoring (26%), and financial aid questions answered (25%). Interest in "hybrid" courses (partly on-line, partly in-class) ran about 50-50 yes and no. Because so many students take on-line courses because they cannot for whatever reason attend classes on campus, the fact that 45% said they *would* be interested in a hybrid implies there may be an audience for them among the on-line cadre.

Almost all students surveyed would be very likely (79%) or somewhat likely (15%) to enroll in another CyberCosta class.

TAP findings:
CyberCosta courses appear pedagogically sound and highly marketable to students, a significant number of whom enrolled for more than one on-line class. In terms of rigor, the courses appear to require about the same amount of time and work as an on-site class, although a significant number claimed they took more work if not more time. Instructor methods tend to be traditional (reading lectures and writings), although many use discussion and web-based approaches as well. In terms of instructor-student contact, students feel it is either as effective or more effective than they would have in class. Few students initiate such contact often, but many are willing to respond frequently in discussion and e-mail. Their contact with other students was overall rated as effective as if they were in class, but a significant number said it was less effective for the on-line course. Student demand for access to the courses is mostly within the evening hours of 5-10 pm, and the only significant technical problems that were experienced concerned the discussion board. There is interest among almost half the CyberCosta students in taking a "hybrid" class.

TAP recommendations:
CyberCosta should be expanded overall to offer more courses and a greater variety of courses, and "hybrid" classes (partly on-line, partly in-class) should be added to the schedule. Support through a telephone hotline should be implemented, particularly during the peak hours of 5-10 pm. CyberCosta instructors should be made aware of potential complications using webboards. The district should consider expanding Internet access to tutoring, financial aid, and writing assistance.

Plan for equipment acquisition and maintenance

The entire MiraCosta College Technology Master Plan that includes plan for acquisition and maintenance of equipment may be found at http://www.miracosta.edu/Governance/SPIT/technologyplanning.htm.

The introduction pages to the strategic planning for information technology (SPIT) committee website follows.

Strategic Planning for Information Technology

- About SPIT
- Composition and Membership
- Meeting Agendas
- 2008-09 Calendar
- Procedures and Guidelines

Strategic Planning for Information Technology (SPIT)

- Plan for and maintain MiraCosta College to be at the forefront of creative and innovative uses of information technology and telecommunications in providing instruction and services to students, faculty, and staff.
- Ensure effective and efficient use of technology by establishing guidelines and standards for hardware and software, maintaining an appropriate infrastructure, and facilitating the training of district personnel.
- Plan for, establish, and implement a systematic procedure for replacing district technology on a regular replacement cycle.
- Plan for and establish policies and procedures to maximize the utilization of computer labs and equipment purchased for district-wide use.
- Prioritize and recommend to PBC expenditures for info-tech which affect the institute as a whole.
- Provide the technical support needed to assist grant writers and other individuals seeking outside funding.
- Encourage cooperative planning and sharing of resources among administrative and academic computing providers and users.
- Plan for, establish and implement an accountability and progress tracking system for the Technology Master Plan.

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Strategic Planning for Information Technology

- About SPIT
- Composition and Membership
- Meeting Agendas
- 2007-08 Calendar
- Procedures and Guidelines

Procedures and Guidelines - Revised

These policies and procedures are maintained, reviewed and updated by SPIT annually.

Additions to the Plant
- About Additions
- Add to the Plant Request Form
- Requests Status Report |2008-09| 2007-08| 2006-07 |

Funding Requests (Enhancements, New Initiatives, Innovations)
- Information and Timeline
- Request Tracking and Status Report |2007-08 |2006-07 |

Hardware
- Computer Replacement Schedules
- Current Standard Desktop Configuration
- Employee Laptop Program (program under revision)
- Printer Replacement Schedules

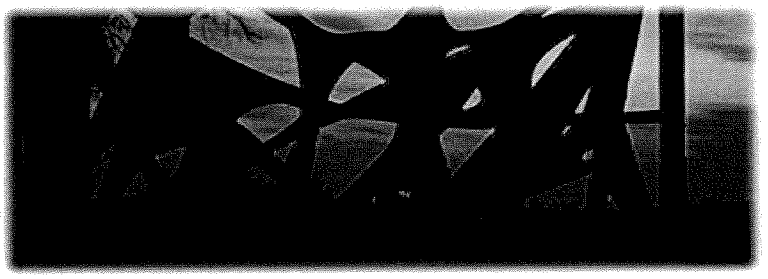
Security
- Security Plan Overview (PDF)
- Enterprise Information Security Plan (PDF)
- Computer Security Do's and Don't's (PDF)

Technology Planning
- Technology Master Plan (TMP)

Useful Links
- Planning and Budgeting Council (PBC) - District Strategic Planning
- Total Cost of Ownership (TCO)
- Technology Enhanced Classrooms
- Wireless Networking
- Password Information

Description of faculty training needed and implemented

Technology and Pedagogy Committee



- About TAP
- Members
- Meetings & Minutes
- Policies & Recommendations
- Surveys
- Portal Workspace

Policies & Recommendations

- Resource Guide for Online Education at MCC (PDF)
- TAP Report (2005-06) (PDF)
- Guidelines for Online Course Approval (PDF)
- TAP Recommendation for Faculty Leadership of Cybercosta (PDF)
- Class Format Options Policy (PDF)
- Classroom Hours Substitution Policy (approved by Senate Council 12/05)
- Addition to PFM/TFM handbook: Online Class Evaluation (approved by Senate Council 12/05)
- ASC Report: Achievements 2004-2005 (PDF)
- Board Policy on Intellectual Property Rights (PDF)
- Faculty Office Hours Policy (approved by ASC 11/04) (PDF)
- TAP-AIS CMS Agreement (PDF)
- Guidelines for Non-College Supported Online Technologies (PDF)

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Professional Development Program

- About PDP

Guidelines
- PDP HANDBOOK

Participate
- Enroll in Flex Workshops (Requires MCC log-in)
- Propose a Workshop

Workshop Schedules
- Flex Schedule Fall 2008
- Flex Schedule Spring 2009

Contributions
- Teaching Academy & GIFTS
- Program for Online Teaching
- Lodestar Program
- Job Shadow Program

Information
- Associate Faculty Info
- PDP Travel Funds
- Forms

For PDP Committee Use
- PDP wiki

About the Professional Development Program

We offer a comprehensive and systematic program of services and activities to foster development of participants as educators and as discipline experts, sustain and nurture their sense of well being as persons, and support their participation in the academic life of the college. Workshop development, reflective of the vision of the faculty, is responsive to the needs of the college--faculty, administration, staff, and students--and of the community at large.

MyPDP: Manage Your Flex
(requires MCC log-in)
*** PLEASE: NO PAPER REPORTS OF COMPLETION! ***
sign up for workshops, record activities and conference attendance, propose individual projects, get banking forms, print your records

Pilar Hernandez
Coordinator and Committee Chair

Louise McDermott
Academic Administrative Assistant

Mailing Address
MiraCosta College
PDP, #8C
1 Barnard Drive
Oceanside, CA 92056

Office Hours
Mon. - Fri. 7:30 a.m. to 4:00 p.m.
Phone: (760) 757-2121 x6498

Location
Oceanside Campus Campus Map
Room 4603, (Parking lot 3E)

The Professional Development Program Committee is a standing committee of the Academic Senate (see Mission and Goals). Meetings are on the first Friday of each month, from 11:15am - 1:00pm, in room 3511. Mission and Goals!

PDP Committee Members 2008/2009

- Pilar Hernandez, Coordinator and Committe Chair
- Jeanine Donley (Teaching Academy Lead)
- Rica French (Teaching Academy Lead)
- Christina Hata
- Julie Haugsness-White
- Lisa Lane
- Martin Parks
- Dean Ramos
- Linda Schaffer
- Karen Smith
- Suzanne Sproul
- Denise Stephenson (Lodestar Lead)

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Tutoring & Academic Support Center

General Information

- About the Center
- TASC Newsletters
- For Students
- For Faculty & Staff
- Retention Advisory Committee
- Annual Reports
- TASC Events
- Forms

TASC Services

- Schedule Appointment
- CLC Tutoring
- Courses We Tutor
- Tutoring Staff
- College Success Skills
- Student Success Workshops
- Learning Communities
- The Writing Center
- Tutor Wellness Program

Learning Communities

What is a Learning Community (LC)?

The concept of learning communities is rooted in "best retention practices". We utilize graduate interns and veteran tutors as facilitators of Supplemental Instruction. Student groups meet weekly for academic support sessions linked to specific classes. Faculty, staff, and students work collaboratively to critically analyze course content and improve understanding of complex material. Students have the opportunity to become actively involved in the course material and to discover study and test preparation strategies appropriate for the course.

What are the benefits of a Learning Community?

- Better understanding of subject
- Specific assistance with course related assignments
- Ability to critically analyze course material
- Academic success in the class upon completion of the LC
- Increased or open communication with instructor
- Improved study and time management skills, Reduced college anxiety
- Positive learning experience, Maximum use of your campus resources
- Exposure to TASC Services
- Opportunity to improve communication skills within a group setting

Spring 2009 Learning Communities

Anthropology 101 Oceanside Campus
Instructor: Lynne Miller

Anthropology 101 San Elijo Campus
Instructor: Lynne Miller

Art 258 Oceanside Campus
Instructor: Susan Delaney

Biology 170 Oceanside Campus
Instructor: Jeanine Donley

Biology 170 San Elijo Campus
Instructor: Jeanine Donley

Biology 210 Oceanside Campus
Instructor: Julie Haugsness-White

Biology 220 San Elijo Campus
Instructor: Jeanine Donley

Biology 230 Oceanside Campus Thursday
Instructor: Himgauri Kulkarni

Biology 230 Oceanside Campus Friday
Instructor: Himgauri Kulkarni

Chemistry 108 Oceanside Campus
Instructor: Nancy Lee

Chemistry 111 Oceanside Campus
Instructor: Nancy Lee

Child Development 113 Oceanside Campus
Instructor: Penny Skemp

ESL 802 Oceanside Campus
Instructor: Carol Forseth

ESL 802 Oceanside Campus
Instructor: Shannon Jager

ESL 802 Oceanside Campus
Instructor: Heather Weldele

ESL 803 Oceanside Campus
Instructor: Mary Gross

ESL 803 Oceanside Campus
Instructor: Sou Lackkaty

ESL 803 Oceanside Campus
Instructor: Melissa Lloyd-Jones

English 802 Oceanside Campus
Instructor: Teresa Guinon

English 803 San Elijo Campus
Instructor: Teresa Guinon

English 100 Oceanside Campus
Instructor: Amy Bolaski

History 110 Oceanside Campus
Instructor: Brad Byrom

History 111 Oceanside Campus
Instructor: Brad Byrom

Horticulture 116 Oceanside Campus
Instructor: Carolyn Kinnon

Math 820 Oceanside Campus
Instructor: Edward Bellin

Math 820 Oceanside Campus
Instructor: David Bonds

Math 830 Oceanside Campus
Instructor: Lemee Nakamura

Math 101 Oceanside Campus
Instructor: Angela Beltran

Math 101 San Elijo Campus
Instructor: Kerry Ferreirae

Math 101 Oceanside Campus
Instructor: Joan King

Math 115 Oceanside Campus
Instructor: Joan King

Math 135 Oceanside Campus
Instructor: Angela Beltran

Math 135 Oceanside Campus
Instructor: Joan King

Math 135 Oceanside Campus
Instructor: Brent Pickett

Math 150 Oceanside Campus
Instructor: David Bonds

Math 155 Oceanside Campus
Instructor: David Bonds

Math 155 Oceanside Campus
Instructor: Lemee Nakamura

Political Science 102 Oceanside Campus
Instructor: John Phillips

Psychology 104 Oceanside Campus
Instructor: Robert Kelley

Spanish 101 Oceanside Campus
Instructor: David Detwiler

Spanish 101 San Elijo Campus
Instructor: David Detwiler

Spanish 101 San Elijo Campus
Instructor: Cathy House

Spanish 101 Oceanside Campus
Instructor: Sergio Ochoa

Spanish 101 Oceanside Campus
Instructor: Omaida Westlake

Spanish 102 Oceanside Campus
Instructor: Francisco Alvarez

Spanish 102 San Elijo Campus
Instructor: David Detwiler

Spanish 102 San Elijo Campus
Instructor: Cathy House

Spanish 202 Oceanside Campus
Instructor: Francisco Alvarez

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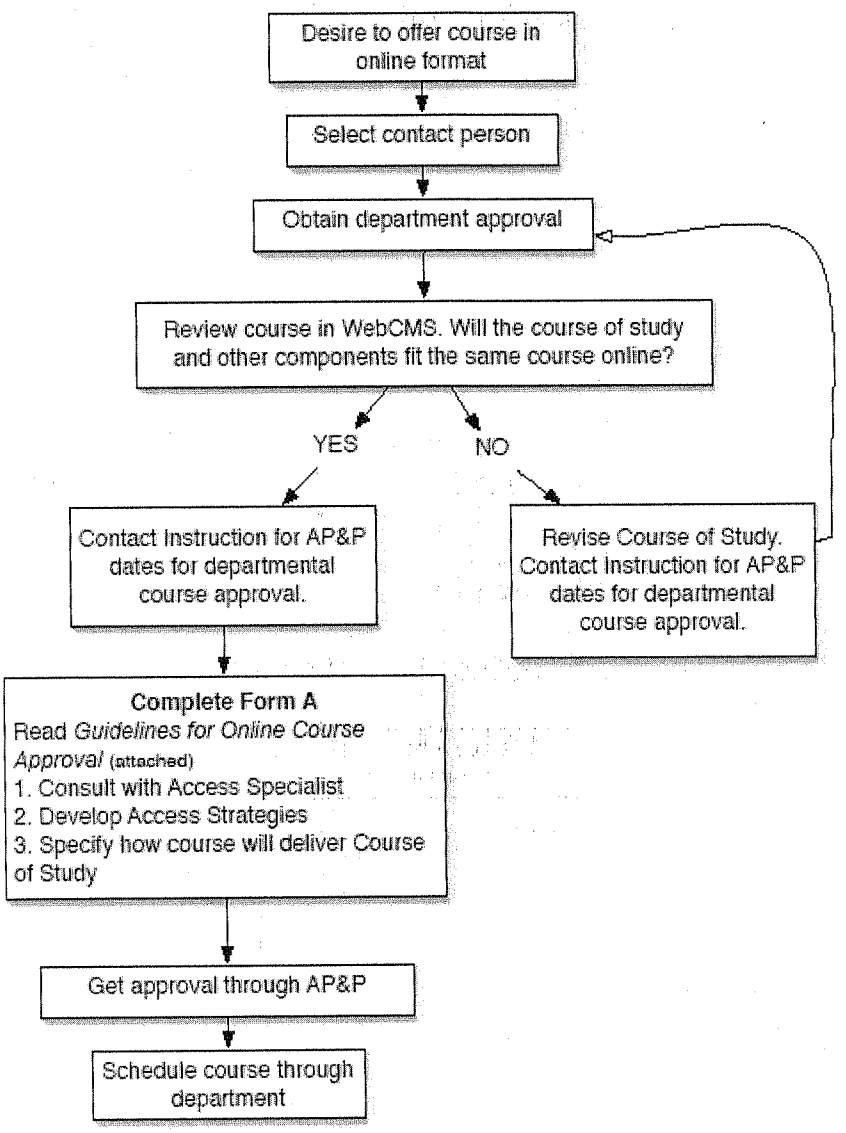
Description of how mode is considered in curriculum development process

MiraCosta College

Technology and Pedagogy (TAP)

Guidelines for Online Course Approval

Guidelines for Online Course Approval



MiraCosta College - TAP

Guidelines for Online Course Approval

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3. Complete Form A: Online Course Approval 1

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Guidelines for Online Course Approval

AP&P 2/06

NOTE: These guidelines do not pertain to getting a new COURSE approved through AP&P. They only pertain to completing the requirements for getting an already approved course offered in an ONLINE format.

TERMINOLOGY: The word "course" pertains to the course itself (such as HIST 100 or ENGL 201), not to any particular class section. AP&P approves the *course*. Departments determine who teaches any particular *class*, or section. An individual instructor teaches the *class* according to the *course* requirements.

1. Choose a contact person

If the course is instructor-initiated, that instructor is the contact person for the course. *This need not be the proposed or the only instructor of the actual class!*

If the course is department-initiated, the department chair should select a contact person for the course, and consult with any appropriate discipline experts. This might be someone with experience or interest in online teaching, even if the particular class won't be taught by that person.

The contact person should be present at AP&P when the course is discussed, and be responsible for guiding it through the process.

2. Get departmental approval

(Again, if an entirely new course is being created, contact the Office of Instruction to determine deadlines at AP&P. For brand new courses, the entire process in WebCMS must be completed, including any articulation or other concerns. For a completely new course, Form A would be submitted along with the rest of the course. Either way, the entire Course of Study will need to be examined.)

Form A is a supplement to the course in WebCMS, and must be entered into the system. Since the department chair is the first stop once Form A is submitted, make sure the discipline and department is in support of the offering before completing Form A.

