ACADEMIC SENATE

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AGENDA

I. Call to Order

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

III. Roll Call

IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. To efficiently manage the business of the committee, the committee chair may limit the amount of time.

V. Changes to Agenda Order

VI. Consent Calendar
A. Approve Minutes of the Regular Meeting of April 19, 2024
B. Ratify Office Assignments for Full-time Faculty for the 2024-25 Academic Year
C. Curriculum Packet #3 – *Bolaños, Fallstrom*
Description: *Every year CPC reviews curriculum and submits it to Academic Senate for approval. For this third curriculum packet, CPC needed to review nursing curriculum outside of the regular curriculum cycle due to Title 5 mandated changes to our local GE plan.*
D. 2024-2025 Credit and Noncredit Discipline Lists – *Fallstrom* **[Time certain 9:15am]**
Description: *The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring (April), working with discipline faculty, the CPC reviews and updates these lists and forwards the updated lists to Academic Senate. Once approved by Senate, the updated lists are distributed to department chairs, instructional deans, and Human Resources and are posted on the CPC Portal site.*
E. Equivalencies – *Ihara* **[Time certain 9:35am]**
Description: *Approve one equivalency in Computer Sciences and two equivalencies in Noncredit ESL.*

VII. Reports
A. Academic Senate President – *Safaralian*
B. College Superintendent/President – *Cooke*
C. Classified Senate – *Banks*
D. Associate Student Government – *Pineda*

VIII. Old Business
A. AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education – *Fallstrom* **[Time certain 9:15am]**
Description: *Modified (simplified) the title. Added course approval process, which is reports. Replaced "U.S. regionally accredited" with "accredited by an agency recognized by the U.S. Secretary of Education" to align with recent legislative changes. Added a bachelor's degree satisfies the lower-division GE requirement, per legislative changed. Added references. This aligns with Title 5, sections 55060 and 55062. This AP was tabled at the last meeting and sent back to CPC for minor changes to the wording as noted.*

B. BP4100B Graduation Requirements for Baccalaureate Degree and General Education – *Fallstrom* **[Time certain 9:15am]**

Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced "US regionally accredited" to "accredited by an agency recognized by the U.S. Secretary of Education" to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060. This BP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

C. AP4100B Graduation Requirements for Degrees and Certificates – Baccalaureate in Science Degree – *Fallstrom* **[Time certain 9:15am]**

Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced "US regionally accredited" to "accredited by an agency recognized by the U.S. Secretary of Education" to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060. This AP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

D. BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Fallstrom* **[Time certain 9:15am]**

Description: *A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement. No additional changes have been made after the 4/19/24 AS meeting, as determined by the Adulte High School department chair and instructional dean. This BP was tabled at the last meeting and sent back to CPC for minor updates to wording.*

E. AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Fallstrom* **[Time certain 9:15am]**

Description: *A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement. Also updated competency requirements per Title 5. No additional changes have been made after the 4/19/24 AS meeting, as determined by the Adult High School department chair and instructional dean. This AP was tabled at the last meeting and sent back to CPC for minor updates.*

F. AP4040 Library and Other Instructional Support Services – *Hull* **[Time certain 9:30am]**

Description: *An update was made to the section titled "Academic Support and Tutoring Services" due to learning center reorganization.*

G. AP5070 Attendance Accounting – *Hull* **[Time certain 9:30am]**

Description: *Minor updates were made to align with the CCLC template.*

H. AP7211.2 Minimum Qualifications and Equivalencies - *Ihara* **[Time certain 9:35 am]**

Description: *The Equivalency Committee has drafted a revision to our AP on Equivalency in order to comply with statewide Academic Senate standards regarding qualification by eminence while providing objective and measurable alternative guidelines that can replace eminence for those disciplines in which eminence has historically been used to qualify. A document of Section A – Alternative Equivalency Guidelines for Specific Disciplines is also attached. After a suggestion by Academic Senate, one small wording change was made; "MiraCosta Community College" replaces "MiraCosta College" from the draft submitted at the April 19th meeting of AS. The updated version of this AP comes back for approval.*

I. Full-time Faculty List for Emeritus Status Consideration – *Safaralian*

Description: *Each year, the college President presents to the Academic Senate the names of retiring full-time faculty who meet the qualifications for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to AP 7280.4 Employee Recognition: Full-Time Faculty. This is the second read.*

J. Associate Faculty Retiree List for Emeritus Status Consideration - *Safaralian*

Description: *Each year the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualification for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to AP 7780.5 Employee Recognition: Associate Faculty. This is the second read.*

X.   Information / Discussion

A. AI Taskforce Update – *Julius, Sullivan* **[Time certain 9:40am]**

Description: *Jim Julius and Jim Sullivan will provide an update on the work of the AI taskforce to date. They will seek to clarify the Senate's intentions for the work of the taskforce.*

C. Innovation Grant – *Fishinger* **[Time certain 9:55]**

Description: *As we head into commencement season and celebrate our students, we are thinking of next fiscal year and how the MiraCosta foundation can partner with our faculty/staff to continue to support academic programs and student needs though our innovation Grants. Associate Direction of Development for the Foundation, Tori Fishinger, will present information on applying for grants ranging from $500 to $5,000.*

D. Noncredit Presentation – *Noncredit Faculty* **[Time certain 10:00am]**
Description: *The Academic Senate theme for the month of May is noncredit. Faculty from Continuing Education (noncredit programs) will present a variety of courses and programs offered, the diversity of the student population served, and the successes and challenges of teaching in Continuing Education.*

E. BP7400 Employee Travel – *Flood* **[Time certain 10:40am]**
Description: *BP7400 Employee Travel comes to Academic Senate for information only. CCLC recommended removal of optional language the district chose not to include in the BP. This is a reference update only and there are no changes to the BP.*

F. Academic Senate Annual Report - *Safaralian*
Description: *On April 21, 2023, the Academic Senate approved submitting an end-of-the-year report at the end of each spring instead of a program review. This is the second Academic Senate Annual Report being submitted.*

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

XII.   Adjournment

UNOFFICIAL MINUTES

I. Call to Order
Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta College is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place at MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom, and knowledge.
The meeting was called to order at **9:02am**.

II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
No members of Academic Senate requested remote participation under the provisions of AB2449.

III. Roll Call
Members present: Robin Allyn, Daniel Ante-Contreras, Sunny Cooke (ex-officio), Angela Beltran-Aguilar, Julie Graboi, Jim Juluis, Don Love, curry mitchell, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker Sade, Krista Warren
Members absent: Shawn Firouzian
Others present: Carl Banks, Theresa Bolanos. Scott Fallstrom, Trisha Hanada-Rogers, Stacey Hull, Jeff Ihara, Valeria Pineda, Aaron Roberts, Jim Sullivan

IV. Persons Wishing to Address the Senate
Candy Owens read an anonymous statement from a constituent with concerns about Jim Sullivan's presentation at the last AS meeting. While this faculty members appreciates that Sullivan recognizes the great work being done cross the college and that we may be taking on too much, they take issue with the idea that professional learning, not professional development, needs to shift form focusing on students to focusing on student learning, focusing on the student is a holistic approach attending to students' basic needs. Using a trauma informed approach engaging in community building and building trust with students are not mutually exclusive to student learning. In fact, they are essential to providing the environment for successful student learning. It is the hope that our joyful teacher in residence can embrace a professional learning ethos that includes a holistic approach to creating and sustaining an optimal student learning environment. Lastly if what Sullivan share is true, that we are stretched thin, and that many full-time faculty are being tapped to lead in different capacities, the AS needs to advocate hiring more full-time faculty.
Erica Duran read a comment from Annie Ngo. She says at the last AS meeting, Sullivan talked about how faculty are on so many initiatives hitting home for her as department chair. She thinks something to consider that could address this is the need to hire more full-time faculty. Then there would be more of us to do such initiatives while also teaching. It is also getting harder to rely on associate faculty who do not want to teach in person.

V. Changes to Agenda Order
Discussion/Information item A. BP7400 Employee Travel was pulled from the agenda.
The time certain for agenda item X.B. Professional Learning Update under Information / Discussion was moved from 10:40am to 9:35am.
The time certain for agenda item IX.I. Sabbatical Leave Reports under Old Business was moved from 9:35am to 10:40am.

VI. Consent Calendar
  A. **Approve Minutes of the Regular Meeting of April 5, 2024**
  B. **Ratify Office Assignments for Full-time Faculty for the 2024-2025 Academic Year**
  C. **Ratify Committee Assignments for the 2024-2025 Academic Year**

D. Ratify the Academic Senate Calendar for the 2024-2025 Academic Year

E. Approve 2024-25 Materials Fees – *Theresa Bolanos, Scott Fallstrom*

Description: *The materials fee list is updated every year to reflect any changes to materials fees in the fall when curriculum is approved. The list is also sent out in early spring to department chairs for review and any updates or requested changes to their course materials fee. One art course was removed due to the course being archived. Drama increased the fees for their courses due to inflation and added some fees to existing courses. Nursing updated the fees for their courses as they have transitioned to a new vendor.*

F. Equivalencies – *Jeff Ihara*

Description: *Approve three equivalencies; one full-time faculty for Psychology and two associate faculty for Computer Science.*

The consent calendar was approved by unanimous consent with a minor change to the minutes of April 5th to include Daniel Ante-Contreras in attendance and a correction to the spelling of Brian's name.

VII. **Reports**

A. **Academic Senate President**

Academic Senate President, Leila Safaralian, April and May are celebration months for students and faculty. The 60th Medal of Academic Merit was announced this week. The winners are Michaela Garcia, Anne Kelly, Kenneth Pilco, Natalie Trautt, and Cody West. This is the highest award for our students. Thanks to the faculty who are part of the scholarship committees for our students.

At last night's board meeting, there was a great presentation from the Child Development Center faculty including Dean Al Taccone, Zhenya Lindstrom, and Ben Gamboa where a lot was learned about the amazing program for faculty, students, and the community at large.

Currently, Safaralian, mitchell, and Julius are attending the ASCCC Plenary virtually. VPI, Pescarmona, is attending in person and will give a presentation on Artificial Intelligence. They will be working all day tomorrow working on behalf of MCC to vote on the resolutions.

Just after the May 17th Academic Senate regular meeting, we will celebrate and acknowledge outgoing and incoming senators, retirees, and award winners, and faculty leaders.

Please join everyone at the Spring Celebration of Excellence on April 26th at 2pm in the OC cafeteria.

B. **College Superintendent/President**

Superintendent/President, Sunny Cooke, thanked everyone for all they do at this busy time. She further recognized all the people who are putting on the many events occurring at this time.

She attended the president's breakfast as part of ASCCC conference in Nashville and was there on behalf of Gabriel Bartoli, one of our students who won two PTK national honors. She heard heartwarming and remarkable stories from students across the nation who persevered in getting their education against all odds.

New Board member, Heather Conklin, has been attending many events. There will be a second new trustee member in November representing the area of George McNeil in Oceanside. He is stepping down from the Board so that seat will be open for election in November.

Cooke, along with other MiraCostans spent some time at the Artificial Intelligence Revolution (AIR) expo at the convention center. She encourages folks to go next year. There is a lot available for us in education. It was connected to the AZ State University GSV Conference that is in its 15th year of bringing together educational leaders, ed tech, folks that create solutions, venture capitalists, and universities. All these people are on the cutting edge of innovation and universities that we really need to be keeping an eye on because they've got interesting models that are serving people all over the world. Cooke presented on a panel about CCCs in particular, and how Ed Tech can support our needs as a system and as an individual college, as well.

C. **Classified Senate**

Classified Senate Vice President, Carl Banks, noted he is part of the PD steering committee along with Toni Sharp and Lori Schneider. He is happy to hear the conversation about PD today.

Classified Senate has determined the outstanding employee of the semester who will be revealed at the April 26th Spring Celebration of Excellence. At the CS meeting Omar Jimenez said that June and July will be reimaged for CS and will inform a master schedule, committee appointments, and bylaws, policies and procedures. What we are working for as classified professionals is working and staying together and working hard to maintain a relationship and looking forward to a continued partnership as curry mitchell as becomes AS President.

D. Associate Student Government

ASG representative, Valeria Pineda, noted that executive members of ASG attended the SSC conference where resolutions were approved.

VIII. New Business

A. AP4040 Library and Other Instructional Support Services – *Stacey Hull*

Description: A*n update was made to the section titled "Academic Support and Tutoring Services" due to learning center reorganization.*

Stacey explained the reason for these changes to align with the reorganization of the Learning Center.

B. AP5070 Attendance Accounting – *Stacey Hull*

Description: *Minor updates were made to align with the CCLC template.*

Straightforward changes to align with the CCL template. Maintenance referred to the calendar but now just says 175 which is the Title V requirement for days of instruction. The template did not include the word calendar.

C. AP7211.2 Minimum Qualifications and Equivalencies - *Jeff Ihara*

Description: *The Equivalency Committee has drafted a revision to our AP on Equivalency in order to comply with statewide Academic Senate standards regarding qualification by eminence while providing objective and measurable alternative guidelines that can replace eminence for those disciplines in which eminence has historically been used to qualify. A document of Section A – Alternative Equivalency Guidelines for Specific Disciplines is also attached.*

Ihara provided a clear guideline and detail of the changes for this AP. Nothing else was changed apart from eminence. After much discussion about the changes, it was observed that all APs differ between MiraCosta Community College vs. MiraCosta College. Generally, in BPs it just says, the district. It was agreed to put the word "Community" back into the AP. This AP will come back for approval in May.

D. Full-time Faculty List for Emeritus Status Consideration – *Leila Safaralian*

Description: *Each year, the college President presents to the Academic Senate the names of retiring full-time faculty who meet the qualifications for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to [AP 7280.4](AP 7280.4) Employee Recognition: Full-Time Faculty*

Only one full-time faculty member, Sue Simpson, is eligible for emeritus status at this time.

E. Associate Faculty Retiree List for Emeritus Status Consideration – *Leila Safaralian*

Description: *Each year the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualification for emeritus status. The Senate reviews the information and makes a recommendation to the Board of Trustees. Refer to [AP 7780.5](AP 7780.5) Employee Recognition: Associate Faculty. This is a first read.*

Five AF are up for emeritus consideration. Joe Chirra was mentioned as a mentor and a long-time AS member and for all he has contributed to the college. Krista Warren thanked AS for recognizing AF for emeritus consideration noting that this did not use to exist. The terms of service shows how valued our AF are. She further noted that Joe Chirra has been awarded the David Millroy part-time faculty award from the CCA. He has been diagnosed with stage 4 metastatic liver cancer and will not be attending any celebrations at this time.

IX. Old Business

A. BP4020 Program Curriculum and Course Development – *Scott Fallstrom*

Description: *There was a minor modification to work experience education for Title 5 section 55253.*
MSU (Owens / Page) to approve BP4020 Programs Curriculum and Course Development as presented.

B. AP4020 Program and Curriculum Development – *Scott Fallstrom*

Description: *There was a minor modification to work experience education for Title 5 section 55253.*
MSU (Duran / Love) to approve AP4020 Program and Curriculum Development as presented.
It was asked if there is going to be a specific marker on other courses. Will there be a way to designate a list of all the courses to mark them as well? It was explained that this is state mandated to have ethnic studies in the AP. We do have specific courses, however, that part is a challenge right now. The state is requiring us and only accepting ethnic studies currently. We are at the mercy of the Chancellor's office and the state of CA.

C. BP4025B Philosophy and Criteria for Baccalaureate Degree and General Education – *Scott Fallstrom*

Description: *Modified (simplified) the title. Removed irrelevant information about the local general education pattern. Aligned philosophy with ACCJC reports and revised standards. Added Title 5 references. These are legislative changes to Title 5 section 55060, Philosophy and Criteria for the Associate Degree and General Education, affected the philosophy of lower division GE included in this BP.*

MSU (Julius / Tucker Sade) to approve BP4025B Philosophy and Criteria for Baccalaureate Degree and General Education as present.

D. AP4025B Philosophy and Criteria for Baccalaureate Degrees and General Education – *Scott Fallstrom*

Description: *Modified (simplified) the title. Added course approval process, which is reports. Replaced "U.S. regionally accredited" with "accredited by a national recognized accrediting agenda" to align with recent legislative changes. Added a bachelor's degree satisfies the lower-division GE requirement, per legislative changed. Added referenced. This aligns with Title 5, sections 55060 and 55062.*

It was suggested to offer a friendly amendment to the motion to pass this AP to replace "U.S. regionally accredited" with "accredited by an agency recognized by the U.S. Secretary of Education." However, after discussion, this AP was **tabled** and will come back at the meeting of May 3rd.

E. BP4100B Graduation Requirements for Baccalaureate Degree and General Education – *Scott Fallstrom*

Description: *Modified (simplified) the title. Removed reference to competencies as a graduation requirement to align with legislative changes. Replaced "Us regionally accredited" to align with legislative changes. Added Title 5 reference. Recent legislative changes to Title 5, section 55060.*

Tabled this AP for same reason as stated under AP4025B above.

F. AP4100B Graduation Requirements for Degrees and Certificates – Baccalaureate in Science Degree – *Scott Fallstrom*

Description: *Modified (simplified) the title. Added Title 5 reference. Replaced "Us regionally accredited" and clarified a bachelor's degree satisfies the lower division GE requirement per changes to Title 5. Legislative changes to Title 5, section 55062.*

Tabled this AP for same reason as stated under AP4025B above.

G. BP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Scott Fallstrom*

Description: *This is a periodic review. A minor addition was made to show how many college credits are required to satisfy the high school diploma residency requirement.*

Tabled this BP because of wording about college credits vs. units.

H. AP4100C Graduation Requirements for Adult High School Diploma and Noncredit Certificates – *Scott Fallstrom*

Description: This is a periodic review update. A minor addition was added to show how many college credits are required to satisfy the high school diploma residency requirement. Also updated competency requirements per Title 5.

Tabled this AP because of wording about college credits vs. units.

I. Sabbatical Leave Reports – *Trisha Hanada-Rogers*

Description: *Eight (8) sabbatical leave reports come to Academic Senate for a second read and approval for returning faculty members Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Thong Nguyen, Leola Powers, and John Turbeville. These reports are reviewed to meet the following standards: (a) comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.*

MSU (Sade Tucker / Duran) to approve the Sabbatical Leave Reports for returning faculty members Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Thong Nguyen, Leola Posers, and John Turbeville, as presented.

X. Information / Discussion

A. BP7400 Employee Travel – *Tim Flood*

Description: *BP7400 Employee Travel comes to Academic Senate for information only. CCLC recommended removal of optional language the district chose not to include in the BP. This is a reference update only and there are no changes to the BP.*

This discussion item was **pulled** from the agenda and will come back at a future meeting.

B. Professional Learning Update – *Aaron Roberts*

Description: *PDP Coordinator, Aaron Roberts, will give an update on the progress on the campus-wide professional learning taskforce regarding the mission and goals for faculty, classified professionals, and administrators.*

PDP Coordinator, Aaron Roberts, talked about what PDP has been talking about lately. At their last meeting, PDP discussed a recommendation they were going to provide to the calendar taskforce as to whether or not we would stay on the Flexible calendar program. The committee voted strongly that it was agreed to by the committee that they would recommend to the calendar committee that faculty

would like to remain on the flexible calendar system. They felt that flex helps to protect faculty and allows us to maintain our freedom to learn as we choose to set our own professional development goals. It is part of our faculty culture here at MiraCosta that we can come and go as we please with our professional development. The committee acknowledged there are chances to discuss how many days we might have for professional development; how many flex days there might be, and when they are scheduled. As a committee, they are still preparing a finalized recommendation, but they believe that reducing the number of flex days, for example, is okay because we have our flexible calendar system. They also acknowledge that having flex days throughout the semester can be beneficial and not having them all in one week. They also want to reiterate that flex is something that happens throughout the whole semester. We are in our flex call and trying to promote ongoing trainings or trainings that have workshops that happen throughout the semester rather than just in the first week. Roberts has seen some early feedback from folks who really want to have student voices during flex week and throughout the semester. So, they are hoping to have a flex system model with what a calendar change to flex could possibly look like such that flex days are scattered throughout the semester. He would encourage Senators to send the link to the flex call to your constituents and reiterate that this conversation has happened. That we really do want to have more opportunities to be together throughout the semester rather than cram that week full at the beginning of the semester. Next, discussion ensued about the Professional Development Steering Committee. They have been meeting throughout the last year to year and a half with three representatives each from faculty, classified professionals, and administrator groups. They recognize that while all these changes to professional development and the calendar are going on, faculty have a system that they like and works for them and they will not be shifting to a model where we are under any umbrella of sorts as a whole group where faculty will lose their ability to report to faculty, where budgeting is controlled by faculty, and scheduling is controlled by faculty. They believe strongly that faculty need to maintain these things and that has been reiterated in our professional development steering committee meetings. A lot of those meetings have been contentious. The steering committee has done a lot of really good work as a collective, representing a lot of different constituencies and created a shared mission, vision, and values statement. There is also conversation happening about a shared space where faculty, classified, and administrators could come together in a center like that of the faculty C3 that exists now. Faculty and PDP are open to that idea. Faculty maintain our primacy over professional development. They have done a lot of work to lay out how PDP is not a standalone entity. They are under Academic Senate and have the 10+1 implications in our work. We have had the assurances from the administrators we are working with and also our own constituent groups that faculty will not lose the ability to control their professional development, the ability to control the money spent for their professional development, and the ultimate decision making about what and when is scheduled. mitchell added that we are entering a decision-making phase of two processes; the year-long calendar system with the choice to choose a flexible calendar and the second is four-year, long form process of looking at professional development at the level of the whole institution. We're getting to a decision-making moment. The inflection point that those two things have created will ask us to clarify a lot of things, a student-centered approach and learning-centered approach. The mission statement that the steering committee formulated together says we believe that at MiraCosta, every employee should have access to professional development that will help them grow in their job and that is without controversy. The vision is can we do that together/ Not just faculty doing it together, classified doing it together, administration doing it. Could we all do that together; not all the time and how does that work? What does that look like? This requires clarification. So, when Jim Sullivan returns today, it is an opportunity for us as Senators as a Senate to work in that space of clarification. It's a time as we reach these decisions for all of us to come together to be involved in that decision-making process.

