



## Professional Development Program

Regular Meeting - November 14, 2025

Hyflex Meeting - Room OC3504

1 Barnard Drive, Oceanside, CA 92057

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## AGENDA

- I. Call to order
- II. Remote Member Attendance  
**Description:** *PDP will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons wishing to address the committee  
**Description:** *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.*
- V. Changes to agenda order
- VI. Consent Calendar  
A. Approve the Regular Meeting Minutes of October 10, 2025
- VII. Action Item/First Read  
**Description:**
- VIII. Information / Discussion
  - A. TaskForce/ Spring Flex Development  
**Description:** *The PDP Committee will take a look at 2 years of data to assess our data collection process, professional development offerings, and develop our Spring Flex schedule planning. We will also explore internal audit options for flex transcripts.*
  - B. Chancellor's Office Memo 25-71  
**Description:** *The PDP Committee will review [the Chancellor's Office Memo 25-71](#) dated October 16, 2025 for awareness of new information and changes.*
  - C. AP 7160  
**Description:** *The PDP Committee will review [MiraCosta's AP 7160](#) for purposes of updates and changes. We will begin a process of revising the document to align with the Chancellor's Office Memo 25-71.*
- IX. Reports
  - A. Aaron Roberts - PDP Coordinator

- B. Erica Duran - Joyful Teacher
- C. Israel Pastrana - DEqCC Chair
- D. Jim Julius - MOE Chair

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's open meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish. In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District, Academic Senate and its subcommittees in advance of their meetings, may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's Committees website at <https://www.miracosta.edu/governance/academic-senate/committees.html>. Such writings will also be available at the meetings. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at [alocke@miracosta.edu](mailto:alocke@miracosta.edu). Audio recordings of meetings may be available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at [alocke@miracosta.edu](mailto:alocke@miracosta.edu).



## Professional Development Program (PDP)

Regular Meeting - October 10, 2025

11:30am - 1:30pm

Hyflex Meeting - Room OC3504 and

Via zoom as in accordance with AB2449

1 Barnard Drive, Oceanside, CA 92057

### UNOFFICIAL MINUTES

I. Call to order

The meeting was called to order at 9:03am.

II. Remote Member Attendance

**Description:** PDP will consider remote participation of members under the provisions of AB2449, if any.

None

III. Roll Call

Members shared what they were looking forward to over the weekend, ranging from rest and gardening to gaming and family time.

**Members Present:** Jim Sullivan, Brian Page, Ghada Osman, Erica Duran, John Makevich, Aaron Roberts, Rica French, **Bruce Hoskins, Zika Perovic.**

**Members Absent:** Lynnie Trzoss, Andrea Petri, Tricia Hoste, Dominique Ingato

Notes: Bruce Hoskins and Zika Perovic joined the meeting after roll call and were recorded as present for the remainder of the meeting.

It was observed that Lynnie Trzoss attended via Zoom but was not counted toward quorum or roll call attendance, as remote participation had not been preapproved in accordance with AB 2449. The committee also noted that Sean Davis and Amena Coronado have stepped down from serving on the PDP committee.

IV. Persons wishing to address the committee

**Description:** 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.

None

V. Changes to agenda order

None

VI. Consent Calendar

A. Approve the minutes of the Regular Meeting of September 12, 2025

Minutes were approved by unanimous consent.

VII. Action Item/ Second Read

A. [PDP Committee Service Expectations](#)

**Description:** The committee reviewed and added input to the roles and expectations of membership and a second read of the revised [document](#) will be voted on.