3. Complete Form A: Online Course Approval

There are three parts to this form:
1. Accessibility consultation
2. Specification of accessibility strategies
3. Specification of how the course will deliver all aspects of the Course of Study in the online format

Accessibility consultation

Board policy says that all MCC webpages must comply with Section 508 of the Federal Rehabilitation Act/Americans with Disabilities Act. This includes all instructional pages.

Form A says:

> *Each online course must be in compliance with the federal Americans with Disabilities Act. Reviewed these issues at http://www.section508.gov and consulted with MiraCosta's Access Specialist (760.795.6684).*
>
> *Date:*

Attached is the access specialist's checklist and a chart showing the TAP Guidelines for Accessibility. The contact person should review these guidelines and consult with MiraCosta's Access Specialist. It is the department's responsibility to make sure that all instructors of the course are aware of these guidelines (see below).

TIP: This part of the process will be much easier if the contact person understands both the intent of accessibility and the ways in which it can be achieved.

Fill in the date on which the contact person consulted with the Access Specialist.

Specification of accessibility strategies

Form A says:

> *Please specify the ways in which the proposed online course will be made accessible to students with disabilities:*

Avoid vague statements like these:

"This course will follow the TAP Guidelines for Accessibility"

"This course will comply with the Americans with Disabilities Act (or other laws)"

"This course will use Blackboard"

"This course will use publisher's materials"

What you must do is specify the procedures for accessibility likely to be applicable to all sections of the class. Use the TAP Guidelines for Accessibility, and use appropriate language to convey what will be done.

TIP: This will be easier on your instructors if you use the Level I guidelines, and use language that indicates choices: "and/or", "may include", "will include but not be limited to", etc. You don't want to promise CSS unless you know every instructor will be using it! Use an "examples" format, such as:

This course will comply with MiraCosta Board Policy and Section 508 needs by providing various ways to access course materials; for example, alt attributes for images, row headers for tables, formats that do not rely on color, transcripts or captions for audio-visual material, and/or other ways of formatting to ensure that students with disabilities have maximum access.

Naturally, your course would differ in its specifics from this example.

TIP: It strengthens your proposal to include any ways of specializing access or providing alternatives (if appropriate) specific to your discipline, such as calculators for math, voice recordings for speech,

visual analysis for art and geography, etc.

Specification of how the course will fulfill the Course of Study

Form A says:

Please specify how the proposed online course will meet and deliver required objectives, content, assessments and/or activities in the online format:

The contact person should carefully review the existing "Course Outline of Record." If you have specific forms of assessment or objectives that **cannot be achieved in an online environment, keep in mind that the course outline and Form A must align!**

However, in many cases, the same objectives and assessments can be achieved in an online format. Here is the section where you state how that will be done.

Check the Student Performance Objectives first, to make sure they can be achieved online. Then look at the Methods of Evaluating Student Achievements, and make sure they can be fulfilled online. Explain how!

Examples:

Written homework, lab reports and research papers could be submitted by email or drop-box.
Quizzes could be taken in electronic form.
Class activities like discussion can use a discussion board.

Tougher examples:

Class performance or performance exams: you'll need to be specific about how this would be done online

-- through discussion? having students submit PowerPoint presentations? having students create videos of themselves?

Class activities: would these become individualized? or would you do electronic groups?
Field work: how would this be done? individualized reports?

Create a paragraph explaining these techniques so you can connect the online component to the standard course as effectively as possible.

TIP: Don't get too specific! If you say that students will be submitting videos of themselves giving a presentation, ALL sections of the course (online and on campus) will have to do that. Say something like:

Performance exams may take the form of online presentations such as student-created video, PowerPoint presentations, and/or web page creation.

4. Check your Form A for Special Online Issues

Some instructional issues take on a different emphasis in an online environment. Although you don't want to be too specific, it's a good idea to make sure that your paragraphs mention these areas in explaining fulfillment of the Course of Study and the variety of learning methods (it *says* for students with disabilities, but many students benefit from different approaches!) These areas overlap, and may be worked into your two paragraphs.

Instructor-student contact:
In a traditional class, student attendance is easy to calculate, and the instructor is in the room. Phrases like *instructor-student contact will occur by e-mail, discussion board, and/or synchronous chat* can be helpful.

Student-student interaction:
Again, this is assumed in a traditional class. Phrases like *students will interact in the discussion and/or posting areas of the course* are helpful.

Active learning and time on task:
Traditional educators, often innovators in a standard classroom setting, are concerned that students be active learners, and that they spend time on course materials. This is especially important in transfer-level classes, where there is a formula for the number of "out of class" hours. Indicate how these might be achieved. For example: *students will engage in problem-solving via web interaction*, or *students will complete assignments according to a scheduled or self-paced format.*

Feedback
In a traditional class, most feedback is in the form of grades. If your course will prominently feature other forms of feedback, you could mention them also.

5. Understand Accountability

The Contact Person

The role of the contact person is to guide the course addendum through the process. Again, this person need not be the one teaching the actual class.

The Department Chair

The Department Chairs' role is to ensure that any instructor teaching the course is aware of what Form A says and can comply with the accessibility standards as well as the course outline. The department chair may choose to assign this responsibility to the contact person for the course, or to another instructor in the department. If there is any question, it is the responsibility of the department chair to make sure the instructor consults with the access specialist.

The Class Instructor

The class instructor is responsible for being aware of the Course of Study, including Form A, and implementing it in the specific section being taught. This includes primary responsibility for accessibility and other areas, just as it does in a traditional class.

Online Course Accessibility Checklist
MiraCosta College - 2008

Date:
Course Number: Course Name:
Courseware Management System used: ☐ Blackboard ☐ Etudes ☐ Other:

Completed by: , extension

In an effort to ensure that the proposed online course will be made accessible to students with disabilities, please complete the checklist by selecting Yes, No or N/A (Not Applicable) for each requirement listed below. If you need assistance with this form or have questions regarding accessibility, please contact the Access Specialist at extension 6684.

Requirements (13 total)	YES	NO	N/A
1. For all non-text elements (such as images, animations, applets, objects, audio/video files, and ASCII art), is alternative text provided? *This will allow a screen reader to read the text equivalent to blind students.* This includes images used as spacers, bullets in lists, and links. Purely decorative images that do not convey important information should always contain an empty alternative text (alt="").	☐	☐	☐
2. Are detailed descriptions provided for all graphics that convey important information (i.e. graphs, charts, diagrams)? *The description would inform blind students of what the image represents.*	☐	☐	☐
3. If color is used to convey information, are text and graphics perceivable and understandable when viewed without color? *Students who are color-blind may not be able to separate the important dates shown in red from the dates in black; however, important dates shown in red preceded by an asterisk (*) or other symbol helps with comprehension.*	☐	☐	☐
4. Does the site avoid flickering, moving, blinking, scrolling, and auto-updating objects or allow users to pause or stop such actions? *The movement can be distracting or harmful for students with certain disabilities.*	☐	☐	☐
5. If there is multimedia (video), is synchronized captioning available? *Synchronized captions allow deaf students to read the information that others are hearing.*	☐	☐	☐
6. If there are visual multimedia presentations, are alternative audio or text descriptions available? *Audio or text descriptions allow blind students to hear or read what others are seeing.*	☐	☐	☐
7. If there are data tables (i.e. tables that are not used for layout purposes), are row and column headers identified with data cells associated with header cells? Is a table	☐	☐	☐

Requirements (13 total)	YES	NO	N/A
summary included? *With appropriate labeling, blind students will be able to understand the purpose of the data in the rows and columns.* Layout tables should not have header rows or columns. For layout tables, use proportional sizing, rather than absolute sizing.			
8. If frames are used, do they have appropriate titles and information to facilitate frame identification and navigation? *Proper frame identification will help blind students understand the organizational purpose of the frame and the relationship to other frames.*	☐	☐	☐
9. If there are image maps, are client-side image maps with appropriate alternative descriptions used instead of server-side image maps? If server-side image maps are used, are redundant text links available for each active region? *Students interacting via keyboard or voice input will be able to access the same content as those using the mouse.*	☐	☐	☐
10. Is navigation in a logical manner and activation of page elements possible via keyboard or voice input, not only with a pointing device (mouse)? *Students interacting via keyboard or voice input will be able to access the same content as those using the mouse.*	☐	☐	☐
11. If forms are used and designed to be completed online, do all form controls have text labels adjacent to them linking the form element to its label?	☐	☐	☐
12. Is the language clear and appropriate for the website?	☐	☐	☐
13. If style sheets are used, is the content ordered and structured so that they read appropriately without the style sheet?	☐	☐	☐

1Checklist of accessibility requirements for online courses

Additional notes:

Proposal re: "TAP guidelines on accessibility" (the chart)

TAP GUIDELINES FOR ACCESSIBILITY FOR ONLINE CLASSES 2006

Level	Includes	Tasks to create greater accessibility	Accessibility Concerns/ Justifications
LEVEL 1: BASIC	Text	• Write in clear English. • Use real text rather than text within graphics. • For maximum accessibility for all, choose fonts that are easy to read, avoid small font sizes, and provide sufficient contrast between the text and the background.	• Clarity! • Text within graphics can become pixelated and difficult to read when enlarged with magnification software.
	Images (includes charts/ graphs)	• For each image, provide an alternative text equivalent by using the alt attribute of the image tag (<img>).. *ex: <img src=pic.jpg alt="My Picture">* • For each graphic, provide detailed descriptions using either the alt attribute, or a separate page linked to "longdesc" *ex: <img src=graph.gif longdesc="longdescriptionpage.htm">* • For purely decorative images, which do not convey content, use the empty or null alt text (alt=""). [Dreamweaver and Front Page can be set to open a window automatically for this information.]	• Some people may not be able to see images. • Screen readers use the "alt" or "longdesc" attribute to read the description aloud.
	Color	If using color to convey information, also use another symbol, such as an asterisk (*).	Colors may not be perceived accurately by everyone. Some individuals may not be able to distinguish colors at all.

Level	Includes	Tasks to create greater accessibility	Accessibility Concerns/ Justifications
LEVEL 1: BASIC (continued)	Tables	• For data tables, identify column and row headers using the <th> tag. • Tables used only for layout purposes should not use the header attribute. [Dreamweaver and Front Page can be set to ask for the heading.]	Screen readers read across rows in order, which can be confusing if the table is not marked up properly. The <th> tag makes them read the header before each item.
	Skip Navigation/ Menus	• If many repetitive navigation links are used, use a link at the top of the page that allows users to skip to the main content. • Use headings (H1, H2, etc.) properly	Without a method of bypassing them, repetitive links impede navigation for screen reader, keyboard and switch users.
LEVEL 2: INTERACTIVE	Forms	Each form control must have a text label and identifier, and be able to be read logically. • Place form labels next to their corresponding form controls. • Use HTML markup such as the <label> tag to associate the label with their controls.	Screen reader users may have difficulties following forms that do not have these.
	Frames	Each frame needs to have a title that helps the user understand the purpose/content of the frame.	If frames have no titles or bad titles, users may get lost easily.
LEVEL 2: INTERACTIVE (continued)	Image maps	• Provide alternative text for client-side image maps • For server-side image maps, provide separate text links to each part of the image map. It's easiest just to put these below the map.	• Screen readers can't "see" the physical areas of the image map, but alt text can be added to client-side maps. • Client-side maps are more efficient than those run from an external server, and enable viewers to see the URL.
	Scripting (like JavaScript)	If the JavaScript is not directly accessible, then also provide a non-JavaScript alternative. Essential information should still be available using	Some scripts may cause navigational difficulties,

Level	Includes	Tasks to create greater accessibility	Accessibility Concerns/ Justifications
		the keyboard only or when the scripts are turned off.	inaccessible hidden content or lack of user control over automated content changes.
LEVEL 3: MULTIMEDIA	Audio	All audio must also be provided in text form. The easiest way is to just link to a page with the text transcript.	Some people may not be able to hear the audio.
	Video	All video must have: a. synchronized captions if there is sound b. text descriptions if the visual aspect is primary and not described in the audio	Some people may not be able to hear the audio portion of the video, if there is one. For those who are not able to see the visual presentations, descriptions of the visual component allows the person to hear or read what's going on.
LEVEL 3: MULTIMEDIA (continued)	Applets, objects, plug-ins	• Provide a link to an accessible version of the viewer or plug-in. • Test the applet or plug-in for keyboard accessibility (every interaction using a mouse should also be available using a keyboard). • If any of the above rules for Audio and Video cannot be followed, an up-to-date alternative text-based version with equivalent information or functionality must be provided.	A text-based version should only be used as a last resort.
OTHER ISSUES	Links	Links should make sense out of context. Wording of links to avoid: - "click here" - "more" - "go"	Tabbing from link to link or creating a list of links, screen reader users need to know where the link will lead.
	Timed Responses	Notify the user that there is a time limit and when the process is about to time-out.	• It may take longer for some people with certain disabilities to complete

Level	Includes	Tasks to create greater accessibility	Accessibility Concerns/ Justifications
		An option for extended time may be required.	specific tasks. • The standard notes that users should control time events if possible.
	Screen flicker	Don't use elements on the page that flicker (at the rate of 2-55 cycles per second). Examples would by anything that blinks, scrolls automatically, or automatically refreshes itself.	Flickering or flashing elements in this range may trigger seizures for some people.
OTHER ISSUES (continued)	CSS	Cascading Style Sheets let you separate the presentation of a page (fonts, colors, layout) from the actual content (text and images). CSS should be used if possible, but the document should still be clear even when the style sheet is removed.	Style sheets allows more control over the layout. However, some users have browsers that do not support CSS or have style sheets turned off.

[1]Note: A screen reader is an assistive software technology that converts text to synthesized speech, which benefits blind individuals as well as some people with reading difficulties. It allows a user to listen to information on the screen and to interact with computer applications and web content.

CHAPTER: The Board of Trustees

The Board's Legal Authority, Duties and Operational Policies

I.B

SYNOPSIS:

		Policy	Procedure
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2.	Duties and Responsibilities	*	
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	b. Term of Office	*	
	c. Remuneration	*	
	d. Officers of the Board	*	
	e. Role of the Board President	*	
	f. Vacancies	*	
	g. Travel	*	
4.	Board Meetings	*	
	a. Regular Meetings	*	
	b. Special Meetings	*	
	c. Adjourned Meetings	*	
	d. Organizational Meeting	*	
	e. Public Meetings and Closed Sessions	*	
	f. Agenda Requirements	*	
	g. Meeting Minutes	*	
5.	Code of Ethics	*	
6.	Code of Ethics Periodic Review	*	
7.	Violation of Ethical or Legal Conduct by Trustees	*	
8.	Reprimand	*	
9.	Censure	*	
10.	Other Remedies	*	

1. Legal Authority

The Board of Trustees of the MiraCosta Community College District exists under and derives its powers from the Constitution of the State of California, acts of the State Legislature and regulations promulgated by the Board of Governors of the California Community Colleges. These provisions are embodied in the Education Code, the Government Code and Title V of the Code of regulations. All policies and actions of the Board shall conform to the aforementioned authority.

2. Duties and Responsibilities

The Board of Trustees is authorized by statutes of the State of California to establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the Board may initiate and carry on any program or activity, or may otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law that does not conflict with the purposes for which community college districts are established.

Following are specific fiduciary duties and responsibilities of the Board:

- Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the College.
- Establish policies for and approve courses of instruction and educational programs.
- Establish academic standards, probation and dismissal and readmission policies, and graduation requirements consistent with minimum standards adopted by the State Board of Governors. Award degrees, certificates and diplomas to students upon completion of prescribed courses or curriculum.
- Employ and assign all personnel, consistent with minimum standards adopted by the Board of Governors, and, in keeping with statutory guidelines, establish employment practices, salaries, and benefits for all employees. Following applicable due process guidelines, terminate the employment of any employee when, in the Board's judgment, the best interests of education in the District so require.
- To the extent authorized by law, determine and control the District's operational and capital outlay budget. Assure that public funds are spent prudently and legally. Determine, if appropriate, the need for elections for override tax levies and bond measures and authorize the calling of such elections.
- Manage and control district property; contract for the procurement of goods and services as authorized by law.
- Establish procedures that are consistent with minimum standards adopted by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance.
- Establish rules and regulations governing student conduct.
- Establish student fees that are required by law, and, in its discretion, fees it is authorized by law to establish.
- Receive gifts, grants, and scholarships on behalf of the College and its students.
- Within the framework provided by law, determine the District's academic calendar, including holidays it will observe.
- Hold and convey property for the use and benefit of the District. Acquire by eminent domain any property necessary to carry out the powers or functions of the District.
- Annually review and approve the District's Deferred Maintenance Plan and Five-year Capital Outlay Plan.

MIRACOSTA COMMUNITY COLLEGE
MCCC DISTRICT
ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF REGULAR BOARD MEETING **APRIL 15, 2008**
(Approved May 20, 2008)

I. Call to Order
The Board of Trustees of the MiraCosta Community College District met in a regular Board meeting, Tuesday, April 15, 2008, at 1 p.m. in the Student Center at the San Elijo Campus. The meeting was called to order at 1 p.m. by President Batiste.

