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AGENDA

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

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. [Approve Minutes of the Regular Meeting of April 3, 2026](#)
 - B. [Salary Advancement Applications Spring 2026](#)
Description: Per BP 2510 under +1 of the Academic Senate’s responsibilities, the Salary Advancement Committee makes recommendations for professional advancement for faculty who pursued discipline and professional currency and submitted quality applications and reports of activities undertaken.
 - C. [Disciplines List for Credit and Non-Credit 2026](#)
Description: The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring, working with discipline faculty, the CPC reviews and updates these lists. Once approved by the Academic Senate, the lists are published and distributed to department chairs, instructional deans, and Human Resources.
 - D. [2026 FT Emeritus Recommendations](#)
Description: According to APs 7280.4 and 7280.5, the Academic Senate shall vote to nominate eligible faculty eligible for board approval granting emeritus status.
- VI. Action Item, Second Read (Vote Required) [Time 9:20; 10 minutes]
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. [AP 4025: Philosophy and Criteria for Associate Degrees and General Education](#) - Fallstrom
Description: Language in the AP was updated to state that GE courses must be

BP 2510: Collegial Governance and Participation in Local Decision Making

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

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies for student prep. and success
6. Governance structures, as related to faculty roles
7. Accreditation processes, including self-study and annual reports
8. Faculty professional development policies
9. Processes for program review
10. Processes for institutional planning and budget dev.

- +1 • Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

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

completed with a C or better, and Area 1A and 1B courses should not be taken with P/NP. This change, supported by the Counseling Department, addresses problems for students transferring to the universities. CCLC recommendation for the baccalaureate has been moved to AP 4025B. Sentence added to first paragraph per CCLC recommendation. Minor update to some wording and some formatting cleanup.

B. [BP 4025: Philosophy and Criteria for Associate Degrees and General Education](#) - Fallstrom

Description: Recommended CCLC language added to the second paragraph. Last paragraph changed "assure" to "ensure." Review was triggered by a CCLC update, however, that update was for the baccalaureate and that information was moved/added to BP4025B.

C. [AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education](#) - Fallstrom

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

D. [BP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education](#) - Fallstrom

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

E. AP 4240 Academic Renewal - Ante-Contreras

Description: Revisions align with new Title 5 regulations for academic renewal and create greater flexibility for students utilizing the academic renewal process. These changes include a reduction to the minimum units completed with at least a 2.0 grade point average before a student can petition for academic renewal, from 15 units to 6 units. Changes also allow students to petition for academic renewal after one term rather than one full academic year.

VII. Action Item, First Read

A. [BP 4225: Course Repetition](#) - Fallstrom [9:40; 5 minutes]

Description: Updates remove information that is already in AP 4225 and add Title 5 references to sections 55041, 55044, and 58161.

B. [AP 4225: Course Repetition](#) - Fallstrom [9:45; 5 minutes]

Description: Changes clarify definitions of satisfactory and substandard grades and note that the MW grade should be counted the same as an EW grade. Other edits update Ed. Code references and clarify language on repetition and CRCs.

C. [MiraCosta Academic Senate Hyflex Recommendations](#) - Julius [9:50; 10 minutes]

Description: Originally to help guide MiraCosta's transition from remote instruction to onground, HyFlex course offerings, these recommendations have been updated to reflect emerging, effective teaching and learning practices in order to further strengthen hyflex instruction.

D. [MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessments](#) - Julius [10:00; 10 minutes]

Description: Commitments articulated in this document have been updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments while adhering to the principles stated in Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy.

VIII. Discussion

A. Salary Advancement Committee (SAC) Report and Goals - Senigaglia [Time 9:30; 10 minutes]

Description: The Salary Advancement Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

B. How we Schedule; How we Teach: Faculty Led Prof. Development Planning - Roberts [10:10; 35 minutes]

Description: This discussion resumes the senate's focus on Student-centered Scheduling by asking: What resources and pursuits of pedagogy will support teaching and learning in the classes and modalities MiraCosta will schedule? Prioritizing FLEX planning, this conversation with faculty leaders in professional development spaces will identify areas of pedagogy where faculty can continue to innovate and develop.

C. Professional Development Programs Committee (PDP) Report and Goals - Roberts [10:45; 5 minutes]

Description: The Professional Development Program Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

IX. Reports (Written, Included Via Links Below)

- A. Academic Senate President – *mitchell* ([access report](#))
- B. College Superintendent/President – *Cooke* ([access report](#))
- C. Classified Senate – *Streagle* ([access report](#))
- D. Associate Student Government – *Jaimes* ([access report](#))
- E. Senator Reports – ([access report](#))

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

X. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

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



UNOFFICIAL MINUTES

Acronoyns used

**M (motion), S (second), U (unanimous),
P (passed), ASP (academic senate president)**

I. Call to Order

ASP mitchell called the meeting to order at 9:01AM after the reading of the land acknowledgement.

II. Roll Call

Present: Sarah Gross, Julie Graboi, Katrina Tamura, Kristine Arquero, Sean Davis, Alexis Tucker Sade, Ghada Osman, Jeff Murico, Leigh Cotnoir, Sunny Cooke (ex-officio), Robin Allyn (Coordinating Officer), Jim Sullivan (President-elect), *curry mitchell* (Academic Senate President). (**Brian Page, Afifa Zaman**)

Absent: Krista Warren

Public: Daria Davis, Alain Joachin, Elizabeth Lurenana, Ellie Keene, Israel Pastrana, Erica Duran, Joanne Gonzales, Kathy Rodriguez, Lilah Shoukry, Manuel Arcero, Mary Gross, Paul Clarke, Olivia Elmer, Rick White, Stephanie Tatakawa, Karen Wong, Adrean Askerneese, Bridget Files-Herrin, Sona Wolfe, Daniel Ante-Contreras, Scott Fallstrom, Denee Pescarmona, Emmanuel Price.

Note: Brian Page and Afifa Zaman were absent for Roll Call but entered the room after and were in attendance for the remainder of the meeting.

III. Persons Wishing to Address the Senate

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

Osman shared remarks from constituents, her first remark was from former academic senate president, Leila Safaralian, who asked that the Academic Senate consider placing the conversation around changes to the Academic Proctoring Center on a future agenda. The topic was regarding the district's decision to limit faculty's use of the academic protoring centers beginning in fall 2026; Senator Osman added another comment by another constituent who questioned why the APC was part of Student Services instead of Instruction?

Fallstrom asked, "what's the difference between a good joke and a bad joke?, "timing." To let faculty know of major changes that will affect them without considerable planning and non collaborative and do not build on collegiality. The decision to limit faculty access to APCs could have been a decision effective Fall 2027 noting that this sort of decision-making erodes the relationship between faculty and administration.

Tucker Sade shared that she also heard from faculty colleagues within her constituency on the topic of . APCs limiting hours to faculty and wanted to make that apparent.

Arquero shared that the STREAM Festival is coming up on, saturday, April 25th, and all who may want to register a

table activity need to do so by April 10th. This event is student focused and a great opportunity to share Science and Tech with the local community.

Lori Rawleigh, an Associate faculty member who teaches Critical Thinking joined the meeting to share relevant initiatives proposed on this year's ballots that may be of interest to faculty and students and wanted to bring them to the attention of the Senate. Some notable ballots are backed by the CA Teacher's Union; highlighting the proposed Billionaire Tax, Home Affordabilit, and a ballot to stop new taxes on Teachers' Retirement Accounts.

Sullivan shared that he received a comment from full-time faculty member John Phillips that would add further context to what's been shared around the Academic Proctoring Center. Phillips' message conveyed support for keeping faculty's use of the APC noting key advantages and disadvantages that the decision would cause. Highlighting that the change could impact recruitment and retention of associate faculty members.

IV. Changes to Agenda Order

None.

Consent Calendar [Time 9:20]

mittchell pulled Item B. for discussion and A motion to approve (Page/Davis) item B passed after discussion.

A motion to approve MSU (mittchell/Allyn) items A,C,D, and F were approved unanimously.

mittchell pulled item E., for context of correction needed on the Emeritus List Recommendations and it will be seen on the agenda for April 17th.

A. Approve Minutes of the Regular Meeting of March 6, 2026

Discussion: *Zaman* asked that the minutes be amended to reflect that she was present at the March 6th meeting. It is important to note that this request was made after the vote to approve Items, A, C, D and F were passed.

B. Approve Minutes of the Regular Meeting of March 13, 2026

Discussion: *Allyn* noted an error in the Minutes on her motion to split the equivalency applications and vote on each one separately, the minutes did not reflect the vote properly that was **MS (Allyn/Graboi)** to approve the equivalency applications as separate items. *Allyn* asked that the minutes reflect that she asked to change her vote to an abstention instead of a no vote as the minutes currently reflected.

C. 2026-2027 Materials Fee List

Description: The materials fee list is updated every year to reflect 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 updates or requested changes to course materials fee.

D. 2025-26 Curriculum Approval Part III

Description: Each year CPC reviews and submits curriculum approval in multiple parts. Part III contains all remaining course and program modifications and deletions.

E. 2026 FT and AF Emeritus Recommendations

Description: According to APs 7280.4 and 7280.5, the Academic Senate shall vote to nominate eligible faculty eligible for board approval granting emeritus status.

Discussion: *mittchell* questioned the accuracy of the List with regard to years of service for one faculty colleague, and a reply had yet to be received, so this item will be pulled and reviewed at the next agenda.

F. [Sabbatical Leave Reports](#)

Description: The Sabbatical Leave Committee has approved eight sabbatical reports from faculty who were on leave in Fall 2025, and these reports are now presented for the Academic Senate's review.

V. Action Item, First Read

- A. AP 4025: Philosophy and Criteria for Associate Degrees and General Education [Time 9:25; 10 minutes]
Description: Language in the AP was updated to state that GE courses must be completed with a C or better, and Area 1A and 1B courses should not be taken with P/NP. This change, supported by the Counseling Department, addresses problems for students transferring to the universities. CCLC recommendation for the baccalaureate has been moved to AP 4025B. Sentence added to first paragraph per CCLC recommendation. Minor update to some wording and some formatting cleanup.

Revisions to AP 4025 were presented to align with CCLC recommendations and ensure compliance, including requiring a grade of C or better for general education courses and advising that Area 1A and 1B courses should not be taken Pass/No Pass. Counseling faculty supported these changes due to ongoing transfer issues, noting that students who complete GE courses with Pass/No Pass may be required to retake them for CSU or UC transfer. Senators discussed the implications of this guidance, including concerns that students may unintentionally limit transfer opportunities (Page), as well as the continued value of Pass/No Pass for non-transfer, exploratory, or community-based learning (Cotnoir, Allyn). The use of advisory language (“should” rather than “must”) was discussed as a way to preserve flexibility while encouraging informed decision-making. **Next Steps:** No objections were raised; AP 4025 will return for a second read on a future agenda.

- B. BP 4025: Philosophy and Criteria for Associate Degrees and General Education [Time 9:35; 2 minutes]
Description: Recommended CCLC language added to the second paragraph. Last paragraph changed "assure" to "ensure." Review was triggered by a CCLC update, however, that update was for the baccalaureate and that information was moved/added to BP4025B.

BP 4025 was presented with minor compliance-based revisions, including the addition of CCLC-recommended language, a change from “assure to ensure” and the relocation of baccalaureate-related language to BP 4025B. Clarification was provided regarding the policy revision process (Fallstrom) in response to a question from Sullivan. Senators also discussed implications for syllabi updates, noting that such updates may be encouraged at the department level but cannot be required (Leigh, Fallstrom). **Next Steps:** No objections were raised; BP 4025 will proceed through the review process and return for a second read on the next agenda.

- C. AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education [Time 9:37; 2 minutes]
Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

No comment on this AP the description is straightforward. This AP will proceed through the review process and return for a second read on the next agenda.

- D. BP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education [Time 9:39; 2 minutes]
Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

No comment on this BP the description is straightforward. This AP will proceed through the review process and return for a second read on the next agenda.

- E. Faculty Leadership Institute, Budget Planning Approval [9:40; 15 minutes]
*Description: A proposal to recruit 10-12 full time and associate faculty to attend the 2026 ASCCC Faculty Leadership Institute June 11-13 at an estimated cost of \$1500 per person (total cost up to \$18,000) funded by the Academic Senate's auxiliary fund. **Sullivan pulled Item E from further review at this time.***

A proposal was presented to fund up to 18 faculty members (4-5 associates, 13-14 full-time) to attend the 2026 ASCCC Faculty Leadership Institute in Long Beach, CA this summer, using Academic Senate auxiliary funds. Sullivan described the institute as an intensive, short-term leadership development opportunity aimed at early-career faculty, with an emphasis on building community, strengthening governance knowledge, and expanding leadership capacity, particularly among newer faculty and faculty of color. The intent is for participants to return and build local leadership development efforts. Support was expressed for the opportunity's potential to broaden participation in governance and develop future leaders (Zaman, Page) and DEqCC Chair, Pastrana spoke in favor of the idea.