**(MSU Duran/Osman)** A motion to approve the PDP Service Expectation Document was approved by unanimous consent.

**Discussion:** Duran shared appreciation of this document, and was in favor of it becoming a model document for all subcommittees. Kudos were given to Perovic for adding valuable edits to the document between first and second review. The committee discussed expectations for member participation and responsibilities, addressing the need for active engagement in core meetings and event support. They debated whether certain duties, such as assisting the coordinator and developing messaging, should be retained or revised given current practices. French provided historical context to explain why certain responsibilities were initially assigned, highlighting past challenges in documentation and approval processes. Some consideration whether to restrict committee membership to faculty or extend it to other employees was shared. Makevich suggested an annual review of the service expectations to ensure committee alignment after a year of implementation. Roberts added that he appreciated the change to co-lead the New Faculty Institute with an Academic Dean and Joyful Teacher. Roberts ended with his involvement in the North County Higher Education Alliance (NCHEA) and the current state of affairs.

VIII. Information / Discussion

A. 2026-2027 Academic Calendar Adjustment to meet CCCCCO Approval

**Description:** After Academic Senate approved option 1 on August 22nd and the Board of Trustees approved Option 1 on September 11th, the California Community College Chancellor's Office (CCCCO) has taken issue with the FLEX days scheduled on September 8th in the fall and April 29th in the spring and requires further changes to the FLEX schedule prior to their approval.

**Discussion:** Committee members reviewed the calendar modifications and explored solutions to support associate faculty and other stakeholders affected by the changes. Members considered upcoming events such as the NCHEA AI Conference (March 14–16, 2026), an Accessibility-Focused Week, and SAS Ally Training. Makevich emphasized the importance of clear and consistent communication regarding FLEX days, recommending that messaging explicitly note that FLEX days are predetermined and district-approved when publishing the schedule.

B.. Defining Taskforce Teams / Developing Workflows

**Description:** Taskforces will convene and determine when they will meet together to complete work each month, how they will divide up the work, and create the timeline for completing and reporting out the work.

Roberts led the committee in planning the upcoming Spring Flex Week by asking for members to begin recording key dates and events. Members offered to connect with campus leaders to gather information on Ally

Training and Communities of Practice. The committee discussed changes to DEqCC's upcoming Flex Week event, *Cultivating Human Connections*, agreeing to reframe it as a series of workshops rather than a single, "ACP Day." Discussion ensued around developing clear professional development themes to help faculty navigate offerings, with particular focus on accessibility trainings and AI in grading and assessments. Duran raised concerns about supporting faculty experiencing challenges and suggested more structured communities of care, while Osman agreed with this effort and added a proposal to address the needs of non-classroom management topics to better serve counselors and librarians. The committee then developed a list of upcoming events and proposed ideas:

- Daily Threads of similar themes scheduled throughout FLEX Week
- Software development trainings
- Brew Tech Tours at TCI
- NCHEA AI Conference (March 2026)
- SDICCA Accessibility Event (February - March 2026)
- Ally Trainings (Ongoing)
- Grading / Assessment AI Training (Workshop)
- Support for faculty burnout (Duran/ Chat for Chairs Topic)
- Teaching strategies on building better community among faculty
- Andrea Karlsson's method of Classroom Setup

The committee discussed plans to conduct a survey in the spring and agreed to create physical materials, such as postcards with QR codes, to collect feedback during FLEX Week. Makevich suggested launching an early survey to inform later events, while Julius noted that available tools, such as Google Forms integrated with Notebook LM, could provide quick, high-quality data analysis to support decision-making. Some task assignments were finalized: Duran and Osman will lead sessions on Communities of Care for faculty experiencing burnout and Roberts will focus on grading and assessments.

IX. Reports

- A. PDP Coordinator, Joyful Teacher and MOE Chair gave reports on each of their work, upcoming happenings and future plans - some were discussed during the information/discussion items and FLEX Workshop future planning.

XI. The meeting adjourned at 1:32 p.m.

**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Chief Human Resources Officers  
Academic Senate Presidents  
California School Employees Association  
California Community College Council for Professional Development

**FROM:** James Todd, Vice Chancellor of Academic Affairs

**RE:** Professional Learning and Flexible Calendar Regulatory Revisions

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On Aug. 19, 2025, the California Community Colleges Board of Governors' approved [regulatory action](#) entitled "Flexible Calendar" was filed with the Office of Administrative Law and the California Secretary of State. The regulation became effective on Sept. 18, 2025; and pursuant to California Code of Regulations (CCR), section 52010, community college districts have up to 180 days from the effective date—until March 17, 2026—to conform their policies and procedures to the new requirements.