II. Roll Call: Trustees
Charles Adams – absent
Gregory Post
Carolyn Batiste
Jacqueline Simon – absent
Gloria Carranza
Judith Strattan
Rodolfo Fernandez
Benjamin Weiner
Student Member Weiner joined the meeting at 3 p.m.

III. Roll Call: Management
John E. Hendrickson
James E. Austin
Pamela Deegan
Richard J. Robertson

IV. Minutes of the Regular Meeting of March 18, 2008; Study Session of April 1, 2008
Member Post moved, Member Fernandez seconded, to approve the minutes of the Regular Meeting of March 18, 2008, as submitted. Motion carried unanimously.

Member Post moved, Member Fernandez seconded, to approve the minutes of the Study Session of April 1, 2008, as amended. Motion carried unanimously.

V. Public Comments on Items not on the Agenda
None.

VI. Changes in Agenda Order
None.

VII. Public Comments on Items on the Agenda
None.

VIII. Study Session: Board of Trustees Development

President Hendrickson noted that the Board had previously begun a board-development process. He introduced Ken Cloke and Joan Goldsmith, mediators from the Center for Conflict Resolution. The mediators proposed meeting with the Board in a study session until 3 p.m. without audience presence. The Board members individually requested of the meeting attendees the opportunity to meet without audience presence and noted that at the end of the mediation, the mediators would provide a report to the public. Jonathan Cole, Academic Senate President, and Kathy Perkins, Classified Senate President, voiced support for the Board to meet alone with the mediators. As the *San Diego Union-Tribune* representative did not agree to the mediator's request, the Board recessed the meeting until 3 p.m. and thereafter met in pairs or individually with the mediators. President Batiste reopened the meeting at 3 p.m.

Ken Cloke noted that the mediators had been given full cooperation by the Board members, staff members, and Academic and Classified Senate representatives. He reported being quite optimistic about resolving issues and noted that significant progress had been made through one-on-one conversations. He asked that the college community come together and work with the Board to continue making MiraCosta College an outstanding institution. He invited all present to attend the synopsis meeting on May 6, 2008, and thanked those present for allowing him and Joan Goldsmith to participate in the improvement process.

IX. Action Items

IX.A Public Hearing — 3:15 p.m. — Intent to Enter into an Energy Services Contract and to Purchase of Energy Conservation Facilities Construction

At 3:25 p.m., the Board opened a public hearing to receive comments. No comments were made. At 3:26 p.m. the public hearing was closed.

IX.B Award Phase II Energy Services Contract and Purchase of Energy Conservation Facilities to Siemens Building Technologies, Inc.

Trustee Post moved, Trustee Fernandez seconded, to award a Phase II Energy Services contract and purchase of energy conservation facilities with Siemens. Motion carried unanimously.

IX.C Award DSA Inspection and Testing Services Contract to Alliance Engineering for Creative Arts Expansion Project

Trustee Post moved, Trustee Carranza seconded, to award DSA inspection and testing services to Alliance Engineering in the amount of $374,000, and to authorize the Director of Purchasing and Material Management to execute the agreement. Motion carried unanimously.

IX.D Award Construction Management-at-Risk Services to Douglas E. Barnhart, Inc. (DEB) for the Creative Arts Expansion Project

Trustee Fernandez moved, Trustee Carranza seconded, to award Douglas E. Barnhart, Inc. the construction management-at-risk services for the Creative Arts Expansion Project in the amount of $408,000, and authorize

the Director of Purchasing and Material Management to execute the agreement.

IX.E Approve Change Order No. 3 — MiraCosta College Water Line Privatization, San Elijo Campus

Trustee Post moved, Trustee Carranza seconded, to approve Change Order No. 3 with Interpipe in the amount of $201 and increase the contract sum from $205,708.51 to 205,909.51. The contingency balance for the project is $10,147.49. Motion carried unanimously.

IX.F Approval of San Elijo Water Line Privatization Notice of Completion

Trustee Post moved, Trustee Carranza seconded, to approve and sign the Notice of Completion and direct Facilities staff to file the notice. Motion carried unanimously.

IX.G Approval of Revisions to Board Policy V.B — Personnel — Faculty and Administrators — Selection/Appointment/Assignment

Trustee Fernandez moved, Trustee Post seconded, to approve revisions to Board Policy V.B, as presented. The motion failed by the following vote: Aye–Fernandez, Post; Nay–Batiste, Carranza, Strattan. Member Carranza moved, seconded by Member Post, to accept the revisions to Board Policy V.B for a first reading and to bring the item back for adoption on a timeline established by staff. Motion passed unanimously. The Board provided specific direction to staff.

IX.H Approval of Revisions to Board Policy V.C — Personnel — Faculty and Administrators — Compensation

Trustee Carranza moved, seconded by Trustee Weiner, to treat agenda item IX.H as a first reading and to bring back the item on a timeline established by staff. Motion carried unanimously.

IX.I Approve 2008-2009 Academic Salary Schedule

Student Trustee Weiner moved, Trustee Carranza seconded, to approve the Academic Salary Schedule, Appendix V.C-01, for the 2008-2009 fiscal year. Motion carried unanimously.

IX.J Approve 2008-2009 Noncredit Associate Faculty Salary Schedule

Trustee Carranza moved, Trustee Post seconded, to approve the Associate Noncredit Salary Schedule, Appendix V.C-03, for the 2008-2009 fiscal year. Motion failed. After discussion, Trustee Carranza moved to accept the schedule for a first reading and to bring back the item for a second reading and adoption on a timeline established by staff. Motion carried unanimously.

IX.K Approve 2008-2009 Classified Administrators Salary Schedule

Trustee Post moved, Trustee Fernandez seconded, to approve the Classified Administrators Salary Schedule, Appendix VI.D-01, for the 2008-09 fiscal year. Student Trustee Weiner abstained. Motion passed unanimously.

IX.L Approve 2008-2009 Classified Salary Schedule
Trustee Post moved, Trustee Fernandez seconded, to approve the Classified Salary Schedule, Appendix VI.C-02, for the 2008-09 fiscal year. Motion carried unanimously.

X. Consent Items

X.A Approve Academic Personnel Recommendations — Report #10-08

X.B Approve Classified Personnel Recommendations — Report #11-08

X.C Approve Temporary Reclassification

X.D Ratify Contract and Purchase Order Report — April 2008
Item X.E was pulled for discussion. Trustee Post moved, Trustee Fernandez seconded, to approve consent items A., B., C., and D. Motion carried unanimously.

X.E Approve New, Revised, and Deleted Courses and Certificates
Trustee Fernandez moved, Trustee Carranza seconded, to approve item X.E. Motion carried unanimously.

Presentation: Report of the Superintendent/ President Search Process and Setting Dates for Candidate Forum and Interview Dates
Mr. Hendrickson recapped the Superintendent/President hiring process to date. After lengthy discussion, by consensus the Board determined that the two candidates sent forward by the Selection Committee will be interviewed prior to holding a public forum.

XI. First Reading of Revisions to Board Policies
The following policy revisions will be presented for second reading and adoption at the next business meeting:
VI.G Personnel—Classified, Classified Senate
VI.I Personnel—Classified, Other

XII. Second Reading for Adoption of Revisions to Board Policies
Trustee Carranza moved, Trustee Post seconded, to adopt revisions Board Policy III.H—Travel. Motion carried unanimously.

XIII. Information

XIV. Future Agenda Items and Announcements
At the May 6, 2008, the Board will meet with mediators after the study session. The Board asked John Hendrickson to investigate student trustee compensation.

XV. Committee Reports, Program Reports, and Meeting Minutes
None.

XVI. College-Related Reports
President Batiste suggested that the Board provide activities reports one week prior to regular board meeting for inclusion in the agenda packet.

Student Member Weiner reported that student elections are in progress.

Classified Senate President Kathy Perkins noted that Mr. Hendrickson met with Classified staff regarding accreditation and other issues. The Medal of Honor recognition is being planned, and classified elections will be held in May.

Academic Senate President Jonathan Cole noted elections are under way. At this time, Brad Byrom is the only candidate for president.

Mr. Mallory, attending for Associate Faculty President Al Nyman, noted negotiations are continuing. He stated the Associate Faculty would welcome giving input into the negotiations decision-making process.

Vice President Dick Robertson noted that the College will undergo a categorical visit with an exit interview at the end of the current week. The Accrediting Commission Visiting Team will be on campus on May 7 and 8 to review supporting documentation to the district's response.

XVII. Adjournment

The meeting adjourned at 7:13 p.m.

Minutes Approval:

Carolyn Batiste, President

John Hendrickson
Interim Superintendent/President

- (Official)

MiraCosta College

Form A (On-Line Course Approval)

Do you need Form A? Help?
☐ **Approved before Fall 2003**

Curriculum Alignment	**Help?**
Course:	BIO 105
Date first offered online:	Spring 08
Number of sections:	1
Proposed enrollment per *online* section:	35
Existing enrollment per *onground* section:	35

(If proposed online course enrollment differs from existing onground enrollment, the department must seek approval for a change in class size, a separate process. Obtain a "Petition for Change in Class Maxima" from the Office of Instruction.)

Refer to **TAP Guidelines** for online course approval **BEFORE** completing the fields below.

Type of Approval: Help?

☑ Online Course (up to 100% online)
☐ Distance Education Hybrid (up to 99% online)
☐ Class Hybrid (50% or less online)

Each online course must be in compliance with the federal **Americans with Disabilities Act.** Reviewed these issues at www.section508.gov and consulted with MiraCosta's **Access Specialist (760.795.6684). Help?**

Date: 8/08/07

Please specify the ways in which the proposed online course will be made accessible to students with disabilities:

The course will adhere to MiraCosta College's policy that is based on guidelines developed by the Web Accessibility initiative of the World Wide Web Consortium (W3C). As such, alternative text will be provided for all non-text elements (images, audio/visual files) and textual descriptions of all graphic images (graphs, tables, diagrams, charts) will be included. The course layout and design will have simple backgrounds, be uncluttered, and the text presented in high contrast and of a suitable color to improve accessibility. All web sites linked to the course will be screened for accessibility. In any instance where accessibility is difficult to achieve, resolutions will be sought in conjuction with the District Access Specialist.

Carefully review the existing "**Course Outline of Record.**" Please *specify* how the proposed online course will meet and deliver required objectives, content, assessments and/or activities in the online format:

The course objectives for Bio105 are as follows:
1) analyze the scientific method and propose valid experiments demonstrating understanding of this method.

2) explain basic evolutionary fact and relate this to theories of the origin of life.
3) describe some of the modern biological discoveries and evaluate their impact on science.
4) describe chemical processes inherent in biology and the basic chemistry of biomolecules.
5) explain the process of information flow from DNA to protein and assess the consequences of alterations in this process.
6) correlate molecular genetics with heredity and disease.
7) describe the molecular basis of immunology and diseases associated with the immune system.
8) describe the molecular basis of cancer and evaluate associated risk-factors.
9) evaluate current advances in biotechnology with regard to medicine and agriculture in our society.
10) discuss ethical implications of biotechnology in society.
The content of this course will be delivered via textbook readings, virtual lecture, web-based information and virtual discussion. Assessments, in the form of objective exams and written (essay) assignments, will be similar to those in the on-site (face to face) sections, but submitted electronically via a secure course management system (for example, Blackboard or Moodle). As many of the above course objectives focus on abilities of the student to describe, analyze and evaluate biological fact, processes, discoveries and applications, the asynchronous discussion forum will be an integral component of this course.

* If you have questions about technical resources for online instruction please contact the **Open Learning Coordinator** at 760.795.6745 *

- (Official)

MiraCosta College

Form B - Requisites & Advisories

☐ **Approved before Fall 2003**

Course Outline Of Record **Appendum: Requisites & Advisiories Form B**	**Help?**

Proposed Course: BIO 105

Advisory/Requisite Course(s): Eligilibily for English 100

Select the type of preparation required/suggested for this course.

☑ **1.** Advisory (please explain below).
☐ **2.** Sequential courses within and across disciplines (please explain below).
☐ **3.** Standard/historical Co/Prerequisites (please explain below).
☐ **4.** Co/Prerequisites of a course in communications and/or computation for a course outside of those disciplines (Please complete Part C).
☐ **5.** Recency or other Measures of Readiness (Please complete Part C).
☐ **6.** Health and Safety (Please complete Part D).
☐ **7.** Required by statute or regulation (Please complete Part D).
☐ **8.** Performance course, which requires an audition or tryout (Please complete Part E).

Required for 1, 2, or 3 above. Explanation:
While this is a 100-level science course, it is expected that students be competent to read at the college level and communicate effectly, both verbally and in writing, upon entry to this course.

Required only for 1, 2, or 3 above. Complete either Part A or Part. B

A. List three (3) California State University and/or University of California campuses which reflect the equivalent course with the equivalent requisite(s) in their current catalogs.

☐ **Not Applicable**

UC/CSU Campus/Catalog Year	**Course** (Name and Number)	**Requisite(s)** (Name and Number)
1.		
2.		
3.		

B. Content Review Comparison Table

List **OUTCOME KNOWLEDGE AND SKILLS** development in the **advisory/requisite course** without which students would be unlikely to satisfactorily complete the **proposed** course. (The knowledge and skills will not be taught in the proposed course.)
Ability to read critically a variety of forms of writing from various sources and relate the readings to a larger context.
Ability to communicate in writing; students will recognize and apply knowledge of purpose and audience in their writing.
Ability to communicate verbally, listening and speaking as part of a member of a team.
Ability to gather, evaluate, organize and interpret information from various sources and synthesize information.

List matching **ENTRY KNOWLEDGE AND SKILLS** needed in proposed course without which students would be unlikely to receive a satisfactory grade.
Ability to communicate ideas: writing reports/term papers using library and internet research.
Ability to communicate (listen, read, write and speak) using standard American English.
Ability to gather information for a variety of sources (print, periodicals, digital media, internet) and assimilate/synthesize it.
Ability to read and critically evaluate text and secondary sources at the college level.
Ability to work in groups on various projects and in problem-solving.

C. Required for 4 or 5 above. The Education Code requires validation of requisites and advisories. Information about how to do this validation may be obtained from AP&P, your dean, or the State Academic Senate Curriculum Website . Explain the data/evidence gathered to support/justify this requisite or advisory.

D. Required for 6 or 7 above. Narrative justification of the proposed requisite or advisory based on health and safety or required by statute or regulation.

E. Limitations (Blocks) on enrollment

Required for 8 above. Performance course which requires auditions/tryouts. Should not block student access to a degree or certificate and should not result in a disproportionate impact on historically underrepresented groups. Enrollment blocks are to be reviewed during the regular six-year program review cycle).

Evaluation of marketing efforts and evidence of their integrity

Online Courses

For more information about an online class listed below, see the detailed course description in the **All Courses** section or go to **www.miracosta.edu/cybercosta**.

How to Crash Closed Online Courses

A "closed" course has reached maximum enrollment and students may not add the course without instructor consent. To crash a closed online course, follow these steps:

1) **BEFORE classes begin**, check enrollment on SURF daily because space may become available before the first day. You may be able to add on SURF if there is space. Do not e-mail or call the instructor before the first day of classes because you may not receive a response. Check the CyberCosta web site to see if the instructor has posted specific instructions for crashing.

2) **AFTER classes begin**, e-mail the instructor at his/her e-mail address for permission to add. Include your full name, your SURF ID, and the specific course you'd like to crash. If the instructor consents, you will receive an e-mail response with specific permission to add the course. Print the entire e-mail and take it in person to the Admissions and Records Office before the enrollment deadline to enroll and pay for the course.

Books for online courses may be purchased online at www.efollett.com.