Senators raised significant concerns regarding the selection process and potential unintended impacts. Questions were raised about how participants would be identified, including how "faculty of color" would be defined and ensuring the process is transparent and equitable (Sade, Osman). Senators shared the importance of maintaining open access and avoiding the appearance of exclusivity or bias (Osman, Cooke). Others noted the need to ensure opportunities reach less-connected or less-visible faculty (Osman). Concerns were also expressed about placing additional expectations on faculty of color, with some noting existing fatigue and disproportionate service burdens (Tamura, Cotnoir, Arquero). Discussion also included whether participation should be based on demonstrated interest and questioned what the overall value to the institute would be (Davis).

Sullivan acknowledged the concerns and noted the challenge of implementing a formal selection process within the limited timeline, while maintaining the importance of fairness. Suggestions included developing a short, transparent application or interest process to broaden access (Allyn). Overall, senators expressed support for leadership development opportunities while maintaining the need for clarity, equity, and sustainability in approach. **mittchell made a motion MS (mittchell/Zaman) to extend the discussion by five minutes.**

VI. AP 4240 Academic Renewal [10:00; 10 minutes]

Description: Revisions align with new Title 5 regulations for academic renewal and create greater flexibility for students utilizing the academic renewal process. These changes include a reduction to the minimum units completed with at least a 2.0 grade point average before a student can petition for academic renewal, from 15 units to 6 units. Changes also allow students to petition for academic renewal after one term rather than one full academic year.

Revisions to AP 4240 were made to align with updated Title 5 regulations and expand access to academic renewal by reducing the required units from 15 to 6 and shortening the eligibility timeframe from one year to one term. The senate engaged in a thoughtful discussion regarding the intent and language of the policy, particularly, the phrase "student's ability." Senators raised questions about how a ability is defined and measured (*Tucker Sade*), and whether GPA accurately reflects a student's current or future potential. The revisions were generally understood as a shift from a time-based model toward a more forward-looking, growth-oriented approach. While the changes were viewed as supportive of students, some Senators expressed the need for caution to ensure the policy cannot be misapplied in ways that could disadvantage students (*Tucker Sade*). It was clarified that the term "ability" is drawn directly from Title 5 and aligns with a broader growth mindset framework (*Graboi*). The Senate agreed to revisit the item after further consultation with counselors and stakeholders to provide additional clarity and context. There were no objections to bringing the item back for future consideration. *mittchell* gave special recognition to Senator Gross for her efforts in bringing about this change to the policy.

VI. Discussion

A. Discussion, Academic Affairs Committee (AAC) Report and Goals [10:10; 10 minutes]

Description: The Academic Affairs Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate

Subcommittees in our shared responsibilities as recommending and decision-making committees.

Ante-Contreras shared that he is nearing the end of his term and has intentionally built in time for reflection within the committee, including opportunities for icebreakers and philosophical discussion. He noted that Stacey left the committee in a very organized state and emphasized the strength of the current team. Committee contributions were highlighted, including: Robert Kelley, who brings accessibility to calendar discussions - color coding and ensuring a publicly accessible calendar. Lauren McFall, who has led efforts on textbook affordability, including ZTC and OER, and related process updates. Gianna Carey and Darlene Burke (Nursing) who contribute important nuance to discussions around class structures, Darlene Burke serves as the AF representative on the committee. The hiring request ranking process has historically excluded AF representation; it now includes one AF member on the ranking committee. Julie (Noncredit), Liz Garcia Gonzales, who supports minutes and process, and Daria Davis, who also supports Liz and leads the syllabus checklist work. Some SAS language and elements of the checklist that are currently under review for revision or removal. The Academic Calendar remains a major upcoming agenda item. The calendar workgroup met for the third time on April 3 and is working to streamline the process. *Sullivan and Mitchell* are collaborating to develop multiple calendars simultaneously, currently working on 2027-28 and 2028-29. There is some discussion of a new calendar model. The plan is to bring the 2027-28 calendar to Senate and the Board, while bringing 2028-29 to Senate only to allow flexibility for revisions. Regarding the Hiring Request (Prioritization Process), the committee is reviewing how a new system may impact the process and how to support departments with pending requests. Full changes are on hold until the new system is implemented. It was noted that significantly less is now being required of department chairs, which is viewed positively. This item will appear on an upcoming agenda. Ante-Contreras also referenced a recent newsletter by *CO Allyn* highlighting committee activities such as ornament-making to build community and encourage discussion. He invited feedback on what members like to see moving forward. *Davis* expressed appreciation for Ante-Contreras' recognition of individual committee members and their contributions, *Sullivan* asked whether the new software – Anthology – would be used for the hiring process. *Tucker Sade* raised concerns about the clarity of roles in the hiring process. Based on personal experience, she noted confusion around who defines the process and observed inconsistencies in rankings, as well as instances where recommendations from other bodies overrode AACs determinations.

B. Student-centered Scheduling and Classroom Design [10:20; 30 minutes]

Description: This discussion will focus on how a student-centered schedule can be effectively supported through thoughtful consideration of classroom technology and room design. Senators and representatives from Administrative Services and the Office of Instruction will collaborate to discuss how design planning can support teaching and learning as well as advance student-centered scheduling goals.

The Senate discussed how classroom design and technology support student-centered scheduling, alongside broader concerns about instructional modality balance and campus planning. Senators raised concerns about a perceived reduction in in-person instruction and Futures Education Plan drafts that appear to prioritize non on-ground modalities (*Murico, Tucker Sade*). Senators emphasized the need to revisit the Educational Master Plan, ensure sufficient on-campus student campus, and consider how classroom proximity and design support faculty-student engagement. A broader discussion followed on whether the current distribution of instructional modalities aligns with institutional goals (*Mitchell*). While well-designed, media-rich classrooms are important, shifting student demand toward online learning must be considered, and it was stressed that intentional design and inclusive input in planning processes is vital (*Cotnoir*). Additional points included the need for professional development related to scheduling structures (*Allyn*) and continued use of bond funding to improve learning spaces aligned with pedagogical needs (*Mitchell, Pescarmona*). *Pescarmona*, shared feedback from VP Elba Gomez, refocused the discussion on learning spaces, sharing examples of how flexible, technology-enhanced classrooms can positively influence pedagogy. She noted the need for clearer design principles, broader awareness of FF&E standards, and timely use of bond funds (within 14-16 months) to update facilities. Input is being collected via a shared document with *Mitchell* and *Sullivan*, with

departments also contributing through rentership guidelines. mitchell invited senators to follow up directly with additional questions.

Reports

mitchell ([access report](#)) noted that the Oceanside Campus Clocktower now tells the correct time. Called out (Keith Dunbar) who over many years of encouragement and with VP Elba Gomez's support made this happen; crediting Gomez with many other cool changes small and large across campus.

Cooke ([access report](#)) provided several updates in her report.

Streagle ([access report](#)) provided several updates in her report that were summarized for Senators.

Jaimes ([access report](#)) provided several updates in her ASG report.

Senator Reports – ([access report](#)) Murico shared a report and provided survey feedback from five constituents regarding mitchell's handling of the Office Derby, highlighting positivity and full faith in the communication transparency and handling of the process.

VII. The meeting adjourned at 11:00am

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

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
Law	BUSDEPT
Library Science	LIBRDEPT
Licensed Vocational Nursing	NAAHDEPT
Manufacturing Technology	BTECDEPT
Martial Arts/Self-Defence	KHANDEPT

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

DISCIPLINES LISTED IN TAB	DEPARTMENT TAB
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

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

Subject	Course Number	Course Title
ADMINISTRATION OF JUSTICE (police science, corrections, law enforcement)		
<p>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.</p>		
ADM	100	Introduction to the Administration of 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	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

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
<i>ART</i>	<i>157</i>	<i>Art Orientation (or Art History)</i>
<i>ART</i>	<i>158</i>	<i>Traditional Arts of Africa, Oceania, and the Americas (or Art History)</i>
<i>ART</i>	<i>159</i>	<i>Pre-Columbian Art (or Art History)</i>
ART	177	Art in the Elementary Schools
ART	200	Drawing III
ART	201	Objects and Ideas in Contemporary Art
ART	202	Painting I: Acrylic
ART	203	Figure Drawing I
ART	204	Painting I: Oils
ART	205	Painting I: Watercolor
ART	206	Mixed Media Figure Studies I
ART	207	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	218	Printmaking 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
ART	245	Digital Art and Media
ART	251	Digital Photography
ART	253	Applied Digital Photography

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Subject	Course Number	Course Title
ART	254	Understanding and Appreciating the Photographic Image
ART	255	Painting IV: Watercolor
ART	261	Mixed Media Figure Studies III
ART	262	Introduction to Silkscreen
ART	263	Figure Drawing III
ART	264	Painting III: Oils
ART	265	Painting IV: Oils
ART	266	Painting IV: Acrylic
ART	268	Film Photography III
ART	269	Film Photography IV
ART	270	<i>History and Theory of Museum and Gallery Exhibition (or Art History)</i>
ART	271	<i>Museum and Gallery Exhibition (or Art History)</i>
ART	290	Landmarks of Art
ART	292	Internship Studies
ART	295	Visual Art/Professional Practice
ART	299	Occupational Cooperative Work Experience
ARTH	260	<i>History of Modern Art (or Art History)</i>
ARTH	260H	<i>History of Modern Art (Honors) (or Art History)</i>
ARTH	C1100	<i>Survey of Art from Prehistory to the Medieval Era (or Art History)</i>
ARTH	C1200	<i>Survey of Art from the Renaissance to Contemporary (or Art History)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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 equivalent.		
ART	270	<i>History and Theory of Museum and Gallery Exhibition (or Art)</i>
ART	271	<i>Museum and Gallery Exhibition (or Art)</i>
ARTH	157	<i>Art Orientation (or Art)</i>
ARTH	158	<i>Traditional Arts of Africa, Oceania, and the Americas (or Art)</i>
ARTH	159	<i>Pre-Columbian Art (or Art)</i>
ARTH	260	<i>History of Modern Art (or Art)</i>
ARTH	260H	<i>History of Modern Art (Honors) (or Art)</i>
ARTH	C1100	<i>Survey of Art from Prehistory to the Medieval Era (or Art)</i>
ARTH	C1200	<i>Survey of Art from the Renaissance to Contemporary (or Art)</i>