### **Background**

In 2024, the Chancellor's Office established a collaborative workgroup that included representatives from the Academic Senate for California Community Colleges, Chief Instructional Officers, California School Employees Association, the California Community College Council for Professional Development, and staff from the Chancellor's Office. The purpose of this workgroup was to review and revise the Flexible Calendar regulations to better align with the Vision 2030 goals and to promote equitable professional development opportunities for all campus staff.

These [revisions](#) ([§ 55720](#), [§ 55724](#), [§ 55726](#), [§ 55728](#), [§ 55729](#), [§ 55730](#), [§ 55732](#)) represent the most significant modernization of the flexible calendar program in decades. They shift the program from a narrow emphasis on "staff, student, and instructional improvement" toward a broad, inclusive vision of professional learning for all employees—a vision that recognizes professional growth as an essential, systemic driver of equitable student success, institutional innovation, and the effective use of technology across our colleges.

## What is Changing and Why it Matters

**A systemwide definition of professional learning, for everyone.** The revised regulations establish professional learning as a shared responsibility of the entire college community. No longer limited to faculty, flexible calendar time may now be used for full-time and part-time faculty, classified professionals, administrators, and student employees. This change acknowledges that every role contributes to the student experience and that continuous growth across all positions strengthens our collective capacity to help students thrive. The 8.57% limit on flexible time for full-time faculty remains unchanged, ensuring stability while broadening the circle of participants.

**Clear agreements that honor time and commitment.** Professional learning is now framed as essential work, not optional enrichment. Agreements with employees participating in professional learning should include specifying the duties released, the activities to be undertaken, and the number of hours required—ensuring that time devoted to professional learning is equal to or greater than the time released. This alignment elevates professional learning as a recognized part of the workday, demonstrating to employees and students alike that growth and improvement are integral to our mission.

**A refreshed menu of opportunities.** The regulations modernize the list of eligible activities, inviting districts to design professional learning that responds directly to today's challenges and opportunities. In addition to course and curriculum redesign, allowable activities include institutional research, governance processes that support student success, improvement of student services, and strengthening partnerships with communities. By legitimizing these areas as professional learning, the regulations affirm that student success is the result of excellence in the classroom and excellence in every service that surrounds the student journey. Improved reporting for clarity and compliance.

**Reporting, FTES adjustments and fiscal responsibility.** Districts are still required to report faculty professional learning in a way that distinguishes credit and noncredit hours released. Instruction conducted on flexible calendar days that meet attendance accounting standards may still be claimed for apportionment, but those hours may not also be claimed as flexible time. This continues to ensure transparent, consistent reporting and protects the integrity of state apportionment. The familiar FTES multiplier method is also retained, safeguarding against artificial inflation or loss of FTES.

**Planning, evaluation, and governance.** The regulations establish a continuous improvement cycle for professional learning: a needs assessment every three years with annual updates, a district-wide plan of activities, record-keeping of participation, and an annual evaluation of

effectiveness. An advisory committee comprised of faculty and representatives of other employee groups is tasked with recommending professional learning activities to the college president. This structure ensures professional learning is not only compliant, but purposeful, inclusive, and responsive to evolving student needs.

### **Advancing Equitable Student Success**

These changes are more than regulatory updates—they are an opportunity to reimagine professional learning as a cornerstone of equity, innovation, and student success across California’s community colleges. By bringing all employees into the flexible calendar framework, the regulations recognize that the conditions for student success are created collectively: through instruction, advising, enrollment services, technology, research, and governance.

The broader activity list empowers colleges to invest flexible time in addressing equity gaps, experimenting with new technologies, redesigning curriculum and services, and building inclusive governance practices that elevate diverse voices. The new cycle of needs assessment, planning, and evaluation ensures that professional learning responds directly to what students and communities need most.