Class #	Catalog #		Title
1042	ACCT	101	Practical Accounting
1048	ACCT	145	Individual Income Tax
1062	ACCT	148	Computer Accounting
3986	ACCT	148	Computer Accounting
3384	ACCT	158	Business Mathematics
3304	ANTH	101	Biological Anthropology
4127	ANTH	102	Cultural Anthropology
2602	ART	157	Art Orientation
3406	ART	157	Art Orientation
3870	ART	247	Digital Imaging 1: Adobe Photoshop
4078	ART	259	History of Renaissance to Modern Art
1568	BIO	103	Animal Diversity
3168	BIO	103	Animal Diversity
4129	BIO	105	Genes and Technology in Society
4286	BTEC	120	Business and Regulatory Practices in Biotechnology
3829	BUS	117	Human Resources Management
1010	BUS	132	Marketing
1026	BUS	134	Retail Management
2970	BUS	140	Legal Environment of Business
1016	BUS	140	Legal Environment of Business
1024	BUS	147	Personal Finance
3240	BUS	147	Personal Finance
1032	BUS	170	Entrepreneur I
1034	BUS	171	Entrepreneur II
1866	CHEM	108	Preparatory Chemistry
4119	CHLD	109	Child Behavior and Guidance
4101	CHLD	113	Child and Adolescent Growth and Development
4100	CHLD	113	Child and Adolescent Growth and Development
4099	CHLD	210	Child, Family, and Community
1156	CIS	100	Computer Applications
1158	CIS	100	Computer Applications
1160	CIS	100	Computer Applications
2864	CIS	101	Fundamentals of Computer Information Systems
1170	CIS	101	Fundamentals of Computer Information Systems
3278	CIS	102	Computer Literacy
2668	CIS	105	Intermediate Computer Applications
1192	CIS	150	Introduction to Microsoft Word
1198	CIS	152	Introduction to Microsoft Excel
1196	CIS	152	Introduction to Microsoft Excel
1200	CIS	154	Advanced Microsoft Excel
1202	CIS	164	Introduction to Microsoft Access
1206	CIS	184	Introduction to Microsoft PowerPoint
1212	CIS	191	Internet Presence for the Small and Medium Business
1210	CIS	191	Internet Presence for the Small and Medium Business
1690	COMM	215	Intercultural Communication
1420	COUN	110	College Success Skills
3955	CRLP	100	Career and Life Planning
4077	CRLP	101	Introduction to Career Planning
4030	DNCE	101	History and Appreciation of Dance
2872	DRAF	101	Beginning Computer-Aided Drafting Using AutoCAD
4543	DRAM	105	Introduction to Theatre
1922	DRAM	121	Dramatic Literature (Restoration to Present)
1440	EART	106	Earth and Space Science
3170	EART	106	Earth and Space Science
4004	ECON	100	Survey of Economics
1262	ECON	101	Principles of Economics: MACRO
2354	ENGL	100	Composition and Reading
2200	ENGL	100	Composition and Reading
3108	ENGL	100	Composition and Reading
2344	ENGL	850	English Grammar and Usage
2166	FILM	101	Introduction to Film
2164	FILM	101	Introduction to Film
4007	GEOG	101	Physical Geography

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Class #	Catalog #		Title
3454	GEOG	101	Physical Geography
1430	GEOL	101	Physical Geology
1432	GEOL	101	Physical Geology
1436	GEOL	101L	Physical Geology Laboratory
3456	GEOL	101L	Physical Geology Laboratory
4009	GEOL	101L	Physical Geology Laboratory
1438	GEOL	120	Environmental Geology: Earth Hazards and Humanity
3466	HEAL	100	Nutrition Today
1616	HEAL	100	Nutrition Today
3468	HEAL	101	Principles of Health
1626	HEAL	101	Principles of Health
1618	HEAL	101	Principles of Health
1358	HIST	100	World History to 1500
2882	HIST	101	World History Since 1500
3216	HIST	103	Western Civilization
1370	HIST	104	Western Civilization
1376	HIST	105	History of England
4011	HIST	110	United States History
1416	HIST	110	United States History
1378	HIST	110	United States History
1388	HIST	110	United States History
1390	HIST	111	United States History
2930	HIST	111	United States History
1408	HIST	111	United States History
1404	HIST	117	History of the Americas
2514	HOSP	114	Hospitality Law
2516	HOSP	133	Front Office Management
3282	KINE	190	Introduction to Kinesiology
3935	KINE	200	Physical Education in the Elementary School
4106	KINE	210	Exercise Prescription for Special Populations
3038	LIBR	101	Library and Information Strategies
3946	LIBR	108	Research Strategies for the Online World
3975	MAP	110	Health Information Management: Introduction to the Electronic Health Record
4300	MAT	110	Digital Imaging 1: Adobe Photoshop
4299	MAT	110	Digital Imaging 1: Adobe Photoshop
4302	MAT	170	Digital Imaging 2: Adobe Illustrator
3873	MAT	180	Publishing 1: Adobe InDesign
3196	MATH	101	Intermediate Algebra
1844	MATH	101	Intermediate Algebra
3478	MATH	125	College Algebra
4096	MATH	820	Pre-Algebra
1732	MATH	830	Elementary Algebra
3182	MATH	830	Elementary Algebra
1982	MUS	101	Theory I
1984	MUS	102	Theory II
1986	MUS	103	Musicianship
1988	MUS	104	Intermediate Musicianship
1992	MUS	105	Music Fundamentals
2972	MUS	105	Music Fundamentals
3158	MUS	105	Music Fundamentals
1990	MUS	105	Music Fundamentals
1998	MUS	113	Musics in Multicultural America
2148	MUS	114	History of Rock and Roll
2000	MUS	115	Introduction to Music
2004	MUS	116	A Survey of World Music
3162	MUS	119	History of Jazz
2006	MUS	119	History of Jazz
2110	MUS	201	Advanced Theory
2114	MUS	202	Advanced Theory
2118	MUS	203	Advanced Musicianship
2122	MUS	204	Advanced Musicianship
3976	NURS	151	Body Systems Survey for Health Professions
2544	NURS	155	Basic Medical Terminology
1468	OCEA	101	Introduction to Oceanography
3490	OCEA	101	Introduction to Oceanography
1444	OCEA	101	Introduction to Oceanography
1442	OCEA	101	Introduction to Oceanography
2956	PHAR	100	Basic Pharmacology—Dosages and Calculations
1248	PHIL	100	Informal Logic and Critical Thinking
4015	PHIL	100	Informal Logic and Critical Thinking
4333	PHIL	100	Informal Logic and Critical Thinking
1232	PHIL	101	Introduction to Philosophy: Knowledge and Reality
1236	PHIL	101	Introduction to Philosophy: Knowledge and Reality
1256	PHIL	101	Introduction to Philosophy: Knowledge and Reality
4017	PHIL	122	World Religions
3338	PHIL	122	World Religions
4130	PSYC	100	Introduction to Psychology
2776	PSYC	101	General Psychology
3866	PSYC	104	Statistics for Behavioral Science
3865	PSYC	104	Statistics for Behavioral Science
4138	PSYC	113	Child and Adolescent Growth and Development
4139	PSYC	113	Child and Adolescent Growth and Development
3867	PSYC	205	Research Methods in Behavioral Sciences
1340	REAL	100	Real Estate Principles
2836	SOC	101	Introduction to Sociology
2824	SOC	101	Introduction to Sociology
4157	SOC	104	Statistics for Behavioral Science
4158	SOC	104	Statistics for Behavioral Science
4146	SOC	205	Research Methods in Behavioral Sciences
3496	SPAN	101	Elementary Spanish (First Semester)
4337	SPAN	102	Elementary Spanish (Second Semester)

ONLINE

Late-Start Courses

For more information about the late-start courses listed below, see the complete course descriptions in the **All Courses** section. The courses listed in this section are all courses that start **AFTER** the first week of spring semester including:

- 15-week classes that begin the week of February 2 (OC, SEC, online)
- Self-paced classes that have various start dates
- 8-week (also known as mid-semester classes) begin the week of March 23
- Flexible Learning classes in Computer & Information Sciences (CIS)

Enroll early—many late-start courses fill before the semester begins.

Class #	Catalog #		Title
3396	ADM	100	Introduction to the Administration of Justice
2496	ADM	100	Introduction to the Administration of Justice
1308	ANTH	101	Biological Anthropology
1324	ANTH	102	Cultural Anthropology
2692	ART	102	Drawing and Composition
2594	ART	103	Beginning Sculpture
3364	ART	201	Objects and Ideas in Contemporary Art
4120	ART	204	Painting
2698	ART	204	Painting
2628	ART	204	Painting
2632	ART	204	Painting
2640	ART	205	Waterbase Media
4083	ART	206	Figure Painting
3208	ART	210	Printmaking
4085	ART	217	Figure Sculpture
3122	ART	223	Woodworking and Furniture Design
2720	AUTO	130	Basic Automotive Tune-Up
1568	BIO	103	Animal Diversity
1642	BIO	105	Genes and Technology in Society
3264	BIO	190	Survey of Human Musculoskeletal System
4286	BTEC	120	Business and Regulatory Practices in Biotechnology
4122	BTEC	201	Advanced Cell Culture
3310	BTEC	206	Principles of Separation and HPLC
1034	BUS	171	Entrepreneur II
3833	CHLD	121	Human Development
4098	CHLD	130	Science and Math for Young Children
3006	CHLD	170	Food and Nutrition for Children
1158	CIS	100	Computer Applications
1160	CIS	100	Computer Applications
3278	CIS	102	Computer Literacy
2668	CIS	105	Intermediate Computer Applications
1192	CIS	150	Introduction to Microsoft Word
1198	CIS	152	Introduction to Microsoft Excel
1200	CIS	154	Advanced Microsoft Excel
1206	CIS	184	Introduction to Microsoft PowerPoint
1208	CIS	185	Introduction to Microsoft Windows
1212	CIS	191	Internet Presence for the Small and Medium Business
3052	CRLP	101	Introduction to Career Planning
3054	CRLP	101	Introduction to Career Planning
3414	CRLP	103	Job Success Skills
4030	DNCE	101	History and Appreciation of Dance
3016	DNCE	146	Latin Dance
1100	DNCE	154	Ballet II
1104	DNCE	157	Pilates Apparatus I
3544	DNCE	157	Pilates Apparatus I
4329	DNCE	158	Dance Stretch
1116	DNCE	160	Rehearsal and Performance
1120	DNCE	160	Rehearsal and Performance
3324	DNCE	166	Jazz Dance I
1144	DNCE	166	Jazz Dance I
3388	DNCE	176	Modern Dance I
4026	DNCE	179	Musical Theatre Dance
1128	DNCE	183	Commercial Dance
4028	DNCE	183	Commercial Dance
3436	DNCE	186	Choreography II
3286	DNCE	257	Pilates Apparatus II
4328	DRAF	120	Manufacturing Processes
4323	DRAM	125	Beginning Acting Lab
1928	DRAM	130	Acting I
3440	DRAM	139	Stage and Concert Management
4044	DRAM	270	Rehearsal and Performance—Technical Theatre
4043	DRAM	270	Rehearsal and Performance—Technical Theatre
4025	DRAM	271	Rehearsal and Performance—Acting
4034	DRAM	271	Rehearsal and Performance—Acting
3170	EART	106	Earth and Space Science
2260	ENGL	100	Composition and Reading
2264	ENGL	100	Composition and Reading
2308	ENGL	280	Creative Writing
1342	GEOG	101	Physical Geography

MIRACOSTA CREDIT COURSES • SPRING 2009

Class #	Catalog #		Title
2880	GEOG	101	Physical Geography
1350	GEOG	101L	Physical Geography Laboratory
1352	GEOG	102	Cultural Geography
3332	GEOG	104	World Geography
1432	GEOL	101	Physical Geology
1436	GEOL	101L	Physical Geology Laboratory
1438	GEOL	120	Environmental Geology: Earth Hazards and Humanity
1614	HEAL	100	Nutrition Today
1636	HEAL	101	Principles of Health
4111	HEAL	210	Therapeutic Massage II
1356	HIST	100	World History to 1500
1366	HIST	101	World History Since 1500
1368	HIST	103	Western Civilization
3470	HIST	109	History of the Middle East
1388	HIST	110	United States History
1408	HIST	111	United States History
3950	HORT	120	Urban Forestry
2516	HOSP	133	Front Office Management
4105	KINE	100	Functional Resistance Training
3903	KINE	111	Cardio Conditioning
3904	KINE	118	Basketball Techniques
3905	KINE	118	Basketball Techniques
3906	KINE	120	Golf, Beginning
3907	KINE	121	Golf, Intermediate
3910	KINE	136	Tennis, Beginning
3912	KINE	136	Tennis, Beginning
3911	KINE	136	Tennis, Beginning
3914	KINE	137	Tennis, Intermediate
3916	KINE	137	Tennis, Intermediate
3915	KINE	137	Tennis, Intermediate
3925	KINE	142	Body Conditioning/Wellness Lab
3927	KINE	151	Stretch for Flexibility and Relaxation
3931	KINE	152	Yoga
3932	KINE	152	Yoga
3934	KINE	153	Backpacking and Wilderness Survival Lecture
3936	KINE	153L	Backpacking and Wilderness Survival Lab
3918	KINE	236	Tennis, Advanced
3920	KINE	236	Tennis, Advanced
3919	KINE	236	Tennis, Advanced
3038	LIBR	101	Library and Information Strategies
3604	LIBR	101	Library and Information Strategies
3778	LIBR	101	Library and Information Strategies
3946	LIBR	108	Research Strategies for the Online World
3961	MAT	235	Web Design 3: Site Design and Architecture
4074	MATH	101	Intermediate Algebra
3666	MATH	101A	Intermediate Algebra Part 1
3668	MATH	101B	Intermediate Algebra Part 2
3672	MATH	820B	Pre-Algebra Part 2
3508	MATH	830	Elementary Algebra
1986	MUS	103	Musicianship
1988	MUS	104	Intermediate Musicianship
1990	MUS	105	Music Fundamentals
2148	MUS	114	History of Rock and Roll
4388	MUS	118	Music Appreciation
3162	MUS	119	History of Jazz
3236	MUS	175	Classical Guitar Ensemble
3238	MUS	176	Guitar Orchestra
2142	MUS	295	Concert Production
3976	NURS	151	Body Systems Survey for Health Professions
2544	NURS	155	Basic Medical Terminology
2528	NURS	160	Certified Nursing Assistant
3980	NURS	163	Home Health Aide
4324	NURS	165	Intravenous and Blood Withdrawal Certification for Nurses
2534	NURS	171	Licensed Vocational Nursing II
2538	NURS	173	Licensed Vocational Nursing IV
2540	NURS	275	Licensed Vocational Nursing VI
3490	OCEA	101	Introduction to Oceanography
1468	OCEA	101	Introduction to Oceanography
2956	PHAR	100	Basic Pharmacology—Dosages and Calculations
4015	PHIL	100	Informal Logic and Critical Thinking
1236	PHIL	101	Introduction to Philosophy: Knowledge and Reality
1254	PHIL	101	Introduction to Philosophy: Knowledge and Reality
4017	PHIL	122	World Religions
2776	PSYC	101	General Psychology
4142	PSYC	121	Human Development
2826	SOC	101	Introduction to Sociology
2830	SOC	102	Contemporary Social Problems
4336	SOC	110	Comparative Cultures
3526	SPAN	210	Intermediate Conversation and Reading
3528	SPAN	211	Intermediate Conversation and Writing
2916	WKEX	233	Cooperative Work Experience—General
4176	WKEX	233	Cooperative Work Experience—General
	WKEX	299	Cooperative Work Experience—Occupational

See ALL COURSES section for courses numbered 299 in these disciplines: ACCT, ADM, ARCH, AUTO, BTEC, BUS, BOT, CHLD, CIS, CS, COSM, DRAF, DRAM, HORT, HOSP, KINE, MAT, MAP, MUS, NURS, RPT, REAL, REST, TOUR.

In 1972, MiraCosta took over the Oceanside and Carlsbad unified school districts' adult high school and continuing education programs. These programs are now offered at MiraCosta's Community Learning Center on Mission Avenue in Oceanside.

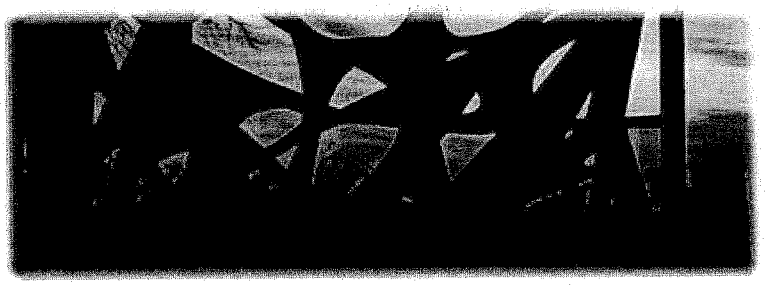
LATE-START

Evaluation of information provided to students regarding the new delivery mode
(e.g., equipment requirements; access to help desk)

MiraCosta College

GENERAL INFO | CLASS INFO | COLLEGE DIRECTORIES | STUDENT SERVICES | SEARCH

Distance Education [*CyberCosta*]



- About Online Courses
- Getting Started
- Technical Requirements
- Student HelpDesk

- Apply Online
- SURF - Enroll Now!
- Online Tutoring
- Crashing Online Courses

- Bookstore
- Counseling
- Find Your Teachers
- Library

Current Schedule

LOGIN TO BLACKBOARD

Alternative Course Management Systems
ETUDES NG | Moodle

Courses that are not offered in Blackboard may be offered in one of these systems. Contact your instructor for more information.

Education, Anytime, Anyplace

Online courses are delivered straight to you via the World Wide Web- wherever you may be - at your convenience.

MiraCosta has been offering online courses for more than 10 years, and today offers more than 100 courses over the Web.

Course content, course credit, and course quality are equal to that of the traditional classroom! Please explore Getting Started and take our Distance Education Quiz to find out if online courses are for you!

Contacts

Brad Hinson
Open Learning Coordinator
Email | Website

Karen Korstad
Faculty Technology Specialist
Email | Website

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Getting Started With Online Courses

This checklist provides the steps necessary to get started in an online course. Once you are able to check off all items in this list, then you are ready to go...

Get Ready

- [ ] Find out if online courses are for you.
- [ ] Test your potential as an online student.

Get Set

- [ ] Get admitted to MiraCosta College.
- [ ] Select your course(s) from the course schedule. (Write down the Class Numbers for SURF)
- [ ] Check to see that you meet the technical requirements for your selected course(s).
- [ ] SURF: Enroll in your course(s).
- [ ] SURF: Submit your preferred email address via SURF.
- [ ] Purchase your books and materials.

Go!