Dr. Cooke also added that we started this conversation four years ago about how we can improve professional learning for all employees at all stages of their career. At no point in the discussion was there ever a consideration of control or taking away faculty purview. In no way should we be operating professional development for faculty without the loudest voice being the voice of faculty. However, it is believed that we can do things together, leverage resources and share and build on what we have to make opportunities for classified staff, who really have very few right now, and for administrators, and to be together more. She wanted to dispel any notion that anything was ever said about whether there should be flex days or not. Dr. Cooke has not been involved in the calendar conversations or to say anything about how professional development should be delivered or not delivered. It is a given that

MiraCosta faculty will have purview over their professional development. Can we do things together? Absolutely, and it is hoped that we will do more of that.

Warren noted that as a Senator who represents at least 125 associate faculty, part of our culture is to suggest that our associates can get involved in extra work and that the leaders suggest that they can do this work and tap into their PD hours. There are other ways to do this. It is not the case for the vast majority of AF who are pressured to do work and use their PD hours and not be compensated. With over 500 associate faculty who teach more than half the classes, the majority will not be able to attend.

Tucker Sade asked what was meant by the word "job." mitchell discussed the differences between whether you are a brand new classified professional or a seasoned faculty classroom practitioner, there are things about MCC that we need to learn about. There may be new technologies that we both need to be trained in and there may be new assignments that require each of us to develop into leaders. It is through learning and development and training that we grow in our jobs. It is a process of doing, getting feedback, and doing that together. Training and learning fits across all of that.

Roberts noted that to Jim Sullivan's point about the department leading, we get away from outside of our purview. The flex transcript is the reporting of the entirety of the person's growth.

C. C3 Teaching and Learning Center and Professional Development – *Jim Sullivan*
Description: *At the last AS meeting, the joyful teacher, Jim Sullivan, 1) shared an overview of what he has been up to in the C3 and elsewhere, 2) outlined some plans for the future of the position and the center, and 3) suggested some ways the faculty might re-imagine professional development related to teaching and learning. Senate members will discuss these areas and share their thoughts and those of their constituents. The joyful teacher will still not be giving away free Tesla's during this visit to the Senate, but once again cannot, in good faith, make any promises regarding costumes or other ridiculous behavior.*

The Senate body started a discussion and conversation while sharing suggestions and thoughts with Jim Sullivan about his presentation at the last meeting.

For the full conversation listen to the recording at this **LINK**.

XI. **Senator Reports**
Angela Beltran Aguilar mentioned she had a great experience attending the ASG meeting last Friday, and she witnessed how passionately they discussed three resolutions written by ASG members and they kept track of time limits. She further shared that MESA is starting recruiting for their Fall 2024 cohort. Expect an email within the next few days. If you are not a STEM faculty member but would like to receive emails, let them know.

Alexis Tucker Sade noted that after Sullivan's presentation, she sent a survey to her constituents about that and the scheduling summit. She compiled the information and observations from the feedback and a lot was about experiences in the classroom. Tyrone Nagai wrote a great statement, and she would like to continue the conversation on May 3rd feeling is merits a bigger conversation. Also, this is Sexual Assault Awareness Month, and they are having the film screening of the Oscar-nominated documentary of *To Kill a Tiger* on April 24th from 5:30 to 7:30pm at the CLC.

Krista Warren echoed about our students and their progression at the college. Listened in on the Board of Trustees meeting, there was a highlight of the Child Development Center being a learning lab and job and career opportunities in that field and ended with students and the work everyone in the department is doing and paid internships for students.

Brian Page agrees with the crucial need to increase the number of paid positions available for associate faculty on campus governance committees. He also noted that associates are beginning to be paid for some of ad hoc committees and department activities, but we need to institutionalize that at a broader level. Warren noted that AS can make a resolution about this, and they can carry it forward for negotiations with the district.

Don Love noted that next week is Black Student Success Week and there are a range of events happening on campus.

Theresa Bolanos noted the STREAM even happening on May 5th.

Daniell Ante-Contreras noted he will be accompanying some of our students to the Honors Transfer Council Conference at UC Riverside find out if Kenneth Pilco will win their exemplary achievement award. won it or not. Honors transfer council conference – exemplary achievement award.

XII. **Adjournment –** The meeting adjourned at 11:24am.

CAMPUS	Room	Maximum	Occupants	Occupants 2	Occupants 3	Occupants 4	Category	Area
OCN	2009	1	Eric Bishop	n/a	n/a		2 (Theatre)	110
OCN	2010	1	Tracy Williams	n/a	n/a		2 (Theatre)	75
OCN	2022A	1	Sean Fanning	n/a	n/a		2 (Theatre)	75
OCN	2111	2	Yoshimi Hayashi	Leah Cluff	n/a		2 (Art)	111
OCN	2206	2	Matt Falker	Phillip Boland	n/a		2 (Creat. Arts)	120
OCN	2215	2	Steve Torok	Dan Siegel	n/a		2 (Creat. Arts)	119
OCN	2220	2	Christy Coobatis	Arlie Langager	n/a		2 (Creat. Arts)	124
OCN	2268	2	Dean Ramos	Gilbert Neri	n/a		2 (Creat. Arts)	120
OCN	2274	2	Lauren Greenwald	Xuchi Naungayan Eggleton	n/a		2 (Creat. Arts)	116
OCN	2705	1	Dave Massey	n/a	n/a		2 (Dance)	117
OCN	2706	1***	Billy Gunn	n/a	n/a		2 (Creat. Arts)	187
OCN	2707	1	Trisha Hanada-Rogers	n/a	n/a		2 (Creat. Arts)	100
OCN	3109	1*	Bradley Byrom	n/a	n/a	ALL NEED TO BE MOVED	1	117
OCN	3110	1	Robert Kelley	n/a	n/a		1	99
OCN	3111	1	Shafin Ali	n/a	n/a		1	99
OCN	3112	1	Leola Powers	n/a	n/a		1	69
OCN	3113	1	Rachel Hastings	n/a	n/a		1	75
OCN	3114	1	Jeff Murico	n/a	n/a		1	78
OCN	3115	1	Isabel Luengo	n/a	n/a		1	79
OCN	3116	1	Bruce Hoskins	n/a	n/a		1	105
OCN	3121	2	Stephen Eso	Theresa Bolaños	n/a		**1**	**119**
OCN	3122	1	Lesley Doig	n/a	n/a		1	92
OCN	3123	1	John Phillips	n/a	n/a		1	106
OCN	3124	1	Lisa Fast	n/a	n/a		1	68
OCN	3126	1	Lilia Vidal	n/a	n/a		1	77
OCN	3206	2	Christopher Sleeper		n/a		1	168
OCN	T-111	2	**OPEN FOR FACULTY**	Delores Loedel	n/a		1	140
OCN	T-112	2	Jake Strona	Jade Hidle	n/a		1	140
OCN	T-113	2	**OPEN FOR FACULTY**	Ruben Gomez	n/a		1	140
OCN	T-114	2	Physics New hire	Rhonda Welch-Scalco	n/a		1	140
OCN	T-115	2	Thao Ha	Roberto Falero	n/a		1	145
OCN	T-116	1	Scott Fallstrom	n/a	na		1	
OCN	T-118	2	Learning Centers Staff	Learning Centers Staff	n/a		1	350
OCN	T-210-04	1	Bruce Hoskins	n/a				
OCN	T-210-05	1	Robert Kelley	n/a				
OCN	T-210-07	1	Lilia Vidal	n/a				
OCN	T-220-08	1	Shafin Ali	n/a				
OCN	T-220-07	1	John Phillips	n/a				
OCN	T-220-06	1	Jeff Murico	n/a				
OCN	T-220-05	1	Isabel Luengo	n/a				
OCN	T-220-04	2	**OPEN FOR FACULTY**	Rachel Hastings				
OCN	T-260-05	2	Stephen Eso	Theresa Bolaños				

OCN	T-260-06	1	Lisa Fast	n/a				
OCN	T-260-07	2	Psychology New Hire #1	Psychology New Hire #2				
OCN	T-270-14	1	Bradley Byrom	n/a				
OCN	T-270	1	**Keep it VACANT**	n/a				
OCN	T-270-06	1	Lesley Doig	n/a				
OCN	T-270-05	1	Christopher Sleeper	n/a				
OCN	T-311	2	Olivia Quintinilla	Curry Mitchell	n/a		1	115
OCN	T-312	1	Lynne Miller	n/a	n/a		1	110
OCN	T-314	2	Tyrone Nagai	Taya Lazootin	n/a		1	115
OCN	T-315	1	David Bonds	n/a	n/a		1	109
OCN	T-316	1	Maria Figueroa	n/a	n/a		1	108
OCN	T-318	1	Jim Sullivan	n/a	n/a		1	97
OCN	T-530	1	Sarah Carpenter	n/a	n/a		1	100
OCN	T-531	1	Kent McCorkle	n/a	n/a		1	100
OCN	T-532	1	Faculty Assembly	n/a	n/a		1	100
OCN	T-533	1	**OPEN FOR FACULTY**	n/a	n/a		1	100
OCN	T-534	1	Ethnic Studies Hire #1	n/a	n/a		1	100
OCN	T-536	1	Anthony Ongyod	n/a	n/a		1	100
OCN	T-537	1	Ethnic Studies Hire #2	n/a	n/a		1	100
OCN	T-538	1	Rick White	n/a	n/a		1	100
OCN	T-550	1	Joanne Benschop	n/a	n/a		1	100
OCN	T-551	1	Eduardo Mariscal	n/a	n/a		1	100
OCN	T-552	1	John Kirwan	n/a	n/a		1	100
OCN	T-556	1	Michael Paulding	n/a	n/a		1	100
OCN	T-557	1	Amena Coronado	n/a	n/a		1	100
OCN	T-558	1	**OPEN FOR FACULTY**	n/a	n/a		1	100
OCN	3614	2	Violeta Sanchez	Daniel Ante-Contreras	n/a		1	122
OCN	3615	2	Zulema Diaz	Alicia Lopez	n/a		1	129
OCN	3616	2	Mary Beth Headlee	Leila Safaralian	n/a		1	161
OCN	3617	2	Nery Chapeton Lamas	Beth Powell	n/a		1	128
OCN	3618	2	JahB Prescott	Aaron Roberts	n/a	Amena Coronado (temporary)	1	128
OCN	3619	2	Jose Jara	Chad Tsuyuki	n/a		1	128
OCN	3620	2	Polo Mariscal	Zika Perovic	n/a		1	128
OCN	3621	2	Angela Beltran	Lemee Nakamura	n/a		1	128
OCN	3622	2	Serena Mercado	dara	n/a		1	129
OCN	3623	2	**OPEN FOR FACULTY**	Keith Dunbar	n/a		1	129
OCN	4018	3	Paul Katson	Steve Vail	Arnoldo Williams		2 (Auto Tech)	319
OCN	4057	2	Wally Perez	Barbara Juncosa	n/a		2 (Biotech)	150
OCN	4405	2	**Keep VACANT**	**Keep VACANT**	n/a		2 (Health Oc.)	118
OCN	4410	2	**OPEN FOR FACULTY**	**OPEN FOR FACULTY**	n/a		**2 (Health Oc.)**	**103**
OCN	4502	2	Kristine Arquero	Pierre Goueth	n/a		2 (Chem.)	146
OCN	4507	1**	Erika Peters	n/a	n/a		1	117

OCN	4512	2	Pedro Morgado Flores	Rica French	n/a		1	118
OCN	4518	2	John Thomford	Himgauri Kulkarni	n/a		1	126
OCN	4519	2	Kyle Arriola	Israel Pastrana	n/a		1	126
OCN	4520	2	Stacey Hull	Suzie Bailey	n/a		1	133
OCN	4536	2	Paul Clarke	David Parker	n/a		2 (Des. Tech)	144
OCN	4608	2	Mary Gross	Dominique Ingato	n/a		1	118
OCN	4609	2	John Turbeville	Jeanine Sepulveda	n/a		1	116
OCN	4620	2	Min Choi	Karl Cleveland	n/a		2 (IMT)	120
OCN	4621	2	Leigh Cotnoir	Catherine Walker	n/a		1	120
OCN	4702	1	Andrea Petri	n/a	n/a		2 (Int. Lang.)	120
OCN	4703	2	Christina Toharia	Rosa Viramontes	n/a		2 (Int. Lang.)	122
OCN	4704	1	Pilar Hernandez	n/a	n/a		2 (Int. Lang.)	120
OCN	4810	2	Annie Ngo	Christina Sharp	n/a		1	112
OCN	4811	2	Tina Walker	Janelle West	n/a		1	131
OCN	4812	2	Suganya Sankaranarayanan	Eric Carstensen	n/a		1	131
OCN	4813	2	Nate Scharff	Lynnie Trzoss	n/a		1	144
OCN	4814	1	Emiko Kiyochi	n/a	n/a		1	100
OCN	5314	2	Robert Fulbright	**OPEN FOR FACULTY**	n/a		2	158
OCN	5315	2	Casey McFarland	Steve Isachsen	n/a		2	148
OCN	5316	2	Gail Meinhold	Leola Powers (temporary) going back to 3100 building after the construction	n/a		2	148
OCN	5133	2	Rich Dicker	Jenna Magallanes	n/a		2	150
OCN	5134	2	Korey Goullette	Giana Carey	n/a		2	150
OCN	5136	2	Alison Phinney	RN New Hire #2 by Alison Phiney	n/a		2	150
OCN	5137	2	Roland Estrella	Allison Perkins	n/a		2	150
OCN	5138	2	Yana Gardiner	RN New Hire #1 by Alison Phiney	n/a		2	150
OCN	5139	2	Yvette Duncan	**OPEN FOR FACULTY**	n/a		2	150
OCN	5143	2	Michelle Odom	Emily Mercuri	n/a		2	150
OCN	7056	1	Mark Laurel	n/a	n/a		2 (Hort.)	102
OCN	7057	2	Megan Allison	Ashley Davis	n/a		2 (Hort.)	170
OCN	7058	1	Mike Deschamps	n/a	n/a		2 (Hort.)	86
OCN	8010	1***	CHLD Dev Director: Yi-Cheng Hu	n/a	n/a		2 (Child Dev.)	165
OCN	8012	1	Claudia Flores	n/a	n/a		2 (Child Dev.)	138
SAN	411	2	**OPEN FOR FACULTY**	Tina Johnson	n/a		2 (Phys/BioSci)	115
SAN	412	2	Thong Nguyen	Kaitlin Fisher	n/a			117
SAN	504	2	Eric Snortum	Khang Nguyen	n/a			150
SAN	510	2	David Detwiler	Robert Bond	n/a			150
SAN	511	2	**OPEN FOR FACULTY**	Janeen Apalatea	n/a			150
SAN	512	2	**OPEN FOR FACULTY**	Alexis Tucker	n/a			150
SAN	513	2	Sean Davis	**OPEN FOR FACULTY**	n/a			150

SAN	602	2	Kelly Hagen	Luke Lambert	n/a			158
SAN	603	2	**OPEN FOR FACULTY**	Shannon Myers	n/a			145
SAN	604	2	Sam Arenivar	**OPEN FOR FACULTY**	n/a			145
SAN	605	2	**OPEN FOR FACULTY**	**OPEN FOR FACULTY**	n/a			150
SAN	608	2	Eric Robertson	Tony Burman	n/a			140

2024-2025 Curriculum Approvals
Effective: August 2024
Part II

I. Credit Course Level
   B. Modified Courses

Department	Subject	Course #	Additional Approvals	Course Title	Units	Date Approved
NAAH	PHAR	201	O/GE	Pharmacology Essentials for Nursing Practice	3	4/25/2024
				Total Credit Course Modifications: 1		

II. Certificate and Degree Level
   B. Modified Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
NAAH	NURS		AS	Registered Nursing: Track I: Generic ADN	71.5-72.5	4/25/2024
NAAH	NURS		AS	Registered Nursing: Track II: LVN-to-RN (ADN)	56.5-57.5	4/25/2024
				Total Modified Degrees and Certificates: 2		

2024-2025 Disciplines List

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

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

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

Subject	Course Number	Course Title
ART		
Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.		
ART	100	Drawing and Composition
ART	101	Design and Color
ART	102	Drawing and Composition II
ART	103	3D Design
ART	104	Artists & Designers Now
ART	*157*	*Art Orientation (or Art History)*
ART	*158*	*Traditional Arts of Africa, Oceania, and the Americas (or Art History)*
ART	*159*	*Pre-Columbian Art (or Art History)*
ART	*159H*	*Pre-Columbian Art (Honors) (or Art History)*
ART	177	Art in the Elementary Schools
ART	200	Drawing III
ART	201	Objects and Ideas in Contemporary Art
ART	202	Painting I: Acrylic
ART	203	Figure Drawing I
ART	204	Painting I: Oils
ART	205	Painting I: Watercolor
ART	206	Mixed Media Figure Studies I
ART	207	Film Photography I
ART	208	Film Photography II
ART	210	Printmaking I
ART	211	Mixed Media Figure Studies II
ART	212	Painting II: Acrylics
ART	213	Figure Drawing II
ART	214	Painting II: Oils
ART	215	Painting II: Watercolor
ART	216	Sculpture
ART	217	Figure Sculpture I
ART	218	Printmaking II
ART	219	Figure Sculpture II
ART	221	Printmaking III
ART	222	Printmaking IV
ART	223	Woodworking and Furniture Design I
ART	224	Woodworking and Furniture Design II
ART	225	Ceramics I
ART	226	Ceramics II
ART	227	Ceramics III
ART	228	Ceramics IV
ART	229	Woodworking and Furniture Design III
ART	232	Video Art
ART	234	Kinetic Art
ART	239	Woodworking and Furniture Design IV
ART	241	Painting III: Acrylic
ART	242	Painting III: Watercolor
ART	244	Digital Media for the Visual Artist

Subject	Course Number	Course Title
ART	245	Digital Art and Media
ART	251	Digital Photography
ART	253	Applied Digital Photography
ART	254	Understanding and Appreciating the Photographic Image
ART	*258*	*Ancient to Gothic Art (or Art History)*
ART	*259*	*History of Renaissance to Modern Art (or Art History)*
ART	*260*	*History of Modern Art (or Art History)*
ART	*260H*	*History of Modern Art (Honors) (or Art History)*
ART	261	Mixed Media Figure Studies III
ART	262	Introduction to Silkscreen
ART	263	Figure Drawing III
ART	264	Painting III: Oils
ART	268	Film Photography III
ART	269	Film Photography IV
ART	*270*	*History and Theory of Museum and Gallery Exhibition (or Art History)*
ART	*271*	*Museum and Gallery Exhibition (or Art History)*
ART	290	Landmarks of Art
ART	292	Internship Studies
ART	295	Visual Art/Professional Practice
ART	296	Topics in Art
ART	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

ART HISTORY

Master's in art history, history of art and architecture or visual culture/visual studies **OR** bachelor's in art history and master's in history **OR** master's in art with a recorded emphasis or concentration in art history **OR** the

ART	*157*	*Art Orientation (or Art)*
ART	*158*	*Traditional Arts of Africa, Oceania, and the Americas (or Art)*
ART	*159*	*Art of Ancient Mesoamerica and South America (or Art)*
ART	*159H*	*Art of Ancient Mesoamerica and South America (Honors) (or Art)*
ART	*258*	*Ancient to Gothic Art (or Art)*
ART	*259*	*History of Renaissance to Modern Art (or Art)*
ART	*260*	*History of Modern Art (or Art)*
ART	*260H*	*History of Modern Art (Honors) (or Art)*
ART	*270*	*History and Theory of Museum and Gallery Exhibition (or Art)*
ART	*271*	*Museum and Gallery Exhibition (or Art)*