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Subject	Course Number	Course Title
AUTOMOTIVE TECHNOLOGY		
<p>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.</p>		
AUTO	100	Basic Motorcycle Maintenance and Small Engine Repair
AUTO	102	Preventive Maintenance and Engine Performance
AUTO	105	Automotive Reconditioning and Detailing
AUTO	110	History of the Automobile
AUTO	125	CA Smog Technician Engine and Emission Control - Level 1
AUTO	130	Basic Engine Performance
AUTO	135	Auto Electronic Fundamentals
AUTO	140	Automotive Engine Technology
AUTO	141	Automotive Engine Performance and Drivability
AUTO	155	Manual Transmissions and Transaxles
AUTO	156	Automatic Transmissions and Transaxles
AUTO	160	Automotive Suspension, Steering, and Alignment
AUTO	161	Automotive Brake Service and Repair
AUTO	200	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	Electronic Engine Controls and Accessories
AUTO	292	Internship Studies
AUTO	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	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	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	202	Foundations of Biology: Evolution, Biodiversity, and Organismal Biology
BIO	204	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology
BIO	210	Human Anatomy
BIO	220	Human Physiology
BIO	230	Introduction to Microbiology
BIO	292	Internship Studies
BIO	299	Occupational Cooperative Work Experience
BIO	340	Molecular Mechanisms of Disease
<i>BTEC</i>	<i>180</i>	<i>Biostatistics (or Biotechnology or Manufacturing Technology)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
BIOTECHNOLOGY		
<p>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.</p>		
<i>BTEC</i>	<i>107</i>	<i>Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>110</i>	<i>Basic Techniques in Biotechnology (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>120</i>	<i>Business and Regulatory Practices in Biotechnology (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>180</i>	<i>Biostatistics (or Biological Sciences or Manufacturing Technology)</i>
<i>BTEC</i>	<i>201</i>	<i>Advanced Cell Culture (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>203</i>	<i>Techniques in DNA Amplification (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>204</i>	<i>Recombinant DNA (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>206</i>	<i>Principles of Separation and HPLC (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>207</i>	<i>Techniques in Immunochemistry and ELISA (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>210</i>	<i>Data Analysis with Excel (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>211</i>	<i>Technical Writing for Regulated Environments (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>221</i>	<i>Bioprocessing: Cell Culture and Scale-up (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>222</i>	<i>Bioprocessing: Large Scale Purifications (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>231</i>	<i>Gene Editing Techniques: CRISPR-Cas9 (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>232</i>	<i>Principles of Flow Cytometry (or Manufacturing Technology)</i>
<i>BTEC</i>	<i>292</i>	<i>Internship Studies</i>
<i>BTEC</i>	<i>299</i>	<i>Occupational Cooperative Work Experience</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
MANUFACTURING TECHNOLOGY (Quality control, process control)		
<p>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.</p>		
BTEC	107	<i>Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry (or Biotechnology)</i>
BTEC	110	<i>Basic Techniques in Biotechnology (or Manufacturing Technology)</i>
BTEC	120	<i>Business and Regulatory Practices in Biotechnology (or Biotechnology)</i>
BTEC	180	<i>Biostatistics (or Biological Sciences or Biotechnology)</i>
BTEC	201	<i>Advanced Cell Culture (or Biotechnology)</i>
BTEC	203	<i>Techniques in DNA Amplification (or Biotechnology)</i>
BTEC	204	<i>Recombinant DNA (or Biotechnology)</i>
BTEC	206	<i>Principles of Separation and HPLC (or Biotechnology)</i>
BTEC	207	<i>Techniques in Immunochemistry and ELISA (or Biotechnology)</i>
BTEC	210	<i>Data Analysis with Excel (or Biotechnology)</i>
BTEC	211	<i>Technical Writing for Regulated Environments (or Biotechnology)</i>
BTEC	221	<i>Bioprocessing: Cell Culture and Scale-up (or Biotechnology)</i>
BTEC	222	<i>Bioprocessing: Large Scale Purifications (or Biotechnology)</i>
BTEC	231	<i>Gene Editing Techniques: CRISPR-Cas9 (or Biotechnology)</i>
BTEC	232	<i>Principles of Flow Cytometry (or Biotechnology)</i>
BTEC	300	Supply Chain and Enterprise Resource Planning in Biomanufacturing
BTEC	310	Biomanufacturing Process Sciences
BTEC	320	Design of Experiments for Biomanufacturing
BTEC	330	Advanced Topics in Quality Assurance and Regulatory Affairs
BTEC	340	Six Sigma and Lean Manufacturing
BTEC	360	Design of Biomanufacturing Facilities, Critical Utilities, Processes, and Equipment
BTEC	400	Bioprocess Monitoring and Control
BTEC	410	Methods in Quality, Improvements, Investigations, and Audits
BTEC	460	Capstone Seminar in Biomanufacturing Technologies
BTEC	470	Capstone Seminar in Biomanufacturing Quality
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	102	Practical Accounting II
ACCT	104	Payroll Accounting
ACCT	145	Individual Income Tax
ACCT	146	Taxation of Business Entities
ACCT	147	Ethics, Representation, Practice, and Procedures
ACCT	148	<i>QuickBooks (or Business)</i>
ACCT	149	IRS Volunteer Preparation
ACCT	158	<i>Business Mathematics (or Business)</i>
ACCT	201	Financial Accounting
ACCT	202	Managerial Accounting
ACCT	204	Intermediate Accounting I
ACCT	292	Internship Studies
ACCT	299	Occupational Cooperative Work Experience
BUS	144	<i>Budgeting Basics (or Business)</i>
BUS	147	<i>Personal Finance (or Business)</i>
BUS	289	<i>Career Mentoring (or Business or Hotel/Motel Services)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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	128	Introduction to Supply Chain Management
BUS	130	Entrepreneurship and Small Business Management
BUS	131	Management Principles
BUS	132	Marketing
BUS	133	Project Management
BUS	134	Retail Management
BUS	135	Personal Selling
BUS	136	Human Relations in Business
BUS	138	Business Promotion
BUS	140	<i>Legal Environment of Business (or Law)</i>
BUS	141	Transportation and Logistics
BUS	143	Warehousing Operations
BUS	144	<i>Budgeting Basics (or Accounting)</i>
BUS	147	<i>Personal Finance (or Accounting)</i>
BUS	152	Business Idea Generation and Feasibility Analysis
BUS	153	<i>Business Startup Fundamentals (or Law)</i>
BUS	154	Funding the Entrepreneurial Venture
BUS	155	Business Plan Development

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Subject	Course Number	Course Title
BUS	160	International Business
BUS	204	Business Statistics
BUS	205	Manufacturing and Service Operations
<i>BUS</i>	289	<i>Career Mentoring (or Accounting or Hotel/Motel Services)</i>
BUS	290	<i>Business Communication (or Communication Studies)</i>
<i>BUS</i>	292	<i>Internship Studies (Law)</i>
<i>BUS</i>	299	<i>Occupational Cooperative Work Experience (or Law or Hotel and Motel Services)</i>
BUS	302	Leadership and Personal Development
<i>ACCT</i>	148	<i>QuickBooks (or Accounting)</i>
<i>ACCT</i>	158	<i>Business Mathematics (or Accounting)</i>
<i>HOSP</i>	299	<i>Occupational Cooperative Work Experience (or Hotel and Motel Services)</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
HOTEL AND MOTEL SERVICES		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience 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.</p>		
<i>BUS</i>	289	<i>Career Mentoring (or Accounting or Business)</i>
<i>BUS</i>	299	<i>Occupational Cooperative Work Experience (or Law or Hotel and Motel Services)</i>
HOSP	100	Introduction to Hospitality Management
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
<i>HOSP</i>	299	<i>Occupational Cooperative Work Experience (or Business)</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
LAW		
JD or LL.B		
<i>BUS</i>	140	<i>Legal Environment of Business (or Business)</i>
<i>BUS</i>	153	<i>Business Startup Fundamentals (or Business)</i>
<i>BUS</i>	292	<i>Internship Studies (or Business)</i>
<i>BUS</i>	299	<i>Occupational Cooperative Work Experience (or Business)</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	115	Introduction to Multicultural Counseling
COUN	292	Internship Studies
CRLP	101	Introduction to Career Planning
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	140	Preparation for General Chemistry: For Science Majors
CHEM	150	General Chemistry I: For Science Majors
CHEM	151	General Chemistry II: For Science Majors
CHEM	210	Organic Chemistry I: For Science Majors
CHEM	211	Organic Chemistry II: For Science Majors
CHEM	292	Internship Studies
PHSN	106	<i>Introduction to Physical Science: Physics & Chemistry (or Physics/Astronomy or Earth Science)</i>
PHSN	106L	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (or Earth Science or Physics/Astronomy)</i>
PHSN	292	<i>Internship Studies (or Physics/Astronomy or Earth Science)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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.		
CDEV	104	Family Child Care Business Essentials
CDEV	105	Principles and Practices of Teaching Young Children
CDEV	106	Introduction to Curriculum in Early Childhood
CDEV	109	Child Behavior and Guidance
CDEV	111	Programs for Infants and Toddlers
CDEV	112	The Developing Child: Conception through Early Childhood
CDEV	130	Science and Math for Young Children
CDEV	140	Language and Literacy in Early Childhood
CDEV	150	Art for Young Children
CDEV	160	Music and Movement for Young Children
CDEV	200	Observation and Assessment in Early Childhood
CDEV	205	Health, Safety, and Nutrition
CDEV	210	Child, Family, and Community
CDEV	212	Advanced Issues in Infant-Toddler Care
CDEV	230	Family Engagement in Early Childhood Programs
CDEV	235	Children in a Diverse Society
CDEV	240	Children with Special Learning Needs
CDEV	245	Adult Supervision and Mentoring in Early Care and Education
CDEV	250	Administration I: Programs in Early Childhood Education
CDEV	251	Administration II: Personnel and Leadership in Early Childhood Education
CDEV	270	Practicum - The Student Teaching Experience
CDEV	292	Internship Studies
CDEV	299	Occupational Cooperative Work Experience
CDEV	C1000	Child Growth and Development
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
EDUCATION		
Master's in education OR the equivalent.		
EDUC	115	Foundations of Teaching as a Profession
EDUC	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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.		
<i>BUS</i>	290	<i>Business Communication (or Business)</i>
COMM	144	Race and Ethnicity in Communication
COMM	186	Social Media Strategies for Communication Studies
COMM	299	Occupational Cooperative Work Experience
COMM	106	Group Communication
COMM	111	Narrative Performance
COMM	120	Principles of Human Communication
COMM	135	Gender Studies in Communication
COMM	212	Argumentation
COMM	215	Intercultural Communication
COMM	220	Introduction to Mass Communication
COMM	292	Internship Studies
COMM	C1000	Introduction to Public Speaking
COMM	C1004	Interpersonal Communication
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
COMPUTER SCIENCE		
<p>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.</p>		
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	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
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
COMPUTER INFORMATION SYSTEMS (Computer network installation, microcomputer technology, computer applications)		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. 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.</p>		
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 Computer Security
CSIT	183	Windows Server
CSIT	184	Linux Server
CSIT	186	Cybersecurity: Analyst
CSIT	188	Cybersecurity: Ethical Hacker
CSIT	191	Fundamentals of Cisco Networking
CSIT	195	IT Career Exploration and Portfolio Development
CSIT	286	Professional Certification Preparation
CSIT	292	Internship Studies
CSIT	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	101	Dance History
DNCE	102	Introduction to Mexican Folkloric Dance: History, Culture, and Performance
DNCE	104	Dance on Film
DNCE	105	Dance Cultures of the World
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	200	Contemporary 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	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

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Subject	Course Number	Course Title
DNCE	292	Internship Studies
DNCE	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
FOLK DANCE		
Any degree and professional experience.		
DNCE	121	Hip Hop I
DNCE	122	Hip Hop II
DNCE	134	Pacific Island Dance I
DNCE	135	Pacific Island Dance II
DNCE	136	Dance Practices Across Cultures and Borders
DNCE	221	Hip Hop III
DNCE	222	Hip Hop IV
DNCE	234	Pacific Island Dance III
DNCE	235	Pacific Island Dance IV

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Subject	Course Number	Course Title
ARCHITECTURE		
<p>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.</p>		
DESN	102	Architectural Drawing
DESN	103	Architectural Communications
DESN	105	Construction Materials
DESN	107	History of Western Architecture - A Sustainable Perspective
DESN	108	World Architecture
DESN	200	Architectural Design I
DESN	207	<i>Revit Building Information Modeling (or Drafting)</i>
DESN	290	<i>Portfolio and Presentation (or Drafting)</i>
DESN	292	<i>Internship Studies (or Drafting or Engineering Technology)</i>
DESN	299	<i>Occupational Cooperative Work Experience (or Drafting or Engineering Technology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
DRAFTING (CAD, CADD)		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience 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.</p>		
DESN	100	Fundamentals of Design
DESN	101	Computer-Aided Design and Drafting
DESN	110	<i>Graphics Communication (or Engineering Technology)</i>
DESN	111	<i>Engineering Design Graphics (or Engineering Technology)</i>
DESN	120	<i>Manufacturing Processes (or Engineering Technology)</i>
DESN	201	Advanced AutoCAD Computer-Aided Design and Drafting
DESN	203	<i>Solid Modeling (or Engineering Technology)</i>
DESN	204	<i>Modeling, Prototyping and Manufacturing (or Engineering Technology)</i>
DESN	207	<i>Revit Building Information Modeling (or Architecture)</i>
DESN	290	<i>Portfolio and Presentation (or Architecture)</i>
DESN	292	<i>Internship Studies (or Architecture or Engineering Technology)</i>
DESN	299	<i>Occupational Cooperative Work Exp (or Architecture or Engineering Tech)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
ENGINEERING TECHNOLOGY		
<p>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.</p>		

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Subject	Course Number	Course Title
DESN	109	Introduction to Engineering and Design
DESN	110	<i>Graphics Communication (or Drafting)</i>
DESN	111	<i>Engineering Design Graphics (or Drafting)</i>
DESN	120	<i>Manufacturing Processes (or Drafting)</i>
DESN	203	<i>Solid Modeling (or Drafting)</i>
DESN	204	<i>Modeling, Prototyping and Manufacturing (or Drafting)</i>
DESN	286	Professional Certification Preparation
DESN	292	<i>Internship Studies (or Architecture or Drafting)</i>
DESN	299	<i>Occupational Cooperative Work Experience (or Architecture or Drafting)</i>
PHYS	280	<i>Introduction to Electronics (or Physics/Astronomy)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

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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.		
<i>ETHN</i>	200	<i>Introduction to Pacific Islander and Oceania Studies (or Ethnic Studies)</i>

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

CHICANO STUDIES		
Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent.		
CCS	100	Introduction to Chicana/o Studies
CCS	232	<i>Critical Issues in Chicana and Latina Studies (or Ethnic Studies)</i>

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	<i>Critical Issues in Chicana and Latina Studies (or Chicano Studies)</i>
ETHN	100	Introduction to Ethnic Studies
ETHN	100H	Introduction to Ethnic Studies (Honors)
ETHN	200	<i>Introduction to Pacific Islander and Oceania Studies (or Asian American Studies)</i>
ETHN	207	<i>Race and Ethnic Relations (or Sociology)</i>
SOC	207	<i>Race and Ethnic Relations (or Sociology)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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