- [ ] Your instructor will provide you with instructions on how to get started in your course. You may contact your instructor directly via email for instructions on course access and getting started in your course(s). You may find instructor information on the course schedule page or in the campus directory.

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Test Your Potential as an Online Student

Online learning isn't for everyone... take the quiz below to measure your potential for success as a CyberCosta student.

1. My need to take this course is:

- ◯ high- I need it immediately for a degree, job, or other important reason.
- ◯ moderate- I could take it on campus later or substitute another course.
- ◯ low- it is a personal interest that could be postponed.

2. Having face-to-face interaction is:

- ◯ not particularly important to me.
- ◯ somewhat important to me.
- ◯ very important to me.

3. I would classify myself as someone who:

- ◯ often gets things done ahead of time.
- ◯ needs reminding to get things done on time.
- ◯ puts things off until the last minute.

4. Classroom discussion is:

- ◯ rarely helpful to me.
- ◯ sometimes helpful to me.
- ◯ almost always helpful to me.

5. When an instructor hands out directions for an assignment, I prefer:

- ◯ figuring out the instructions myself.
- ◯ trying to follow the directions on my own, then asking for help as needed.
- ◯ having the instructions explained to me.

6. I need faculty to constantly remind me of due dates and assignments:

- ◯ rarely.
- ◯ sometimes.
- ◯ often.

7. Considering my professional and personal schedule, the amount of time I have to work on an online course is:

- ◯ more than for a campus course.
- ◯ the same as for a class on campus.
- ◯ less than for a class on campus.

8. When I am asked to use email, computers, or other new technologies presented to me:

- ◯ I look forward to learning new skills.
- ◯ I feel apprehensive, but try anyway.
- ◯ I put it off or try to avoid it.

9. In terms of computer experience, I consider myself:

- ◯ a computer whiz.
- ◯ capable of figuring things out.
- ◯ a novice.

10. As a reader, I would classify myself as:

- ◯ good- I usually understand the text without help.
- ◯ average- I sometimes need help to understand the text.
- ◯ below average- I often need help to understand the text.

11. If I have to go to campus to take exams or complete work:

- ◯ I have difficulty getting to campus, even in the evenings and on weekends.
- ◯ I may miss some lab assignments or exam deadlines if campus labs are not open evenings and weekends.
- ◯ I can go to campus anytime.

12. I expect online instructors to be available:

- ◯ by email or other modes of communication occasionally .
- ◯ by email at least once or twice a week.
- ◯ 24/7 by email as well as in an on-campus office.

13. I expect each online class I take to be:

- ◯ challenging in its approach and learning system.
- ◯ varied in its offerings of approaches.
- ◯ exactly the same as other online classes.

What's My Score?

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Technical Requirements for Online Courses

- If there are technical problems with our systems, please feel free to contact the Student Help Desk for assistance.
- If there are technical problems with your computer or Internet connectivity, we are unable to assist you.
- Instructors are responsible for teaching course curriculum - not how to use your home computer.
- It is the student's responsibility to be technologically capable to take an online course, i.e. you should be computer literate and Internet experienced! Check to see if you're ready for online learning.

Since your course will be accessed through your computer and Internet connection, it is important that you have the proper computer configuration. Outlined below are the basic technical requirements (minimum and recommended) for participation in an online course.

Some online courses will have additional technical requirements - please check the individual course link (see course schedule) or contact the instructor for details.

Minimum	Recommended
1 gig hard drive 486 Processor @ 66MHz (PC) | PowerPC @ 166 MHz(Mac) 64 MB of RAM 28.8 Modem Windows 95 (PC) | OS 7.6.1 (Mac) 4.0 or higher Web Browser	4 gig hard drive Pentium III @ 333MHz + (PC) | PowerPC G3 @ 333MHz + (Mac) 128+ MB of RAM 56.6 Modem or better Windows 95/98/NT/2000/XP (PC) | OS 8.5.1 or greater (Mac) 4.0 or higher Web Browser
▸ Netscape Navigator or Internet Explorer ▸ Cookies Enabled ▸ JavaScript Enabled	▸ Netscape Navigator or Internet Explorer ▸ Cookies Enabled ▸ JavaScript Enabled
Internet access with an E-mail Account Course-specific plug-ins* Course-specific software* Course-specific hardware*	Internet access with an E-mail Account Course-specific plug-ins* Course-specific software* Course-specific hardware*

* Some courses may have additional technical requirements. To find out if a course has additional technical requirements, view the course in the CyberCosta Schedule.

Downloads: Plug-ins & Installers

- MS Internet Explorer
- Netscape Navigator
- Adobe Acrobat Reader
- MS PowerPoint Viewer
- Stuffit Expander
- WinZip
- QuickTime
- RealPlayer
- Windows Media Player
- Flash Plug-In
- Shockwave Plug-In

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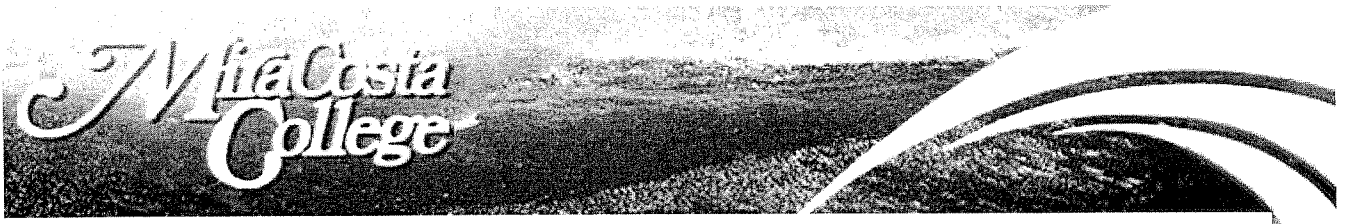

Student Help Desk

Student Help Desk Services

- Student Help Desk
- Tutorials
  - Blackboard
  - SURF
  - MAT Server
- Browser Test & Requirements
- System Status
- Contact Us
- FAQ's

SURF ID and Password Tools

- Student Password Information
- Get Your Student SURF ID & Password Here
- Reset your student password Here

Campus Systems

SURF Login

Blackboard Login

General Information

- Online Class Tips
- Online Counseling
- Distance Education
- Tutoring

Live Support Hours of Operation

Monday - Friday

8:00 AM - 4:30 PM

Email: StudentHelp@miracosta.edu

Phone: (760) 795-6655

Toll Free: (888) 201-8480 ext. 6655

Online Tech Support:

Register Now for Spring 2009!

Enroll online via SURF!

View Student SURF Tutorials

Spring 2009 Printed Credit Schedule (PDF)
Spring 2009 Searchable Online Schedule

Attention Students

For purposes of data security, all MiraCosta College **Student passwords expired on Monday, October 20, 2008.** Please use the link below to reset your password:

Reset Your Student Password Here

For more information and directions, view our Student Password Information website.

IMPORTANT: UPDATE YOUR CAMPUS EMERGENCY PHONE NUMBER!

Students, update your **campus emergency phone number** immediately! To do so, log into SURF at http://surf.miracosta.edu. Click Self Service on the left. Click Personal Information, then click Phone Numbers. Here, you can **add** an emergency contact number.

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Description of college accommodations for any requirements that students in distance learning courses come to campus

Academic Proctoring Center

General Information

- About the Center
- Map of T430 at Oceanside
- Map of Room 101 at San Elijo
- How to Schedule and Change Your Appointment Online

Forms for Instructors

- How to Send Your Exam to the APC
- Student Information Sheet
- Test Transmittal Form - Required for All Exam Submittals to APC

Information for Students

- Information About Using the APC
- Appointment Policies for Students Using the APC

Academic Proctoring Center

The Academic Proctoring Center provides a proctored testing site for students enrolled in online courses. In addition, the Academic Proctoring Center will proctor a makeup exam if an instructor authorizes this service for special student circumstances.

Academic Proctoring Services are available at both the Oceanside and San Elijo campuses during the following hours starting Monday, February 2, 2009:

OCEANSIDE CAMPUS, Building T430	
Day of Week	**Hours**
Mondays	9:00 am - 4:00 pm
Tuesdays	9:00 am - 4:00 pm
Wednesdays	1:00 pm - 8:00 pm
Thursdays	1:00 pm - 8:00 pm
Fridays	9:00 am - 4:00 pm

SAN ELIJO CAMPUS, Room 101	
Day of Week	**Date**
Mondays	8:30 am - 4:30 pm
Tuesdays	Closed
Wednesdays	12:00 pm - 8:00 pm
Thursdays	8:30 am - 4:30 pm
Fridays	Closed

An appointment is required to take your exam with the Academic Proctoring Center.

Students may schedule appointments for their exams online, or by contacting the Academic Proctoring Center at (760) 757-2121 ext. 6471 or ext. 7752. See How to Schedule and Change Your Appointment Online for help using the online appointment scheduling system. All students must adhere to the Appointment Policies listed on this website.

Proctoring Services for Non-MiraCosta Students

Are you currently taking classes at another university or college? MiraCosta College provides test proctoring services at our Oceanside Campus location for $30 per hour. If you are a student enrolled in a course through another institution and need to have a paper/pencil or computer based exam proctored, please contact Lisa Menuck directly at 760-757-2121 ext. 6471 or lmenuck@miracosta.edu to arrange for proctoring services.

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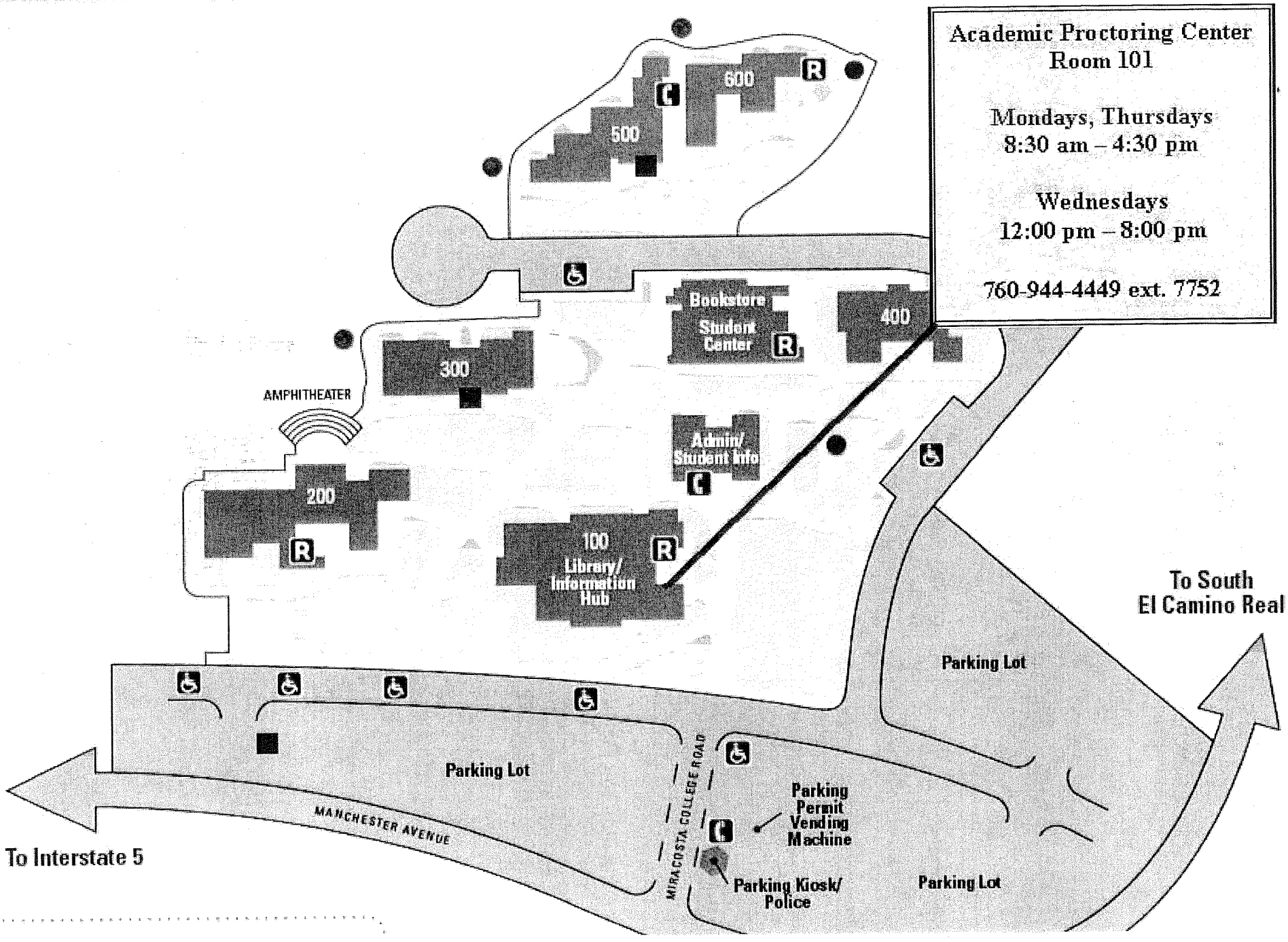
MiraCosta College • San Elijo Campus

3333 Manchester Avenue, Cardiff, CA 92007 • (760) 944-4449



Information for Students about the Academic Proctoring Center
Spring 2009

Students will be required to schedule an appointment to take an exam. Available appointment times depend on space availability. Appointments can be scheduled either via phone or via our online appointment system at: http://www.miracosta.edu/StudentServices/ProctoringCenter/schedule.htm

Students are welcome to call 760-757-2121, extension 6471 for appointments at the Oceanside campus and 760-944-4449, extension 7752 for appointments at the San Elijo campus. All students must adhere to the Appointment Policies listed on the Academic Proctoring Center website at: http://www.miracosta.edu/StudentServices/ProctoringCenter/

All testing materials are collected at the close of the Academic Proctoring Center, regardless of whether the student has completed the exam.

Students will be required to provide an acceptable form of photo identification in order to take their exam in the Proctored Test Center.

Acceptable forms of photo identification are:

- MiraCosta College Student ID card
- California Driver's License or California State ID card
- High school ID card from a San Diego county high school
- A high school yearbook with an individual photo of student and students full name
- ID card from another community college or post-secondary institution
- Military ID card
- Passport

Students using the APC agree to:

1. Make an appointment to use the center and arrive on time. An appointment time should be chosen that allows for the exam's full time limit. (All outstanding test materials are collected at the Center's posted closing time.)

2. Provide acceptable photo identification.

3. Turn off cell phones and other electronic devices, and place all personal belongings in a designated area.

4. Arrange childcare off-campus when using the APC.

5. Be courteous to staff and other students.

6. Abide by test instructions on the test transmittal form submitted by their instructor.

7. Use Only APC provided and instructor approved materials (calculators, pencils, erasers, scratch paper, ruler).

TEST TRANSMITTAL FORM – SPRING 2009

- PLEASE READ THE INSTRUCTOR EXAM PROCEDURES BEFORE COMPLETING THIS FORM
- *This form changes every semester, please ensure you are using the current semester form*
- This form must be completed by the Instructor **and received three working days before the test date**
- This form must accompany all exams sent to the Academic Proctoring Center
- **Complete the highlighted fields by clicking in each field and typing, or hand write your responses in each box**

Instructor Name: | Class & Section # : | Today's Date: MM/DD/YY

Approx. # of students expected to take exam :

If this is a make up exam, please tell us the name(s) of the student(s) expected to take the exam:

WHAT KIND OF AN EXAM ARE YOU SENDING? (check the box next to all that apply):

☐ Blackboard Exam ☐ Paper/Pencil Exam ☐ Make-Up Exam ☐ Extended Time Exam

WHEN DO YOUR STUDENT(S) NEED TO COMPLETE THIS EXAM?

Start Date: MM/DD/YY | End Date: MM/DD/YY

WHAT IS THE TIME LIMIT FOR YOUR EXAM?

☐ hour ☐ min or ☐ Untimed

WHAT CAN YOUR STUDENT(S) USE ON THIS EXAM? (check the box next to all that apply):

☐ Scantron ☐ Blue/Green book ☐ Scientific Calculator ☐ Graphing Calculator ☐ Basic Calculator ☐ Note card ☐ Formula Sheet

PLEASE LIST OTHER SPECIFIC MATERIALS ALLOWED HERE:

SPECIAL INSTRUCTIONS (LIST YOUR BLACKBOARD EXAM PASSWORD HERE):

HOW ARE YOU SENDING YOUR EXAM?

☐ Emailing exam to testingcenter@miracosta.edu ☐ Alternative arrangements made with Proctor

☐ Exam is on Blackboard, proctor will use password listed above under Special Instructions

HOW DO YOU WANT TO RECEIVE THE COMPLETED EXAM MATERIALS?

☐ I will pick up the completed exams in person during operating hours

☐ Please send completed exams in a secure tamper proof envelope to my MS

☐ Exam is on Blackboard, no materials to collect and send

Instructor Exam Procedures for Using the Academic Proctoring Center
Spring 2009

How does the process work for a Make Up Exam?