In short, the revisions create a structure for colleges to seize this moment: to design professional learning that prepares faculty and staff to harness technology responsibly, to innovate boldly, and to serve all Californians equitably.

### **Next Steps for Colleges and Districts**

Districts should use the implementation period to thoughtfully:

- Update local policies, procedures, and collective bargaining agreements to align with the new terminology and inclusive scope of professional learning;
- Develop or update processes to create agreements regarding professional learning with all participating employees, ensuring clarity of in-lieu duties and hour-for-hour expectations;
- Evaluate the advisory committee to include primary faculty, with adequate representation from other employee groups and other interested persons;
- Submit survey to the Chancellor’s Office every three years and needs assessment annually;
- Adjust reporting systems to track credit and noncredit professional learning substitutions; and,
- Integrate professional learning into local equity and student success plans, linking flexible calendar activities directly to institutional priorities.



October 16, 2025

## **Conclusion**

For questions about implementation, please contact Raul Arambula, Dean of Academic Affairs, at [RArambula@CCCCO.edu](mailto:RArambula@CCCCO.edu). Thank you for your leadership and collaboration in implementing these changes. Together, we can ensure that professional learning across our colleges becomes a powerful lever for equity, innovation, and success for all Californians.

cc: Sonya Christian, Chancellor  
Rowena Tomaneng, Deputy Chancellor  
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives  
Raul Arambula, Dean, Academic Affairs

## Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55720. Operating Under Flexible Calendar; Accountability of Employees	<ul style="list-style-type: none"><li>• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators</li></ul>
§ 55724. Request for Approval	<ul style="list-style-type: none"><li>• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators</li><li>• Language included to specifically address professional learning</li><li>• Language regarding activities to focus on student success</li></ul>
§ 55726. Activities During Designated Days	<ul style="list-style-type: none"><li>• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators</li><li>• Removed language of instructional improvement and replaced with professional learning</li><li>• Language clearer</li></ul>
§ 55728. Flexible Calendar Attendance Reporting	<ul style="list-style-type: none"><li>• Additional language to include all campus staff: full-time faculty, part-time faculty, classified staff, student employee, and administrators</li><li>• Removed language of instructional improvement and replaced with professional learning</li></ul>
§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor	<ul style="list-style-type: none"><li>• Removed language of instructional improvement and replaced with professional learning</li></ul>

Section	Summary
§ 55730. Ongoing Responsibilities of Districts	<ul style="list-style-type: none"><li>• Reporting changed from once a year to every three years to the Chancellor’s Office</li><li>• Removed language of instructional improvement and replaced with professional learning</li><li>• Included language that requires adequate representation from other employee groups to the advisory committee</li><li>• Language added that professional learning activities recommendation will be brought to the college president or chief executive officer</li></ul>

The district promotes professional development of all employees through its support for the Flex/Professional Development Program, Career Incentive and Professional Advancement Programs, enrollment in classes, attendance at conferences, and professional memberships.

### **Professional Development Program**

The mission of the Flex/Professional Development Program is to offer a comprehensive and systematic program of services and activities that will foster development of participants in the areas of staff, student, or instructional improvement. Workshop development, reflective of the vision of the faculty, is responsive to the needs of the faculty, administration, staff, and students and of the community at large.

### **Goals**

The Flex/Professional Development Program at MiraCosta College aims to provide activities and services that enhance professional development of each participant.

An effective Flex/Professional Development Program not only leads to individual professional growth, but also promotes development of the academic community by helping faculty make meaningful connections with colleagues and by encouraging college service. Individual professional development goals, and institutional goals, such as collegiality throughout the college and communication between departments, are best achieved by a flex program characterized by a rich, diverse offering of workshops.