Subject	Course Number	Course Title
AUTOMOTIVE TECHNOLOGY		
Any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the industry that would be appropriate in Automotive Technology is described as automotive technical trade experience in automotive maintenance, engine performance, engine rebuilding and repair, emission control systems, suspension, steering and wheel alignment, brake systems, drivetrain; including automatic transmissions, manual transmissions, and differentials, automotive electrical, HVAC, and/or small engine service/repair. Evidence of such experience would be the possession of current ASE certification(s) in one or more of the stated area(s) above.		
AUTO	100	Basic Motorcycle Maintenance and Small Engine Repair
AUTO	102	Preventive Maintenance and Engine Performance
AUTO	105	Automotive Reconditioning and Detailing
AUTO	110	History of the Automobile
AUTO	111	Car Culture
AUTO	125	CA Smog Technician Engine and Emission Control - Level 1
AUTO	130	Basic Engine Performance
AUTO	135	Auto Electronic Fundamentals
AUTO	140	Automotive Engine Technology
AUTO	141	Automotive Engine Performance and Drivability
AUTO	155	Manual Transmissions and Transaxles
AUTO	156	Automatic Transmissions and Transaxles
AUTO	160	Automotive Suspension, Steering, and Alignment
AUTO	161	Automotive Brake Service and Repair
AUTO	200	Automotive Electric and Hybrid Vehicles
AUTO	201	Alternative Fuel Vehicles
AUTO	205	Automotive Reconditioning and Paint Fundamentals
AUTO	220	HVAC Heating, Ventilation, and Air Conditioning
AUTO	225	Smog Check Technician Inspection Procedures - Level 2
AUTO	235	Advanced Electronics and Electronic Engine Control Systems
AUTO	292	Internship Studies
AUTO	296	Topics in Automotive Technology
AUTO	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
BIOLOGICAL SCIENCES		
Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.		
BIO	110	Introductory Biology: Preparation for pre-Health Professions
BIO	111	Introductory Biology: Preparation for pre-Health Professions
BIO	111L	Introductory Biology: Preparation for pre-Health Professions
BIO	102	Introductory Biology: Ecology and Environmental Biology
BIO	103	Introductory Biology: Animal Diversity
BIO	105	Introductory Biology: Biotechnology in Society
BIO	104	Introductory Biology: Botany (Plant Life)
BIO	107	Introductory Biology: Marine Biology
BIO	108	Introductory Biology: Ocean Ecology and Sustainability
BIO	108L	Introductory Biology: Ocean Ecology and Sustainability Lab
BIO	202	Foundations of Biology: Evolution, Biodiversity, and Organismal Biology
BIO	204	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology
BIO	204H	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology (Honors)
BIO	210	Human Anatomy
BIO	210H	Human Anatomy (Honors)
BIO	220	Human Physiology
BIO	230	Introduction to Microbiology
BIO	290	Human Dissection Laboratory
BIO	292	Internship Studies
BIO	296	Topics in Biology
BIO	299	Occupational Cooperative Work Experience
BIO	340	Molecular Mechanisms of Disease
BTEC	*180*	*Biostatistics (or Biotechnology or Manufacturing Technology)*
BTEC	*180H*	*Biostatistics (Honors) (or Biotechnology or Manufacturing Technology)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
BIOTECHNOLOGY		
Bachelor's degree in biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience. The individual should have direct work experience in academic or industry laboratory settings that are actively engaged in research, development, or production of biological materials and/or products. Individuals should have direct experience in the use of laboratory equipment and reagents, maintaining laboratory notebooks, documenting procedures, data collection and protocols, and performing scientific techniques and/or experiments. The following job titles represent some work experiences that would be appropriate in this discipline: laboratory technician, quality control technician/analyst, research associate/scientist, or production technician/chemist.		
BTEC	110	Basic Techniques in Biotechnology
BTEC	110H	Basic Techniques in Biotechnology (Honors)
BTEC	107	Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry
BTEC	108	Biomanufacturing: From Gene to Product
BTEC	108H	Biomanufacturing: From Gene to Product (Honors)
BTEC	*120*	*Business and Regulatory Practices in Biotechnology (or Manufacturing Technology)*
BTEC	*180*	*Biostatistics (or Biological Sciences or Manufacturing Technology)*
BTEC	*180H*	*Biostatistics (Honors) (or Biological Sciences or Manufacturing Technology)*
BTEC	*201*	*Advanced Cell Culture (or Manufacturing Technology)*
BTEC	*203*	*Techniques in DNA Amplification (or Manufacturing Technology)*
BTEC	*204*	*Recombinant DNA (or Manufacturing Technology)*
BTEC	*206*	*Principles of Separation and HPLC (or Manufacturing Technology)*
BTEC	*207*	*Techniques in Immunochemistry and ELISA (or Manufacturing Technology)*
BTEC	*210*	*Data Analysis with Excel (or Manufacturing Technology)*
BTEC	*211*	*Technical Writing for Regulated Environments (or Manufacturing Technology)*
BTEC	*221*	*Bioprocessing: Cell Culture and Scale-up (or Manufacturing Technology)*
BTEC	*222*	*Bioprocessing: Large Scale Purifications (or Manufacturing Technology)*
BTEC	*231*	*Gene Editing Techniques: CRISPR-Cas9 (or Manufacturing Technology)*
BTEC	292	Internship Studies
BTEC	296	Topics in Biotechnology
BTEC	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
MANUFACTURING TECHNOLOGY (Quality control, process control)		
Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. The individual should have direct work experience in technical scientific settings (academic or industry) engaged in development, manufacturing, and/or testing of biological materials and/or products. Individuals working in these settings may have experience on either the production or quality side of the operations; their experience may also be a combination of these duties. For production work, individuals should have direct experience in the use of technical equipment and reagents, maintaining appropriate documentation and data collection, and executing scientific procedures and/or experiments. For quality work, individuals should have direct experience in the systems requirements within quality assurance, the technical testing in quality control, and/or the strategies and communications in regulatory affairs.		
BTEC	*120*	*Business and Regulatory Practices in Biotechnology (or Biotechnology)*
BTEC	*180*	*Biostatistics (or Biological Sciences or Biotechnology)*
BTEC	*180H*	*Biostatistics (Honors) (or Biological Sciences or Biotechnology)*
BTEC	*201*	*Advanced Cell Culture (or Biotechnology)*
BTEC	*203*	*Techniques in DNA Amplification (or Biotechnology)*
BTEC	*204*	*Recombinant DNA (or Biotechnology)*
BTEC	*206*	*Principles of Separation and HPLC (or Biotechnology)*

2024-2025 Disciplines List

Approved by CPC on April XX, 2024

Subject	Course Number	Course Title
BTEC	*207*	*Techniques in Immunochemistry and ELISA (or Biotechnology)*
BTEC	*210*	*Data Analysis with Excel (or Biotechnology)*
BTEC	*211*	*Technical Writing for Regulated Environments (or Biotechnology)*
BTEC	*221*	*Bioprocessing: Cell Culture and Scale-up (or Biotechnology)*
BTEC	*222*	*Bioprocessing: Large Scale Purifications (or Biotechnology)*
BTEC	*231*	*Gene Editing Techniques: CRISPR-Cas9 (or Biotechnology)*
BTEC	300	Supply Chain and Enterprise Resource Planning in Biomanufacturing
BTEC	310	Biomanufacturing Process Sciences
BTEC	320	Design of Experiments for Biomanufacturing
BTEC	330	Advanced Topics in Quality Assurance and Regulatory Affairs
BTEC	340	Six Sigma and Lean Manufacturing
BTEC	360	Design of Biomanufacturing Facilities, Critical Utilities, Processes, and Equipment
BTEC	400	Bioprocess Monitoring and Control
BTEC	410	Methods in Quality, Improvements, Investigations, and Audits
BTEC	460	Capstone Seminar in Biomanufacturing Technologies
BTEC	470	Capstone Seminar in Biomanufacturing Quality
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
ACCOUNTING		
Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, or finance, OR Bachelor's degree in accounting AND a Certified Public Accounting license or certificate OR the equivalent.		
ACCT	101	Practical Accounting
ACCT	104	Payroll Accounting
ACCT	145	Individual Income Tax
ACCT	146	Taxation of Business Entities
ACCT	147	Ethics, Representation, Practice, and Procedures
ACCT	*148*	*QuickBooks (or Business)*
ACCT	149	IRS Volunteer Preparation
ACCT	*158*	*Business Mathematics (or Business)*
ACCT	201	Financial Accounting
ACCT	201H	Financial Accounting (Honors)
ACCT	202	Managerial Accounting
ACCT	202H	Managerial Accounting (Honors)
ACCT	204	Intermediate Accounting I
ACCT	292	Internship Studies
ACCT	299	Occupational Cooperative Work Experience
BUS	*144*	*Budgeting Basics (or Business)*
BUS	*147*	*Personal Finance (or Business)*
BUS	*289*	*Career Mentoring (or Business or Hotel/Motel Services)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
BUSINESS		
Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.		
BUS	117	Human Resources Management
BUS	120	Introduction to Business
BUS	120H	Introduction to Business (Honors)
BUS	128	Introduction to Supply Chain Management
BUS	130	Entrepreneurship and Small Business Management
BUS	131	Management Principles
BUS	132	Marketing
BUS	133	Project Management
BUS	134	Retail Management
BUS	135	Personal Selling
BUS	136	Human Relations in Business
BUS	138	Business Promotion
BUS	*140*	*Legal Environment of Business (or Law)*
BUS	*140H*	*Legal Environment of Business (Honors) (or Law)*
BUS	141	Transportation and Logistics
BUS	143	Warehousing Operations
BUS	*144*	*Budgeting Basics (or Accounting)*
BUS	*147*	*Personal Finance (or Accounting)*
BUS	152	Business Idea Generation and Feasibility Analysis

Subject	Course Number	Course Title
BUS	*153*	*Business Startup Fundamentals (or Law)*
BUS	154	Funding the Etrepreneurial Venture
BUS	155	Business Plan Development
BUS	160	International Business
BUS	204	Business Statistics
BUS	204H	Business Statistics (Honors)
BUS	205	Manufacturing and Service Operations
BUS	*289*	*Career Mentoring (or Accounting or Hotel/Motel Services)*
BUS	*290*	*Business Communication (or Communication Studies)*
BUS	*290H*	*Business Communication (Honors) (or Communication Studies)*
BUS	*292*	*Internship Studies (Law)*
BUS	296	Topics in Business Administration
BUS	*299*	*Occupational Cooperative Work Experience (or Law or Hotel and Motel Services)*
BUS	302	Leadership and Personal Development
ACCT	*148*	*QuickBooks (or Accounting)*
ACCT	*158*	*Business Mathematics (or Accounting)*
HOSP	*299*	*Occupational Cooperative Work Experience (or Hotel and Motel Services)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

HOTEL AND MOTEL SERVICES

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience is understood to reflect paid, professional employment within the hospitality industry or its sectors including: lodging, food service operations, culinary arts, special events management, casino and gaming operations, travel and tourism, parks and recreation management.

Subject	Course Number	Course Title
BUS	*289*	*Career Mentoring (or Accounting or Business)*
BUS	*299*	*Occupational Cooperative Work Experience (or Law or Hotel and Motel Services)*
HOSP	100	Introduction to Hospitality Management
HOSP	110	Guest Services and Presentations
HOSP	114	Hospitality Law
HOSP	130	Conference and Special Event Management
HOSP	133	Introduction to Hotel Management
HOSP	150	Hospitality Cost Control
HOSP	153	Introduction to Food and Beverage Management
HOSP	292	Internship Studies
HOSP	296	Topics in Hospitality
HOSP	*299*	*Occupational Cooperative Work Experience (or Business)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

LAW

JD or LL.B

Subject	Course Number	Course Title
BUS	*140*	*Legal Environment of Business (or Business)*
BUS	*140H*	*Legal Environment of Business (Honors) (or Business)*
BUS	*153*	*Business Startup Fundamentals (or Business)*
BUS	*292*	*Internship Studies (or Business)*
BUS	*299*	*Occupational Cooperative Work Experience (or Business)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
COUNSELING		
Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR Bachelor's degree in counseling AND a Marriage and Family Therapist license or certification, OR the equivalent.		
COUN	100	College and Career Success
COUN	101	Orientation to College
COUN	105	Transfer Success
COUN	292	Internship Studies
COUN	296	Topics in Counseling
CRLP	101	Introduction to Career Planning
INTR	*100*	*Foundation Skills for the College Experience (or Computer Info Systems or Library Science)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

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

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

Subject	Course Number	Course Title
COMMUNICATION STUDIES (Speech Communications)		
Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.		
COMM	101	Public Speaking
COMM	106	Group Communication
COMM	111	Narrative Performance
COMM	120	Principles of Human Communication
COMM	135	Gender Studies in Communication
COMM	144	Race and Ethnicity in Communication
COMM	150	Communication, Culture and Leadership
COMM	186	Social Media Strategies for Communication Studies
COMM	190	Introduction to Persuasion
COMM	207	Interpersonal Communication
COMM	212	Argumentation
COMM	215	Intercultural Communication
COMM	220	Introduction to Mass Communication
COMM	292	Internship Studies
COMM	296	Topics in Communication
COMM	299	Occupational Cooperative Work Experience
BUS	*290*	*Business Communication (or Business)*
BUS	*290H*	*Business Communication (Honors) (or Business)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
COMPUTER SCIENCE		
Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's degree in any of the above AND a Master's degree in information science, computer information systems, or information systems OR the equivalent.		
CS	101	Introduction to Computer Science Principles
CS	111	Introduction to Computer Science I: Java
CS	112	Introduction to Computer Science II: Java
CS	113	Basic Data Structures and Algorithms
CS	130	Fundamentals of Scripting Languages
CS	134	Mobile Application Development
CS	138	Programming with Python
CS	139	Advanced Programming with Python
CS	150	C++ Programming
CS	151	Advanced C++ Programming
CS	155	C# and the .NET Framework
CS	210	Software Engineering
CS	220	Computer Architecture and Assembly Language
CS	226	Discrete Structures
CS	292	Internship Studies
CS	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
COMPUTER INFORMATION SYSTEMS (Computer network installation, microcomputer technology, computer applications)		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Qualification to teach in this discipline will depend on the depth and breadth of education, theoretical and applied work experience, and professional responsibilities as directly related to the subject matter to be taught. Depending on the area, this may include experience with computers, software, networks, servers, systems and their programming, or application in business or other relevant environments such as government, education, military, etc.		
INTR	*100*	*Foundation Skills for the College Experience (or Counseling or Computer Info Systems)*
CSIT	101	Introduction to Computers
CSIT	110	Computer Applications
CSIT	120	Fundamentals of Computer Information Systems
CSIT	123	Introduction to Data Analytics
CSIT	125	Microsoft Word for Business
CSIT	128	Microsoft Excel for Business
CSIT	131	Microsoft Access for Business
CSIT	134	Microsoft PowerPoint for Business
CSIT	137	Google Apps for Business
CSIT	146	E-Commerce and Web Presence
CSIT	149	Microsoft Windows
CSIT	150	Artificial Intelligence: Concepts
CSIT	152	Artificial Intelligence: Applications
CSIT	152	Artificial Intelligence: Strategies and Solutions
CSIT	155	Social Media for Business
CSIT	160	Technology, the Individual, and Society
CSIT	165	Living in an Online World
CSIT	180	Fundamentals of Computer Hardware and Software
CSIT	181	Fundamentals of Computer Networking
CSIT	182	Fundamentals of Compuer Security
CSIT	183	Windows Server
CSIT	184	Linux Server
CSIT	186	Cybersecurity: Analyst
CSIT	188	Cybersecurity: Ethical Hacker
CSIT	191	Fundamentals of Cisco Networking
CSIT	195	IT Career Exploration and Portfolio Development
CSIT	286	Professional Certification Preparation
CSIT	292	Internship Studies
CSIT	296	Topics in Computer Studies and Information Technology
CSIT	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
DANCE		
Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.		
DNCE	100	Dance Appreciation
DNCE	100H	Dance Appreciation (Honors)
DNCE	101	Dance History
DNCE	101H	Dance History (Honors)
DNCE	104	Dance on Film
DNCE	104H	Dance on Film (Honors)
DNCE	105	Dance Cultures of the World
DNCE	105H	Dance Cultures of the World (Honors)
DNCE	121	Hip Hop I
DNCE	122	Hip Hop II
DNCE	130	Middle Eastern Dance I
DNCE	131	Middle Eastern Dance II
DNCE	132	Afro-Cuban Dance I
DNCE	133	Afro-Cuban Dance II
DNCE	134	Pacific Island Dance I
DNCE	135	Pacific Island Dance II
DNCE	140	Ballroom Dance Technique I
DNCE	143	Ballroom Dance Technique II
DNCE	146	Latin Dance Technique I
DNCE	147	Latin Dance Technique II
DNCE	150	Pilates Mat & Reformer I
DNCE	152	Ballet I
DNCE	154	Ballet II
DNCE	166	Jazz Dance I
DNCE	168	Jazz Dance II
DNCE	172	Musical Theater Dance I
DNCE	174	Musical Theater Dance II
DNCE	176	Modern Dance I
DNCE	178	Modern Dance II
DNCE	179	Musical Theatre Dance Production
DNCE	185	Introduction to Choreography
DNCE	200	Contempoary Dance Production I
DNCE	201	Contemporary Dance Production II
DNCE	202	Contemporary Dance Production III
DNCE	203	Contemporary Dance Production IV
DNCE	204	Classical Dance Production I
DNCE	205	Classical Dance Production II
DNCE	206	Classical Dance Production III
DNCE	207	Classical Dance Production IV
DNCE	221	Hip Hop III
DNCE	222	Hip Hop IV
DNCE	230	Middle Eastern Dance III
DNCE	231	Middle Eastern Dance IV

Subject	Course Number	Course Title
DNCE	234	Pacific Island Dance III
DNCE	235	Pacific Island Dance IV
DNCE	240	Ballroom Dance Technique III
DNCE	243	Ballroom Dance Technique IV
DNCE	246	Latin Dance Technique III
DNCE	247	Latin Dance Technique IV
DNCE	250	Contemporary Dance Intensive I
DNCE	253	Contemporary Dance Intensive II
DNCE	254	Contemporary Dance Intensive III
DNCE	256	Contemporary Dance Intensive IV
DNCE	260	Dance Touring Ensemble
DNCE	263	Contemporary Dance Workshop and Performance A
DNCE	264	Contemporary Dance Workshop and Performance B
DNCE	266	Jazz Dance III
DNCE	267	Contemporary Dance Workshop and Performance C
DNCE	268	Jazz Dance IV
DNCE	269	Contemporary Dance Workshop and Performance D
DNCE	278	Dance as a Profession
DNCE	292	Internship Studies
DNCE	296	Topics in Dance
DNCE	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

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

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

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

Subject	Course Number	Course Title
ASIAN AMERICAN STUDIES		
Master's degree in Asian American Studies OR Master's degree in Ethnic Studies AND Bachelor's degree in Asian American Studies OR equivalent.		
PACS	100	Introduction to Pacific Islander and Oceania Studies

Subject	Course Number	Course Title
AFRICAN AMERICAN STUDIES		
Master's degree in African-American/Black/Africana Studies OR Bachelor's degree in African-American/Black/Africa Studies AND master's degree in Ethnic Studies OR the equivalent.		
BLST	100	Introduction to Black Studies

Subject	Course Number	Course Title
CHICANO STUDIES		
Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent.		
CCS	100	Introduction to Chicana/o Studies
CCS	*232*	*Critical Issues in Chicana and Latina Studies (or Chicano Studies or Sociology)*
SOC	*232*	*Critical Issues in Chicana and Latina Studies (or Chicano Studies or Sociology)*

Subject	Course Number	Course Title
ETHNIC STUDIES		
Master's in African-American/Black/Africana Studies or Latino Studies, La Raza Studies, Chicana/o Studies, or Asian-American Studies, or Native American/American Indian Studies OR Master's in Ethnic Studies OR the equivalent.		
CCS	*232*	*Critical Issues in Chicana and Latina Studies (or Chicano Studies or Sociology)*
ETHN	100	Introduction to Ethnic Studies
ETHN	*207*	*Race and Ethnic Relations (or Sociology)*
SOC	*207*	*Race and Ethnic Relations (or Sociology)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
NATIVE AMERICAN/AMERICAN INDIAN STUDIES		
Master's degree in Native American/American Indian Studies OR Master's degree in Ethnic Studies AND Bachelor's degree in Native American/American Indian studies OR equivalent.		
NAIS	100	Introduction to Native American and Indigenous Studies
ANTH	*104*	*Native American Cultures (or Anthropology)*

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

Subject	Course Number	Course Title
AGRICULTURE PRODUCTION		
Any bachelor's degree and two years of experience, or any associate's degree and six years of experience. Work experience in the industry that would be appropriate for Agricultural Production would be as an instructor, supervisor, manager or owner-operator of a vineyard, grove, farm, production nursery, greenhouse, or other venue where plants and food are grown and propagated. Laboratory or field experience in plant genetics & breeding, tissue culture, soil testing, enology, plant pathology, forestry, horticulture, natural resource management, ecology or other applied plant and soil sciences would also be appropriate.		
HORT	115	Soil Science
HORT	116	Plant Science
HORT	*122*	*Horticulture Laws and Regulations (or Ornamental Horticulture)*
HORT	140	Subtropical Fruit and Plant Production
HORT	*149*	*Vineyard Production and Management (or Ornamental Horticulture)*
HORT	*162*	*Organic Crop Production: Warm Season (or Ornamental Horticulture)*
HORT	*163*	*Organic Crop Production: Specialty Crops (or Ornamental Horticulture)*
HORT	*164*	*Organic Crop Production: Cool Season (or Ornamental Horticulture)*
HORT	*166*	*Introduction to Sustainable Agriculture (or Ornamental Horticulture)*
HORT	292	Internship Studies
HORT	299	Occupational Cooperative Work Experience
NCHORT	*5*	*Garden Planting and Maintenance (or Basic Skills, Interdisciplinary or Ornamental Horticulture or Short-Term Vocational Education)*
NCHORT	*10*	*Introduction to Sustainable Agriculture (or Basic Skills, Interdisciplinary or Ornamental Horticulture or Short-Term Vocational Education)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
ORNAMENTAL HORTICULTURE		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience in the industry that would be appropriate for Ornamental Horticulture is as an instructor, supervisor, manager or owner-operator of a municipal or other public park or garden, urban forest, water agency, estate, golf course, landscape contracting, exterior or interior landscape design, maintenance, irrigation, nursery, greenhouse, florist, arborist, winery, farm, or other allied business. The candidate should also possess (or be able to obtain within 3 months) a current pesticide license, C-27 contractor's license, state landscape architecture registration, or other professional certification (ISA, AIFD, CLIA, CID, CFD, LICT, etc.) and be proficient in the computer applications commonly used in their profession.		
HORT	117	Plant Identification: Trees, Shrubs, and Vines
HORT	118	Arboriculture
HORT	121	Sustainable Landscape and Turf Management
HORT	*122*	*Horticulture Laws and Regulations (or Agriculture Production)*
HORT	126	Irrigation and Water Management
HORT	127	Landscape Design
HORT	128	Landscape Construction
HORT	134	Integrated Pest Management
HORT	144	Nursery Management and Production
HORT	147	Wines of California
HORT	148	Introduction to Wine Production
HORT	*149*	*Vineyard Production and Management (or Agriculture Production)*
HORT	150	Winery Operations and Management
HORT	*162*	*Organic Crop Production: Warm Season (or Agriculture Production)*
HORT	*163*	*Organic Crop Production: Specialty Crops (or Agriculture Production)*