1. Student tells you they missed an exam or will miss an exam and asks if you allow make ups.
2. You approve the request based on a legitimate reason.
3. You complete the Test Transmittal Form and email this completed form with your exam to testingcenter@miracosta.edu.
4. You tell the student the timeframe that they have to make up your exam. This is the same timeframe indicate on your Test Transmittal Form.
5. You give the student the Student Information Sheet, which is found on our website.
6. Your student makes an appointment to take your make up exam.
7. The Academic Proctoring Center proctors your exam according to the testing parameters on your Test Transmittal form.
8. You receive an email documenting your student's visit and your exam is sent back to you.

How do I send the exam(s) for my Online Students that are required to come to the Academic Proctoring Center?

1. Complete the electronic Test Transmittal Form; save the document so that it can be accessed and used as an attachment.

2. Create an email message to testingcenter@miracosta.edu. The Test Transmittal Form *and* the Exam must be attached to this email. This email is viewed by the designated Academic Proctoring Center Proctors only. Please note: if emailing the exam is not a viable option for you, contact the Academic Proctoring Center at 6471 for Oceanside and/or 7752 for San Elijo to arrange an alternative delivery method.

How do I pick up my completed exams?

Instructors will indicate the preferred method to receive their completed exams on the Test Transmittal Form.

How do I know when my student takes the exam?

Instructors will tell their student to schedule an appointment with the Academic Proctoring Center during the timeframe that is indicated on the Test Transmittal Form. All students taking exams in the Academic Proctoring Center must adhere to the Appointment Policies as outlined on the Academic Proctoring Center website. Instructors will receive a confirmation email when their student has finished taking the exam.

Instructor Exam Procedures for Using the Academic Proctoring Center
Spring 2009

Academic Proctoring Center spring semester hours starting February 2nd:

Oceanside Campus located in Building T430	
Mondays	9:00 am – 4:00 pm
Tuesdays	9:00 am – 4:00 pm
Wednesdays	1:00 pm – 8:00 pm
Thursdays	1:00 pm – 8:00 pm
Fridays	9:00 am – 4:00 pm*

San Elijo Campus located in Room 101	
Mondays	8:30 am – 4:30 pm
Tuesdays	Closed
Wednesdays	12:00 pm – 8:00 pm
Thursdays	8:30 am – 4:30 pm
Fridays	Closed

*The Academic Proctoring Center at the Oceanside campus location will be open from 12:00 pm until 4:00 pm on the following Fridays in March:
Friday, March 6th
Friday, March 13th
Friday, March 27th

The Academic Proctoring Center at both campus locations will be closed during spring break, March 13th – 20th

Please note that students will be required to provide an acceptable form of identification in order to take their exam in the Academic Proctoring Center.

Acceptable forms of identification are:

- MiraCosta College Student ID card
- California Driver's License
- California State ID card
- Military ID card
- Passport
- High school ID card from a San Diego county high school
- ID card from another community college or post-secondary institution
- High school yearbook with an individual photo of student and student's full name

Information for Students about the Academic Proctoring Center
Spring 2009

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Oceanside Campus located in Building T430	
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Friday, March 6th

Friday, March 13th

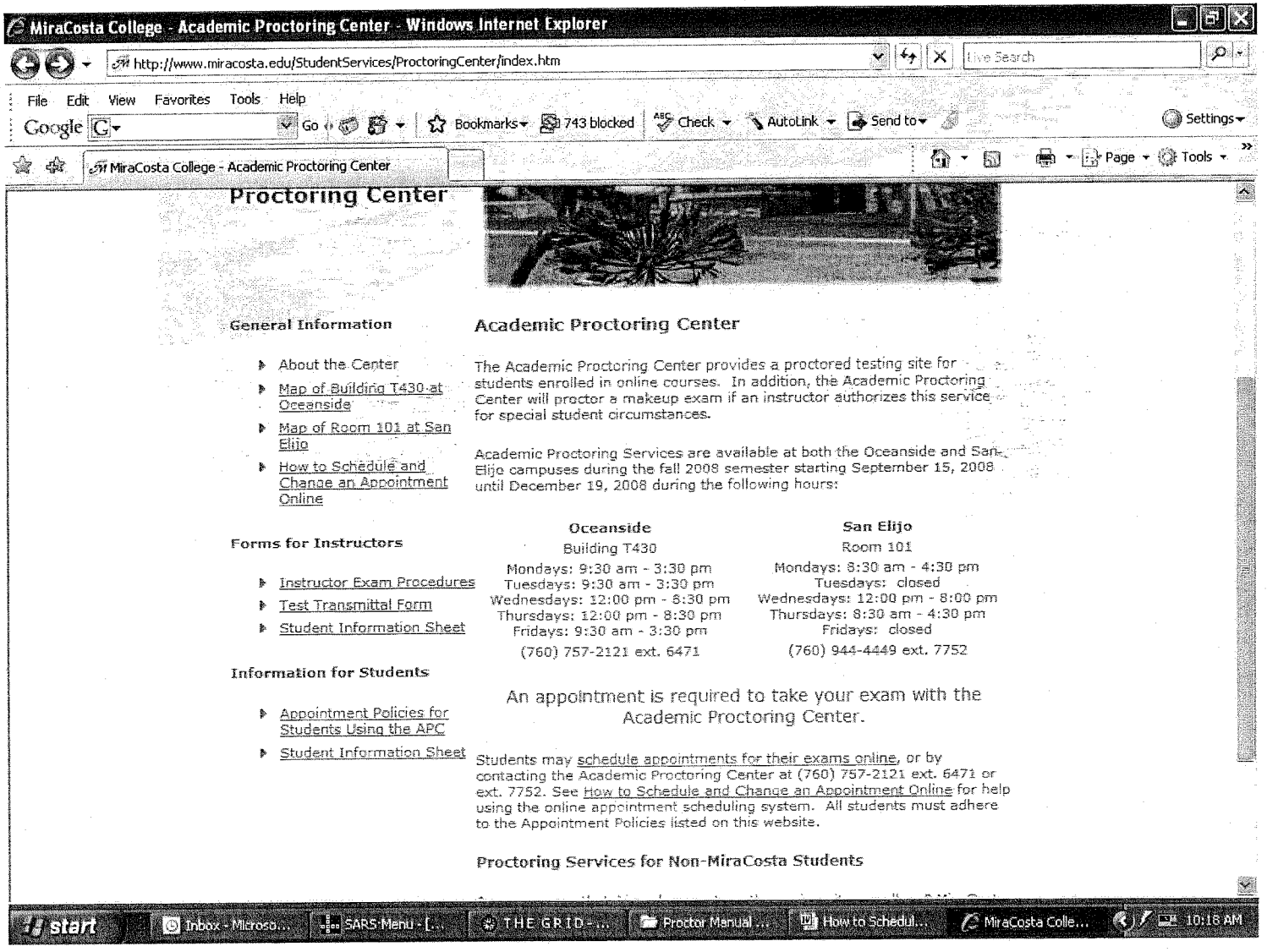
Friday, March 27th

The Academic Proctoring Center at both campus locations will be closed during spring break, March 13th – 20th

Students! Please have this guide with you when you want to make, cancel or change an appointment using the online scheduling system.

How to schedule an appointment online:

Go to: http://www.miracosta.edu/StudentServices/ProctoringCenter/index.htm



MiraCosta College - Academic Proctoring Center - Windows Internet Explorer

http://www.miracosta.edu/StudentServices/ProctoringCenter/index.htm

File Edit View Favorites Tools Help

MiraCosta College - Academic Proctoring Center

Proctoring Center

Click on the link that says: schedule appointments for their exams online

General Information

- About the Center
- Map of Building T430 at Oceanside
- Map of Room 101 at San Elijo
- How to Schedule and Change an Appointment Online

Forms for Instructors

- Instructor Exam Procedures
- Test Transmittal Form
- Student Information Sheet

Information for Students

- Appointment Policies for Students Using the APC
- Student Information Sheet

Academic Proctoring Center

The Academic Proctoring Center provides a proctored testing site for students enrolled in online courses. In addition, the Academic Proctoring Center will proctor a makeup exam if an instructor authorizes this service for special student circumstances.

Academic Proctoring Services are available at both the Oceanside and San Elijo campuses during the fall 2008 semester starting September 15, 2008 until December 19, 2008 during the following hours:

Oceanside
Building T430
Mondays: 9:30 am - 3:30 pm
Tuesdays: 9:30 am - 3:30 pm
Wednesdays: 12:00 pm - 8:30 pm
Thursdays: 12:00 pm - 8:30 pm
Fridays: 9:30 am - 3:30 pm
(760) 757-2121 ext. 6471

San Elijo
Room 101
Mondays: 8:30 am - 4:30 pm
Tuesdays: closed
Wednesdays: 12:00 pm - 8:00 pm
Thursdays: 8:30 am - 4:30 pm
Fridays: closed
(760) 944-4449 ext. 7752

An appointment is required to take your exam with the Academic Proctoring Center.

Students may schedule appointments for their exams online, or by contacting the Academic Proctoring Center at (760) 757-2121 ext. 6471 or ext. 7752. See How to Schedule and Change an Appointment Online for help using the online appointment scheduling system. All students must adhere to the Appointment Policies listed on this website.

Proctoring Services for Non-MiraCosta Students

start | Inbox - Microso... | SARS Menu - [... | THE GRID - ... | Proctor Manual ... | How to Schedul... | MiraCosta Colle... | 10:17 AM

Welcome to MiraCosta College - Windows Internet Explorer

http://www.miracosta.edu/StudentServices/ProctoringCenter/schedule.htm

Live Search

File Edit View Favorites Tools Help

Google Go Bookmarks 743 blocked Check AutoLink Send to Settings

Welcome to MiraCosta College

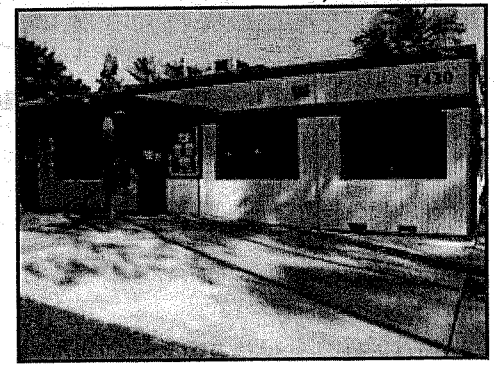
Page Tools

Select the campus where you want to take your test

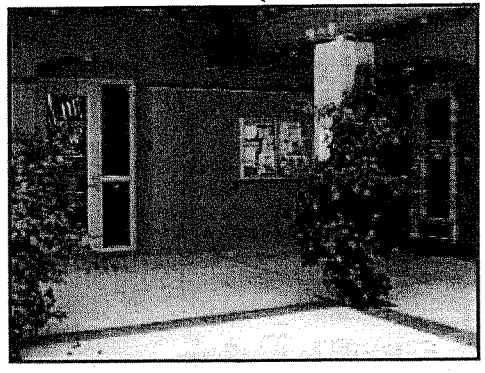
GENERAL INFO CLASS INFO COLLEGE DIRECTORIES STUDENT SERVICES SEARCH

You are here : Home / Student Services / Academic Proctoring Center / Schedule an Appointment

To schedule a test, please click on the appropriate campus you want to take the test at:



Oceanside Campus T430



SEC Campus Room 101

A public California community college serving coastal North San Diego County

Oceanside • Carlsbad • Encinitas • Cardiff • Rancho Santa Fe • Solana Beach • Del Mar • Carmel Valley