### **Flexible Calendar**

In accordance with the Education Code, the district has authorized a flexible calendar to allow for a professional-development program. All regular (tenured) and contract (untentured) faculty are required to participate. Administrative staff and associate faculty are strongly encouraged to participate as their schedules will permit. The flexible calendar and professional development activities are required to be completed within a twelve-month period, July 1 through June 30.

- A. There will be ten flex days each fiscal year to contract for.
- B. Each year faculty members submit a report of completion that describes their professional-development activities.

- C. Any faculty member who fails to complete their full contractual obligation or completes only a portion of the contract is subject to loss of pay. (See Professional Development Program handbook for details.)

Options for group and individual activities and the specific procedures for carrying out the contract obligations are detailed in the Flexible Calendar and Professional Development Program handbook.

The superintendent/president shall provide for adequate reassigned time of not less than 40 percent of their load, and a summer stipend, to allow a full-time faculty member to serve as Coordinator for the Professional Development Program. The academic administrative secretary will have an adequate percentage of their total load assigned to work on the Professional Development Program on a twelve-month contract.

Duties and responsibilities of the coordinator and academic administrative secretary are detailed in the Professional Development Program handbook.

Annually, an evaluation and summary of the Professional Development Program shall be conducted and presented to the Academic Senate Council.

The Professional Development Program Coordinator shall recommend to the superintendent/president in-service training programs designed to improve the performance or maintain current levels of expertise of faculty members.

### **Career Incentive Program for Classified Employees**

#### **Program Overview**

The Career Incentive Program is an award program through which classified employees can be compensated for voluntarily enhancing their value to the district.

Under the Career Incentive Program, effective July 1, 2004, full-time permanent classified employees were granted a monthly salary increase of \$100 upon verification of satisfactory completion of nine (9) units of approved coursework/activities within each five-year period. Employees who work less than full time receive a proportional increase based on the ratio of their employment to 40 hours. (For example: if an employee works 20 hours per week, they receive an increase of \$50 per month [50 percent of \$100].)

\*This increase is an addition to the base salary; it does not change the original base salary. This is part of the annual earnings when referring to benefit-eligible salary.

- A. Each employee is limited to three (3) career-incentive award increases, regardless of when they began participation in the program. Only one program may be completed within each five-year period.

- B. Eligibility

All permanent classified employees (employees who have passed the district's probation period and attained permanent employment status with the district shall be eligible to participate in the program. Permanency must be attained before the first day of semester/term of the beginning of the Career Incentive Program. Classified managers (see Board of Trustees Policy VI.D) and hourly/temporary classified employees are not eligible for participation in the Career Incentive

program.

### C. Eligible Courses

Courses suitable for the Career Incentive Program must be related to the employee's current position or appropriate for the employee's declared career goal as defined below. Intended course work must be approved as meeting one of these two categories at the time of application. A Career Incentive Program may include both types of courses:

1. Job-related courses are those undertaken to acquire new or more advanced skills or knowledge beyond the skills or knowledge reasonably expected for entrance into the employee's current position and which shall be clearly useful in the current position.
2. Career-development courses are those courses undertaken to meet education requirements for another position existing or planned within the district and which the employee can realistically expect to achieve.

Examples of eligible courses include, but are not limited to community-services classes, college courses (credit/noncredit college courses, late-start classes, online classes, and/or open-entry/open-exit courses). Coursework required for or needed as preparation for the specific major and/or general education is to be completed prior to career-incentive credit being granted for electives.

In recognition of the district's commitment to wellness, physical-activity classes will be allowed at the rate of one physical activity course per Career Incentive Program (i.e., dance, physical education). Similarly, due to the district's commitment to maintaining currency with technology, course repeats of CIS classes (as allowed per the college catalog) may not occur within the same Career Incentive Program.

Career-incentive credit will be granted for workshops and seminars at a rate of one-quarter unit per four (4) hours, one-third unit per six (6) hours, and one-half unit per full eight (8) hours of workshop attendance, with a maximum of four (4) units for each Career Incentive program. Satisfactory completion shall mean completion of courses with a grade of C, CR, or better.