2024-2025 Disciplines List

Subject	Course Number	Course Title
HORT	*164*	*Organic Crop Production: Cool Season (or Agriculture Production)*
HORT	*166*	*Introduction to Sustainable Agriculture (or Agriculture Production)*
HORT	220	Computer-Aided Landscape Design Application
HORT	230	Landscape Architecture
HORT	292	Internship Studies
HORT	296	Topics in Horticulture
HORT	299	Occupational Cooperative Work Experience
NCHORT	*5*	*Garden Planting and Maintenance (or Agriculture Production or Basic Skills, Interdisciplinary or Short-Term Vocational Education)*
NCHORT	*10*	*Introduction to Sustainable Agriculture (or Agriculture Production or Basic Skills, Interdisciplinary or Short-Term Vocational Education)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
FOREIGN LANGUAGES		
Master's in the language being taught* OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent. * For CHNS, language is Chinese; for FREN, language is French; for GRMN, language is German; for ITAL, language is Italian; for JAPN, language is Japanese; for SPAN, the language is Spanish.		
FREN	101	Elementary French (First Semester)
FREN	102	Elementary French (Second Semester)
FREN	121	Introduction to French Culture
FREN	201	Intermediate French (Third Semester)
FREN	202	Intermediate French (Fourth Semester)
FREN	292	Internship Studies
FREN	296	Topics in French
GRMN	101	Elementary German (First Semester)
GRMN	102	Elementary German (Second Semester)
GRMN	121	Introduction to German Culture
GRMN	201	Intermediate German (Third Semester)
GRMN	292	Internship Studies
ITAL	101	Elementary Italian (First Semester)
ITAL	102	Elementary Italian (Second Semester)
ITAL	121	Introduction to Italian Culture
ITAL	201	Intermediate Italian (Third Semester)
ITAL	202	Intermediate Italian (Fourth Semester)
ITAL	292	Internship Studies
ITAL	296	Topics in Italian
JAPN	101	Elementary Japanese (First Semester)
JAPN	101H	Elementary Japanese (First Semester) (Honors)
JAPN	102	Elementary Japanese (Second Semester)
JAPN	121	Introduction to Japanese Culture
JAPN	123	Japanese Anime and Manga
JAPN	123H	Japanese Anime and Manga (Honors)
JAPN	201	Intermediate Japanese (Third Semester)
JAPN	202	Intermediate Japanese (Fourth Semester)
JAPN	210	Intermediate Conversation I and Reading
JAPN	211	Intermediate Conversation II and Writing
JAPN	292	Internship Studies
JAPN	296	Topics in Japanese
SPAN	101	Elementary Spanish (First Semester)
SPAN	102	Elementary Spanish (Second Semester)
SPAN	201	Intermediate Spanish (Third Semester)
SPAN	202	Intermediate Spanish (Fourth Semester)
SPAN	205	Hispanic Film, Literature, and Composition
SPAN	221	Spanish for Native Speakers
SPAN	222	Spanish for Native Speakers II
SPAN	292	Internship Studies
SPAN	296	Topics in Spanish
SPAN	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
COACHING		
The individual must have any bachelor's degree and two years experience, or any associates degree and six years experience. Work experience appropriate to the discipline of Coaching includes either a) coaching/teaching experience in the sport being taught in one of the following settings: high school, club, college or professional or b) playing the sport being taught at the collegiate or professional level. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in coaching.		
ATHL	100	Volleyball Techniques
ATHL	102	Intercollegiate Volleyball, Women
ATHL	103	Intercollegiate Beach Volleyball, Women
ATHL	104	Beach Volleyball Techniques
ATHL	105	Beach Volleyball Competition
ATHL	117	Basketball Competition
ATHL	118	Basketball Technique
ATHL	134	Soccer
ATHL	135	Soccer Competition
ATHL	171	Intercollegiate Basketball, Men/Women
ATHL	172	Intercollegiate Basketball, Men/Women (Advanced)
ATHL	188	Intercollegiate Soccer, Men/Women
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
HEALTH		
Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR bachelor's in any of the above AND master's degree in public health, or any biological science OR the equivalent.		
HEAL	101	Principles of Health
HEAL	108	Meditation
HEAL	180	Introduction to Public Health
HEAL	*200*	*First Aid and Safety (or Kinesiology)*
HEAL	*201*	*CPR and AED (or Kinesiology)*
HEAL	205	Integrative Health and Wellness
HEAL	*222*	*Stress Management (or Kinesiology)*
HEAL	*292*	*Internship Studies*
HEAL	*296*	*Topics in Health*
HEAL	*299*	*Occupational Cooperative Work Experience*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
HEALTH CARE ANCILLARIES (Find under NAAHDEPT)		
KINESIOLOGY		
Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education or bachelor's degree in any of the above and master's degree in any life science, dance, physiology, health education, recreation administration, or physical therapy or the equivalent.		
HEAL	*200*	*First Aid and Safety (or Health)*
HEAL	*201*	*CPR and AED (or Health)*
HEAL	*222*	*Stress Management (or Kinesiology)*
KINE	100	Beginning Weight Training
KINE	101	Intermediate Weight Training
KINE	102	Advanced Weight Training

Subject	Course Number	Course Title
KINE	110	Walking for Fitness
KINE	112	Beginning Cardio Training
KINE	113	Intermediate Cardio Training
KINE	114	Advanced Cardio Training
KINE	145	Yoga Teacher Training Foundation
KINE	147	Yoga Teacher Training Development
KINE	149	Yoga Teacher Training Integration
KINE	150	Beginning Yoga
KINE	154	Intermediate Yoga
KINE	155	Advanced Yoga
KINE	156	Beginning Flexibility Training
KINE	157	Intermediate Flexibility Training
KINE	158	Advanced Flexibility Training
KINE	159	Yoga Teacher Training Implementation
KINE	*161*	*Beginning Martial Arts(or Martial Arts/Self Defense)*
KINE	*162*	*Intermediate Martial Arts (or Martial Arts/Self Defense)*
KINE	*163*	*Advanced Martial Arts(or Martial Arts/Self Defense)*
KINE	190	Introduction to Kinesiology
KINE	200	Physical Education in the Elementary School
KINE	203	Techniques in Athletic Training
KINE	204	Techniques and Analysis of Fitness and Weight Training
KINE	210	Exercise Programs for Special Populations
KINE	*292*	*Internship Studies(or Martial Arts/Self Defense)*
KINE	*296*	*Topics in Kinesiology (or Martial Arts/Self Defense)*
KINE	*299*	*Occupational Cooperative Work Experience (or Martial Arts/Self Defense)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

MARTIAL ARTS/SELF-DEFENSE

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

Subject	Course Number	Course Title
KINE	*161*	*Beginning Martial Arts (or Kinesiology)*
KINE	*162*	*Intermediate Martial Arts (or Kinesiology)*
KINE	*163*	*Advanced Martial Arts (or Kinesiology)*
KINE	*292*	*Internship Studies (or Kinesiology)*
KINE	*296*	*Topics in Kinesiology (or Kinesiology)*
KINE	*299*	*Occupational Cooperative Work Experience (or Kinesiology)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

NUTRITIONAL SCIENCE/DIETETICS

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

Subject	Course Number	Course Title
NUTR	100	Nutrition Today
NUTR	100H	Nutrition Today (Honors)
NUTR	105	Human Performance and Sports Nutrition

2024-2025 Disciplines List

Subject	Course Number	Course Title
NUTR	108	Cultural Aspects of Foods and Nutrition
NUTR	120	Principles of Food Science with Lab
NUTR	125	Nutrition and Aging
NUTR	292	Internship Studies
NUTR	296	Topics in Nutrition
NUTR	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
ENGLISH		
Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.		
ENGL	52	College Composition Skills and Support
ENGL	100	Composition and Reading
ENGL	100H	Composition and Reading (Honors)
ENGL	201	Critical Thinking, Composition, and Literature
ENGL	201H	Critical Thinking, Composition, and Literature (Honors)
ENGL	202	Critical Thinking and Composition
ENGL	202H	Critical Thinking and Composition (Honors)
ENGL	280	Creative Writing
ENGL	292	Internship Studies
ENGL	295	Publishing Practicum
ENGL	296	Topics in English
LING	110	English Language Structure and Function
LIT	100	Introduction to Chicano Chicana Literature
LIT	101	Introduction to Asian American Literature
LIT	120	Introduction to Literature
LIT	250	American Literature: First Contact Through the Civil War
LIT	250H	American Literature: First Contact Through the Civil War (Honors)
LIT	251	American Literature: Mid-1800s to the Present
LIT	251H	American Literature: Mid-1800s to the Present (Honors)
LIT	260	English Literature Through the 18th Century
LIT	260H	English Literature Through the 18th Century (Honors)
LIT	261	English Literature: Romantic to Contemporary
LIT	261H	English Literature: Romantic to Contemporary (Honors)
LIT	265	Shakespeare Studies
LIT	265H	Shakespeare Studies (Honors)
LIT	270	World Literature to 1600
LIT	270H	World Literature to 1600 (Honors)
LIT	271	World Literature Since 1600
LIT	292	Internship Studies
LIT	296	Topics in Literature
NCENG	30	Sentence Crafting
NCENG	52	College Composition Skills and Support
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
INTERDISCIPLINARY STUDIES IN HUMANITIES (Constituent disciplines are Humanities, Art, English, Music, Philosophy, History, Film Studies, Dance, Theater, Religious Studies, Ethnic Studies, Women's Studies)		
Master's in one of the constituent disciplines*—Humanities, Art, English, Music, Philosophy, History, Film Studies, Dance, Drama/Theatre Arts, Religious Studies, Ethnic Studies, Women's Studies--included in the interdisciplinary area and upper division or graduate course work of at least 12 units in one, or 18 units total from two or more, of the other constituent disciplines. *Note: "Master's in the discipline" is defined as any master's degree that fulfills minimum qualifications as designated on the State List for that specific discipline.		
HUMN	101	Introduction to the Arts
HUMN	101H	Introduction to the Arts (Honors)

Subject	Course Number	Course Title
HUMN	201	Humanities of the Western World: Pre-History Through the Middle Ages
HUMN	202	Humanities of the Western World: The Renaissance to the Twentieth Century
HUMN	205	Women in Western Art and Literature
HUMN	292	Internship Studies
HUMN	296	Topics in Humanities
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

READING

Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.

READ	100	Critical Reading and Thinking
READ	292	Internship Studies
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

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

Subject	Course Number	Course Title
MATHEMATICS		
Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.		
MATH	102	Math Fundamentals: Mathematics for Life
MATH	103	Statistics
MATH	103H	Statistics (Honors)
MATH	103S	Statistics with Integrated Support
MATH	105	Concepts and Structures of Elementary Mathematics I
MATH	106	Concepts and Structures of Elementary Mathematics II
MATH	112	Algebraic Concepts for Problem Solving
MATH	115	Calculus with Applications
MATH	126	Pre-Calculus I: College Algebra
MATH	126S	Precalculus 1: College Algebra with Integrated Support
MATH	131	Pre-Calculus II: Trigonometry and Analytic Geometry
MATH	131H	Pre-Calculus II: Trigonometry and Analytic Geometry (Honors)
MATH	135	Precalculus Mathematics
MATH	150	Calculus and Analytic Geometry I
MATH	150H	Calculus and Analytic Geometry I (Honors)
MATH	150S	Calculus and Analytic Geometry I with Integrated Support
MATH	155	Calculus and Analytic Geometry II
MATH	155H	Calculus and Analytic Geometry II (Honors)
MATH	226	Discrete Mathematics
MATH	226H	Discrete Mathematics (Honors)
MATH	260	Calculus and Analytic Geometry III
MATH	260H	Calculus and Analytic Geometry III (Honors)
MATH	265	Differential Equations
MATH	265H	Differential Equations (Honors)
MATH	270	Linear Algebra
MATH	270H	Linear Algebra (Honors)
MATH	292	Internship Studies
MATH	296	Topics in Mathematics
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
BROADCASTING TECHNOLOGY (Film making/video, media production, radio/TV)		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Broadcast Technology is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using video cameras, lighting, audio recording equipment, special effects techniques, video production and postproduction, and studio and field video and audio recording techniques. In addition, experience should include theory and practice of video production principles, video concept development and film studies. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: the use of Adobe CS(X) Production Premium software, specifically in Adobe After Effects, Illustrator, Photoshop; and Apple Final Cut Studio software, specifically in Apple Final Cut Pro. The following job titles represent some work experiences that would be appropriate in this discipline: video producer, video director, videographer, cinematographer, video editor, motion graphics animator, special effects artist.		
MAT	160	Video 1: Production
MAT	200	Video 2: Post-Production and Special Effects
MAT	*270*	*Advanced Design Studio (or Multimedia or Graphic Arts or Media Production)*
MAT	*290*	*Portfolio Development (or Multimedia or Graphic Arts or Media Production)*
MAT	*292*	*Internship Studies (or Multimedia or Graphic Arts or Media Production)*
MAT	*296*	*Topics in Media Arts Technology (or Multimedia or Graphic Arts or Media Production)*
MAT	*299*	*Cooperative Work Experience (or Multimedia or Graphic Arts or Media Production)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
GRAPHIC ARTS (Desktop Publishing)		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Graphic Arts is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching and/or using Adobe CS(X) Design Premium software, and graphic design and graphic arts principles and practices. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: Adobe Photoshop, Illustrator, InDesign; and the principles, theory and practice of graphic design, typography, color theory, structure and layout; as well as graphic production techniques applied to print, web, and interactive design. The following job titles represent some work experiences that would be appropriate in this discipline: Art director, creative director, graphic designer, graphic production artist, illustrator, Photoshop artist.		
MAT	105	History of Graphic Design
MAT	110	Digital Imaging 1: Adobe Photoshop
MAT	135	Graphic Design 1: Principles
MAT	*145*	*UI/UX Design (or Multimedia)*
MAT	155	Graphic Design 2: Typography
MAT	170	Digital Illustration 1: Adobe Illustrator
MAT	*180*	*Digital Publishing: Adobe InDesign (or Print Technology)*
MAT	185	Graphic Design 3: Design and Layout
MAT	210	Advanced Digital Imaging & Illustration
MAT	230	Advanced Publishing: Output for Print
MAT	*270*	*Advanced Design Studio (or Multimedia or Broadcast Technology or Media Production)*
MAT	*290*	*Portfolio Development (or Multimedia or Broadcast Technology or Media Production)*
MAT	*292*	*Internship Studies (or Multimedia or Broadcast Technology or Media Production)*
MAT	*296*	*Topics in Media Arts Tech (or Multimedia or Broadcast Technology or Media Production)*

MAT	*299*	*Occupational Cooperative Work Experience (or Multimedia or Broadcast Technology or Media Production)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

MULTIMEDIA

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

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

MAT	120	Interactive Media Production
MAT	125	Web Design 1: Fundamentals
MAT	*145*	*UI/UX Design (or Graphic Arts)*
MAT	150	Animation and Interactivity
MAT	165	Web Design 2: WordPress and Site Production
MAT	175	Web Design: Java Script and jQuery
MAT	190	Programming for Animation, Ineractivity, and Games
MAT	200	Video 2: Post-Production and Special Effects
MAT	225	Web Design 3: Custom Sites and Professional Practices
MAT	*270*	*Advanced Design Studio (or Broadcast Technology or Graphic Arts or Media Production)*
MAT	*290*	*Portfolio Development (or Broadcast Technology or Graphic Arts or Media Production)*
MAT	*292*	*Internship Studies (or Broadcast Technology or Graphic Arts or Media Production)*
MAT	*296*	*Topics in Media Arts Tech (or Broadcast Technology or Graphic Arts or Media Production)*
MAT	*299*	*Occupational Coop Work Experience (or Broadcast Technology or Graphic Arts or Media Production)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

PRINTING TECHNOLOGY

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

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

Subject	Course Number	Course Title
MEDIA PRODUCTION (also see Broadcasting Technology)		
The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in Media Production is described as the following: Direct work experience in academic or industry settings that are actively engaged in teaching or using video and audio technologies, special effects techniques, principles of 3D and/or traditional modeling and animation, live sound or recording engineer, video and audio production and postproduction, as well as the theory and practice of video and audio production principles. This work experience should include specific work or academic experience applying skills and knowledge related to one or more of the following: the use of Adobe CS(X) Master Collection software, Apple Final Cut Studio software, Autodesk Maya software, Avid Pro Tools software. The following job titles represent some work experiences that would be appropriate in this discipline: video producer, video director, videographer, cinematographer, video editor, 3D animator, special effects artist, live sound engineer, and audio recording engineer.		
MAT	120	Interactive Media Production
MAT	140	3D Animation 1: Maya
MAT	160	Video 1: Production
MAT	190	Programming for Animation, Ineractivity, and Games
MAT	200	Video 2: Post-Production and Special Effects
MAT	*270*	*Advanced Design Studio (or Broadcast Technology or Graphic Arts or Multimedia)*
MAT	290	*Portfolio Development (or Broadcast Technology or Graphic Arts or Multimedia)*
MAT	*292*	*Internship Studies (or Broadcast Technology or Graphic Arts or Multimedia)*
MAT	*296*	*Topics in Media Arts Tech (or Broadcast Technology or Graphic Arts or Multimedia)*
MAT	*299*	*Cooperative Work Experience (or Broadcast Technology or Graphic Arts or Multimedia)*
MTEC	110	Recording Arts I
MTEC	111	Recording Arts II
MTEC	120	Digital Audio Production I
MTEC	125	Sound for Visual Media
MTEC	130	MIDI
MTEC	140	Sound Reinforcement I
MTEC	141	Sound Reinforcement II
MTEC	150	Audio Equipment Maintenance
MTEC	160	Business of Music and Media I
MTEC	210	Recording Arts III
MTEC	211	Recording Arts IV
MTEC	220	Digital Audio Production II
MTEC	230	Electronic Music and Sound Design
MTEC	260	Business of Music and Media II
MTEC	292	Internship Studies
MTEC	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
MUSIC		
Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.		
MUS	100	Introduction to Music Theory
MUS	101	Music Theory I
MUS	102	Music Theory II
MUS	103	Musicianship I
MUS	104	Musicianship II
MUS	112	American Popular Music
MUS	113	The Music of Multicultural America
MUS	114	History of Rock and Roll
MUS	115	Introduction to Western Music
MUS	116	A Survey of World Music

2024-2025 Disciplines List

Subject	Course Number	Course Title
MUS	119	Jazz History
MUS	119H	Jazz History (Honors)
MUS	120	Piano I
MUS	121	Piano II
MUS	128	Piano for Music Majors I
MUS	129	Piano for Music Majors II
MUS	130A	Guitar I
MUS	130B	Guitar II
MUS	141A	Vocal Fundamentals I
MUS	141B	Vocal Fundamentals II
MUS	144	Applied Music I
MUS	150A	Contemporary Big Band I
MUS	150B	Contemporary Big Band II
MUS	152A	Small Group Jazz Ensemble I
MUS	152B	Small Group Jazz Ensemble II
MUS	155A	Popular Music Ensemble I
MUS	155B	Popular Music Ensemble II
MUS	161A	Concert Chorale I
MUS	161B	Concert Chorale II
MUS	164	Musical Theater Ensemble
MUS	165	College Chorale Chamber Ensemble
MUS	166A	Vocal Jazz Ensemble I
MUS	166B	Vocal Jazz Ensemble II
MUS	170A	Symphony Orchestra I
MUS	170B	Symphony Orchestra II
MUS	188	Technology for Music Majors
MUS	201	Advanced Music Theory
MUS	203	Advanced Musicianship
MUS	228	Classical Piano
MUS	229	Jazz/Commercial Piano
MUS	230A	Guitar III
MUS	230B	Guitar IV
MUS	241A	Advanced Vocal Techniques I
MUS	241B	Advanced Vocal Techniques II
MUS	244	Applied Music II
MUS	250A	Contemporary Big Band III
MUS	250B	Contemporary Big Band IV
MUS	252A	Small Group Jazz Ensemble III
MUS	252B	Small Group Jazz Ensemble IV
MUS	253	Jazz/Commercial Improvisation
MUS	255A	Popular Music Ensemble III
MUS	255B	Popular Music Ensemble IV
MUS	260	Commercial Music Composition
MUS	261A	Concert Chorale III
MUS	261B	Concert Chorale IV
MUS	266A	Vocal Jazz Ensemble III
MUS	266B	Vocal Jazz Ensemble IV
MUS	270A	Symphony Orchestra III
MUS	270B	Symphony Orchestra IV
MUS	292	Internship Studies
MUS	296	Topics in Music
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
HEALTH CARE ANCILLARIES		

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Work experience in the discipline Health Care Ancillaries includes direct work experience with patients in the home, clinical, or fitness/rehabilitation settings. In the case of acute/or chronic patient care, the individual should have direct work experience in the academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of client procedures such as performance of basic hygiene, providing nutrition, and assisting with mobility and self care. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, or pediatrics or children or young adults across the lifespan.