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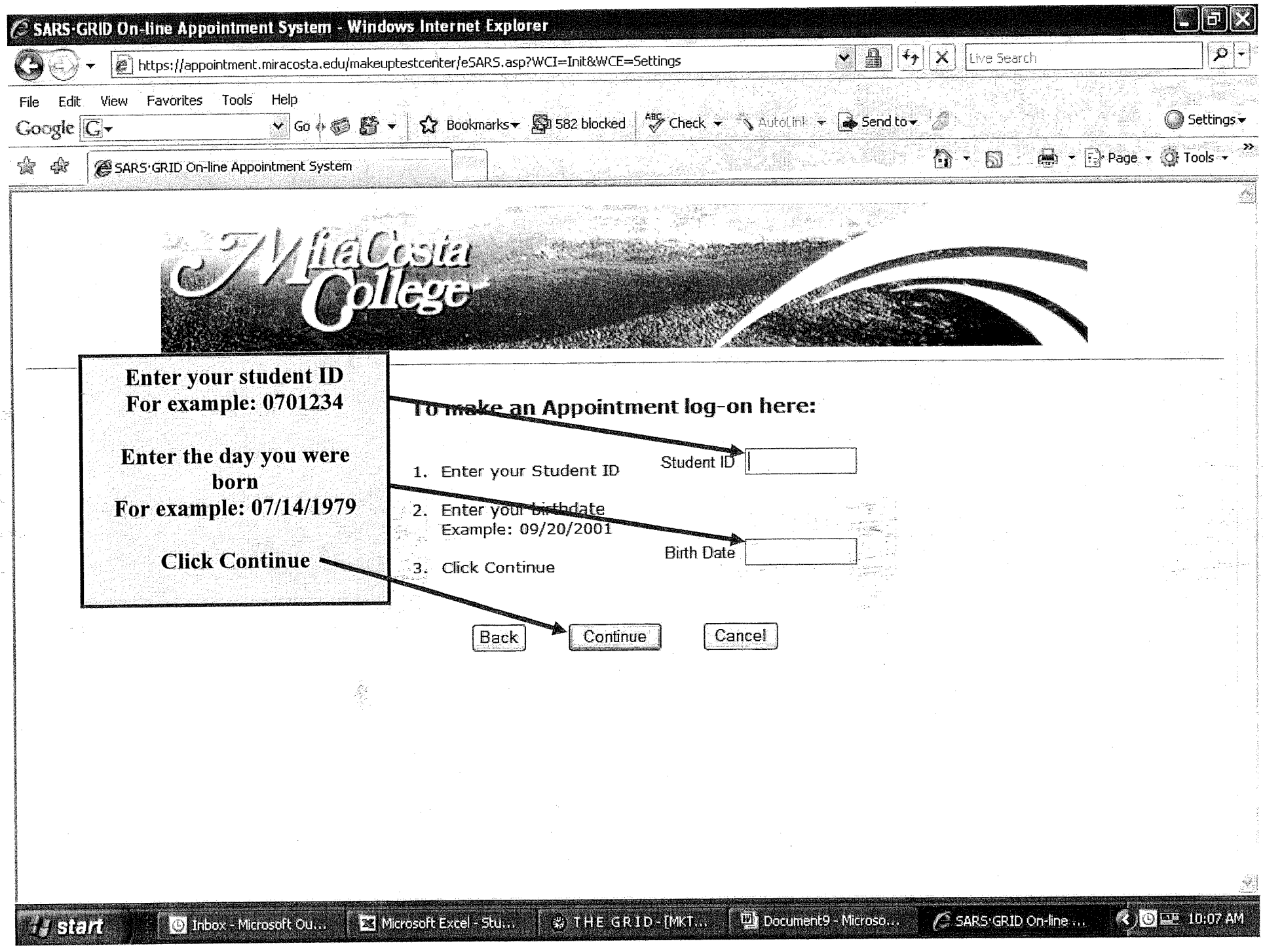
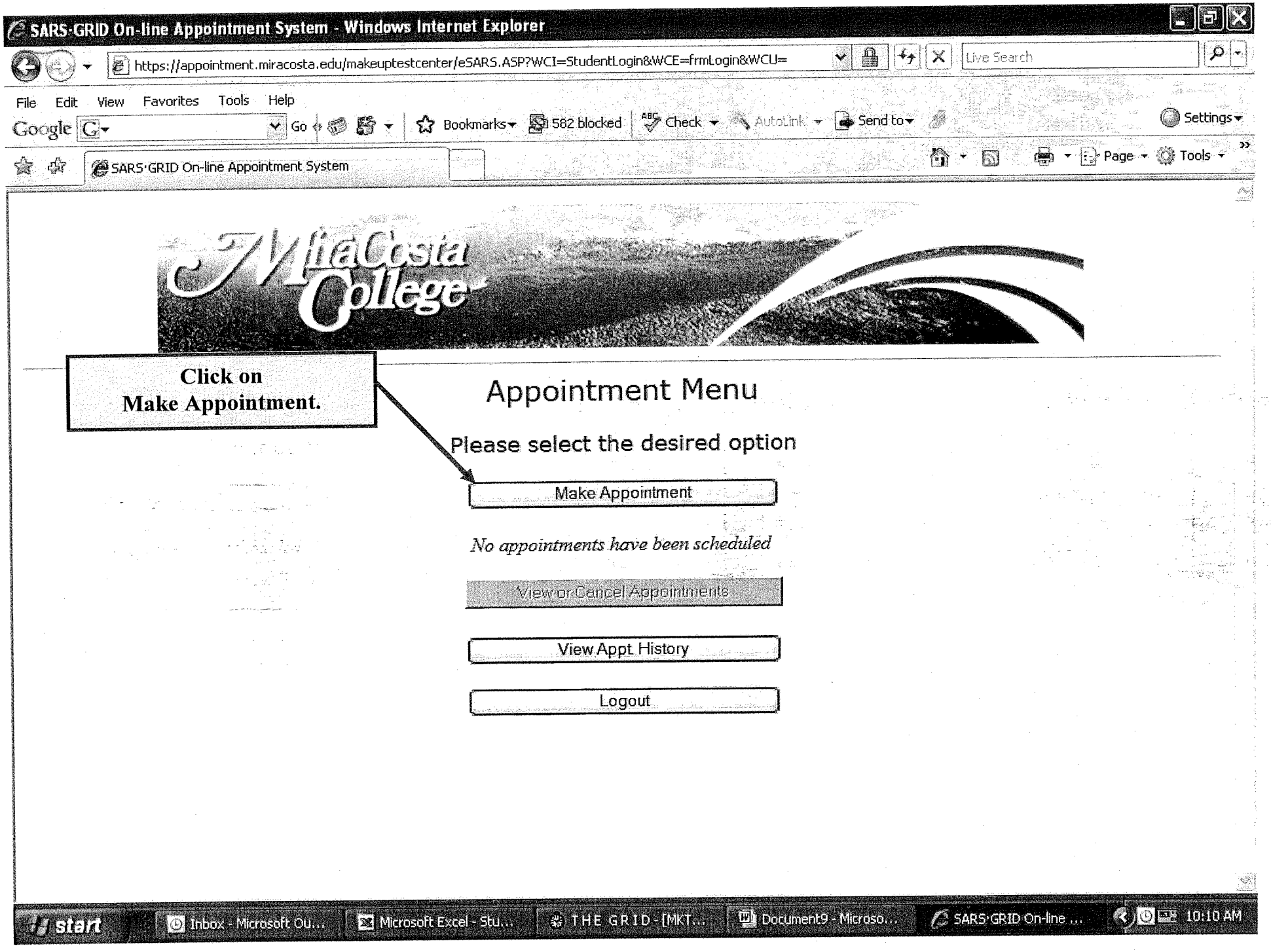
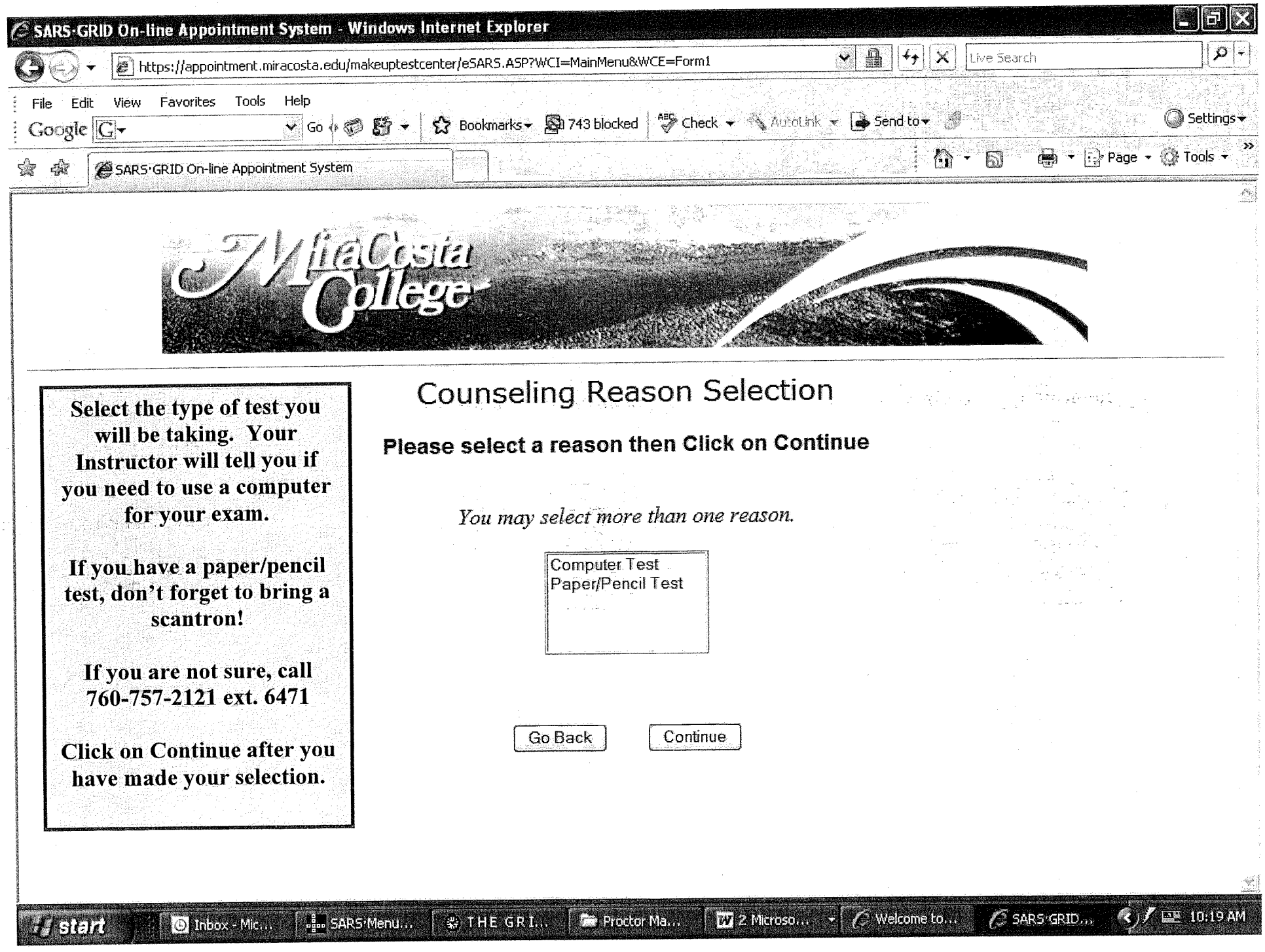
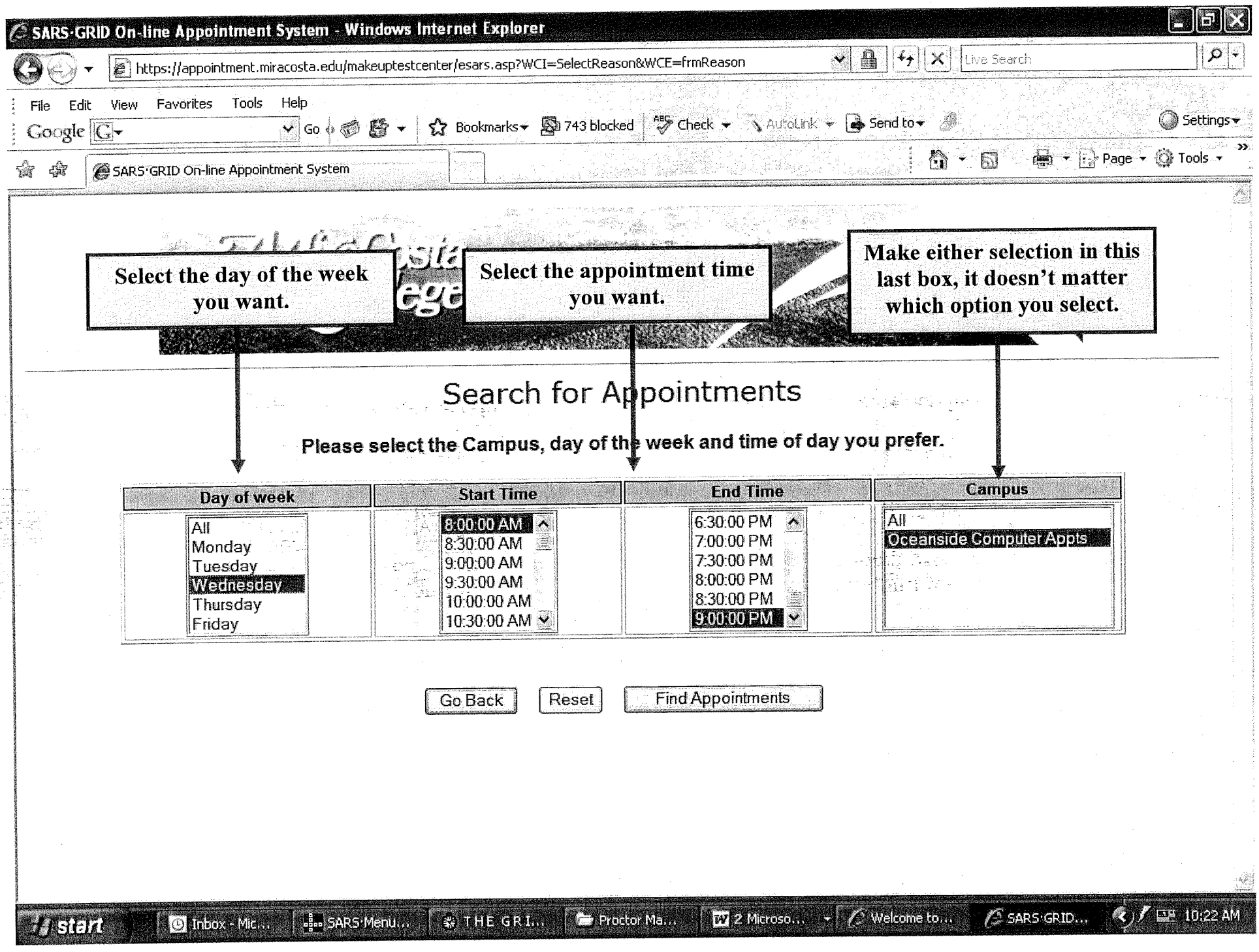
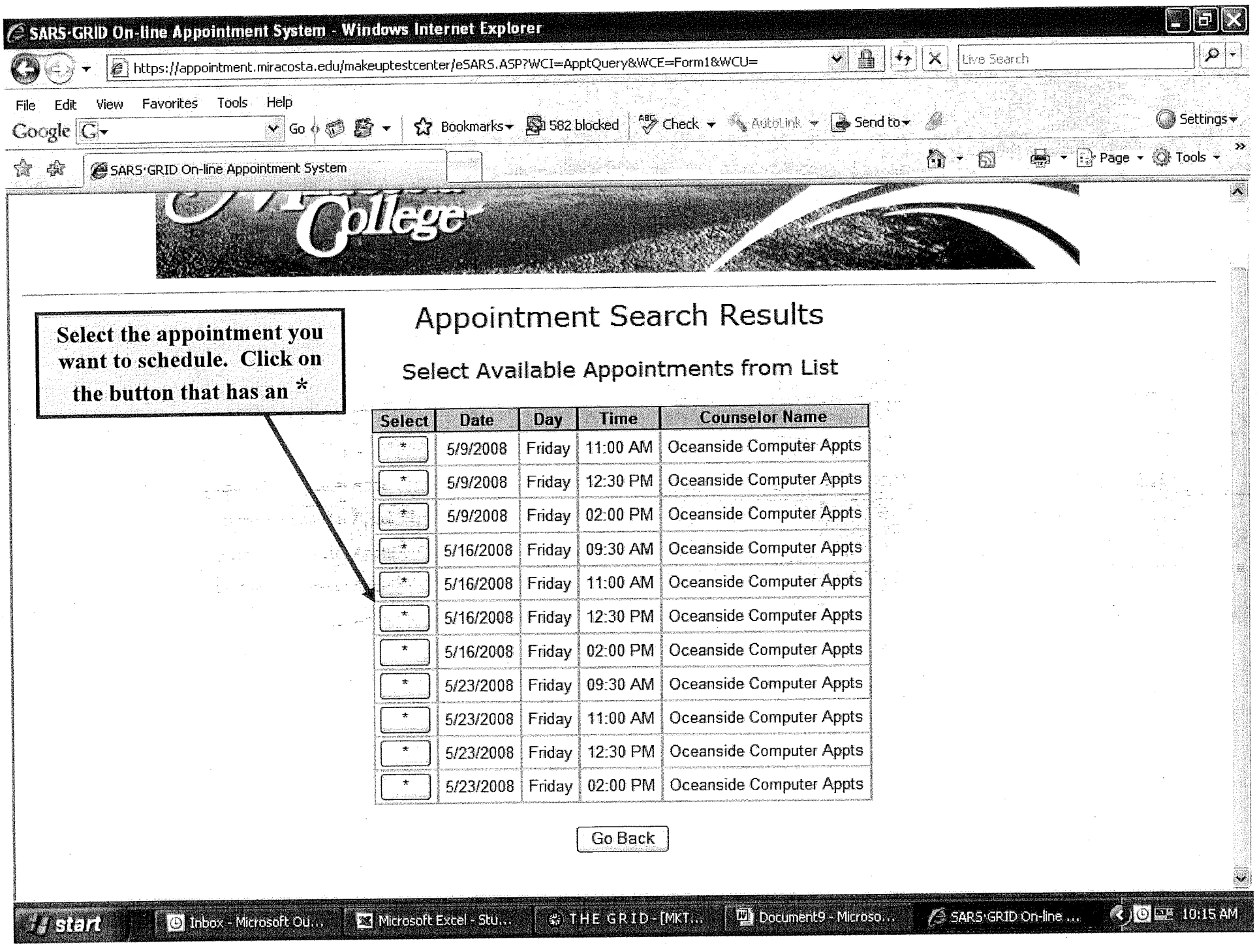
start Inbox - Mic... SARS-Men... THE GR... Student Lo... Proctor Ma... How to Sch... Welcome t... 2:08 PM

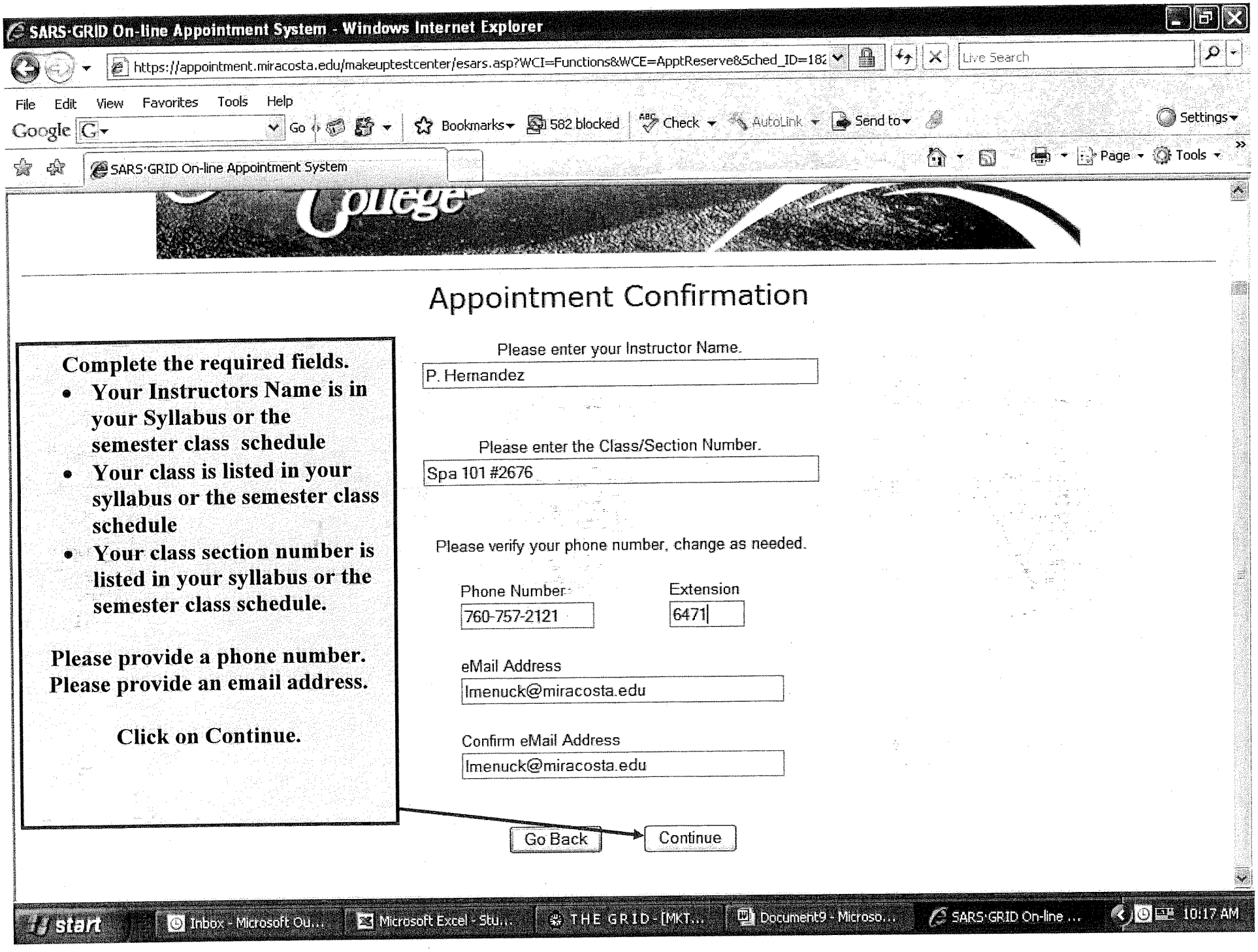

SARS-GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/eSARS.asp?WCI=Init&WCE=Settings
Live Search
File Edit View Favorites Tools Help
Google Go Bookmarks 582 blocked Check AutoLink Send to Settings
SARS-GRID On-line Appointment System
Page Tools
MiraCosta College
Enter your student ID
For example: 0701234
Enter the day you were born
For example: 07/14/1979
Click Continue
To make an Appointment log-on here:
1. Enter your Student ID
Student ID
2. Enter your birthdate
Example: 09/20/2001
Birth Date
3. Click Continue
Back
Continue
Cancel
start
Inbox - Microsoft Ou...
Microsoft Excel - Stu...
THE GRID - [MKT...
Document9 - Microso...
SARS-GRID On-line ...
10:07 AM