### D. Ineligible Courses

Training in operating systems and software applications that are part of the minimum qualifications for an employee's current position is not eligible for a Career Incentive Program. This would include upgrades such as from Windows 98 to Windows XP. Please see information regarding Administrative Procedure IV.C-04 for the enrollment fee reimbursement program.

Conferences, workshops, seminars, and other types of in-service training (such as PeopleSoft) for which the employee is paid or which is provided for by the district on or off campus and work-experience education are not eligible for the Career Incentive Program.

### E. Application Process

Employees who wish to participate in the Career Incentive Program must complete and submit an application form, with their supervisor's signature, to Human Resources before a course begins and according to the timeline below:

1. July 1 for fall semester course work/activities occurring August 1 to December 31.
2. December 1 for spring semester course work/activities occurring January 1 to May 31.
3. May 1 for summer semester course work/activities occurring June 1 to July 31.

To apply for workshop/seminar or conference credit, the completed application must be submitted to the committee with a brochure or flyer from the workshop/seminar. Applications must be submitted for approval three (3) weeks prior to the date it begins. Exceptions are subject to the discretion of the committee on a case-by-case basis.

All applications shall include the school(s), course numbers, titles, and number of units of the courses to be taken, as well as a brief written justification of why each course is job-related or career development, and how the completed course work will benefit the District. With every application, participants must also submit official transcripts of all course work taken previously to avoid any duplication.

(\*Additionally, if the course(s) is/are career development, an Educational Plan of required coursework developed in consultation with a college counselor must be submitted with the application.) This plan shall explain how the employee intends to achieve the stated career goal/position's objective. The employee may be required by the committee to submit further verification of the appropriateness of planned course work.

#### F. Program Guidelines

Nine (9) semester units or 14 quarter units of college course work, or 30 units of high school coursework must be completed within a five-year period. Once a five-year program has begun, the program's five-year timeframe continues whether or not the approved course(s) taken are completed or dropped by the participant. Any changes to an existing approved program (e.g., adding or dropping courses, changing goals) must be resubmitted to the Career Incentive Committee for approval. If the program is completed early within the five-year period, the participant must notify Human Resources, so that the Career Incentive compensation can commence.

The five-year period shall begin on the date specified by the employee in the application. No courses will be approved retroactively except for workshops/seminars announced by the seminar's institution/company after the application deadline.

Participation in the Career Incentive Program must be on the employee's own

time and at their own expense. No salary credit will be given for course work taken on district paid time or at the direction of the district.

An employee desiring to enroll in classes/workshops/seminars during working hours must follow these procedures:

1. Discuss with supervisor the course(s) desired and arrange for absence from duty for the time required to attend class(es).
2. Make arrangements to have the duty station covered during the period of absence, if necessary, and have arrangements approved by the supervisor.
3. Arrange to make up time lost within the same work week.
4. Direct a memorandum to Human Resources setting forth the approved changes in the work schedule and the beginning and ending dates thereof. The supervisor's approval shall accompany the employee's memorandum; both shall be placed in the employee's personnel file.

If an employee changes positions at MiraCosta College, the employee will not need to wait for completion of the new position's one-year probation in order to participate within the Career Incentive Program. Career-incentive compensation shall remain a permanent part of any non-management employee's salary regardless of a change in classification resulting from change in position, Y-rating, voluntary demotion, transfer, or classification review.

Career-incentive compensation will discontinue for employees promoted to management positions, as well as their eligibility to participate in new Career Incentive Program.

#### G. Program Completion

Upon completion of the Career Incentive program, the employee shall immediately give written notification to Human Resources and submit an official transcript verifying satisfactory completion of each course taken as part of the Career Incentive Program as soon as it is available. After the workshop/seminar is completed, evidence of attendance (i.e., receipt for registration, etc.) must be submitted within sixty (60) days.