Experience may include teaching certified nurse assistant nursing or licensed nursing at a community college or four-year degree university. In the massage therapy (fitness/rehabilitation) subarea of this discipline, the individual should have direct work experience with patients (clients) in a spa, fitness facility, physical therapy clinic, hospital or in affiliation with a university/college/ professional athletic team, chiropractic office, or through self-employment.

Subject	Course Number	Course Title
MAP	70	Bloodborne and Airborne Pathogen Standards
MAP	80	Medical Assistant--Clinical Back Office I
MAP	82	Medical Assistant--Clinical Back Office II
MAP	90	Medical Assistant Clinical Preceptorship
NURS	*60*	*Certified Nursing Assistant (or LVN)*
NURS	*151*	*Body Systems Survey for Health Professions (or LVN)*
NURS	153	Pathphysiology for Health Professions
NURS	*155*	*Basic Medical Terminology (or LVN)*
NURS	*292*	*Internship Studies (or LVN)*
NURS	*299*	*Occupational Cooperative Work Experience (or LVN or Nursing Science/Clinical)*
NURS	*163*	*Home Health Aide (or LVN)*
PHAR	*100*	*Basic Pharmacology - Dosages and Calculations (or LVN)*
PHAR	*299*	*Occupational Cooperative Work Experience (or Nursing)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
HEALTH INFORMATION TECHNOLOGY (Medical record technology)		

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience applicable to this discipline should show evidence of successful administrative work experience as a medical administrative professional in a private practice, clinic, hospital, or related medical facility. Specific work experience will include documented employment related to the specific discipline courses and include but not limited to knowledge and skills in office management, informatics, coding, billing, front office operations, HIPAA compliance, electronic records, customer service, patient education, medicolegal issues, and implementation of office policies and procedures. The individual should demonstrate expert knowledge of medical terminology and computer skills in word processing, spreadsheets, and computer programs used in physicians' offices. Membership in one of the medical administrative professional organizations such as AAPC, AHDI, AHIMA, is desired.

Subject	Course Number	Course Title
MAP	50	Introduction to Administrative Medical Assisting
MAP	*52*	*Medical Keyboarding and Document Production (or Office Technologies)*
MAP	56	Introduction to Patient Advocacy
MAP	60	Introduction to Electronic Health Record

Subject	Course Number	Course Title
MAP	62	Medical Coding
MAP	64	Medical Insurance and Billing
MAP	292	Internship Studies
MAP	296	Topics in Medical Administrative Professional
MAP	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

LICENSED VOCATIONAL NURSING

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work Experience appropriate to the discipline of Licensed Vocational Nursing is direct work experience in academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have knowledge of the basic and or complex nursing care necessary to care for a variety of clients in acute care, chronic care, home care, operating rooms, intensive care, and clinic settings. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of procedures such as catheter insertion and maintenance, complex medication administration, intravenous therapy and patient monitoring. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, pediatrics or children or young adults across the lifespan. Experience may include teaching nursing at a community college or four year degree university.

Subject	Course Number	Course Title
NURS	*60*	*Certified Nursing Assistant (or Health Care Ancillaries)*
NURS	*64*	*Home Health Aide (or Health Care Ancillaries)*
NURS	*151*	*Body Systems Survey for Health Professions (or Health Care Ancillaries)*
NURS	*155*	*Basic Medical Terminology (or Health Care Ancillaries)*
NURS	166	American Medical Corps Transition to Vocational Nurse
NURS	170	Licensed Vocational Nursing I
NURS	171	Licensed Vocational Nursing II
NURS	172	Licensed Vocational Nursing III
NURS	173	Licensed Vocational Nursing IV
NURS	274	Licensed Vocational Nursing V
NURS	275	Licensed Vocational Nursing VI
NURS	*292*	*Internship Studies (or Health Care Ancillaries)*
NURS	*299*	*Occupational Cooperative Work Experience (or Health Care Ancillaries or Nursing Science/Clinical)*
PHAR	*100*	*Basic Pharmacology - Dosages and Calculations (or Health Care Ancillaries)*
PHAR	292	Internship Studies
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

NURSING

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

Subject	Course Number	Course Title
NCNUR	185	Nursing Skills/Simulation Laboratory I
NCNUR	186	Nursing Skills/Simulation Laboratory II
NCNUR	285	Nursing Skills/Simulation Laboratory III
NCNUR	286	Nursing Skills/Simulation Laboratory IV
NURS	185	Nursing Skills/Simulation Laboratory I
NURS	186	Nursing Skills/Simulation Laboratory II
NURS	285	Nursing Skills/Simulation Laboratory III
NURS	286	Nursing Skills/Simulation Laboratory IV

Subject	Course Number	Course Title
NURS	290	Critical Care
PHAR	201	Pharmacology Review and Update
PHAR	*296*	*Topics in Pharmacology (or Nursing Science/Clinical Practice)*
PHAR	*299*	*Occupational Cooperative Work Experience (or Nursing Science/Clinical Practice)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

NURSING SCIENCE/CLINICAL PRACTICE

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

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

Subject	Course Number	Course Title
NURS	180	Fundamentals of Nursing
NURS	181	Medical Surgical Nursing I
NURS	182	Maternal-Child Nursing
NURS	183	Medical Surgical Nursing II
NURS	280	Transition from LVN to RN
NURS	281	Medical Surgical Nursing III
NURS	282	Psychiatric-Mental Health Nursing
NURS	283	Medical Surgical Nursing IV
NURS	284	Contemporary Nursing Practice and Leadership
NURS	284L	Preceptorship Lab
NURS	288	Nurse Externship
NURS	*292*	*Internship Studies (or Health Care Ancillaries or LVN)*
NURS	296	Topics in Nursing
NURS	*299*	*Occupational Cooperative Work Experience (or Health Care Ancillaries or LVN)*
PHAR	*296*	*Topics in Pharmacology (or Nursing)*
PHAR	*299*	*Cooperative Work Experience (or Nursing)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

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

Subject	Course Number	Course Title
EARTH SCIENCE		
Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.		
EART	*106*	*Earth and Space Science (or Geography)*
EART	*106H*	*Earth and Space Science (Honors) (or Geography)*
GEOL	101	Physical Geology
GEOL	101H	Physical Geology (Honors)
GEOL	101L	Physical Geology Laboratory
GEOL	101LH	Physical Geology Laboratory (Honors)
GEOL	292	Internship Studies
OCEA	101	Introduction to Oceanography
OCEA	101H	Introduction to Oceanography (Honors)
OCEA	101L	Introduction to Oceanography Laboratory
OCEA	292	Internship Studies
PHSN	*106*	*Introduction to Physical Science: Physics & Chemistry (or Physics/Astronomy or Chemistry)*
PHSN	*106L*	*Introduction to Physical Science: Physics and Chemistry (Lab) (or Chemistry or Physics/Astronomy)*
PHSN	*108*	*Introduction to Climate Change (or Chemistry or Physics/Astronomy)*
PHSN	*108H*	*Introduction to Climate Change (Honors) (or Chemistry or Physics/Astronomy)*
PHSN	*292*	*Internship Studies (or Physics/Astronomy or Chemistry)*
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
GEOGRAPHY		
Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR see interdisciplinary studies.		
EART	*106*	*Earth and Space Science (or Earth Sciences)*
EART	*106H*	*Earth and Space Science (Honors) (or Earth Sciences)*
GEOG	101	Earth's Dynamic Environment: Introduction to Physical Geography
GEOG	101L	Earth's Dynamic Environment: Introduction to Physical Geography Laboratory
GEOG	102	People, Place, and Time: Introduction to Human Geography
GEOG	104	World Geography
GEOG	108	Environmental Sustainability and Society
GEOG	155	Introduction to Geographic Information Systems and Techniques with Lab
GEOG	292	Internship Studies
GEOG	296	Topics in Geography
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
PHYSICS/ASTRONOMY		
Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.		
ASTR	101	Descriptive Astronomy
ASTR	101L	Descriptive Astronomy Laboratory
ASTR	120	Life in the Universe
ASTR	292	Internship Studies
PHSN	*106*	*Introduction to Physical Science:Physics and Chemistry (or Chemistry or Earth Sciences)*
PHSN	*106L*	*Introduction to Physical Science: Physics and Chemistry (Lab) (or Chemistry or Earth Sciences)*
PHSN	*108*	*Introduction to Climate Change (or Chemistry or Earth Science)*
PHSN	*108H*	*Introduction to Climate Change (Honors) (or Chemistry or Earth Science)*
PHSN	*292*	*Internship Studies (or Chemistry or Earth Sciences)*

Subject	Course Number	Course Title
PHYS	111	Introductory Physics I
PHYS	111H	Introductory Physics I (Honors)
PHYS	112	Introductory Physics II
PHYS	112H	Introductory Physics II (Honors)
PHYS	151	Principles of Physics I
PHYS	151H	Principles of Physics I (Honors)
PHYS	152	Principles of Physics II
PHYS	152H	Principles of Physics II (Honors)
PHYS	253	Principles of Physics III
PHYS	253H	Principles of Physics III (Honors)
PHYS	*280*	*Introduction to Electronics (or Engineering Technology)*
PHYS	292	Internship Studies
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

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

SPECIAL EDUCATION

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

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

Subject	Course Number	Course Title
ANTHROPOLOGY		
Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.		
ANTH	101	Biological Anthropology
ANTH	101H	Biological Anthropology (Honors)
ANTH	101L	Biological Anthropology Laboratory
ANTH	101LH	Biological Anthropology Laboratory (Honors)
ANTH	102	Cultural Anthropology
ANTH	102H	Cultural Anthropology (Honors)
ANTH	103	Introduction to Archaeology
ANTH	*104*	*Native American Cultures (or Ethnic Studies)*
ANTH	105	Evolution of Human Behavior
ANTH	105H	Evolution of Human Behavior (Honors)
ANTH	107	Gender, Sex, and Sexuality
ANTH	120	Global Health
ANTH	190	Primate Behavior and Ecology
ANTH	292	Internship Studies
ANTH	296	Topics in Anthropology
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
ECONOMICS		
Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.		
ECON	100	Survey of Economics
ECON	101	Principles of Economics: MACRO
ECON	102	Principles of Economics: MICRO
ECON	292	Internship Studies
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
POLITICAL SCIENCE		
Master's in political science, government, or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B. OR the equivalent.		
PLSC	101	Introduction to Political Science
PLSC	101H	Introduction to Political Science (Honors)
PLSC	102	American Institutions and History
PLSC	103	Comparative Government
PLSC	150	Introduction to International Relations
PLSC	292	Internship Studies
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

SOCIOLOGY		
Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.		
CCS	*232*	*Critical Issues in Chicana and Latina Studies (or Chicano Studies or Ethnic Studies)*
ETHN	*207*	*Race and Ethnic Relations (or Ethnic Studies)*
PSYC	*103*	*Social Psychology (or Psychology)*
PSYC	*145*	*Psychology /Sociology of the Family (or Psychology)*
SOC	101	Introduction to Sociology
SOC	101H	Introduction to Sociology (Honors)
SOC	102	Contemporary Social Problems
SOC	*103*	*Social Psychology (or Psychology)*
SOC	105	Introduction to Justice Studies
SOC	120	Introduction to Women's Studies
SOC	125	Introduction to Statistics in Sociology
SOC	130	Introduction to Gender Studies
SOC	140	Introduction to LGBT Studies
SOC	*145*	*Psychology/Sociology of the Family (or Psychology)*
SOC	205	Introduction to Research Methods in Sociology
SOC	*207*	*Race and Ethnic Relations (or Ethnic Studies)*
SOC	*232*	*Critical Issues in Chicana and Latina Studies (or Chicano Studies or Sociology)*
SOC	250	Introduction to Pacific Studies
SOC	292	Internship Studies
SOC	299	Occupational Cooperative Work Experience
SWHS	110	Introduction to Social Work and Human Services
SWHS	120A	Social Work and Human Services Seminar
SWHS	120B	Social Work and Human Services Fieldwork
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

Subject	Course Number	Course Title
DRAMA/THEATER ARTS		
Master's degree or Master of Fine Arts in drama/theater arts/performance OR bachelor's or Bachelor of Fine Arts in drama/theater/performance AND master's degree in comparative literature, English, communication studies, speech, literature, or humanities OR the equivalent.		
DRAM	105	Introduction to Theatre
DRAM	107	Introduction to Design for Performance
DRAM	109	Practicum of Voice and Diction
DRAM	110	Voice and Diction
DRAM	123	Script Analysis for Performance and Design
DRAM	126	Shakespearean Acting Lab
DRAM	130	Acting I
DRAM	131	Audition Preparation for the Stage
DRAM	133	Performance and Design Portfolio Practicum
DRAM	134	Introduction to Performance
DRAM	146	Costume Design for Theatre, Television, and Film
DRAM	148	Acting for the Camera
DRAM	201	Rehearsal and Performance: Dramatic Theatre
DRAM	202	Rehearsal and Performance: Comedic Theatre
DRAM	203	Rehearsal and Performance: Classical Theatre
DRAM	204	Rehearsal and Performance: Musical Theatre
DRAM	222	Introduction to Black Theater
DRAM	226	Advanced Performance Lab
DRAM	227	Dramatic Improvisation
DRAM	231	Acting II
DRAM	232	Movement for the Stage
DRAM	273	Acting, Voice, and Movement Workshop
DRAM	292	Internship Studies
DRAM	296	Topics in Dramatic Arts
DRAM	299	Occupational Cooperative Work Experience
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*
FILM STUDIES		
Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication OR Bachelor's degree in any of the above AND Master's degree in Visual Studies, Media Studies, English, or Communication OR the equivalent.		
FILM	101	Introduction to Film
FILM	101H	Introduction to Film (Honors)
FILM	105	Introduction to Screenwriting
FILM	106	Study of Cinematic Adaptation
FILM	111	Film History I: 1880-1948
FILM	111H	Film History I: 1880-1948 (Honors)
FILM	112	Film History II: 1948-Present
FILM	112H	Film History II: 1948-Present (Honors)
FILM	211	Identity and Film: Race, Class, Gender and Sexuality
FILM	211H	Identity and Film: Race, Class, Gender and Sexuality (Honors)
FILM	212	Women and Film: Representation and Impact
FILM	212H	Women and Film: Representation and Impact (Honors)
FILM	292	Internship Studies
FILM	296	Topics in Film

Subject	Course Number	Course Title
WKEX	*233*	*General Cooperative Work Experience (All disciplines)*

STAGECRAFT

Any Bachelor's degree and two years experience, or any associate degree and six years of experience. Minimum work experience includes 2 years, or sixteen theatrical productions, in an educational or professional setting in the desired design/technology area in which the applicant is applying.

Subject	Course Number	Course Title
DRAM	139	Stage and Concert Management
DRAM	141	Lighting Design for Theatre, Television, and Film
DRAM	210	Rehearsal and Performance: Technical Theatre
DRAM	253	Makeup for Theatre, Television, and Film
DRAM	256	Stagecraft for Theatre, Television, Film
DRAM	292	Internship Studies
DRAM	299	Occupational Cooperative Work Experience
WKEX	233	General Cooperative Work Experience (All disciplines)

2024-2025 Noncredit Course Placements in Discipline

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

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

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
Health and Safety			
A bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an	NCHLT	11	Spinal Fitness
associate degree in any of those subjects, and four years of professional experience related to the subject of	NCHLT	75	Balance and Mobility
Noncredit English as a Second Language			
(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other	NCESL	10	English as a Second Language, Level 1
languages.	NCESL	15	Multilevel Beginning English as a Second Language
(2) A bachelor's degree in education, English, linguistics, any foreign language, composition,	NCESL	20	Noncredit ESL Conversation Skills for Beginning Students
bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language,	NCESL	21	English as a Second Language, Level 2
which may be completed concurrently during the first year of employment as a noncredit instructor.	NCESL	22	English as a Second Language, Level 3
(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of	NCESL	23	Reading and Writing for Beginning Level Students
experience teaching ESL in an accredited institution; and a certificate in teaching English as a second	NCESL	25	Multilevel Beginning-Intermediate English as a Second Language
language, which may be completed concurrently during the first two years of employment as a noncredit	NCESL	30	Noncredit ESL Conversation Skills for Intermediate Students
instructor.	NCESL	31	English as a Second Language, Level 4
(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential	NCESL	32	English as a Second Language, Level 5
authorizing instruction in ESL.	NCESL	33	Reading and Writing for Intermediate Level Students
	NCESL	35	Multilevel Intermediate-Advanced English as a Second Language
	NCESL	40	English as a Second Language, Level 6
	NCESL	45	English as a Second Language, Level 7
	NCESL	50	English as a Second Language, Learning Lab
	NCESL	62	Career-Track ESL
	NCESL	62A	Workplace English as a Second Language (Intermediate)
	NCESL	62C	Bridge to College and Career ESL (Advanced)
	NCESL	65	English as a Second Language, Citizenship
	NCESL	65A	Citizenship Preparation (Beginner)
	NCESL	65B	Citizenship Preparation (Intermediate-Advanced)
	NCESL	81	Basic Computers and Digital Literacy (BCDL) for ESL Students (Beginning Level)
	NCESL	82	Computers and Digital Literacy (CDL) for ESL Students (Intermediate/Advanced Level)
Short-Term Vocational Education			
Any one of the following:	HSWFP	11	Applied Computer Skills
(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.	NCAHM	50	Introduction to Affordable Housing
(2) An associate degree; and six years of occupational experience related to the subject of the course taught.	NCAHM	51	Emerging Leaders in Affordable Housing Management
(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential	NCBOT	10	Keyboarding Skills
authorizing instruction in the subject matter.	NCBOT	20	Specialized Documents for Business
(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the	NCBOT	25	Basic Office Skills
minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section	NCBOT	30	Office Skills and Procedures
53413.	*NCHORT*	*5*	*Garden Planting and Maintenance (or Agriculture Production or Basic Skills, Interdisciplinary or Ornamental Horticulture)*
	NCHORT	*10*	*Introduction to Sustainable Horticulture (or Agriculture Production or Basic Skills, Interdisciplinary or Ornamental Horticulture)*
	NCVOC	31	Beginning Microsoft Word
	NCVOC	32	Intermediate Microsoft Word
	NCVOC	33	Basic Google Apps
	NCVOC	34	Intermediate Google Apps
	NCVOC	35	Internet
	NCVOC	37	Microsoft PowerPoint

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
Short-Term Vocational Education continued...			
	NCVOC	38	Computer Basics/Keyboarding
	NCVOC	39	Beginning Microsoft Excel
	NCVOC	40	Intermediate Microsoft Excel
	NCVOC	45	Careers in Automotive
	NCVOC	50	Basic Auto Maintenance
	NCWFP	11	Applied Computer Skills
	NCWFP	*21*	*Employability Skills (or Special Education)*
	NCWFP	22	Communication in the Workplace
	NCWFP	23	Social and Diversity Awareness in the Workplace
	NCWFP	24	Time Management and Goal Setting
	NCWFP	25	Teamwork and Collaboration
Special Education			
(1) A master's degree in category of disability, special education, psychology, educational psychology, or	NCSPC	25	Effective Life Skills
rehabilitation counseling and 15 semester units of upper division or graduate study in the area of disability, to	NCSPC	26	Basic Academic Skills for Adults with Developmental Disabilities
include but not be limited to: a) learning disabilities, or b) developmental disabilities, or c) deaf and hearing	NCSPC	27	Basic Computer Skills 1 for Learners with Intellectual and Developmental Disabilities
disabilities, or d) physical disabilities, or e) adapted computer technology.	NCSPC	28	Basic Computer Skills 2 for Learners with Intellectual and Developmental Disabilities
(2) A bachelor's degree with any of the following majors: education of students with specific or multiple	*NCWFP*	*21*	*Employability Skills (or Short-Term Vocational Education)*
disabilities; special education; psychology; physical education with emphasis in adaptive physical education;			
communicative disorders; rehabilitation; computer-based education; other computer related majors which			
include course work on adapted or assistive computer technology for students with disabilities; other majors			
related to providing specialized instruction or services to persons with disabilities.			
(3) General associate degree with one of the majors specified in option 2 above and four years of experience			
providing specialized instruction or services to persons in the disability category or categories being serviced.			
Vocational courses - associate degree or certificate of training and four years of occupation experience			
related to the subject of the course taught and two years experience providing specialized instruction or			
services to persons in the disability category being served.			
(4) Valid credential authorizing service within the discipline.			

ADMINISTRATIVE PROCEDURE 4025B: Philosophy and Criteria for the Baccalaureate Degrees and General Education

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

Baccalaureate Degree

The baccalaureate degree at MiraCosta College is awarded to students who have successfully demonstrated they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, Students graduating with a baccalaureate degree from MiraCosta College shall possess sufficient depth in the major field of applied biomanufacturing to contribute to preparation for entry-level career positions within the region and beyond. This depth will be provided with a minimum of twenty-four (24) semester lower-division major units and a minimum of thirty-four (34) semester upper-division major units. through the completion of at least 24 lower-division and 34 upper-division semester units in the major. The college catalog will clearly differentiate upper-division and lower-division coursework.