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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	103	Early European History and Culture
HIST	104	Modern European History and Culture
HIST	107	East Asian Societies
HIST	113	American Military History
HIST	115	Women in American History
HIST	116	History of the Americas to 1830
HIST	117	History of the Americas Since 1830
HIST	141	Mexican American History Through 1877
HIST	142	Mexican American History Since 1877
HIST	145	African American History to 1877
HIST	146	African American History Since 1877
HIST	150	History of Mexico
HIST	165	California History
HIST	292	Internship Studies
HIST	C1001	United States History to 1877
HIST	C1001H	United States History to 1877 - Honors
HIST	C1002	United States History Since 1865
HIST	C1002H	United States History Since 1865 - Honors
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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
<i>HORT</i>	<i>118</i>	<i>Arboriculture (or Ornamental Production)</i>
<i>HORT</i>	<i>122</i>	<i>Horticulture Laws and Regulations (or Ornamental Horticulture)</i>
HORT	140	Subtropical Fruit and Plant Production
<i>HORT</i>	<i>144</i>	<i>Nursery Management and Production (or Ornamental Production)</i>
<i>HORT</i>	<i>149</i>	<i>Vineyard Production and Management (or Ornamental Horticulture)</i>
<i>HORT</i>	<i>162</i>	<i>Organic Crop Production (or Ornamental Horticulture)</i>
<i>HORT</i>	<i>166</i>	<i>Introduction to Sustainable Agriculture (or Ornamental Horticulture)</i>
HORT	292	Internship Studies
HORT	299	Occupational Cooperative Work Experience
<i>NCHORT</i>	<i>5</i>	<i>Garden Planting and Maintenance (or Basic Skills, Interdisciplinary or Ornamental Horticulture or Short-Term Vocational Education)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
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
<i>HORT</i>	<i>118</i>	<i>Arboriculture (or Agriculture Production)</i>
HORT	121	Sustainable Landscape and Turf Management
<i>HORT</i>	<i>122</i>	<i>Horticulture Laws and Regulations (or Agriculture Production)</i>
HORT	126	Irrigation and Water Management
HORT	127	Landscape Design
HORT	128	Landscape Construction
HORT	134	Integrated Pest Management
<i>HORT</i>	<i>144</i>	<i>Nursery Management and Production (or Agriculture Production)</i>
HORT	147	Wines of California
<i>HORT</i>	<i>149</i>	<i>Vineyard Production and Management (or Agriculture Production)</i>
HORT	150	Winery Operations and Management
<i>HORT</i>	<i>162</i>	<i>Organic Crop Production (or Agriculture Production)</i>
<i>HORT</i>	<i>166</i>	<i>Introduction to Sustainable Agriculture (or Agriculture Production)</i>
HORT	220	Computer-Aided Landscape Design Application
HORT	230	Landscape Architecture
HORT	292	Internship Studies

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Subject	Course Number	Course Title
HORT	299	Occupational Cooperative Work Experience
NCHORT	5	<i>Garden Planting and Maintenance (or Agriculture Production or Basic Skills, Interdisciplinary or Short-Term Vocational Education)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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 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
GRMN	101	Elementary German (First Semester)
GRMN	102	Elementary German (Second Semester)
GRMN	121	Introduction to German Culture
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
JAPN	101	Elementary Japanese (First Semester)
JAPN	102	Elementary Japanese (Second Semester)
JAPN	121	Introduction to Japanese Culture
JAPN	123	Japanese Anime and Manga
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
SPAN	101	Elementary Spanish (First Semester)
SPAN	102	Elementary Spanish (Second Semester)
SPAN	121	Introduction to Hispanic Cultures
SPAN	201	Intermediate Spanish (Third Semester)
SPAN	202	Intermediate Spanish (Fourth Semester)
SPAN	221	Spanish for Native Speakers
SPAN	222	Spanish for Native Speakers II
SPAN	292	Internship Studies
SPAN	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
COACHING		
<p>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.</p>		
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	<i>General Cooperative Work Experience (All disciplines)</i>
HEALTH		
<p>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.</p>		
HEAL	101	Principles of Health
HEAL	108	Meditation
HEAL	180	Introduction to Public Health
HEAL	200	<i>First Aid and Safety (or Kinesiology)</i>
HEAL	201	<i>CPR and AED (or Kinesiology)</i>
HEAL	205	Integrative Health and Wellness
HEAL	222	<i>Stress Management (or Kinesiology)</i>
HEAL	292	<i>Internship Studies</i>
HEAL	299	<i>Occupational Cooperative Work Experience</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
HEALTH CARE ANCILLARIES (Find under NAAHDEPT)		
KINESIOLOGY		
<p>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.</p>		
HEAL	200	<i>First Aid and Safety (or Health)</i>
HEAL	201	<i>CPR and AED (or Health)</i>
HEAL	222	<i>Stress Management (or Kinesiology)</i>
KINE	100	Beginning Weight Training
KINE	101	Intermediate Weight Training
KINE	102	Advanced Weight Training
KINE	110	Walking for Fitness

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Subject	Course Number	Course Title
KINE	112	Beginning Cardio Training
KINE	113	Intermediate Cardio Training
KINE	114	Advanced Cardio Training
KINE	145	Yoga Teacher Training Foundation
KINE	147	Yoga Teacher Training Development
KINE	149	Yoga Teacher Training Integration
KINE	150	Beginning Yoga
KINE	154	Intermediate Yoga
KINE	155	Advanced Yoga
KINE	156	Beginning Flexibility Training
KINE	157	Intermediate Flexibility Training
KINE	158	Advanced Flexibility Training
KINE	159	Yoga Teacher Training Implementation
<i>KINE</i>	<i>161</i>	<i>Beginning Martial Arts(or Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>162</i>	<i>Intermediate Martial Arts (or Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>163</i>	<i>Advanced Martial Arts(or Martial Arts/Self Defense)</i>
KINE	190	Introduction to Kinesiology
KINE	200	Physical Education in the Elementary School
KINE	203	Techniques in Athletic Training
KINE	204	Techniques and Analysis of Fitness and Weight Training
KINE	210	Exercise Programs for Special Populations
<i>KINE</i>	<i>292</i>	<i>Internship Studies(or Martial Arts/Self Defense)</i>
<i>KINE</i>	<i>299</i>	<i>Occupational Cooperative Work Experience (or Martial Arts/Self Defense)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
MARTIAL ARTS/SELF-DEFENSE		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience 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.</p>		
<i>KINE</i>	<i>161</i>	<i>Beginning Martial Arts (or Kinesiology)</i>
<i>KINE</i>	<i>162</i>	<i>Intermediate Martial Arts (or Kinesiology)</i>
<i>KINE</i>	<i>163</i>	<i>Advanced Martial Arts (or Kinesiology)</i>
<i>KINE</i>	<i>292</i>	<i>Internship Studies (or Kinesiology)</i>
<i>KINE</i>	<i>299</i>	<i>Occupational Cooperative Work Experience (or Kinesiology)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
NUTRITIONAL SCIENCE/DIETETICS		
<p>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.</p>		
NUTR	100	Nutrition Today
NUTR	105	Human Performance and Sports Nutrition
NUTR	108	Cultural Aspects of Foods and Nutrition
NUTR	120	Principles of Food Science with Lab
NUTR	125	Nutrition and Aging
NUTR	292	Internship Studies

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Subject	Course Number	Course Title
NUTR	299	Occupational Cooperative Work Experience
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

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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	280	Creative Writing
ENGL	292	Internship Studies
ENGL	C1000	Academic Reading and Writing
ENGL	C1001	Critical Thinking and Writing
ENGL	C1001H	Critical Thinking and Writing (Honors)
ENGL	C1002	Introduction to Literature
ENGL	C1003	Critical Thinking and Writing through Literature
ENGL	C1003	Critical Thinking and Writing through Literature - Honors
LING	110	English Language Structure and Function
LIT	100	Introduction to Chicano Chicana Literature
LIT	122	Introduction to African American Literature
LIT	250	American Literature: First Contact Through the Civil War
LIT	251	American Literature: Mid-1800s to the Present
LIT	260	English Literature Through the 18th Century
LIT	261	English Literature: Romantic to Contemporary
LIT	265	Shakespeare Studies
LIT	270	World Literature to 1600
LIT	271	World Literature Since 1600
LIT	292	Internship Studies
NCENG	30	Sentence Crafting
NCENG	52	College Composition Skills and Support
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
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	202	Humanities of the Western World: The Renaissance to the Twentieth Century
HUMN	205	Women in Western Art and Literature
HUMN	292	Internship Studies
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
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
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
LIBRARY SCIENCE		
Master's in library science, or library and information science, OR the equivalent.		
LIBR	101	College Research Skills
LIBR	201	Media & Information Literacy
LIBR	201H	Media & Information Literacy (Honors)
LIBR	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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	102A	Mathematics for Life
MATH	110	Principles of Data Science
MATH	112	Algebraic Concepts for Problem Solving
MATH	115	Calculus with Applications
MATH	126	Pre-Calculus I: College Algebra
MATH	126S	Precalculus I: College Algebra with Integrated Support
MATH	131	Pre-Calculus II: Trigonometry and Analytic Geometry
MATH	131L	Trigonometry and Analytic Geometry Laboratory
MATH	135	Precalculus Mathematics
MATH	150L	Calculus and Analytic Geometry I Laboratory
MATH	155L	Calculus and Analytic Geometry II Laboratory
MATH	210	Mathematical Concepts and Structures for Teachers I: Number Systems and Number Sense
MATH	212	Mathematical Concepts and Structures for Teachers II: Algebra, Geometry, and Reasoning
MATH	226	Discrete Mathematics
MATH	260	Calculus and Analytic Geometry III
MATH	265	Differential Equations
MATH	270	Linear Algebra
MATH	292	Internship Studies
MATH	C2210	Calculus I: Early Transcendentals
MATH	C2210E	Calculus I: Early Transcendentals - Integrated Support
MATH	C2210H	Calculus I: Early Transcendentals - Honors
MATH	C2220	Calculus II: Early Transcendentals
STAT	C1000	Introduction to Statistics
STAT	C1000E	Introduction to Statistics (Embedded Support)
STAT	C1000H	Introduction to Statistics (Honors)
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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

MULTIMEDIA

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

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

MAT	120	<i>Media Design 1: Production (or Media Production)</i>
MAT	125	Web Design 1: Fundamentals
MAT	140	<i>3D Modeling and Animation: Maya (or Media Production)</i>
MAT	145	<i>UI/UX Design (or Graphic Arts)</i>
MAT	150	Animation and Interactivity
MAT	160	<i>Video 1: Production (or Broadcast Technology or Media Production)</i>
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	<i>Video 2: Motion Graphics and Post-Production (or Broadcasting Technology or Media Production)</i>
MAT	210	<i>Advanced Digital Imaging & Illustration (or Graphic Arts)</i>
MAT	225	Web Design 3: Custom Sites and Professional Practices
MAT	270	<i>Advanced Design Studio (or Broadcast Technology or Graphic Arts or Media Production)</i>
MAT	290	<i>Portfolio Development (or Broadcast Technology or Graphic Arts or Media Production)</i>
MAT	292	<i>Internship Studies (or Broadcast Technology or Graphic Arts or Media Production)</i>

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<i>MAT</i>	299	<i>Occupational Coop Work Experience (or Broadcast Technology or Graphic Arts or Media Production)</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>
PRINTING TECHNOLOGY		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience that would be appropriate in 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.</p>		
<i>MAT</i>	180	<i>Digital Publishing: Adobe InDesign (or Graphic Arts)</i>
<i>MAT</i>	230	<i>Advanced Publishing: Output for Print</i>
<i>MAT</i>	292	<i>Internship Studies</i>
<i>MAT</i>	299	<i>Occupational Cooperative Work Experience</i>
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

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

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Subject	Course Number	Course Title
MUS	210L	Musicianship III
MUS	112	American Popular Music
MUS	113	The Music of Multicultural America
MUS	114	History of Rock and Roll
MUS	115	Introduction to Western Music
MUS	116	A Survey of World Music
MUS	119	Jazz History
MUS	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	Studio Jazz Ensemble I
MUS	152B	Studio Jazz Ensemble II
MUS	155A	Popular Music Ensemble I
MUS	155B	Popular Music Ensemble 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	211	Theory Music Theory IV
MUS	211L	Musicianship IV
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	Studio Jazz Ensemble III
MUS	252B	Studio Jazz Ensemble IV
MUS	253	Jazz/Commercial Improvisation
MUS	255A	Popular Music Ensemble III
MUS	255B	Popular Music Ensemble IV
MUS	266A	Vocal Jazz Ensemble III
MUS	266B	Vocal Jazz Ensemble IV
MUS	270A	Symphony Orchestra III
MUS	270B	Symphony Orchestra IV

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Subject	Course Number	Course Title
MUS	292	Internship Studies
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