SARS·GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/eSARS.ASP?WCI=StudentLogin&WCE=frmLogin&WCU=
File Edit View Favorites Tools Help
SARS·GRID On-line Appointment System
MiraCosta College
Click on Make Appointment.
Appointment Menu
Please select the desired option
Make Appointment
No appointments have been scheduled
View or Cancel Appointments
View Appt History
Logout
start
10:10 AM


SARS-GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/eSARS.ASP?WCI=MainMenu&WCE=Form1
File Edit View Favorites Tools Help
SARS-GRID On-line Appointment System
MiraCosta College
Select the type of test you will be taking. Your Instructor will tell you if you need to use a computer for your exam.
If you have a paper/pencil test, don't forget to bring a scantron!
If you are not sure, call 760-757-2121 ext. 6471
Click on Continue after you have made your selection.
Counseling Reason Selection
Please select a reason then Click on Continue
You may select more than one reason.
Computer Test
Paper/Pencil Test
Go Back
Continue
start
10:19 AM


SARS-GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/esars.asp?WCI=SelectReason&WCE=frmReason
File Edit View Favorites Tools Help
SARS-GRID On-line Appointment System
Select the day of the week you want.
Select the appointment time you want.
Make either selection in this last box, it doesn't matter which option you select.
Search for Appointments
Please select the Campus, day of the week and time of day you prefer.
Day of week
All
Monday
Tuesday
Wednesday
Thursday
Friday
Start Time
8:00:00 AM
8:30:00 AM
9:00:00 AM
9:30:00 AM
10:00:00 AM
10:30:00 AM
End Time
6:30:00 PM
7:00:00 PM
7:30:00 PM
8:00:00 PM
8:30:00 PM
9:00:00 PM
Campus
All
Oceanside Computer Appts
Go Back
Reset
Find Appointments
start
10:22 AM


SARS·GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/eSARS.ASP?WCI=ApptQuery&WCE=Form1&WCU=
Live Search
File Edit View Favorites Tools Help
Google Go Bookmarks 582 blocked Check AutoLink Send to Settings
SARS·GRID On-line Appointment System
Page Tools
College
Select the appointment you want to schedule. Click on the button that has an *
Appointment Search Results
Select Available Appointments from List
Select | Date | Day | Time | Counselor Name
* | 5/9/2008 | Friday | 11:00 AM | Oceanside Computer Appts
* | 5/9/2008 | Friday | 12:30 PM | Oceanside Computer Appts
* | 5/9/2008 | Friday | 02:00 PM | Oceanside Computer Appts
* | 5/16/2008 | Friday | 09:30 AM | Oceanside Computer Appts
* | 5/16/2008 | Friday | 11:00 AM | Oceanside Computer Appts
* | 5/16/2008 | Friday | 12:30 PM | Oceanside Computer Appts
* | 5/16/2008 | Friday | 02:00 PM | Oceanside Computer Appts
* | 5/23/2008 | Friday | 09:30 AM | Oceanside Computer Appts
* | 5/23/2008 | Friday | 11:00 AM | Oceanside Computer Appts
* | 5/23/2008 | Friday | 12:30 PM | Oceanside Computer Appts
* | 5/23/2008 | Friday | 02:00 PM | Oceanside Computer Appts
Go Back
start
Inbox - Microsoft Ou...
Microsoft Excel - Stu...
THE GRID - [MKT...
Document9 - Microso...
SARS·GRID On-line ...
10:15 AM


SARS·GRID On-line Appointment System - Windows Internet Explorer
https://appointment.miracosta.edu/makeuptestcenter/esars.asp?WCI=Functions&WCE=ApptReserve&Sched_ID=182
Live Search
File Edit View Favorites Tools Help
Google Go Bookmarks 582 blocked Check AutoLink Send to Settings
SARS·GRID On-line Appointment System
Page Tools
College
Appointment Confirmation
Complete the required fields.
• Your Instructors Name is in your Syllabus or the semester class schedule
• Your class is listed in your syllabus or the semester class schedule
• Your class section number is listed in your syllabus or the semester class schedule.
Please provide a phone number.
Please provide an email address.
Click on Continue.
Please enter your Instructor Name.
P. Hernandez
Please enter the Class/Section Number.
Spa 101 #2676
Please verify your phone number, change as needed.
Phone Number
760-757-2121
Extension
6471
eMail Address
lmenuck@miracosta.edu
Confirm eMail Address
lmenuck@miracosta.edu
Go Back
Continue
start
Inbox - Microsoft Ou...
Microsoft Excel - Stu...
THE GRID - [MKT...
Document9 - Microso...
SARS·GRID On-line ...
10:17 AM

SARS·GRID On-line Appointment System - Windows Internet Explorer

https://appointment.miracosta.edu/makeuptestcenter/esars.asp?WCI=Functions&WCE=ApptCommit

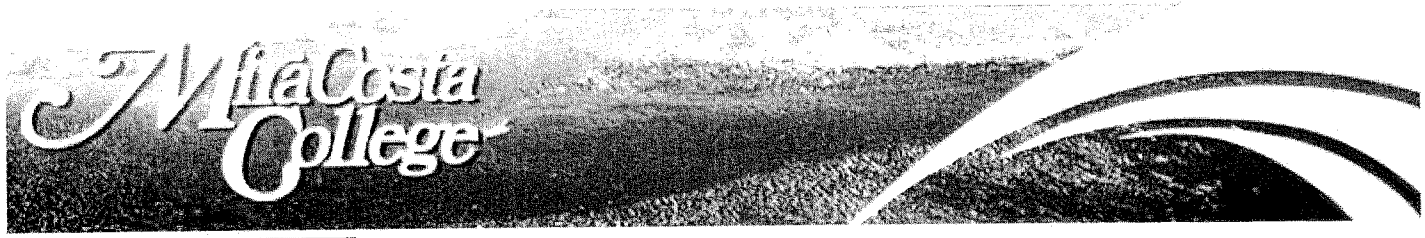
Live Search

File Edit View Favorites Tools Help

Google Go Bookmarks 582 blocked Check AutoLink Send to Settings

SARS·GRID On-line Appointment System

Page Tools



Your appointment confirmation should print automatically. We look forward to seeing you soon!

You have scheduled a testing appointment at:

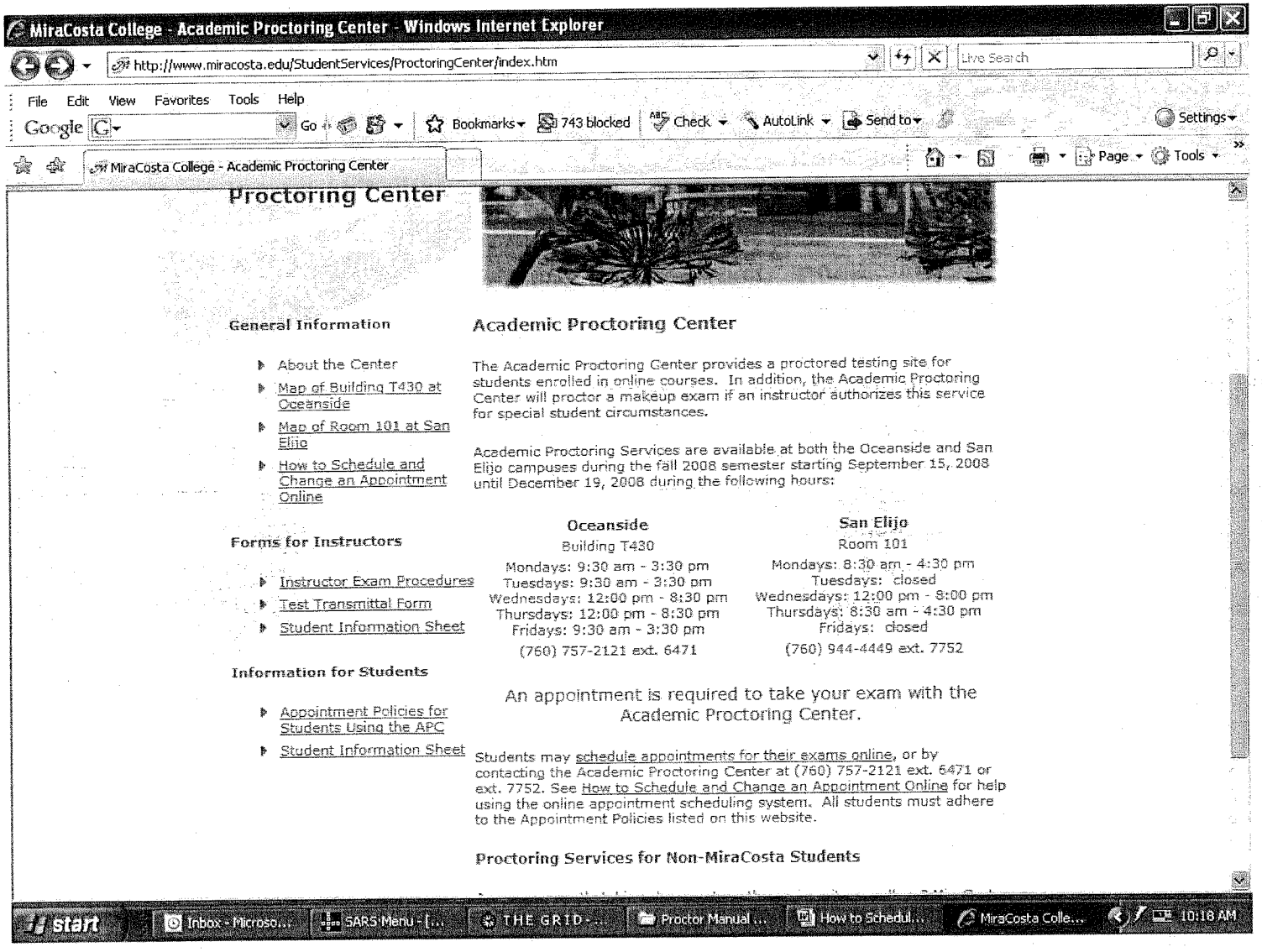
on Friday, May 16, 2008 at 11:00 AM

Go Back

start Inbox - Microsoft Ou... Microsoft Excel - Stu... THE GRID - [MKT... Document9 - Microso... SARS·GRID On-line ... 10:20 AM

How to change or cancel an appointment online:

Go to: http://www.miracosta.edu/StudentServices/ProctoringCenter/index.htm



MiraCosta College - Academic Proctoring Center - Windows Internet Explorer

http://www.miracosta.edu/StudentServices/ProctoringCenter/index.htm

File Edit View Favorites Tools Help

MiraCosta College - Academic Proctoring Center

Proctoring Center

Click on the link that says: schedule appointments for their exams online

General Information

- About the Center
- Map of Building T430 at Oceanside
- Map of Room 101 at San Elijo
- How to Schedule and Change an Appointment Online

Forms for Instructors

- Instructor Exam Procedures
- Test Transmittal Form
- Student Information Sheet

Information for Students

- Appointment Policies for Students Using the APC
- Student Information Sheet

Academic Proctoring Center

The Academic Proctoring Center provides a proctored testing site for students enrolled in online courses. In addition, the Academic Proctoring Center will proctor a makeup exam if an instructor authorizes this service for special student circumstances.

Academic Proctoring Services are available at both the Oceanside and San Elijo campuses during the fall 2008 semester starting September 15, 2008 until December 19, 2008 during the following hours:

Oceanside
Building T430
Mondays: 9:30 am - 3:30 pm
Tuesdays: 9:30 am - 3:30 pm
Wednesdays: 12:00 pm - 8:30 pm
Thursdays: 12:00 pm - 8:30 pm
Fridays: 9:30 am - 3:30 pm
(760) 757-2121 ext. 6471

San Elijo
Room 101
Mondays: 8:30 am - 4:30 pm
Tuesdays: closed
Wednesdays: 12:00 pm - 8:00 pm
Thursdays: 8:30 am - 4:30 pm
Fridays: closed
(760) 944-4449 ext. 7752

An appointment is required to take your exam with the Academic Proctoring Center.

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Proctoring Services for Non-MiraCosta Students

start | Inbox - Microso... | SARS Menu - [... | THE GRID - ... | Proctor Manual ... | How to Schedul... | MiraCosta Colle... | 10:17 AM

Welcome to MiraCosta College - Windows Internet Explorer

http://www.miracosta.edu/StudentServices/ProctoringCenter/schedule.htm

File Edit View Favorites Tools Help

Welcome to MiraCosta College

Select the campus where you scheduled to take your test

GENERAL INFO | CLASS INFO | COLLEGE DIRECTORIES | STUDENT SERVICES | SEARCH

You are here : Home / Student Services / Academic Proctoring Center / Schedule an Appointment

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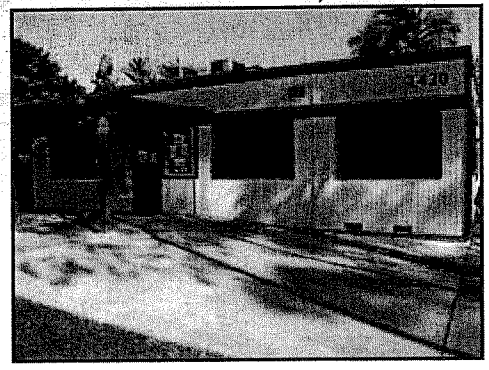

Oceanside Campus T430

SEC Campus Room 101

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start | Inbox - Mic... | SARS-Men... | THE GR... | Student Lo... | Proctor Ma... | How to Sch... | Welcome t... | 2:08 PM

Counseling Services

- About the Services
- Online Advising
- Counseling Courses
- Online Courses
- Online Orientation
- Counseling Faculty/Staff
- Probation Workshop
- Placement Tests
- AA Degrees & Certificates
- Student Forms
- Transfer Information & Resources
- FAQs

Online Advising

Welcome to MiraCosta College's Online Advising page. Online advising is here to supplement our "on ground" services for current, new and prospective students. We are here to answer your questions and provide you with links to services, forms and other necessary information to make your matriculation through MiraCosta College an easy and pleasurable journey.

All questions will be reviewed by the online counselor and a response generated in 24 to 48 hours. Online advising is not available on weekends, holidays, or semester breaks, or during the summer. Inquiring persons may want to review our FAQS page before asking a question. Many of the most common questions and their answers can be found there.

- Ask a Counseling Question Form

We intend to answer your online questions in a timely manner as long as the questions and requests for information involve the following:

- How to select your classes for the current semester
- How to add and drop classes
- How to use the list of classes outlining your major and generaleducation requirements
- Information on other services on campus that might be helpful to you

The following are types of requests that cannot be answered because of confidentiality and technological constraints:

- Prepare a complete degree program of studies for you.
- Formally evaluate your transcripts of classes taken at other colleges and universities.
- Help you decide on a major field of study.
- Help you choose the "right" career and the appropriate courses for that career.

All information provided is expressly designed for advisement purposes only, and can only be taken on this basis due to the restrictions of technology and identity verification. It is highly recommended that all students conduct regular visits to meet with a counselor to document your academic and career plans.

Admissions & Records

New Students

- About A&R
- How to Apply & Enroll
- International Students
- Online Orientation
- Placement Testing
- Request Information

All Students

- FAQs
- Enroll Online (SURF)
- SURF Help
- Important Dates
- Enrollment Schedule
- Dates & Deadlines
- Transcripts
- Enrollment Information & Policies
- Verifications
- Student Forms
- Student Right to Know (Transfer Rates)

Online Orientation

Welcome to MiraCosta College's online orientation. Right here on the web you can learn all about policies, procedures, student services, and more. You can listen to audio narrated information, and explore an interactive campus map. Persons with disabilities may request alternative methods of presentation by calling 760-795-6658. You may also call for on-campus appointments with faculty and staff by calling 760-795-6670.

New Students - Get Prepared!

Step 1: Apply for Admission. Matriculate after submitting an application and before enrolling for classes.

Step 2: Complete Student Orientation (Credit Courses). In order to receive credit for completion the orientation portion of matriculation, you must complete the quiz at the end of the orientation with 100% accuracy and then submit it for credit. If you do not need credit for viewing our orientation, do not submit the quiz at the end. **If you encounter problems viewing this orientation, we suggest you use FireFox Mozilla or Safari to launch the presentation, instead of Internet Explorer.**

LAUNCH ORIENTATION

Step 3: Assessment (Testing) which includes the English and Math placement tests. These may be taken at either campus.

Step 4: Advisement This is a group session which gives you information on which courses to take to meet your goals. Reservations are required for advisement. Call (760) 795-6685.

Need More Information?

- Additional Orientation Information
- Orientation Frequently Asked Questions

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