Upper-division courses will be open only to these students enrolled in the baccalaureate degree program.

A.   Upper-division courses will require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

B.   Upper-division courses will typically have prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations.

C.   Upper-division courses may encompass research elements, workforce training, apprenticeships, internships, practicum, or capstone projects.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Lower-Division General Education

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

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

B. ~~Effective communication in oral and written form.~~

C. ~~A multicultural global perspective.~~

D. ~~Critical thinking skills that apply analytical and creative approaches to problem solving.~~

E. ~~The ability to adapt to new environments and technologies.~~

F. ~~Social awareness and responsibility as a participating member of society.~~

~~Lower-Division General Education~~

Students in the baccalaureate program must complete 37-to-41 semester units of lower-division general education as part of the lower-division course requirements for the baccalaureate degree. Students may satisfy ~~the lower-division general education~~ this requirement by completing one of the following:

A. The California State University General Education (CSU-GE) Breadth pattern (Plan B)
B. The Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C).
C. A bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.

Students enrolled in the baccalaureate program who have not completed the CSU-GE or IGETC pattern must complete any remaining CSU-GE or IGETC Areas.

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

~~MiraCosta College courses approved for the CSU-GE and IGETC patterns meet the standards set forth in Board Policy 4025B. and meet the following universal criteria: rigor, scope, autonomy, breadth, critical thinking, communication, and rationality.~~

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

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

A. CSU-GE Area A, English Language Communication & Critical Thinking; IGETC Area 1, English Composition

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

B. CSU-GE Area B1-3, Scientific Inquiry & Quantitative Reasoning; IGETC Area 5, Physical & Biological Sciences

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

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

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

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

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

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

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

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

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

G. CSU-GE Area F and IGETC Area 7: Ethnic Studies (CSU Only)

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

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

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

1. Each course completed in CSU-GE Area A and B4 must be completed with a "C–" or a "P" or better.

2. Each course completed on IGETC must be completed with a "C" or a "P" or better.

3. Courses listed in two different areas may be used to satisfy a requirement in one area but not both areas.

4. All areas of the CSU-GE or IGETC pattern must be fully completed.

5. Students may request CSU-GE or IGETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

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

A. A CSU-GE or IGETC-approved course in the same area at another California community college.

B. A course comparable to an approved MiraCosta College course on CSU-GE (Plan B) or IGETC (Plan C) or a course on another California community college CSU-GE or IGETC pattern.

C. A lower-division course that meets the CSU-GE or IGETC area criteria.

D. An upper-division course that is determined comparable by faculty to a lower-division CSU-GE or IGETC-approved course.

E. Completion of the CSU-GE or IGETC general education pattern will satisfy the MiraCosta College associate degree competency requirements.

F.   Prior completion of the CSU-GE or IGETC general education pattern for a bachelor's degree at any CSU or UC.

A single course may be used to complete both a general education requirement and a lower-division major requirement.

Upper-Division General Education

Students in the baccalaureate program must complete nine semester units of upper-division general education as part of the upper-division course requirements for the baccalaureate degree. Upper-division general education courses will enhance the foundational knowledge gained by students through the completion of the lower-division general education program. The further development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

A.   Students will be provided with an upper-division general education curriculum designed to be:

1.   An integrative learning experience that makes connections among the disciplines.

2.   Intentional, engaging, and meaningful.

3.   Contextualized to the major and global workplace.

B.   Courses will be offered in at least two disciplines outside of the biomanufacturing major.

C.   At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.

D.   Courses will be open only to those students enrolled in the baccalaureate degree program.

E.   Comparable upper-division courses from other institutions accredited by an agency recognized by the U.S. Secretary of Education U.S. regionally accredited institutions may be used to satisfy upper-division general education requirements.

The CPC determines which courses can be used for upper-division general education to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Steering: CPC / AS
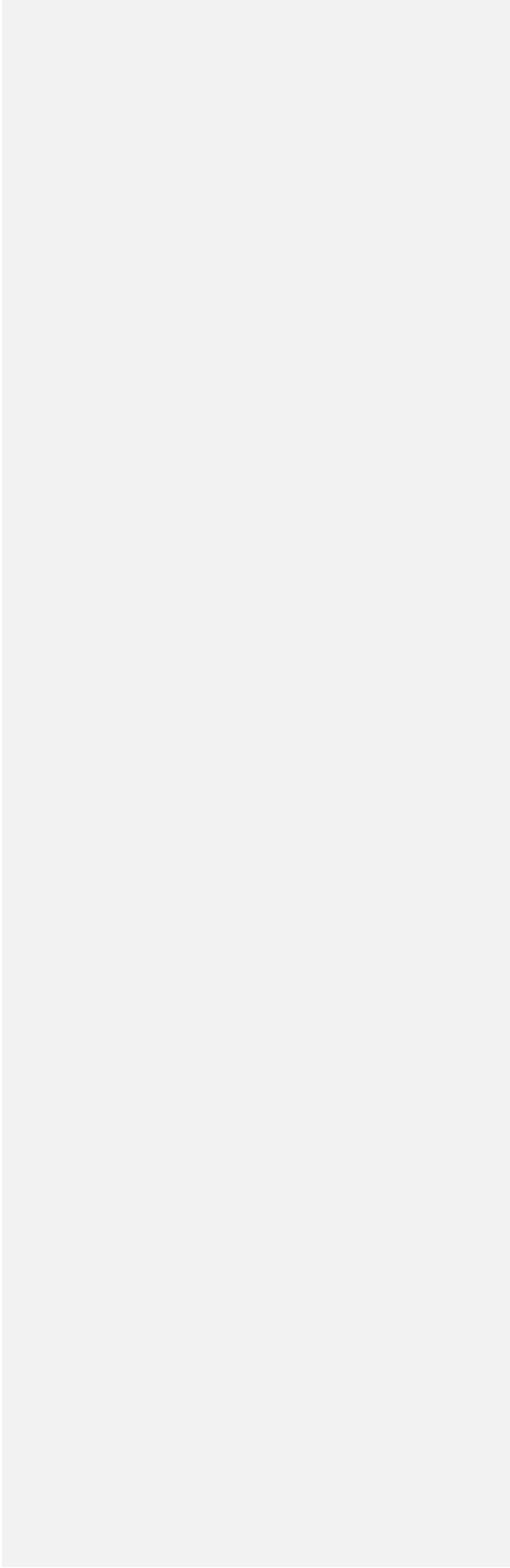
The MiraCosta Community College District ~~grants~~ confers the Bachelor of Science in Biomanufacturing to ~~those~~ students who have completed a minimum of 120 degree-applicable lower- and upper-division semester units and meet the following grade-point requirements:

A.   No grade less than a "C" or "P" in all required lower-division coursework in the major.

B.   A minimum cumulative ~~an overall 2.0~~ grade point average of 2.0 ~~An overall~~:

1.   In all upper-division coursework.
2.   In all degree-applicable coursework completed at MiraCosta College.
3.   In all degree-applicable coursework completed at any college or university.

Students must also complete general education~~,~~ and residency~~, and competency~~ requirements set forth in Title 5 regulations.

Courses from other ~~U.S. regionally~~ institutions accredited ~~colleges or universities~~ by an agency recognized by the U.S. Secretary of Education will be evaluated for satisfying baccalaureate degree requirements based on course description, comparable or equivalent content, and appropriate prerequisites. Students may be required to provide a course outline and/or a syllabus to determine course comparability and a transcript to verify prerequisite completion.

International courses will be evaluated for satisfying baccalaureate degree requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript evaluation service. Course descriptions may also be required for prerequisite review.

The superintendent/president shall establish procedures to determine degree and requirements that include appropriate involvement of the Courses and Programs Committee. The procedures shall assure that graduation requirements are published in the district's catalog and are included in other resources that are convenient for students.

See Administrative Procedure 4100B.

~~Requirements for Graduation~~

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

A.   Complete a combination of lower-division and upper-division coursework totaling a minimum of 120 semester ~~or 180 quarter~~ units to include the following:

   1. A minimum of twenty-four (24) semester units of lower-division major courses

      a.   Lower-division courses acceptable for counting toward the baccalaureate degree are designated as CSU or UC transferable or determined to be at the baccalaureate level.

      b.   Lower-division courses from other ~~U.S. regionally~~ institutions accredited ~~institutions~~ by an agency recognized by the U.S. Secretary of Education will be evaluated by faculty to determine baccalaureate credit based on course description, comparable content, appropriate prerequisites, or C-ID number.

      ~~c.   All lower-division requirements must be met before the baccalaureate degree is granted.~~

      c.   International courses will be evaluated for counting toward baccalaureate major requirements only when course descriptions are submitted in English, along with a transcript evaluated by an approved foreign transcript service.

   2. Thirty-four (34) semester units of upper-division-major courses

      a.   MiraCosta College courses designated as upper-division are applicable only to the baccalaureate degree and may not be used to satisfy associate degree requirements.

      b.   Upper-division courses from other ~~U.S. regionally~~ institutions accredited ~~institutions~~ by a nationally recognized accrediting agency will be evaluated for appropriate major, general education, or elective baccalaureate degree credit.

      c.   When a previously completed lower-division course from another ~~U.S. regionally~~ institution accredited ~~institution~~ by an agency recognized by the U.S. Secretary of Education is determined by faculty to be equivalent to an upper-division baccalaureate requirement, the student will be granted "subject" credit for that requirement, but they will still be required to complete an additional upper-division course to meet the total upper-division unit requirement.

Commented [CD1]: Redundant. The opening paragraph establishes this fact.

3. ~~Completion of the California State University (CSU) GE Breadth (Plan B) or the University of California (UC) intersegmental general education transfer curriculum IGETC (Plan C)~~ Lower-division general education coursework ~~patterns~~ (37-41 semester units). Students may satisfy this requirement through one of the following:

   a. Completion of the California State University General Education (CSU-GE) Breadth pattern (Plan B).
   b. Completion of the Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C).
   c. Completion of a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.

   ~~Previously completed~~ Lower-division general education courses completed at other institutions accredited by an agency recognized by the U.S. Secretary of Education will be evaluated for counting toward the lower-division general education requirement according to CSU-GE or IGETC certification guidelines.

   Students enrolled in the MiraCosta College baccalaureate program who have not completed the lower-division general education requirement ~~the CSU-GE or IGETC pattern~~ must complete any remaining CSU-GE or IGETC Areas.

4. Nine (9) semester units of upper-division general education courses.

5. ~~Satisfy competency in reading, writing, and mathematics through the completion of the CSU-GE or IGETC general education patterns.~~

B. Complete a minimum of twelve (12) semester units in residence within the MiraCosta Community College District.

C. Maintain a minimum cumulative ~~an overall 2.0~~ grade point average of 2.0 ~~(GPA)~~; courses completed with a "P" may be used toward meeting baccalaureate degree requirements. Courses completed with a C- from ~~U.S. regionally~~ other institutions accredited ~~colleges institutions~~ by an agency recognized by the U.S. Secretary of Education may be used to complete this requirement.

MiraCosta College shall offer an adult high school diploma, a noncredit certificate of competency, and a noncredit certificate of completion. Noncredit educational programs leading to a certificate shall be approved by the college curriculum committee and the district board of trustees. Program and graduation requirements shall be published in the college catalog and in other resources that are convenient for students.

The high school diploma may be awarded to students who have completed 160 credits, with at least 20 credits in residence, or 6 college credit units at MiraCosta College, and who have demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for awarding a high school diploma. Students must also complete all content area standards and other adult high school diploma requirements set forth in California Code of Regulations, title 5, section 55154.

Noncredit certificate-of-competency programs shall be designed to articulate with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. Students may be awarded a noncredit certificate of competency upon successful completion of at least two noncredit courses in a prescribed pathway that has been approved by the Chancellor's Office. The awarding of a noncredit certificate of competency confirms that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement of a set of competencies that prepares the student to progress in an academic career path of degree-applicable credit courses.

Noncredit certificate of completion programs shall be designed to lead to improved employability or job opportunities. Students may be awarded a noncredit certificate of completion upon successful completion of at least two noncredit courses in a prescribed pathway that has been approved by the Chancellor's Office. The awarding of a certificate of completion confirms that a student has completed a noncredit educational program of noncredit courses that prepares the student for improved employability or job opportunities.

The superintendent/president shall establish procedures to determine noncredit educational program requirements that include appropriate involvement of the college curriculum committee.

See Administrative Procedure 4100C.

Adult High School Diploma Requirements

The high school diploma may be awarded to students who have completed 160 credits with at least 20 credits in residence, or 6 college credit units at MiraCosta College and who have demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for award of a high school diploma.

The required 160 credits of high school level coursework must include the indicated minimum number of high school credits in each of the following areas:

A. English (30 credits)
B. Natural sciences, including biological and physical sciences (20 credits)
C. Mathematics (30 20 credits)
D. Social and behavioral sciences (30 credits)
E. Humanities (10 credits)
E.F. Electives (50 credits)

Competence in reading, writing, and mathematics must be demonstrated as follows:

i. ~~English (reading and writing) competency must be demonstrated by completing HSENG 16 and HSENG 25 or the equivalent with a "C" or better.~~
ii. ~~Math competency must be demonstrated by completing HSMTH 21, HSMTH 30, or the equivalent with a "C" or better.~~
i. English:
    1. The California Code of Regulations, title 5, section 55154 requires students to demonstrate proficiency in reading and writing through the completion of coursework at a level generally accepted as appropriate for award of a high school diploma.
    2. Students may demonstrate reading and writing proficiency through the successful completion of a local English course(s),; an equivalent graduation-level English course from another high school,; or a college-level English course.
ii. Math:
    1. The California Code of Regulations, title 5, section 55154 requires students to demonstrate proficiency in the operations of mathematics as well as its practical applications through the completion of coursework at a level generally accepted as appropriate for award of a high school diploma.
    2. Students may demonstrate mathematics proficiency through the successful completion of local math course(s),; an equivalent graduation-level math course from another high school,; or a college-level math course.

Effective Date: 10/4/18 (NEW)
Periodic Review: 5/19/22
References: 5 CCR §55150 et seq.
CCLC Update: N/A
Steering: CPC / AS

Noncredit Certificate Requirements

A. <u>Noncredit certificate of competency</u>: To obtain a noncredit certificate of competency, students must complete at least two noncredit courses in a prescribed pathway with a "D," "P," or better in each course. The awarding of a noncredit certificate of competency recognizes achievement of a set of competencies that prepares the student to progress in an academic career path of degree-applicable credit courses.

B. <u>Noncredit certificate of completion</u>: To obtain a noncredit certificate of completion, students must complete at least two noncredit courses in a prescribed pathway with a "D," "P," or better in each course. The awarding of a noncredit certificate of completion recognizes completion of a noncredit educational program that prepares the student for improved employability or job opportunities.

Effective Date: 10/4/18
Periodic Review: 5/19/22
References: 5 CCR §55150 et seq.
CCLC Update: N/A
Steering: CPC / AS

Library

The primary aim of the library is to provide information literacy instruction (both in person and online) and a balanced collection of materials to support the curriculum.

Library Collections

Library materials are acquired to serve these purposes:

- To be used by students in connection with courses
- To support instructors in preparing for teaching their courses
- To support college staff in professional duties
- To promote and support library users in general intellectual and cultural development, as well as to provide leisure reading, viewing, and listening

Librarians and discipline faculty share responsibility for selecting materials, in an appropriate format, for the library collection. As subject experts, discipline faculty should have significant input in the selection and examination of library materials within their subject areas. The librarians are responsible for maintaining a balance between various subject areas and between standard and current works.

The selection and evaluation of materials in a wide variety of formats will be based on curricular demands, recommendations of current professional review sources, and suggestions from members of the college community. Student requests are strongly encouraged, as they help to enrich and diversify the collection.

Gifts of library materials are welcome but are accepted with the understanding that only those meeting the needs of the library and the guidelines for selection will be added to the collection. Typically, gifts not retained are given away. The library assumes no responsibility for appraisal or valuation of gift items.

Library Exhibits and Displays

Library exhibits serve these purposes:

- To increase interest in library materials and their use
- To provide supplemental library opportunities for intellectual and aesthetic discovery
- To reflect the diversity of our curriculum and our community

The library is mainly responsible for curating its exhibits and displays, but will also consider requests to provide temporary/rotating space for academic departments, student groups recognized by the college, individual staff, faculty, administrators, and students, and community members or organizations that wish to sponsor an exhibit or display.

Challenges to Library Materials or Exhibits

Materials and exhibits representing various viewpoints and supporting academic freedom are included in the library as a matter of routine. If the suitability of a particular material or exhibit is questioned, the specific objections should be submitted in writing to the dean, Instructional Services. The dean and Library department chair will review the submission and if the issue remains unresolved, the matter will be referred to the Academic Affairs Committee for review. The Academic Affairs Committee will forward their recommendation for action to the Academic Senate, who will in turn advise the superintendent/president on the disposition of the complaint. The Academic Senate will notify the complainant in writing of their decision.

Equitable Access and Borrowing

The library will provide equitable access to library resources and services to all students, regardless of location, including online learners.

Faculty, staff, enrolled students, and those with emeritus/Gold Circle status may access and borrow materials with approved identification. Reciprocal borrowing privileges of physical library materials are available for the students of locally affiliated institutions with current identification from their home institutions. Area residents, including high school students, may borrow physical library materials with approved identification and the creation of a library account.

The MiraCosta College Library affirms the American Library Association Bill of Rights.

Academic Support and Tutoring Services

The college offers multiple instructional support services to students enrolled in academic courses. These include computer labs, a Language Resource Center, and The Learning Centers (TLC) comprised of the Academic Support and Innovations Center (ASIC), a Math Learning Center, a Science, Technology, Engineering, and Math (STEM) Learning Centers (STEMLC), a Tutoring and Academic Support Center, and a Writing Center.

The MiraCosta College website contains information on their locations, services, and hours of operation.

Attendance accounting is conducted in accordance with the requirements of Title 5 and the ~~statewide~~ Student Attendance Accounting Manual (SAAM). Collection and reporting of attendance is the responsibility of the Admissions and Records Office. Attendance accounting is accomplished using the following procedures:

A.   Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course.

B.   Selection of a single, primary term length for credit courses.

C.   Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and "annual" (between April 16 and June 30).

D.   Compliance with census procedures prescribed by the California Community Colleges Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual-attendance basis.

E.   Preparation of census-day procedure tabulations.

F.   Preparation of actual student contact hours of attendance procedure tabulations.

G.   Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

H.   Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

I.   Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which they served.

J.   Maintenance for ~~of~~ at least ~~a~~ 175-days ~~calendar~~ during the fiscal year.

MiraCosta Community College District (district) provides an opportunity for individuals applying for academic positions to provide evidence of their qualifications as stated in the ~~*Baccalaureate Degree Pilot Program Handbook*~~*Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process.

—————An Academic Senate Equivalency Committee shall be established to fulfill the requirement of Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

I. QUALIFICATIONS FOR EMPLOYMENT

Minimum Qualifications: Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges and published as the Board of Governors-approved ~~*Baccalaureate Degree Pilot Program Handbook.*~~*Minimum Qualifications for Faculty and Administrators in California Community Colleges.* Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Diversity Qualifications: In accordance with California Code of Regulations, Title 5, ~~§~~section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all district faculty job announcements.

Equivalency: Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of the California Community Colleges, was established to credit those whose preparation

Effective Date: 3/10/15, 2/9/17, 11/21/19
References: Education Code §§ 87001, 87003, 87359, 87743.2
Title 5 §§ 53022, 53400 et seq.

is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. The authority to grant equivalency resides with the board of trustees or designee. The board relies primarily on the expertise of the faculty in the discipline utilizing the board's procedures developed and agreed upon jointly by the Academic Senate and approved by the board. It does not give the district the authority to waive or lower standards and accept less-qualified individuals.

Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The district board of trustees or designee will not approve single-course equivalencies.

II.   PROCEDURE FOR THE DETERMINATION OF COMPARABLE
II.   DEGREE MAJOR TITLES WITHIN DISCIPLINES

This procedure is to establish and approve a list of degree major titles acceptable at MiraCosta Community CollegeMiraCosta Community College that are comparable to the degree major titles listed in the *Baccalaureate Degree Pilot Program Handbook and* the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

A.   A department compiles a list of comparable degree major titles and reviews with faculty for input and approval.

   For each comparable degree major title, the following documentation is required:

   1.   1.   A table comparing coursework from any U.S. accredited institution awarding a degree major title that is listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* with coursework from another U.S. accredited institution awarding a comparable degree with a different major title. The table should include:

      a.   Name of institutions
      b.   Course numbers
      c.   Course titles
      d.   Course descriptions
      e.   Semester units

~~2.~~   2.   Catalog pages from both institutions showing course descriptions~~.~~

~~B.~~   Department chairs submit the comparable degree major title list and required documentation to the ~~equivalency committee~~Equivalency Committee for review. ~~Department chairs~~

B.   ~~may attend the equivalency committee meeting to advocate for the request to add the comparable degree major title(s). Equivalency committee~~Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

C.   Academic Senate reviews the documents and acts on the recommendation of the equivalency committee, accepting or rejecting the recommendation. If the ~~C.~~ department chair wishes to appeal the decision by the Academic Senate, they may do so at a future Academic Senate meeting.

D.   Action by Academic Senate is recorded by the administrative secretary to the Academic Senate president.

E.   The comparable degree major title is sent to the ~~Board~~board of ~~Trustees~~trustees via the superintendent/president for approval.

~~F.~~   If the comparable degree major title is approved, the degree major title is
F.   added to the list of comparable degree major titles maintained by the administrative secretary to the Academic Senate president.