Subject	Course Number	Course Title
HEALTH CARE ANCILLARIES		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Work experience in the discipline Health Care Ancillaries includes direct work experience with patients in the home, clinical, or fitness/rehabilitation settings. In the case of acute/or chronic patient care, the individual should have direct work experience in the academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of client procedures such as performance of basic hygiene, providing nutrition, and assisting with mobility and self care. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, or pediatrics or children or young adults across the lifespan.</p>		
<p>Experience may include teaching certified nurse assistant nursing or licensed nursing at a community college or four-year degree university. In the massage therapy (fitness/rehabilitation) subarea of this discipline, the individual should have direct work experience with patients (clients) in a spa, fitness facility, physical therapy clinic, hospital or in affiliation with a university/college/ professional athletic team, chiropractic office, or through self-employment.</p>		
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	64	<i>Home Health Aide (or LVN)</i>
NURS	100	<i>Basic Pharmacology - Dosages and Calculations (or LVN)</i>
NURS	151	<i>Body Systems Survey for Health Professions (or LVN)</i>
NURS	153	Pathphysiology for Health Professions
NURS	155	<i>Basic Medical Terminology (or LVN)</i>
NURS	160	<i>Certified Nursing Assistant (or LVN or Nursing)</i>
NURS	292	<i>Internship Studies (or LVN or Nursing Science/Clinical)</i>
NURS	299	<i>Occupational Cooperative Work Experience (or LVN or Nursing Science/Clinical)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
HEALTH INFORMATION TECHNOLOGY (Medical record technology)		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work experience applicable to this discipline should show evidence of successful administrative work experience as a medical administrative professional in a private practice, clinic, hospital, or related medical facility. Specific work experience will include documented employment related to the specific discipline courses and include but not limited to knowledge and skills in office management, informatics, coding, billing, front office operations, HIPAA compliance, electronic records, customer service, patient education, medicolegal issues, and implementation of office policies and procedures. The individual should demonstrate expert knowledge of medical terminology and computer skills in word processing, spreadsheets, and computer programs used in physicians' offices. Membership in one of the medical administrative professional organizations such as AAPC, AHDI, AHIMA, is desired.</p>		
MAP	50	Introduction to Administrative Medical Assisting
MAP	52	<i>Medical Keyboarding and Document Production (or Office Technologies)</i>
MAP	56	Introduction to Patient Advocacy
MAP	60	Introduction to Electronic Health Record

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Subject	Course Number	Course Title
MAP	62	Medical Coding
MAP	64	Medical Insurance and Billing
MAP	292	Internship Studies
MAP	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
LICENSED VOCATIONAL NURSING		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work Experience appropriate to the discipline of Licensed Vocational Nursing is direct work experience in academic- or industry- classroom, or hospital or skilled nursing facility settings that are actively engaged in the skills, knowledge and technology required for managing patient care. Individuals should have knowledge of the basic and or complex nursing care necessary to care for a variety of clients in acute care, chronic care, home care, operating rooms, intensive care, and clinic settings. Individuals should have direct experience in the use of medical equipment and supplies and knowledge of procedures such as catheter insertion and maintenance, complex medication administration, intravenous therapy and patient monitoring. Individuals should have experience working with physicians and staff, and ability to act as liaison to various facilities. The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, pediatrics or children or young adults across the lifespan. Experience may include teaching nursing at a community college or four year degree university.</p>		
NURS	64	<i>Home Health Aide (or Health Care Ancillaries)</i>
NURS	100	<i>Basic Pharmacology - Dosages and Calculations (or Health Care Ancillaries)</i>
NURS	151	<i>Body Systems Survey for Health Professions (or Health Care Ancillaries)</i>
NURS	155	<i>Basic Medical Terminology (or Health Care Ancillaries)</i>
NURS	160	<i>Certified Nursing Assistant (or Health Care Ancillaries or Nursing)</i>
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	<i>Internship Studies (or Health Care Ancillaries or Nursing Science/Clinical)</i>
NURS	299	<i>Occupational Cooperative Work Experience (or Health Care Ancillaries or Nursing Science/Clinical)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
NURSING		
<p>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.</p>		
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	160	<i>Certified Nursing Assistant (or Health Care Ancillaries or Licensed Vocational Nursing)</i>
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
NURS	288	Nurse Externship
NURS	290	Critical Care

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Subject	Course Number	Course Title
NURS	201	Pharmacology Essentials for Nursing Practice
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
NURSING SCIENCE/CLINICAL PRACTICE		
<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Work Experience appropriate to the discipline 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.</p> <p>The individual should have specific work experience applying skills and or knowledge related to one or more of the following: working with adults and geriatric clients, pediatrics or children or young adults across the lifespan. Experience may include teaching nursing at a community college or four year degree university.</p>		
NURS	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	292	<i>Internship Studies (or Health Care Ancillaries or LVN)</i>
NURS	299	<i>Occupational Cooperative Work Experience (or Health Care Ancillaries or LVN)</i>
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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 Argumentative Writing
PHIL	101	Introduction to Philosophy: Knowledge and Reality
PHIL	101H	Introduction to Philosophy: Knowledge and Reality (Honors)
PHIL	102	Ethical Problems
PHIL	110	Introduction to Logic
PHIL	221	Philosophy of Religion
PHIL	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

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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.		
<i>EART</i>	<i>106</i>	<i>Earth and Space Science (or Geography)</i>
GEOL	101	Physical Geology
GEOL	101L	Physical Geology Laboratory
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
<i>PHSN</i>	<i>106</i>	<i>Introduction to Physical Science: Physics & Chemistry (or Physics/Astronomy or Chemistry)</i>
<i>PHSN</i>	<i>106L</i>	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (or Chemistry or Physics/Astronomy)</i>
<i>PHSN</i>	<i>292</i>	<i>Internship Studies (or Physics/Astronomy or Chemistry)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
Subject	Course Number	Course Title
ENGINEERING		
Master's in any field in engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry or geology OR the equivalent. <i>(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline.)</i>		
<i>EE</i>	<i>100</i>	<i>Introduction to Electrical Engineering (or Physics/Astronomy)</i>
<i>EE</i>	<i>110</i>	<i>Electrical Engineering Clinic I (or Physics/Astronomy)</i>
<i>EE</i>	<i>210</i>	<i>Electrical Engineering Clinic II (or Physics/Astronomy)</i>
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.		
<i>EART</i>	<i>106</i>	<i>Earth and Space Science (or Earth Sciences)</i>
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
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
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
<i>EE</i>	<i>100</i>	<i>Introduction to Electrical Engineering (or Engineering)</i>
<i>EE</i>	<i>110</i>	<i>Electrical Engineering Clinic I (or Engineering)</i>
<i>EE</i>	<i>210</i>	<i>Electrical Engineering Clinic II (or Engineering)</i>

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Subject	Course Number	Course Title
ENGR	130	Statics
ENGR	230	Dynamics
<i>PHSN</i>	<i>106</i>	<i>Introduction to Physical Science: Physics and Chemistry (or Chemistry or Earth Sciences)</i>
<i>PHSN</i>	<i>106L</i>	<i>Introduction to Physical Science: Physics and Chemistry (Lab) (or Chemistry or Earth Sciences)</i>
<i>PHSN</i>	<i>292</i>	<i>Internship Studies (or Chemistry or Earth Sciences)</i>
PHYS	111	Introductory Physics I
PHYS	112	Introductory Physics II
PHYS	151	Principles of Physics I
PHYS	152	Principles of Physics II
PHYS	253	Principles of Physics III
<i>PHYS</i>	<i>280</i>	<i>Introduction to Electronics (or Engineering Technology)</i>
PHYS	292	Internship Studies
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

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Subject	Course Number	Course Title
GERONTOLOGY		
Master's in gerontology OR the equivalent OR see interdisciplinary studies.		
<i>GERO</i>	<i>101</i>	<i>Introduction to Aging (or Psychology)</i>
<i>GERO</i>	<i>130</i>	<i>Caregiving: Techniques for Working with the Frail Elderly (or Psychology)</i>
<i>GERO</i>	<i>250</i>	<i>Intergenerational Issues (or Psychology)</i>
<i>GERO</i>	<i>292</i>	<i>Internship Studies (or Psychology)</i>
<i>PSYC</i>	<i>170</i>	<i>Psychology of Aging: Adult Development and Aging (or Psychology)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>
PSYCHOLOGY		
Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.		
<i>GERO</i>	<i>101</i>	<i>Introduction to Aging (or Gerontology)</i>
<i>GERO</i>	<i>130</i>	<i>Caregiving: Techniques for Working with the Frail Elderly (or Gerontology)</i>
<i>GERO</i>	<i>250</i>	<i>Intergenerational Issues (or Gerontology)</i>
<i>GERO</i>	<i>292</i>	<i>Internship Studies (or Gerontology)</i>
<i>PSYC</i>	<i>100</i>	<i>Psychology of Personal Growth</i>
<i>PSYC</i>	<i>C1000</i>	<i>Introduction to Psychology</i>
<i>PSYC</i>	<i>C1000H</i>	<i>Introduction to Psychology (Honors)</i>
<i>PSYC</i>	<i>103</i>	<i>Social Psychology (or Sociology)</i>
<i>PSYC</i>	<i>104</i>	<i>Statistics for Behavioral Science</i>
<i>PSYC</i>	<i>104H</i>	<i>Statistics for Behavioral Science (Honors)</i>
<i>PSYC</i>	<i>114</i>	<i>Abnormal Psychology</i>
<i>PSYC</i>	<i>115</i>	<i>Human Sexuality</i>
<i>PSYC</i>	<i>121</i>	<i>Human Development</i>
<i>PSYC</i>	<i>125</i>	<i>Psychology of Women</i>
<i>PSYC</i>	<i>145</i>	<i>Psychology /Sociology of the Family (or Sociology)</i>
<i>PSYC</i>	<i>170</i>	<i>Psychology of Aging: Adult Development and Aging (or Gerontology)</i>
<i>PSYC</i>	<i>205</i>	<i>Research Methods in Psychology</i>
<i>PSYC</i>	<i>211</i>	<i>Learning and Behavior Modification</i>
<i>PSYC</i>	<i>260</i>	<i>Physiological Psychology</i>
<i>PSYC</i>	<i>292</i>	<i>Internship Studies</i>
<i>PSYC</i>	<i>299</i>	<i>Occupational Cooperative Work Experience</i>
<i>SOCI</i>	<i>103</i>	<i>Social Psychology (or Sociology)</i>
<i>SOCI</i>	<i>145</i>	<i>Psychology/Sociology of the Family (or Sociology)</i>
<i>WKEX</i>	<i>233</i>	<i>General Cooperative Work Experience (All disciplines)</i>

SPECIAL EDUCATION		
<p>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.</p>		
LRNS	42	Strategies Designed for Students with Learning Disabilities: Mathematics
WKEX	233	General Cooperative Work Experience (All disciplines)

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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	107	Gender, Sex, and Sexuality
ANTH	120	Global Health
ANTH	135	Magic, Witchcraft, and Religion
ANTH	102	Cultural Anthropology
ANTH	103	Introduction to Archaeology
ANTH	105	Evolution of Human Behavior
ANTH	190	Primate Behavior and Ecology
ANTH	292	Internship Studies
ANTH	C1001	Introduction to Biological Anthropology
ANTH	C1001H	Introduction to Biological Anthropology - Honors
ANTH	C1001L	Biological Anthropology Lab
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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	292	Internship Studies
ECON	C2001	Principles of Microeconomics
ECON	C2002	Principles of Macroeconomics
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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.		
POLS	101	Introduction to Political Science
POLS	103	Comparative Government
POLS	150	Introduction to International Relations
POLS	292	Internship Studies
POLS	101H	Introduction to Political Science (Honors)
POLS	C1000	American Government and Politics
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

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.		
<i>ETHN</i>	207	<i>Race and Ethnic Relations (or Ethnic Studies)</i>
<i>PSYC</i>	103	<i>Social Psychology (or Psychology)</i>
<i>PSYC</i>	145	<i>Psychology /Sociology of the Family (or Psychology)</i>
SOC	C1000	Introduction to Sociology
SOC	C1000H	Introduction to Sociology - Honors
SOC	102	Contemporary Social Problems
SOC	103	<i>Social Psychology (or Psychology)</i>
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	<i>Psychology/Sociology of the Family (or Psychology)</i>
SOC	205	Introduction to Research Methods in Sociology
SOC	207	<i>Race and Ethnic Relations (or Ethnic Studies)</i>
SOC	250	Introduction to Pacific Studies
SOC	292	Internship Studies
SOC	299	Occupational Cooperative Work Experience
SWHS	110	Introduction to Social Work and Human Services
SWHS	120A	Social Work and Human Services Seminar
SWHS	120B	Social Work and Human Services Fieldwork
<i>WKEX</i>	233	<i>General Cooperative Work Experience (All disciplines)</i>

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

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	299	Occupational Cooperative Work Experience
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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	112	Film History II: 1948-Present
FILM	211	Identity and Film: Race, Class, Gender and Sexuality
FILM	212	Women and Gender in Film
FILM	292	Internship Studies
WKEX	233	<i>General Cooperative Work Experience (All disciplines)</i>
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.		