G.   After board approval, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

H.   If a comparable degree major title is not approved, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

I.   Faculty positions posted will contain the approved comparable degree major titles.

J.   All applicants holding degrees with approved comparable degree major titles will be deemed equivalent and will not be required to individually go through the equivalency process.

~~J.~~K.   The list of approved comparable degree major titles will be sent by the administrative secretary to the Academic Senate president to all department chairs, deans, vice presidents of instructional services and student services,

and human resources technicians on or about June 1 of each year.

III. PROCEDURE FOR THE DETERMINATION OF EQUIVALENCY FOR APPLICANTS

A.   All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.

B.   Applicants may request equivalency under the district's criteria as stated in Administrative Procedure 7211-2.IV. The applicant's request for equivalency may require evidence and documentation of academic coursework or professional experience or both, depending on the guideline under which they are seeking equivalency. For example, an applicant requesting equivalency under guideline A4 would list graduate-level, discipline-related courses completed to meet or exceed the required 24 semester units as specified under A4. It is the responsibility of the applicant to supply all evidence and documentation at the time of application.

If an exact degree title from an applicant does not match the language in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, but is a minor variation, the department chair (or representative) and the Equivalency Committee may confirm equivalency after reviewing the applicant's transcripts. Both the department chair (or representative) and the Equivalency Committee must agree that the specific degree title is deemed equivalent. Otherwise, the applicant must provide additional documentation as outlined in the *Instructions for Faculty Equivalency Requests*.

The department chair (or representative) and the Equivalency Committee may recommend to Academic Senate that these degree titles be added to the district list of comparable degree major titles as described in section II.

Possible degree title variation examples:

Degree Title from Handbook	Acceptable Minor Variation
Art History	History of Art
Religious Studies	Religion
Earth Sciences	Earth Science
Women's Studies	Gender and Women's Studies

If the Handbook identifies a degree in "X and Y" as being acceptable, then a degree in "Y and X" is also acceptable under the Minor Degree Title variation. For example, both "Counseling and Guidance" and "Guidance and Counseling" are equally acceptable.

Also, if the Handbook identifies a degree in "X" or a degree in "Y" as acceptable, then a degree in "X and Y" is also acceptable under the Minor Degree Title variation. For example, a degree in "Nutrition" or a degree in "Dietetics" both being acceptable, a degree in "Nutrition and Dietetics" is automatically acceptable.

C.   The department chair (or discipline expert as designated by the department chair) reviews the equivalency request and evaluates item-by-item the qualifying coursework and/or experience listed by the applicant. The department chair/discipline expert makes a summary evaluation that the applicant has met or has not met minimum qualifications with the items they have listed for the guideline selected, and the request is forwarded to the Equivalency Committee.

D.   Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

E.   Academic Senate reviews the applicant's equivalency request, supporting documentation, and Equivalency Committee recommendation. The Academic Senate votes to approve or deny the equivalency request. During the summer intersession, an Academic Senate taskforce consisting of the Academic Senate Officers and one associate faculty Academic Senate member, on behalf of the Academic Senate, will review the applicant's equivalency request, supporting documentation, Equivalency Committee recommendation, and either approve or deny the equivalency request.

F.   If the Academic Senate recommends the equivalency request, the request is sent to the board of trustees via the superintendent/president for approval.

G.   Human Resources notifies the equivalency applicant, department chair, and dean of the outcome of the equivalency process.

IV.   EQUIVALENCY CRITERIA FOR APPLICANTS

A.   Criteria for Equivalency: Disciplines Requiring a Master's Degree

A1.   *[Before electing to proceed with this guideline, please review guideline A4 below to determine if A4 is a simpler option for you.]* Candidate holds a related master's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

A2.   *[Before electing to proceed with this guideline, please review guideline A3 below to determine if A3 is a simpler option for you.]* Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, but the title of candidate's bachelor's degree is not the exact title of the degree on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with

a different title from the candidate's granting institution.

A3. Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, the candidate lacks the required bachelor's degree identified on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The candidate must have at least twenty-four (24) semester units of discipline-related, upper division/graduate coursework towards the required bachelor's degree for which equivalency is being requested.

A4. Candidate holds a master's degree in another field, but the candidate has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related, graduate-level coursework.

A5. Candidate does not hold a master's degree, but has a bachelor's degree in the discipline and five years of full-time or full-time equivalent of discipline-specific experience in higher education teaching, research and/or publication, or professional work experience in the field.

A6. Candidates in specific disciplines (e.g., Art, Dance, Drama/Theater Arts, Film and Media Studies, Foreign Languages, Music) may qualify through education and/or experience other than what is listed in A1-A5 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

B. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, but which require a specific bachelor's degree

B1. *[Before electing to proceed with this guideline, please review guideline B2 below to determine if B2 is a simpler option for you.]* Candidate holds a related bachelor's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

B2. Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units of which 18 semester units must be discipline-related and upper-division coursework, or 10 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework of which 1.8 semester units ~~are~~must be discipline-related and upper-division. For example, an applicant may apply for equivalency if they have 72 semester units of coursework of which 10.8 or more are discipline-related and upper-division (equivalent to 6 years of experience) and have worked in the field for 4 full-time or full-time equivalent years.

*"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)

B3.   Candidates in specific disciplines may qualify through education and/or experience other than what is listed in B1-B2 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

C.   Criteria for Equivalency: disciplines in which a master's degree is not generally expected or available, and the minimum qualifications are any bachelor's degree and two years of professional/occupational* experience or any associate degree and six years of professional/occupational* experience

*"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)

C1.   Candidate must have at least ten years of related full-time or full-time-equivalent professional/occupational experience when not applying any education toward equivalency.

C2.   Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units and 2 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework. For example, an applicant may apply for equivalency if they have 72 semester units of coursework (equivalent to 6 years of experience) and have worked in the field for 6 full-time or full-time equivalent years.

C3.   Candidate may be eligible under a combination of work experience and professional certification when not applying any education. The certification must be issued by a recognized professional organization in the discipline. Candidate must also have at least eight years of related full-time or full-time-equivalent professional/occupational experience. The department must validate the candidate's certification.

_____

DATE: April 3, 2024

TO: Leila Safaralian
            President, Academic Senate Council

FROM: Sunny Cooke
            Superintendent/President

RE: Emeritus Status for Fulltime and Associate Faculty

The following full-time faculty member has retired from teaching at MiraCosta College, and their retirement has been accepted by the board of trustees. Please consider the qualifications of this retiree and forward the Academic Senate's recommendation for emeritus faculty status. The recommendation will then be presented to the board of trustees for approval.

Fulltime Retiree	Job Title Hire Date	Retirement Date	Years of Service
Sue Simpson	Instructor, Nursing 8/18/03	12/15/23	20.3

The following associate faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. The recommendation will then be presented to the Board of Trustees for approval.

Associate Faculty Retiree	Hire Date	Retirement Date	Terms of Service
Carr, Frederica	8/22/94	1/28/24	56
Chirra, Joseph	1/21/92	5/25/24	45
Ferreirae, Kerry	8/17/98	2/14/24	45
Freedman, Andrew	3/07/90	6/30/23	30
Lane, Lisa	8/22/89	11/1/23	56

Overview

MiraCosta Community College District's policy is to reimburse employees for reasonable and necessary expenses incurred in connection with approved travel on behalf of the district. Travel will normally be limited to meetings held within the United States.

Authorization and Responsibility

The superintendent/president shall establish authorization for travel expenditures and publicize procedures regarding the attendance of employees at conferences, meetings, or activities. The procedures shall include prepaid travel, travel advances, reimbursements, and travel expense claims.

The superintendent/president is authorized to attend conferences, meetings, and other activities that are appropriate to the functions of the district.

All travel outside the United States must be approved in advance by the Board.

See Administrative Procedure 7400.

> **Commented [MH1]:** 10/23 CCLC Optional language we did not use was removed.

Academic Senate – End of the Year Report 2023-2024

The Academic Senate is a governance committee that represents the Faculty to the Board of Trustees and President/Superintendent in [Academic and Professional Matters.](#)

The Academic Senate President and Vice President are meeting twice a month with the Superintendent/President, Dr. Sunny Cooke and the Assistant Superintendent/Vice President, Instructional Services, Denée Pescarmona regarding Academic and Professional Matters.

Fall 2023 Membership

Officers: Leila Safaralian, President
curry mitchell, President Elect
Jim Julius, Coordinating Officer

Full-time Senators: Angela Beltran-Aguilar, Erica Duran, Shawn Firouzian, Rachel Hastings, Jim Julius, Don Love, Candy Owens, Alexis Tucker Sade

Associate Faculty Senators: Robin Allyn, Julie Graboi, Brian Page, Hossein Ravanbaksh, Krista Warren

Ex-officio: Sunny Cooke

Spring 2024 Membership

Officers: Leila Safaralian, President
curry mitchell, Vice President
Jim Julius, Coordinating Officer

Full-time Senators: Daniel Ante-Contreras, Angela Beltran-Aguilar, Erica Duran, Shawn Firouzian, Jim Julius, Don Love, Candy Owens, Alexis Tucker Sade

Associate Faculty Senators: Julie Graboi, Robin Allyn, Brian Page, Hossein Ravanbaksh, Krista Warren

Ex-officio: Sunny Cooke

In fall 2023 and spring 2024, the Academic Senate attended to its business within shared governance and set one goal of regular engagement with college initiatives relating to program completion, classroom practices, and community building (more details further below).

Highlights of AS's 2023-24 work include:
- Providing multiple updates related to educational policies such as AB1705, AB928, and AB1111.
- Collaborating with the Social Justice and Equity Center to plan and offer a series of workshops and events throughout the year for faculty, classified professionals, and administrators.
- Creating a strong partnership with the Faculty Assembly, MiraCosta College Academic Associate Faculty, Classified Senate and Associated Student Government.
- Participating in ASCCC plenary events and the Area D meetings to represent MiraCosta College.
- Discussing the improvement needed in the training for hiring faculty.
- In consultation with the district, creating and planning a Calendar Committee to research the possibilities of an alternate Academic Calendar.

- Reviewing and revising the reassign time for the faculty leadership appointed by the Academic Senate President.
- Reviewing and updating the Academic Senate Bylaws and Rules through a DEI lens and several changes were adopted.
- Collaborating with IDEA office on writing and implementing Culturally Responsive Pedagogies Grant.
- Collaborating with the PDP, Classified Senate, and the district in redesigning Professional Learning at MiraCosta College.
- Working with the Credit for Prior Learning (CPL) team to explore the possibility of including the challenge form process in the CPL work.
- Attending the Associated Student Government meetings for support and collaboration.
- Inviting the Associated Student Government representatives to present at the first Academic Senate meeting in January 2024.
- Offering workshops related to AI and generative AI tools such as ChatGPT in collaboration with faculty leaders on campus.
- Communication with AAC regarding AI and generative AI tools such as ChatGPT and the possible future impact on the policies.
- Creating a task force to develop guidance on the use of AI for teaching and learning, especially with regard to equity and social justice.
- Creating the Dual Enrollment taskforce to discuss the possibility of improving the program.
- Publication of two "Academic Senate News" online newsletters each semester to engage faculty more closely in the work of the Academic Senate and its subcommittees.
- Planning the second Associate Faculty Recognition during the Spring Celebration of Excellence. This award was created in the prior year in collaboration with HR.
- Continuing awarding the *NDN Intertribal Collective Scholarship* that was created in the prior year in partnership with the Classified Senate and IDEA office.
- Creating and planning the second campus-wide event focusing on *Cultivating Human Connection* in partnership with the Classified Senate and PDP.
- Creating a Possibility Statement for Professional Learning in partnership with the PDP.
- Creating and implementing guidelines related to the AB2449 and the Brown Act for the Academic Senate and all subcommittees.
- Writing the second Academic Senate Comprehensive Annual Report that replaced the program review for transparency and discussing the current tasks and goals.
- Collaborating with our guided pathways team. And bringing their voice to the Academic Senate
- Working with the Faculty Assembly for updating important MOUs such as Juntos Podemos and Teaching & Learning Center/Joyful Teacher; partnering on important issues and initiatives such as Calendar and Student Conduct; and in general, strengthening faculty relations and community

Academic Senate Goal for 2023-24: Themes and Lenses

The Senate has shared interest in bringing more attention and focus to teaching and learning, specifically the areas of program completion, classroom practices, and community building.

In lieu of creating 2-3 task force groups to work on SMARTE goals, we decided on setting one goal to engage with AS subcommittees and faculty work groups who are leading in key focus areas. We decided to set themes to coordinate our monthly meetings, first to hear presentations from leadership groups and next to engage in discussion. For each thematic topic, we will rely on specific lenses to craft questions to focus our inquiry.

Our goal then will be to understand how various groups are focused on teaching and learning, ask how AS can provide needed leadership, and then act.

Some possible questions to consider for different lenses:

Lens 1: Classroom Practice

1. What are the relevant, equity-minded classroom practices, and who is innovating / sharing these?
2. What leadership is needed from AS to increase access to, collaboration around, and application of classroom practices?

Lens 2: Program completion

1. What are the hidden roadblocks preventing students from accessing, persisting, and completing programs?
2. What leadership is needed from AS to help students join, persist, and complete programs?

Lens 3: Relevant communities

1. Who is impacted and do they have resources? Who is leading and how do we support them?
2. Who is not involved, who should be, and how do we connect them?
3. What leadership is needed from AS to help support and connect important communities?

Month	Theme Presentation Recordings/Resources
September	Dual enrollment discussion 9/1 See also Dual Enrollment presentation slides
October	Collaboration with All Counselors (Oct. 6 Presentation; Oct. 20 Discussion)
November	Guided Pathways (Nov. 3 presentation; Nov. 17 discussion)
December	Dual enrollment (Dec. 1 presentation; Dec. 15 discussion)
January (one meeting)	Student groups
February	Closing Equity Gaps (Wendy Stewart presentation) AI and Equity Discussion

March	Culturally Responsive Pedagogy and Practices Grant discussion
	MESA Grant discussion
	HSI Grant and Junto Podemos discussion
April	C3 Teaching and Learning Center
	AS Meeting 04-19-24 C3 Discussion.mp4
May	Noncredit

Closing the Equity Gap

The Academic Senate has been at the center and forefront of the Redesigning the Student Experience through the guided pathways framework. The theme for the month of November was Guided Pathways and we invited our Guided Pathways faculty leaders to the Academic Senate twice to share their experience and wisdom. The recordings of these sessions were shared with all faculty. One outcome of these sessions was designing Student Centered Scheduling summits that were offered twice during the spring 2024 and many faculty, counselors, deans and colleagues across the campus attended and shared their ideas. The purpose of the summits is to redesign the student experience by changing the current practices of course scheduling. Past practices, such as roll-over and limited collaboration across disciplines, will be re-envisioned to ensure our course schedules increase student success and completion. The February summit was focused on learning about the challenges that students face with our schedules and discussing student-centered scheduling principles. The March summit engaged participants in collaborative development of year-long student-centered schedules for priority programs and student populations, with the goal to inform AY2025-2026 scheduling. More sessions will be offered in the near future to improve class scheduling.

Furthermore, the theme in the Academic Senate in the month of February was Closing Equity Gaps. As such, Dr. Wendy Stewart, IDEA Chief Officer, attended the Academic Senate and presented on MiraCosta College data on disproportionately impacted students. The recording of this session was shared with all faculty colleagues.

Academic Senate Budget

The Academic Senate general/supplies budget starts with a beginning balance of $9,853.00 and is split between Academic Senate $4,853.00 and the Professional Development Program $5,000.00 each fiscal year. As depicted in the chart below, the current and estimated AS expenditures to date amounts to $2,695.76 leaving a remaining balance of approximately $2,157.24. Additionally, an equipment budget in the amount of $1,200.00 is also split between AS $600.00 and PDP $600.00. These funds have not been expensed for this fiscal year.

Academic Senate	GENERAL / Supplies / Equipment			FY '23-'24
General Supplies				
Beginning balance			$	4,853.00
Date(s)	Vendor / Item description / Notes	Amount	Balance	
7/27/2023	Amazon - office supplies for retreat of 8/11/23	$ 74.13	$ 4,778.87	
7/31/2023	Amazon - Harabi Strategy game x 4 for AS retreat of 8/11/23	$ 38.92	$ 4,739.95	
08/11/23 (open PO)	Culinart - retreat 8/11/23 - breakfast/lunch	$ 761.54	$ 3,978.41	
1/18/2024	Culinart - Seasons of Change	$ 809.17	$ 3,169.24	
04/23/2024 (punchout)	B&H Photo - purchase of Owl for AS (estimate)	$ 907.00	$ 2,262.24	
04/23/2024 (punchout)	Amazon - office equipment for Academic Senate (estimate)	$ 105.00	$ 2,157.24	
Equipment				
Beginning balance			$	600.00
Date(s)	Vendor / Item description / Notes	Amount	Balance	
		$ -	$ 600.00	
Account Strings in Workday:	**General funds:**		**Eqipment funding string:**	
Fund	11_FD Unrestricted General Fund		same	
Cost Center	182-CC Academic Senate Office		same	
Program	6031_PG Academic Senate		6013_PG Aca Admin-Dean Community Ed	
Designation	1356_DG UnRest Dept Operating Funds		same	
Spend Category	1001_SC - Supplies Instructional		64 - Equipment	
Spend Category	1215_SE - Supplies - Office or Other (non-instructional)			
Spend Category	1003_SC - Food/Refreshments			

Academic Senate's travel budget starts with a beginning balance of $16,050.00. Current and estimated travel expenditures to date amount to $10,133.72 leaving a remaining balance of approximately $5,916.28.

Academic Senate	TRAVEL / Conferences			FY '23-'24
Date(s)	**Faculty member - description / Notes**	**Amount**	**Balance**	
Beginning balance | SA#			$ 16,050.00	
9/28/23 SA#3532	Leila Safaralian F'23 ASCCC Plenary	$ 1,163.85	$ 14,886.15	
9/28/23 SA#3531	Jim Julius F'23 Plenary	$ 353.94	$ 14,532.21	
9/28/23 SA#3548	Krista Warren F'23 Plenary	$ 1,471.33	$ 13,060.88	
9/19/23 SA#3503	Registration F'23 Plenary; Safaralian, Julius, Warren, mitchell	$ 2,035.00	$ 11,025.88	
10/18/23 SA#3643	Maria Figueroa F'23 Plenary	$ 783.39	$ 10,242.49	
2/6/24 SA#4020	Olivia Quintanilla ASCCC '23-'24 Exemp Program Aware	$ 818.29	$ 9,424.20	
2/12/24 SA#4033	Luke Lara ASCCC S'24 Plenary (not final)	$ 907.54	$ 8,516.66	
4/2/24 SA#4334	Registration S'24 Plenary; Safaralian, Julius, mitchell	$ 1,275.00	$ 7,241.66	
4/13/2024 SA#4390	Katrina Tamura - ASCCC Hayward Award	$ 86.50	$ 7,155.16	
4/15/24 SA#4396	Anastasia Zavodny - ASCCC Plenary presenter (not final)	$ 1,238.88	$ 5,916.28	
Account Strings in Workday:	**General funds:**			
Fund	11_FD Unrestricted General Fund	Designation	1356_DG UnRestr Dept Operating Funds	
Cost Center	182-CC Academic Senate Office	Ledger Account Summary	52 - Travel and Conferences	
Program	6031_PG Staff and Faculty Development			

Reassigned Time for Faculty Co-chairs: The current (2023-2024) Faculty Assembly CBA was adopted in May 2021. **Article B.1.0 SUPPORT FOR ACADEMIC SENATE LEADERSHIP RESPONSIBILITIES** now states:

"The Academic Senate shall be provided with 3.0 FTE reassigned time per semester in support of Academic Senate leadership responsibilities. At least 0.4 FTE reassigned time is intended to allow a faculty member to serve as the Professional Development Program ("PDP") Coordinator. The Academic Senate shall also be provided with 1.5 FTE reassigned time per semester for faculty chairs and co-chairs of district governance committees (section C.4.3). At least 0.2 FTE reassigned time is intended to provide leadership for the Outcomes and Assessment Committee. Reassigned time may be redistributed between these two blocks with the approval of the superintendent/president or designee. The Academic Senate shall have the discretion to distribute this reassigned time as it deems appropriate. The Academic Senate president will notify the Office of Instruction prior to the end of the preceding semester as to which faculty are receiving reassigned time."

Fall 2023-Spring 2024 – FTE/LHE Reassigned Time for AS Leadership Responsibilities

Academic Senate Leadership

- AS President: Leila Safaralian – 0.9 FTE (12 LHE)
- AS Vice President: curry mitchell – 0.4 FTE (4.5 LHE)
- AS Coordinating Officer: Jim Julius – 0.2 FTE (3 LHE)

Academic Senate Subcommittee Faculty Chairs

- Academic Affairs (AAC): Stacey Hull – 0.3 FTE (4.5 LHE)
- Courses & Programs (C&P): Theresa Bolanos & Scott Fallstrom – 0.5 FTE (7.5 LHE)
- Diversity, Equity, and Cultural Competency (DEqCC): Xuchi Eggleton – 0.3 FTE (4.5 LHE)
- Professional Development Program (PDP) Coordinator (split):
  - Aaron Roberts – 84 hours summer stipend; F22/S23 – 0.333 FTE (5 LHE)
  - Chad Tsuyuki – 15 hours summer stipend; F22/S23 – 0.067 FTE (1 LHE)
- Chairs of the Equivalence, MOE, Sabbatical Leave, and Salary Advancement committees do not receive RT. Chairing the Awards Committee is part of the duties of the Coordinating Officer.