2026-2027 Disciplines List

Approved by CPC on March 26, 2026

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)

2026-2027 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
	HSIFA	12	Introduction to Fine Arts 2 - Art and Music
	HSIFA	13	<i>Beginning Film and Digital Media Production (or Basic Skills, Reading/Writing)</i>
	HSIFA	14	Introduction to Fine Arts 3 - The History of Film
	HSSCI	11	Physical Science 1 - Chemistry
	HSSCI	12	Physical Science 2 - Physics
	HSSCI	21	Life Science 1A - Cell Biology
	HSSCI	22	Life Science 2 - Human Anatomy and Physiology
	HSSCI	23	Life Science 1B - Animal Biology
	HSSCI	41	Life Science - Environmental Sciences
	HSSCI	51	Physical Science - Introduction to Biotechnology
	HSUSH	11	United State History 1
	HSUSH	12	United State History 2
	HSWHG	11	World History and Geography I
	HSWHG	12	World History and Geography II
	NCABE	11	Mentorship for Student Success
	NCABE	92	High School Equivalency Preparation
	NCHORT	5	<i>Garden Planting and Maintenance (or Agriculture Production or Ornamental Horticulture or Short-Term Vocational Education)</i>
	NCWFP	30	<i>Money Smart (Basic Skills, Mathematics)</i>
	NCWFP	40	Teacher's Aide Training - The Basics
	NCWFP	41	Teacher's Aide Training - Educational Technologies
	NCWFP	42	Teacher's Aide Training - Special Education
Basic Skills, Mathematics			
A bachelor's in mathematics.	HSMTH	11	Number Sense & Arithmetic
	HSMTH	12	Data & Probability
	HSMTH	13	Geometry & Measurement
	HSMTH	20	Algebra 1A
	HSMTH	21	Algebra 1B
	NCMTH	11	Number Sense & Arithmetic
	NCMTH	12	Data & Probability
	NCMTH	13	Geometry & Measurement
	NCMTH	20	Algebra 1A
	NCMTH	21	Algebra 1B
	NCWFP	30	<i>Money Smart (Basic Skills, Interdisciplinary)</i>

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				
<p>A bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.</p>	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	<i>Beginning Film and Digital Media Production (or Basic Skills, Interdisciplinary)</i>	
	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)	
	NCENG	30	Sentence Crafting	
Older Adults: Noncredit				
<p>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.</p>	NCART	11	Intermediate Techniques in Painting	
	NCART	12	Advanced Techniques in Painting	
	NCART	13	Acrylic Painting	
	NCART	15	Portrait and Figure Drawing and Painting	
	NCART	17	Painting and Drawing	
	NCART	20	Basic Drawing and Sketching	
	<p>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.</p>	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		70	Body Conditioning Over Easy	
NCHAS		71	Body Conditioning for Older Adults	
NCHAS		85	Chair Yoga for Older Adults	
NCHAS		86	Beginning Tai Chi for Lifelong Learners	
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 associate degree in any of those subjects, and four years of professional experience related to the subject of	NCHLT	11	Spinal Fitness for Lifelong Learners
	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 languages. (2) A bachelor's degree in education, English, linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.	NCESL	10	English as a Second Language, Level 1
	NCESL	15	Multilevel Beginning English as a Second Language
	NCESL	20	Noncredit ESL Conversation Skills for Beginning Students
	NCESL	21	English as a Second Language, Level 2
	NCESL	22	English as a Second Language, Level 3
	NCESL	23	Reading and Writing for Beginning Level Students
	NCESL	25	Multilevel Beginning-Intermediate English as a Second Language
	NCESL	30	Noncredit ESL Conversation Skills for Intermediate Students
	NCESL	31	English as a Second Language, Level 4
	NCESL	32	English as a Second Language, Level 5
	NCESL	33	Reading and Writing for Intermediate Level Students
	NCESL	35	Multilevel Intermediate-Advanced English as a Second Language
	NCESL	40	English as a Second Language, Level 6
	NCESL	45	English as a Second Language, Level 7
	NCESL	62	Workplace ESL
	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: (1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught. (2) An associate degree; and six years of occupational experience related to the subject of the course taught. (3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter. (4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.	HSWFP	11	Applied Computer Skills
	NCAHM	50	Introduction to Affordable Housing
	NCAHM	51	Emerging Leaders in Affordable Housing Management
	NCBOT	20	Specialized Documents for Business
	NCBOT	30	Office Skills and Procedures
	NCHORT	5	Garden Planting and Maintenance (or Agriculture Production or Basic Skills, Interdisciplinary
	NCVOC	31	Beginning Microsoft Word
	NCVOC	32	Intermediate Microsoft Word
	NCVOC	33	Basic Google Apps
	NCVOC	34	Intermediate Google Apps
	NCVOC	37	Microsoft PowerPoint
	NCVOC	38	Computer Basics/Keyboarding
	NCVOC	39	Beginning Microsoft Excel
	NCVOC	40	Intermediate Microsoft Excel
	NCVOC	50	Basic Auto Maintenance
	NCWFP	11	Applied Computer Skills
	NCWFP	21	Employability Skills (or Specialized Instruction (DSPS): Noncredit)
	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
	NCWKEX	10	General Work Experience Education - Noncredit

Discipline from State List (other areas included in the discipline) and Minimum Quals for this Discipline	Subject	Course Number	Course Title
Specialized Instruction (DSPS): Noncredit			
A bachelor's degree with any of the following majors: Education of students with specific or multiple disabilities; special education; psychology; physical education with an 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 OR An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.	NCSPC	30	Communication and Healthy Relationships
	NCSPC	31	Healthy Habits and Practices
	NCSPC	32	Arts for Wellness
	NCSPC	25	Effective Life Skills
	NCSPC	28	Basic Computer Skills 2 for Learners with Intellectual and Developmental Disabilities
	NCWFP	21	<i>Employability Skills (or Short-Term Vocational Education)</i>



Office of the Superintendent/President
Sunita V. Cooke

DATE: April 6, 2026

TO: curry mitchell
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Fulltime and Associate Faculty - Corrected

The following full-time faculty members have retired from teaching at MiraCosta College, and their retirement has been accepted by the board of trustees. Please consider the qualifications of these retirees 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
Arnoldo Williams	Instructor, Auto Technology	8/15/05	8/03/25	19.90
Mike Deschamps	Instructor, Accounting	8/15/08	8/06/25	16.90
Patricia Hanada-Rogers	Instructor, Dance	8/18/97	6/04/25	27.80
Christy Coobatis	Instructor, Music	8/16/99	5/24/25	25.70
Edward Pohlert	Counselor	7/1/2003	6/04/2025	21.9

No associate faculty members have retired from teaching at MiraCosta College that meet the minimum criteria for emeritus status since last year.

Associate Faculty Retiree	Hire Date	Retirement Date	Terms of Service
None			

The MiraCosta Community College District’s associate degree and general education programs are consistent with the college’s mission, vision, and core values.

The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop certain capabilities and insights to support their academic and career goals. Among these capabilities and insights are skills and competencies that comprise a general education curriculum. In addition, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit.

The MiraCosta College general education program introduces students to the variety of means through which people comprehend the modern world by providing opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. It ensures students who receive their degrees have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.

All courses designated for general education (GE) at MiraCosta College must fulfill the following universal criteria:

- Level: Each GE course is baccalaureate-level and may be introductory or integrative. Integrative courses draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.
- Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.

- Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
- Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

In modifying its general education program, the MiraCosta Community College District will continue to seek coherence and integration among the separate requirements and to establish a general education program that actively involves students in examining values inherent in proposed solutions to major social problems.

The superintendent/president shall establish procedures to ~~assure~~ ensure that courses used to meet general education and associate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that comprise a general education curriculum. These competencies include the ability

- to think critically and communicate clearly and effectively both orally and in writing,
- to locate, evaluate, and use needed information effectively,
- to engage with diverse perspectives,
- to use quantitative reasoning,
- to understand the modes of inquiry of the major disciplines,
- to be aware of other cultures and times,
- to achieve insights gained through experience in thinking about ethical problems, and
- to develop the capacity for self-understanding.

In addition to these competencies, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units. (See Administrative Procedure 4100: Graduation Requirements for [Associate](#) Degrees and Certificates.)

The MiraCosta College General Education (MCGE) pattern for the associate in arts and associate in science degree includes the completion of three semester units each in Areas 1A and 1B, and three semester units each in Areas 2 through 6 for a total minimum of 21 semester units. Courses listed in two different areas (1–6) may be used to satisfy a requirement in one area but not both. A course listed in any area (1–6) may satisfy both a general education and a major or area of emphasis requirement.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the associate degree and philosophy of general education. The CPC ensures all general education courses at MiraCosta College fulfill the universal criteria set forth in Board Policy 4025 as well as the discipline-specific criteria outlined below. The general education course approval process is detailed in the Courses and Programs Committee Handbook.

MiraCosta Community College District

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Effective Date:	2/9/10, 6/15/10, 4/19/11, 4/16/12, 8/13/13, 9/1/15, 6/17/21, 4/04/24, 3/05/26
Periodic Review:	5/18/23
Reference Update:	11/14
	Title 5, §§55060, 55061, and 55090 et seq.
	ACCJC Standard 2.1, 2.3
	34 Code of Federal Regulations Part 602
CCLC Update:	#14, 2/08; #25, 11/14; #47, 10/25
Steering:	CPC / AS

Specific courses within the MCGE pattern fulfill the following criteria as related to their area of specialty:

1. Area 1—English Composition, Oral Communication, and Critical Thinking (minimum 6 units), including the following:
 - Area 1A—English Composition (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and include both expository and argumentative writing. This course must be completed with a grade of C or better, and should not be taken P/NP.
 - Area 1B—Oral Communication and Critical Thinking (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses. Courses on this list that are being taken to fulfill the GE requirement should not be taken P/NP.
2. Area 2—Mathematical Concepts and Quantitative Reasoning (minimum 3 units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines. Courses on this list that are being taken to fulfill the GE requirement should not be taken P/NP.
3. Area 3—Arts and Humanities (minimum 3 units). Courses in the humanities study the cultural activities and artistic expressions of human beings. These courses develop students'
 - awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation;
 - aesthetic understandings; and,
 - ability to make value judgments.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Area 4—Social and Behavioral Sciences (minimum 3 units). These courses focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They also stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Area 5—Natural Sciences (minimum 3 units). These courses examine the physical universe, its life forms, and its natural phenomena. They help students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Area 6—Ethnic Studies (minimum 3 units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within ethnic studies:

- Black Studies, African American Studies, Africana Studies
- Native American Studies
- Chicano/a/x Studies, Latino/a/x Studies, La Raza Studies
- Asian American Studies

Students may satisfy the requirements for any MCGE area (1-6) through submission of an official transcript that demonstrates the completion of one of the following:

- A course at another California community college approved for the same general education area.
- A course at an institution accredited by an agency recognized by the U.S. Secretary of Education in a comparable general education area.
- A comparable course at an institution accredited by an agency recognized by the U.S. Secretary of Education.

As an alternative to completing the MCGE pattern, students may satisfy ~~a~~ the general education requirement for an associate degree at MiraCosta College through completion of the California General Education Transfer Curriculum (Cal-GETC) pattern or a bachelor's or an associate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education. (See Administrative Procedure 4100: Graduation Requirements for Associate Degrees and Certificates.)

Students who have completed courses at MiraCosta College prior to the implementation of the MCGE pattern in fall 2011 may use that coursework to meet the MCGE subject area requirements if the course is approved for MCGE in the catalog year under which they are petitioning for the degree.

MiraCosta Community College District baccalaureate degree program is consistent with the college mission, vision, and core values.

The baccalaureate program provides a framework within which students complete patterns of learning experiences designed to develop progressively higher-level capabilities and insights to support their academic and career goals while addressing unmet local and regional workforce needs. Among these capabilities and insights are skills and competencies that comprise a general education curriculum.

- A. Lower-division general education courses introduce students to the variety of means through which people comprehend the modern world by providing opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. It ensures students who receive their degrees have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.
- B. Upper-division general education courses integrate biotechnology concepts within at least two disciplines outside the major. These courses are intended only for students enrolled in the baccalaureate program.

Students in the MiraCosta College baccalaureate program must complete 37-to-41 semester units of lower-division and 9 semester units of upper-division general education coursework in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree.

Students graduating with a baccalaureate degree shall also possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. This depth is provided through the completion of 24 lower-division and 34 upper-division semester units in the major in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree. Upper-division courses in the major require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

The superintendent/president shall establish procedures to assure-ensure that courses used to meet upper-division general education and baccalaureate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

MiraCosta Community College District
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Adoption History: 6/22/16, 7/18/24
 Periodic Review: 6/22/23
 References: Title 5, §§55009, 55060, and 55090 et seq.
 ACCJC Standard 2.1, 2.3
 CCLC Update: #47, 10/25-
 Steering: CPC / AS

Baccalaureate Degree

Students graduating with a baccalaureate degree from MiraCosta College shall possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. Additionally, the program addresses unmet local and regional workforce needs. This depth of field will be provided 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 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

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 this requirement by completing one of the following:

- A. The California General Education Transfer Curriculum (Cal-GETC) pattern.
- B. A bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.

MiraCosta Community College District

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Effective Date: 4/8/16, 10/4/18, 6/17/21, 5/16/24, 3/05/26

References: Title 5, §§55009, 55060 et seq, and 55090 et seq.
34 Code of Federal Regulations Part 602
ACCJC Standards 2.1, 2.3

CCLC Update: ~~#47, 10/25--~~

Steering: CPC / AS

Students enrolled in the baccalaureate program who have not completed a lower-division general education pathway must complete all remaining Cal-GETC subject area requirements.

Placement of courses on Cal-GETC is determined through an annual joint review conducted by the California State University (CSU) and University of California (UC).. Subject area course requirements and approval criteria are published on the Intersegmental Committee of the Academic Senates (ICAS) website.

Successful completion of the Cal-GETC general education patterns will be in accordance with the following Cal-GETC certification guidelines:

1. Each course must be completed with a “C” or better, or a “P”.
2. Courses listed in two different subject areas may be used to satisfy a requirement in only one of the areas.
3. All subject areas requirements must be completed.

Students may request Cal-GETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

Coursework from other institutions accredited by an agency recognized by the U.S. Secretary of Education will be approved to meet Cal-GETC requirements according to the following certification guidelines:

- A. A Cal-GETC-approved course in the same subject area at another California community college.
- B. A course comparable to an approved MiraCosta College course on Cal-GETC or a course on another California community college Cal-GETC pattern.
- C. A lower-division course that meets the Cal-GETC subject area criteria.
- D. An upper-division course that is determined comparable by faculty to a lower-division Cal-GETC-approved course.
- E. Prior completion of a lower-division general education pathway for a bachelor’s degree at any CSU or UC.

Courses listed in multiple subject areas may be used to satisfy a requirement in only one area. However, a single course may be used to complete both a general education requirement and a lower-division major requirement. One course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.

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. 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 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.

Definitions

- A. Enrollment:** Course enrollment occurs when a student receives an evaluative (A, B, C, D, F, P, NP) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Satisfactory grades (A, B, C, and P) are related to successful completion of a course, while substandard grades are less-than-satisfactory or failing (D, F, NP). Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a “W” symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075–Withdrawals). GA-grades of MW or EW will neither ~~not~~ be counted toward the permitted number of withdrawals nor counted as an enrollment attempt.
- B. Repetition:** Course repetition occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.
- C. Courses Related in Content (CRC):** Active participatory courses that share a similar primary educational objective in kinesiology, visual arts, and performing arts are grouped together. Students are allowed four enrollments within each group of courses related in content (CRC), but each course in the group may be taken only once unless its catalog description indicates it is repeatable. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances.

In specific cases in which the CSU/UC major preparation unit requirement can be attained only by enrolling more than four times in courses related in content, students are permitted the number of enrollments necessary to reach the unit requirement. When this exemption is invoked, the excess enrollments are not recorded for apportionment.

Allowable Repetition

MiraCosta College, in accordance with Title 5, allows repetition of credit courses, including work experience education and internship studies, to occur only under the following circumstances.

MiraCosta Community College District

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Effective Date:	5/5/09, 4/20/10, 4/24/12, 8/13/13, 8/12/14, 9/1/15, 6/21/18, 6/8/23, 4/04/24
Periodic Review:	4/21/22
References:	Title 5, §§55023, 55024, 55040 – 55043, 55045, 55253, 56029, 58161, <u>58416</u> <u>Education Code Section 76224</u>
CCLC Update:	#30, 4/17; #29, 10/16; #27, 10/15; #23, 10/13; #32, 4/18
Steering:	CPC / AS

A. Course Has Been Designated as Repeatable (per Title 5 sections 55000, 55040(b)(1), 55041). Credit courses are not allowed multiple enrollments unless they meet one of the following exceptions:

1. If a UC or CSU campus requires a specific unit amount for a major preparation course, the course can be repeated by any student to meet that unit requirement.
2. Intercollegiate athletics courses may be repeated up to three times. An intercollegiate athletics course is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course that supports the organized competitive sport.
3. Intercollegiate academic or vocational competition courses may be repeated up to three times. Such courses must be necessary for participation in nonathletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Participation in the event must be directly related to course content and objectives.

When a course is repeated under the repeatable course provision, the grade received each time shall be included for purposes of calculating the student's grade-point average.

B. Repetition to Meet a Legally Mandated Training Requirement (per Title 5 sections 55000, 55040(b)(8)). A legally mandated training course is a course that is required by statute or regulation as a condition of paid or volunteer employment. A student may repeat a course to meet a legally mandated training requirement for credit any number of times; however, the student must provide the Admissions and Records Office with certification or documentation of the mandated training each time.

When a course is repeated to meet a legally mandated training requirement, the grade received each time shall be included for purposes of calculating the student's grade-point average.

C. Repetition Due to a Significant Change in Industry or Licensure Standards (per Title 5 section 55040(b)(9)). A student may petition the Committee on Exceptions to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

When a course is repeated due to a significant change in industry or licensure standards, the grade received each time shall be included for purposes of calculating the student's grade-point average.

D. Repetition to Alleviate Substandard Coursework (per Title 5 sections 55040(b)(2), 55042). A student may repeat a nonrepeatable course in which they earned a substandard grade (~~less than C and including NP~~) at MiraCosta College or at any other accredited college or university.

1. ~~If the student receives a satisfactory grade after repeating the course once, they may not repeat the course a second time under the repetition to alleviate substandard coursework provision. If the student repeats a course once and earns a satisfactory grade, no additional repetition is permitted under this provision.~~
2. If the student repeats the course and receives another substandard grade or W, they may ~~repeat~~ enroll the course one additional final time.
3. If a student earns upon the second repetition the student receives another substandard grade or W after the second repetition, no further repetition is permitted. ~~they may not repeat the course a third time under the repetition to alleviate substandard coursework provision except by petition to the Committee on Exceptions.~~

The student must petition the Committee on Exceptions for consideration of any additional attempts.

Upon each repetition of a course to alleviate substandard coursework, the most recent evaluative grade earned will be computed in the student's cumulative grade-point average and annotated on the student's permanent academic record.

A student may alleviate up to two substandard grades for repetition of a repeatable course provided that no additional enrollments are permitted beyond the four-enrollment maximum established for repeatable courses.

In determining transfer of a student's credits, MiraCosta College will honor similar, prior course repetition actions by other accredited colleges and universities.

E. Repetition Due to Significant Lapse of Time (per ~~§~~ Title 5 sections 55040(b)(3), 55043). A student may petition to the Committee on Exceptions to repeat a course in which they earned a satisfactory grade if it has been at least 36 months since the student took the course and one of the following:

1. The district has established a recency prerequisite for a course or program.
2. An institution of higher education to which the student seeks to transfer has established a recency requirement that the student will not be able to satisfy without repeating the course. Pursuant to petition, the student may be allowed to repeat a course where less than 36 months have elapsed if the student documents the repetition is necessary for ~~his or her~~ their transfer to the institution of higher education.

When a student has exhausted the number of permitted repetitions in a repeatable course or enrollments within a ~~family of courses~~ CRC, they may repeat each course only once due to significant lapse of time.

The student must ~~submit a~~ petition ~~to~~ the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to significant lapse of time. Grades awarded for courses repeated under the

repetition due to significant lapse of time provision will replace the prior course not be counted in calculating a student's grade-point average.

- F. Repetition Due to Extenuating, Emergency, or Extraordinary Circumstances (per Title 5 sections 55040(b)(5), 55045).** A student may petition to the Committee on Exceptions to repeat a course based on a finding that the student's previous grade (whether substandard or passing) is, at least in part, the result of extenuating, emergency, or extraordinary circumstances. An emergency or extraordinary condition is an event that prevents the district from maintaining instruction for at least 175 days during a fiscal year (per Title 5 section 58146, subdivision (b)). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the student's control. The student must provide the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to extenuating, emergency, or extraordinary circumstances.

When course repetition is approved under this provision, the student's previous grade will be disregarded in computing the student's grade-point average.

- G. Repetition of Special Classes for Students with Disabilities (per Title 5, sections 55040(b)(7), 56029, 58161(c)(2)).** A student may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the following reasons:

1. The student's continuing success in other general and/or special classes is dependent on additional repetitions of a specific special class.
2. The student needs additional repetitions of a specific special class as preparation for enrollment into other regular or special classes.
3. The student has an educational contract plan that involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

The district policy may allow the previous grade and credit to be disregarded in computing the student's grade-point average each time the course is repeated. ~~In such a case, the student will be referred to Admissions and Records to file a petition with the Committee on Exceptions.~~

Enrollment in Work Experience Education and Internship Studies

Students may earn a maximum of 14 units during one enrollment period (semester or summer session) in work experience education and internship studies (per Title 5, section 55253). The district may record all enrollments in work experience education and internship studies for apportionment (per Title 5, section 58161(f)(4)).

Students may repeat courses in which substandard grades (less than “C” and including EW, MW, W, or NP) were earned. The Board has determined reasonable limitations on course repetition as described in AP 4225.

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Under special circumstances, students may repeat courses in which a “P” or a grade of C or better was earned. The special circumstances are defined in AP 4225 and in accordance with title 5 section 55040.

“Course enrollment” occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a “W” symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075 Withdrawals). A grade of EW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

“Course repetition” occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.

MiraCosta College, in accordance with Title 5 section 55040, allows repetition to occur only under the following circumstances:

- A. The course has been designated as repeatable.
- B. The student needs to repeat a course to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- C. The student needs to repeat a course in which they earned a less than-satisfactory or failing grade (D, F, NP/NC) in order to alleviate substandard academic work.
- D. The student needs to repeat a course due to a significant lapse of time.
- E. The student needs to repeat a course due to extenuating circumstances that justify the repetition, regardless of whether or not substandard academic work was previously recorded.
- F. A student with a disability needs to repeat a special class for students with disabilities.

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When course repetition occurs, the student’s permanent academic record will clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Nothing in this policy and associated administrative procedure conflicts with policies pertaining to the finality of grades assigned by instructors or the retention and destruction of student records.

MiraCosta Community College District

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Adoption History: 5/5/09, 4/20/10, 4/24/12, 8/16/18, 5/16/24
Periodic Review: 11/18/15, 5/19/22
References: Title 5, §§55023(a), 55040, [55041](#), [55042](#), [55044](#), [58161](#)
Reference Update: 2/9/17
Steering: CPC / AS
CCLC Update: #29, 10/16; #32, 4/18

Academic renewal **allows up to thirty (30) units** of substandard coursework to be **excluded from** a student's grade point average if it **is no longer reflective** of a student's demonstrated ability.

To be eligible for academic renewal, students must meet all of the following requirements:

- **Completed a minimum of 6 units after the coursework they wish to exclude.**
- **Earned a minimum of a cumulative GPA of a 2.0 (on a 4.0 scale) in those 6 or more units completed after the coursework they wish to exclude. Coursework from a regionally accredited institution may be used to meet the unit or 2.0 GPA requirement but is not required.**
- **At least one semester or session must have passed since completion of the coursework being petitioned for exclusion.**

Students may request academic renewal multiple times for a maximum of 30 units. Academic renewal may not be used to alleviate a course used to earn a degree or certificate, or to alleviate a passing grade of a "C" or better, or to alleviate the non-evaluative symbols "I, IP, W, EW".

Students must meet with a counselor **and secure the counselor's signature before** submitting their academic renewal petition **to an Academic Records Evaluator**. Students should also consult with the Financial Aid Office **or Veteran Services** to understand the potential impact of academic renewal on aid eligibility.

Academic renewal is final and cannot be reversed. Excluded units remain on the record and are annotated as academic renewal. **All coursework remains legible on the permanent academic record to ensure a true and complete academic history.** These procedures shall not conflict with the district's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

MiraCosta College Academic Senate HyFlex Recommendations, version 2

See also a [HyFlex Planning Guide](#) from 2022 with still-important questions

HyFlex (“Hybrid” + “Flexible”) instruction originated at San Francisco State University nearly 20 years ago. In its original form, HyFlex classes allowed for student choice of attendance across three modalities: in-person, synchronous online, or asynchronous online. When MiraCosta began piloting HyFlex classes in 2021, we limited HyFlex to two options for student attendance: in-person or synchronous online.

This document provides the Academic Senate’s recommendations on the next steps for supporting faculty and student success with HyFlex instruction at MiraCosta College.

The college should maintain the current definition of HyFlex as 2-in-1, synchronous online + in-person attendance as we continue our exploration of HyFlex instruction. The Academic Senate will consider other multi-modality course offering options in the future.

To strengthen HyFlex instruction, ensure equitable participation across all modalities, and maintain a safe learning environment, the Academic Senate strongly recommends:

- A consistent note in SURF be used for all HyFlex classes, regardless of department.
Recommendation: “HyFlex classes are ones in which students will have the choice to attend their class on Zoom or in person during scheduled class times. If attending in Zoom, students should keep their cameras on. The college provides a limited number of loaner laptops which include cameras.”
- The college provides options for students to have access to computers in HyFlex classrooms when needed for full participation in class activities. The college should consider options for providing headphones to students in classrooms.
- HyFlex classes are offered only in fully HyFlex-equipped classrooms and when scheduled as such in SURF.
- As HyFlex classrooms are being designed, faculty and departments are collaborators with ITS in decisions about hardware, software, and room configuration.
- Faculty who wish to have technological assistance and/or instructional support, such as an embedded tutor or Supplemental Instruction leader, when teaching a HyFlex class are able to work with their department and dean to find a solution to this in advance of scheduling them to teach a HyFlex class. Ideally, this is the default for faculty new to teaching HyFlex classes.
- Faculty have a clear process for receiving support and providing feedback about HyFlex technology through the Employee HelpDesk in order for them to use it effectively and for the classroom technology to be regularly improved.
- The college supports Program Review of HyFlex modality classes by including HyFlex as a distinct modality for selection on data dashboards.