Faculty Chairs / Governance

- Budget & Planning (BPC): Maria Figueroa – 0.3 FTE (4.5 LHE)
- Institutional Program Review (IPRC) Co-chair (split):
  - Kaitlin Fisher – 0.2 FTE (3 LHE)
  - Polo Mariscal – 0.2 FTE (3 LHE)
- Outcomes & Assessments (OAC) Co-chair and Faculty Leads:
  - Janelle West, Co-chair – 0.333 FTE (5 LHE)
  - Joanne Benschop, SLO Coordinator – 0.267 FTE (4 LHE)
  - John Thomford, Core Competency Coordinator – 0.2 FTE (3 LHE)

In summary, AS leadership RT has been broken down as follows:

AS President	0.9 FTE (12 LHE)
AS VP/Elect	0.4 FTE (4.5 LHE)
Coordinating Officer	0.2 FTE (3 LHE)
DEqCC Chair	0.3 FTE (4.5 LHE)
Academic Affairs	0.3 FTE (4.5 LHE)
Courses & Programs	0.5 FTE (7.5 LHE)
PDP Coordinator	<u>0.4 FTE (6 LHE)</u>
Total:	**3.0 FTE (45 LHE)**

Faculty Chairs / Governance

Outcomes & Assessments	0.333 FTE (5 LHE)
BPC co-chair	0.3 FTE (4.5 LHE)
IPRC co-chair	0.4 FTE (6 LHE)
Core Competency Coord.	0.2 FTE (3 LHE)
SLO Coord.	<u>0.267 FTE (4 LHE)</u>
Total:	**1.5 FTE (22.5 LHE)**

Annual Reports of Academic Senate Subcommittees

Academic Affairs Committee (AAC) – End of Year Report 2023/2024

The Academic Affairs committee has accomplished the following during this academic year:

- Development of the 25-26 Academic Calendar and participation in the campus-wide Calendar Taskforce.
- Fall 2023 full-time faculty hiring prioritization.
- Review of procedures for full-time faculty hiring prioritization.
- Update of policies focused on Academic Calendar, Academic Freedom, Opening Class Sessions to the Public/Visitors to the Classroom, Attendance Accounting, Student Rights and Grievances, Field Trip and Excursions, Grade Changes, and Program Discontinuance.
- Update of the Syllabus Checklist.
- Participation in the SURF Update Taskforce.

MiraCosta Awards Committee – End of Year Report 2023/2024

Awards Committee members: Robin Allyn, Janeen Apalatea (fall), Scott Fallstrom (spring), Jim Julius (Chair), Eduardo Mariscal, Albert Nyman

Primary Activities
- Facilitated the nomination of the Ethnic Studies program (Olivia Quintanilla) for the ASCCC Exemplary Program Award - and it won!
- Facilitated applications for the ASCCC Hayward Award and nominated Eric Bishop and Katrina Tamura. Katrina Tamura won!
- Facilitated applications for the ASCCC Stanback-Stroud Diversity Award and nominated Edwina Williams. She won, making MiraCosta 3 for 3 in ASCCC statewide awards this year!
- Facilitated applications for the local Leon Baradat Award. Selection is still to come as of the writing of this report.

Courses and Programs Committee (CPC) – End of Year Report 2203/2024

CPC had a very busy year related to the college's curriculum, and the outside hand of legislation weighed heavy on portions of our year. Chancellor's office memorandums guiding implementation forced removal of advisories and prerequisites related to pretransfer letters and math courses, as well as the deactivation of all pretransfer courses in those areas. Additionally, more than 80+ courses related to experiential learning had to be updated with a 2-month turnaround due to errors in and then delayed communication about implementation of the new Title 5 changes. Other title 5 changes brought our local GE pattern, "Plan A", up for discussion and revision. Along with the scheduled review of nearly a dozen BP/APs, the inclusion of Ethnic Studies as a GE category required an overall update of our local GE requirements. Thankfully, revising every course in the catalog for the AB1111 changes has been delayed temporarily so only a handful of courses will be modified along with the CalGETC modifications (AB928) during the 2024-25AY.

For this curriculum cycle, the future database in our CMS (CurriQunet Meta) shows 42 programs and 334 courses that have been considered by CPC this year. This includes:

- 17 new courses and 7 new programs
- 285 modified courses and 30 modified programs
- 32 deactivated courses and 5 program deactivations.

The committee created task forces for the upcoming implementation of Program Mapper software, Honors Program Changes, IDEAA guidelines for curriculum, and the Plan A modification to be in effect for the May 1 launch of the 2024-25 catalog. Further, we agreed to make some major modifications to our processes so that department chairs got information much earlier, and that information was more complete. Department chairs now receive in one message (on or before Feb 1) the critical information about:

- Sunset List (now including a 1-year warning message)
- MCUL (now including a 5-year warning message)
- Typically Offered Issues (impacts student ed plans and scheduling)
- SLO update reminders
- Materials fees
- Experiential Learning Changes (one time only)
- Discipline Review
- Honors Program Update
- Bi-annual Local Degree Completers

CPC leadership met with OAC, IPRC, and AAC about related issues and provided feedback about ways to improve the curriculum process. Linked to this was a timeline change to the due dates for new and modified curriculum so that faculty authors and/or department chairs could be more efficient with their time, as well as reducing the number of times they would be needed at CPC meetings. The new co-chairs also pushed for more contact with curriculum authors during tech-review to alleviate issues and give feedback more efficiently.

Working with the Honors Advisory Council, CPC has a plan moving forward related to upcoming Honors changes in our catalog with goals of better serving students and to be in compliance with BP/APs, Title 5, and Ed Code. The next year will be quite exciting and no doubt, more changes will be coming. CPC meets in person and it has created an environment with more civil discussions and more engagement with the CPC members. Thank you to our great team.

Diversity, Equity, and Cultural Competence Committee (DEqCC) – End of Year Report 2023/2024

2023-24 Membership: Xuchi Eggleton (chair, 1st year), Tina Walker, Emily Mercuri, Alicia Lopez, Kristine Arquero, Suganya Sankaranarayanan, Aaron Roberts, Sonia Guttierez, Maryan Rizk (fall only), Eliza Rabinovich (fall only), Shayla Turk (spring only)

As I near the end of this first year as Chair of DEqCC, this committee's work is ongoing and, in some ways, a continuation of the previous year's work. This committee is a true collaboration and continuation of equity work.

This year, we continue to build on last year's work and ideas, from diving deeper into conversations about cultural humility to the ongoing reflection of what the Cultural Conference means to the college and this committee. That said, this narrative will reflect what our committee has accomplished and is currently working on for this Fall 2023 and Spring 2024 academic year in chronological order.

Continuation of 12th Cultural Competency Conference planning from the previous year's work:
Summer 2023 prep began at the end of June 2023 and ran steadily through the beginning of the fall semester. The conference's timing, which typically occurs at the start of the semester, is less than ideal for contract faculty as there are always DEqCC members that must be available to plan the conference the following entities: planning with speakers and related departments such as media services, copy center, Student Equity, athletics, Culinart, and facilities. Three members dedicated a few hours a week towards planning from the end of June through the first week of the fall semester, amounting to 8 weeks of interrupted off-contract time. This year, it was me and two other current members. It is not unusual, as the conferences frequently occur at the beginning of the semesters, resulting in inevitable planning that must occur during off-contract time.

Major committee activities from 2023-2024

- 12th conference recap and analysis: 200 RSVPs, 164 signed in. This successful conference brought together the college community to discuss equity-minded practices focused on faculty learning. The afternoon wellness movement yoga and morning sessions were well attended. We received positive feedback and are progressing toward implementing ideas that include staff.
  - I want to note that our colleagues Luke Lara and Ghada Osman were our speakers and that our college community is grateful for their sharing of knowledge and time.
- Held a fall Retreat to acquaint new members with a DEqCC orientation and set goals for the year
- Held ongoing discussions regarding 1) Cultural Humility and a DEqCC event planned for May 2024, 2) AI and Equity in the classroom and the future of education
- We worked to develop a collaborative consensus and statement (written by the chair) to our executive administrative team regarding the DEqCC committee members attending NCORE; as a committee that propels equity, diversity, and cultural competence, we feel our members must have priority to attend the largest conference on race and equity.
- Three committee members will be attending NCORE to bring back equity-minded practices. Planned attendees have begun to collaborate.
- This year's goals, all of which are ongoing at various stages of completion:
  1. "In Community…" will be a Cultural Humility event scheduled for May, focused on campus equity partners.
  2. "Canvas resource revision and relaunch": edit and update our DEqCC container for recent additional resources. It is scheduled for completion by the end of the term and may be used for professional development and employee orientation.

3. Planning the 13th 2024 conference prep: a two-part planning group, a Spring and summer task force. The conference is the heavy lifting for our committee, which will require summer hours for completion.

In the role of Chair…. there has been involvement in:

● Book advisement and discussions on Bettina Love's book, and I will be the full-time Faculty present for the Linda Sarsour book reading this spring, 2024.
● Involvement in the Culturally Responsive Practices and Pedagogy grant; completed USC's Equity Minded and Teaching Institute.
  ○ Ongoing work with the CRPP grant as it continues onto phase two: I will be working with Wendy Stewart to plan faculty listening sessions in preparation for designing a program that can be scaled up for faculty. We begin this spring, and the work will last a year plus.
  ○ This involvement led to participation in an All College Day workshop discussing an EMTI tool, Forma of Racism.
● DEqCC representative in the new AI and Equity taskforce- led by Jim Sullivan and Jim Julius.
● PDP liaison (Eggleton), IDEA Advisory (Sankaranarayanan, Eggleton 2024), First Friday for TREC (committee).

Ongoing and future partnerships with other Committees or college workgroups:

PDP liaison, IDEA Advisory, First Friday for TREC, Students Conduct Police Advisory Committee
As we move forward with the 13th Cultural Competency Conference, we aim to provide a greater sense of community for faculty and staff by planning keynote speakers and creative hands-on activity to build community and collaboration amongst attendees. Since the planning of the fall conference requires

faculty to work during the summer months, it is something that may not always occur during this time as it can amount to up to 20 hours of unpaid work per committee member; last summer, three members planned the conference during the summer months. It would be difficult to stop having the conference during this time, as it has become a MiraCosta tradition that brings our community together, which is even more critical in these post-pandemic times to create a sense of belongingness for colleagues. Should the timing continue to fall during the fall, I ask that honorariums be provided for those faculty working the summer months.

With the historic nature of the DEqCC committee and the continued service and programming that this committee routinely provides, it is also a request that the college consider institutionalizing funding for DEqCC so that we are not limited to outside entity funding or having to piece together funds from various sources. An actual budget would indicate a sign of good faith and support from the college that this committee is here to stay indefinitely.

Equivalency Committee – End of Year Report 2023/2024

The Equivalency Committee has benefited in the past year from two new members bringing insight and fresh perspectives to our small but important role in the hiring of faculty colleagues. We continue to examine and refine our understanding of Equivalency while following our established procedure for evaluating requests and advising Academic Senate.

Recently the Equivalency Committee Chair has been consulted on specific Equivalency requests much earlier in the process than what had been common practice in prior years. While this has not been a

problem, we might consider establishing clearer guidelines regarding the chair's role in providing input/shepherding proposals through the Equivalency process.

Moreover, the committee would benefit from having a full roster of seven voting members. While we have never been at risk of not having quorum so far this year, the occasional extreme urgency of a meeting makes having a seventh member (and the ability to quorum with three absentees) an important safeguard.

MiraCosta Online Educators (MOE) – End of Year Report 2023/2024

2023-24 Membership: Sean Davis, Roland Estrella, Jim Julius (chair), Nadia Khan, Lauren McFall (fall), Paulino Mendoza, curry mitchell, Lemee Nakamura, Leola Powers (sabbatical/unbanking), JahB Prescott, Mariana Silva, Cristina Toharia

Highlighted work and accomplishments from 2023-24 (some still in progress at the time of the report)
- Held a community-building in-person retreat to start the year; implemented member-led check-ins at the start of every meeting to continue our community formation.
- Met with RPIE to discuss potential needs assessment approaches as called out in the new Online Education Plan.
- Began providing input to the Joyful Teacher about teaching and learning issues emerging from MOE.
- Held ongoing discussions and advised the Faculty Coordinator of Online Education and Vice President of Instruction about online education issues such as:
  - course modality data disaggregation and reporting
  - Turnitin's AI detection capability
  - DE class information in SURF
  - adoption of Instructure's Impact tool, and other Canvas-related technology issues
  - the CVC course exchange and MiraCosta's participation in the CVC Consortium
  - the relationship between MOE and the new Instructional Technology subcommittee of the Tech Advisory Committee.
- In spring, members are prioritizing the following work:
  - Participating in the AS AI task force
  - Working with AAC's SURF task force
  - Developing recommended onboarding practices for departments to consider in support of faculty new to teaching online
  - Developing recommendations for student-centered, equity-minded scheduling practices with regard to modalities

Professional Development Program (PDP) – End of Year Report 2023/2024

The Professional Development Program committee had a busy 23-24 academic year. At the end of last year, I wrote in the report that the campus had been undergoing changes in the overall professional development work. At the request of President Cooke, a committee has been working on a campus-wide professional development exploration over the year and a half. We have been discussing shared missions/vision/values, new resources, and possible collaborations. I've put together a document that captures our work here.

In general, the committee work has been very collegial and positive. Faculty have felt that our voice has been heard on the steering committee, we've had assurances that faculty retain their primacy over their own professional development, and we found agreement on mission/vision/values statements.

However, the work has also been very slow and inconsistent. It has often felt like we're spinning our wheels. For key faculty leadership roles, this steering committee work has eaten up valuable time. It's also been unclear what the general outcome of the work is supposed to be from the beginning. It seems that a centralized professional learning office, with an admin position and a classified position, is the primary goal of this work for administrators and classified professionals. Faculty already have much of that in our current model. There is also concern from the broader faculty community about the centralization of professional development under the supervision of HR.

We're still deciding how much we as faculty are going to engage with this new professional development office. So far, for us, nothing is changing. Faculty are in charge of professional development for faculty. Though a new administrative position for professional development and resources for an office, and the budgetary fate of the faculty C3 Teaching and Learning Center and the Joyful Teacher in Residence faculty position, both of which are on MOUs, is certainly a challenging situation.

As a committee, PDP is currently in a very good place. We've met this year in the C3, which centers us in our professional development space on campus. In our last two meetings, I noticed that every single person on the committee spoke their opinion at least once in the meeting, including a new member in their first meeting. That was a huge achievement for me seeing that the dominance of white/male/tenured/loud voices can negatively impact the work of a committee through forced silence and agreement. We are a diverse group and people feel safe speaking their mind. Our meetings are often active and collaborative, such as working in groups around the C3 space. It feels like a true community is forming on the committee.

We've also started to rethink how we view flex in coordination with our campus calendar project. Our flex call and how we pitch/market our offerings is changing from strictly "Flex Week" to flex activities that are organized throughout the semester. Our call for the fall semester will be an ongoing call with particular points of the semester highlighted, including asynchronous activities. Our overhaul of our online resources is also still in process. We are hoping to make it easier than ever to access professional development resources for faculty.

As a leader of the committee, I recognize that I have done a lot to shape the committee, but also still need to improve in a lot of ways. Last report, I noted that I need to better utilize the committee in between meetings. This year, I've struggled to delegate and steer work and ask for help. I have a lot of growing to do personally in my organizational skills. Without Debby Adler's support and the work done by Jim Sullivan to shape PD as Joyful Teacher in Residence, I would be struggling.

I still stand by my personal PDP mission as coordinator that I included in the last report:

> Each one of us needs to grow in our own ways and largely knows what we want or need to grow. We're unique individuals with agency over our lives. But we also can't grow alone. Our best, healthiest, and most sustainable growth will happen in community. PDP is going to take care of this community of people and help them grow together.

PDP Budget 2023-2024

The PDP general supplies budget starts with a balance of $5,000 each fiscal year. This year, to date, we have spent an estimated $2,882.20 and have a remaining balance of approximately $2,117.80. There is an additional $600 remaining in our equipment budget. Further, we have a PDP travel funds budget that starts each year with $35,000. This year, to date, we have allocated an estimated $26,125.04 for travel funds for our full-time and associate faculty combined. There is a current remaining balance of approximately $8,874.96.

PDP / Flex	GENERAL / Supplies / Equipment			FY '23-'24
General Supplies*	*General supplies includes punchouts for Office Depot, amazon, and B&H			
Beginning balance			$	5,000.00
Date(s)	**Vendor / Item description / Notes**	**Amount**		**Balance**
8/14/2023	Culinart - C3 Expo Lunch split with Online Ed	$ 300.40	$	4,699.60
8/11/2023	Culinart - New faculty lunch	$ 179.70	$	4,519.90
8/14/2023	Culinart - Coffee Chat at the C3	$ 205.68	$	4,314.22
8/15/2023	Culinart - Coffee Chat in the 3500/3600 courtyard	$ 205.68	$	4,108.54
8/15/2023	Culinart - New faculty lunch in room 3606	$ 179.70	$	3,928.84
10/30/2023	Copy Center - Print the Vibe	$ 10.40	$	3,918.44
11/13/2023	B&H Photo - camera equipment for PDP Office	$ 493.00	$	3,425.44
11/15/2023	Coy Center - Print the Vibe	$ 9.00	$	3,416.44
1/17/2024	Culinart - Parenthood @ MCC Flex	$ 250.33	$	3,166.11
1/17/2023	Copy Center - Printing for Cultivating Human Connection Event	$ 19.04	$	3,147.07
4/11/2023	Copy Center - Print the Vibe	$ 29.27	$	3,117.80
Date tbd	Punchout order from B&H and/or Amazon - Home audio/video kits from PDP (estimate)	$ 1,000.00	$	2,117.80
Equipment				
Beginning balance			$	600.00
Date(s)	**Vendor / Item description / Notes**	**Amount**		**Balance**
			$	600.00

Account Strings in Workday:	General funds:		Eqipment funding string:	
Fund	11_FD Unrestricted General Fund		same	
Cost Center	182-CC Academic Senate Office		same	
Program	6031_PG Academic Senate		6013_PG Aca Admin-Dean Community Ed	
Designation	1356_DG UnRest Dept Operating Funds		same	
Spend Category	1001_SC - Supplies Instructional		64 - Equipment	
Spend Category	1215_SE - Supplies - Office or Other (non-instructional)			
Spend Category	1003_SC - Food/Refreshments			

Sabbatical Leave Committee (SLC) – End of Year Report 2023/2024

The SLC spent time in the Fall reviewing and approving sixteen SL applications. These applications were for faculty who plan to take their SL during Fall 2024 and/or Spring 2025. It was noted, a committee member was assigned to each faculty member to assist in any needed application revision(s). The SLC also discussed five individual SL reports received from faculty who returned from their sabbatical leaves during Spring 2023. A taskforce was assigned to each returning faculty member and was responsible for reviewing documentation. The SLC voted on the SL reports based on meeting application objectives and hours and forwarded the reports to Academic Senate for approval. After Board approval of the SL applications, the SLC Chair notified each dean and department chair of all faculty who had been approved for a sabbatical leave and the semester of the approved leave. Each candidate was also notified.

During the Spring meeting the SLC discussed and voted on the eight individual SL reports received from faculty who returned from their sabbatical leaves during Fall 2023. Prior to the meeting, a task force reviewed the report documentation. These reports will be forwarded to Academic Senate for approval at

their April meeting. During the Spring SLC meeting, revisions/changes to the SLC handbook were also discussed. The committee voted on the chair/co-chair for 2024/2025. Pilar Hernandez and Jennifer Paris will be co-chairs.

Salary Advancement Committee (SAC) – End of Year Report 2023/2024

Provided by Donny Munshower, Chair SAC

SAC had two meetings during the 2023-2024 academic year. The two meetings were held on: November 2, 2023 (3pm – 5pm), and on March 28, 2024 (11am – 1pm).

SAC approved 22 applications for Approval of coursework/activities + 1 Application for Altering an Approved Proposal (18 faculty members in total)

Completed and planned projects:

- Continue with two application cycles per academic year: one application due in each of the Fall and Spring terms; continue providing a Salary Advancement informational workshop (aimed for FLEX approval) 1-2 weeks before each deadline or during FLEX week.
- Continue to update the online applications to make the submission process even easier.
- Created a list of previously approved coursework linked on the SAC website.
- Continue to increase awareness of Salary Advancement for all faculty.
- Under development: The creation of an "appeals" process for faculty who receive a denial of coursework for salary advancement.
- Create a survey to faculty who have gone through the salary advancement process to get feedback on the application, process, and follow through. The feedback will be used to see how else we can improve salary advancement at MiraCosta.

Academic Calendar Taskforce (an ad hoc, faculty-led committee) – End of Year Report 2023/2024

The Academic Calendar Taskforce--chaired by a faculty member and comprised of faculty, classified professional, and administrator stakeholders from across departments and programs--took up a transparent and inclusive process to design an academic calendar. The taskforce began with comprehensive research, including a districtwide survey of values and impacts. From this research, the taskforce modeled three unique calendars and presented these to the campus community in all-district townhall meetings for feedback. The taskforce then drew upon the most promising elements from each model based on feedback received to develop a final calendar recommendation believed to best serve students in their course completion, learning, and overall persistence.

Review the entirety of the taskforce's work archived on their website:
https://sites.google.com/view/themiracostacalendarproject