Originally approved by the MiraCosta College Academic Senate April 7, 2023

Version 2 approved by the MiraCosta College Academic Senate x x, 2026

For departments which choose to offer a HyFlex course, the Academic Senate establishes the following parameters and guidelines:

- A HyFlex course section should be scheduled only when the department and faculty member agree that it is appropriate to offer the section in that modality, and that the faculty member is prepared to teach a HyFlex class.
- Departments should include reflection upon and continual improvement of HyFlex class offerings in ongoing informal and formal ways through data analysis, including Program Review. This should include consideration of the needs, benefits, and challenges associated with offering HyFlex classes.
- If a department decides to offer a HyFlex program/pathway, it should be confident that there are sufficient faculty prepared and interested in teaching the necessary courses as HyFlex.

For faculty who choose to teach a HyFlex course, the Academic Senate establishes the following parameters and guidelines:

- Given HyFlex classes are Distance Education classes, faculty teaching HyFlex classes must have completed the institutional DE certification training and must teach HyFlex classes in compliance with [AP 4105](#).
- Given the 2-in-1 definition of the current HyFlex program, students need to be present in-person or in the live Zoom session to be [considered as attending](#), in accordance with the [MiraCosta College Commitment to Equitable use of Cameras in Online Instruction and Assessment](#). Certain patterns of onsite or online attendance should not be privileged over the other and asynchronous “attendance” is not an option.
- A course section that is scheduled as HyFlex should remain available as HyFlex for the entire term of the course section, regardless of instructor or student preferences, honoring [AS resolution R.2-20, Distance Education and the Course Schedule](#).
- From faculty purview and for purposes of training/professional development, there should be support for multiple HyFlex instructional approaches and motivations for offering a HyFlex class.
- Instructors should share their approach to recording HyFlex classes via Zoom with students, in accordance with the [Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy](#).

The Academic Senate and its subcommittees will support HyFlex instruction in the following ways:

- The C3 Teaching and Learning Center, MOE/Online Education, and PDP/AS, in partnership with ITS, should ensure that HyFlex technology training and HyFlex course design/teaching workshops and resources are offered on a regular basis.

MiraCosta College commitment to equitable use of cameras in online instruction and assessment, v. 2

During the Covid-19 pandemic, MiraCosta College adopted a flexible cameras-on approach to synchronous online learning that centered respect for privacy, access, and equity when students had no choice but to continue their education in Zoom. Now, when students have multiple modality options for classes including in-person, asynchronous online, synchronous online, hybrid, and HyFlex classes, this commitment is being updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments.

- Under normal circumstances, for course sections scheduled as HyFlex, synchronous online, or hybrid sections which include synchronous online instruction, or asynchronous online sections which include flexibly scheduled synchronous assessments or meetings as described in the class schedule, cameras on throughout the class session should be considered the default expectation.
 - The class schedule notes in SURF and the syllabus must indicate that students are required to have a reliable camera and must expect to keep the camera on as the default when attending class sessions, assessments, or meetings. The class schedule should also include technology loan information.
 - Faculty have discretion to allow cameras off as they deem appropriate, for example, if there are technology concerns for the student.
 - Faculty may consider students who have cameras off without faculty permission or SAS accommodation as not participating and/or as not in attendance. This class policy must be explained on the syllabus.

- Should the college be forced into emergency remote instruction, cameras should be presumptively optional for course sections that switch to the synchronous online modality, and faculty must:
 - Consider alternatives to video such as audio and chat participation
 - Encourage the use of virtual and blurred video backgrounds
 - Allow student flexibility to turn off their cameras or mute audio as needed
 - Encourage the use of the text chat feature for participation and discussion

- Should emergency remote instruction extend beyond one semester, courses scheduled as synchronous online due to the circumstances may require cameras on to support course curriculum content and objectives, and/or to enhance academic integrity of assessments.
 - If a camera is required to support learning and/or assessment in a scheduled online class, students will be notified of the requirement in the Class Notes in SURF as well as on the course syllabus.
 - Faculty will require cameras only when necessary for learning and assessment. The camera requirement notification in the course syllabus should clearly identify

the essential need for live video during class time and consider student privacy concerns and technical barriers.

- When possible, faculty are encouraged to create a confidential opt-out opportunity that allows the student to request an alternative to video participation.
- Except in unusual circumstances, department chairs should not make all sections of a course require cameras-on to ensure students have a choice and students who can't adhere to the requirements still have course options.

Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy

Fall 2020

v11Dec20

Preamble

This document represents the collaborative work by a team of MiraCostans with expertise and responsibilities around online teaching and learning and student privacy. The goal of this document is to provide guidance on effective ways to host instructional lectures and learning activities, including office hours and study sessions, that do not create student privacy concerns.

Student Privacy

Issues around student privacy are most commonly in reference to the Family Educational Rights and Privacy Act (FERPA) but they are also inclusive of the California Constitution and other state and federal privacy and civil rights laws. FERPA, in the context of this guidance, protects student privacy by limiting the disclosure of personally identifiable information from education records. A brief definition of personally identifiable information is any data or information (including a name), which would allow a reasonable person to identify the student with reasonable certainty. You can [learn more about FERPA](#) from our own website.

Effective Practices for Synchronous Instructional Activities

The practices are grouped around the possible scenarios in delivering an instructional lecture or activity. In all cases, there must be a general awareness to not openly disclose personally identifiable information of a student (e.g. a grade or other confidences) to anyone other than that student whether it's recorded or not.

Two key distinguishing characteristics are whether the session is recorded and whether students within a single section or across multiple sections of a course will have access. **Single section attendance** is always limited to within the current instructional term. **Multi-section attendance** can be within and between instructional terms. In addition, whether the activity is **required** or **optional** also guides the decision-making.

Recorded



Not Recorded
















Single Section Attendance



Multi-Section Attendance



<p>Scenario #1</p>  <p>Recorded</p>  <p>Single Section</p>	<p>Conduct a required or optional synchronous lecture or learning activity and record it to share only with students enrolled in the same section.</p> <ul style="list-style-type: none"> • How to do this: <ul style="list-style-type: none"> a. Follow these general instructions for using Zoom in your Canvas course • Privacy concerns: <ul style="list-style-type: none"> a. Maintain the recording in an access-controlled environment such as your Canvas course shell. b. The recording should not be used beyond the current term. c. Remind students the recording should not be shared with anyone who is not enrolled in the class.
<p>Scenario #2</p>  <p>Recorded</p>  <p>Multi Section</p>	<p>Conduct a required or optional synchronous lecture or learning activity and record it to share with students enrolled across multiple sections of the same course.</p> <ul style="list-style-type: none"> • How to do this: <ul style="list-style-type: none"> a. You will need to follow specific steps in setting up Zoom to limit the identification of students. b. Ensure that the lesson is planned to not include student-identifying moments. Do not refer to students by their full name and, if a student happens to appear on camera, this can be edited out. c. Consider pausing the recording for rich discussions, Q&A, student presentations, or related. • Privacy concerns: <ul style="list-style-type: none"> a. Students have the protection to not have their enrollment disclosed to those not enrolled in their same section. b. Maintain the recording in an access-controlled environment such as your Canvas course shell. c. Free from student-identifying content, these videos can be used beyond the current term.
<p>Scenario #3</p>  <p>Not Recorded</p>  <p>Single Section</p>	<p>Conduct an optional synchronous lecture or learning activity without recording for students enrolled in the same section.</p> <ul style="list-style-type: none"> • How to do this: <ul style="list-style-type: none"> a. Follow these general instructions for using Zoom in your Canvas course • Privacy concerns: <ul style="list-style-type: none"> a. Since it is not required, students can choose to not participate.

<p>Scenario #4</p>  <p>Not Recorded</p>  <p>Multi Section</p>	<p>Conduct an optional synchronous lecture or learning activity without recording for students enrolled across multiple sections of the same course.</p> <ul style="list-style-type: none"> • How to do this: <ul style="list-style-type: none"> a. Students must be notified that the activity is open attendance and given the choice for anonymity (i.e. screen name and video). b. Follow these general instructions for using Zoom in your Canvas course c. Ensure students not able to attend are not disadvantaged. This could be recorded by following the guidance in (2). • Privacy concerns: <ul style="list-style-type: none"> a. Since it is not required, students can choose to not participate and those that do participate can do so anonymously.
<p>Scenario #5</p>  <p>Not Recorded</p>  <p>Single Section</p>	<p>Conduct a required synchronous lecture or learning activity without recording for students enrolled in the same section.</p> <ul style="list-style-type: none"> • We encourage you to record required instructional activities while the pandemic is active given the shifting landscape of student lives. Please see Scenario #1.
<p>Scenario #6</p>  <p>Not Recorded</p>  <p>Multi Section</p>	<p>Conduct a required synchronous lecture or learning activity without recording for students enrolled across multiple sections of the same course.</p> <ul style="list-style-type: none"> • This can only be done for stacked sections. • We encourage you to record required instructional activities while the pandemic is active given the shifting landscape of student lives. Please see Scenario #2.
	<p>Other ideas not captured here? Get in touch with your dean or area manager to come up with a plan to address your situation.</p>

Committee Evaluation Summary Form

Following dialogue regarding the committee evaluation, please briefly summarize member discussions and recommended improvements in the text boxes below to submit to College Council (this form should not be longer than one page in length).

Committee: Salary Advancement Committee

Date of Evaluation: March 13, 2026

Summary of Findings:

- ♦ **Committee Effectiveness:**
 - Very effective was the consensus of the committee members.
- ♦ **Committee Meetings:**
 - Remain at 1-2 meetings per semester; 1.5 - 2 hour meetings.
- ♦ **Committee Participation:**
 - Remain around 6 members with broad representation.
- ♦ **Sub-Committee Outcomes:**
 - Subcommittees are not needed; Recent work on revised applications, pdf forms for review, and FLEX presentations for new applications are working well.

Recommended Improvements:

None.

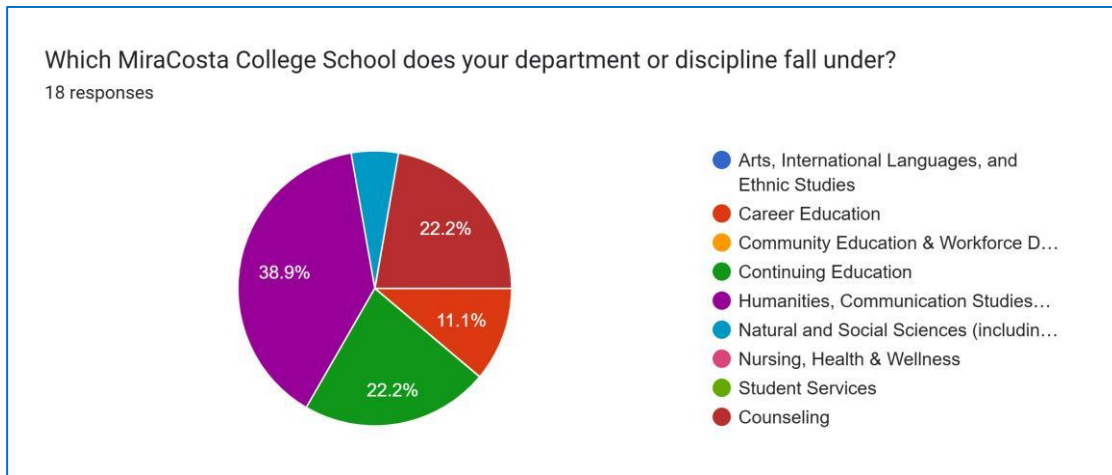
Recommended Changes to the Governance Handbook (if any):

Handbook updates were made and approved for SY 2025-26.

SAC Report to Academic Senate – April 10, 2026

SAC approved sixteen new applications for salary advancement and two amendments in 2025-2026. FLEX presentations were offered in both Fall and Spring, and attendance was robust. The move towards google forms for applications is going well and has provided us with some data to share:

- Applications were split evenly, with 50% from FT faculty and 50% from PT faculty.
- Most applications received were from faculty in Humanities, Communication Studies, followed by Counseling and Continuing Education (noncredit).



- 94% of applicants stated **improvement in the teaching field** as their primary educational objective, with a significantly smaller percentage indicating obtainment of a Masters/Doctoral degree or other credential as a primary or secondary objective.
- Most candidates selected June 2026 as their completion date – a one-year completion.
- Statements of purpose were thoughtful and well written.