The participating employee shall receive an increase of \$100 per month. The increase shall become effective the first pay period following the end of the five-year period or, if the employee completes the program in less than five years, the increase will become effective on the January 1, June 1, or August 1 following completion. This increase is an addition to the base salary; it does not change the original base salary. This is part of the annual earnings when referring to benefit-eligible salary. Employees who work less than full-time will receive a proportional increase based on the ratio of their employment to forty hours.

Employees who began an approved nine-unit Career Incentive Program prior to July 1, 1987, received a salary increase equal to five (5) percent of their monthly salary at the time they completed the nine units of approved course work. Future



compensation associated with this Career Incentive Program will remain at the initial dollar amount unless the employee's working hours change. In this event, the dollar amount will be proportionately decreased or increased. (See example in the above paragraph.)

Employees who have completed approved nine-unit Career Incentive Programs prior to June 30, 1987, will continue to be paid the dollar amount of the career-incentive salary increase(s) applicable to their FY88 salary, or \$100, whichever is greater.

Effective July 1, 2004, the amount of the stipend was increased from \$75 to \$100 per month. All other provisions shall remain unchanged unless indicated above.

### **Professional Advancement for Faculty**

Faculty members should constantly be striving to improve their academic competence. To implement the board's policy that advancement on the salary schedule will be by acquisition of approved subject-matter units, the following principles for evaluating courses for salary-schedule advancement are established:

- A. Recognized Objectives: An instructor should have a recognized objective that would lead toward either improvement in their discipline or area of service; a masters' or doctoral degree in area of service; or meeting minimum qualifications in an additional discipline or area of service.
- B. Classification of Disciplines: Disciplines should be construed liberally to allow a faculty member to broaden their intellectual background. The suggested fields are as follows: humanities; natural sciences and mathematics; social sciences; health, physical education and recreation; business education; vocational and technical education; counselor, librarian, student services; and professional courses providing preparation for administration, supervision, or designated services.
- C. Exceptions to Listed Teaching Fields: Whenever it is necessary for an instructor to cross subject field areas to improve their background, this will be permitted. For example, advancement in psychology often depends upon increased competence in mathematics. A psychology instructor, therefore, would be permitted to take courses in statistics to improve his or her competence in psychology.

Instructors may be granted credit on the salary schedule for a maximum of eight units of lower division work relevant to their area of service when taken at accredited colleges or universities. For instance, a language teacher may want to better understand their own language by taking courses in a foreign language that they have not have previously studied. This type of course is usually offered only on a lower-division level.

### **Enrollment in Classes and Tuition and Fees Reimbursement for Full-Time Faculty and Classified Staff**

The following guidelines and criteria shall be followed in providing reimbursement to employees for enrollment fees paid for courses completed to further their professional development.

- A. All permanent (one who has successfully completed a one-year probationary period) classified employees shall be eligible to participate in the program.
- B. All full-time faculty members are eligible to participate in the program.
- C. Priority consideration shall be given for approving courses using the following criteria:
  - 1. Courses related to the current and/or projected duties of employment, including courses in Spanish, computer applications, first aid, and CPR.
  - 2. General and basic education courses (i.e., English, math, introduction to sociology, general psychology, etc.).
  - 3. Other credit courses not related specifically to professional development.
    - a. Course work must be taken at MiraCosta College unless the course is required for maintaining or upgrading skills for current position and is not offered at MiraCosta College within the twelve (12) month period for which the employee is requesting enrollment-fee reimbursement. In such a case, enrollment-fee reimbursement will be limited to the cost of equivalent units at MiraCosta College, within the allowable limit.
    - b. No course will be considered for reimbursement if its content is part of the minimum requirements for the current position.
    - c. An employee must receive a minimum of a "C" grade or equivalent to receive reimbursement. If letter grades are not given for a course, a copy of the certificate indicating successful course completion or a letter of satisfactory completion signed by the instructor is required.
    - d. In order for a class to be considered for enrollment-fee reimbursement it must be scheduled during a time other than the employee's regularly scheduled work hours. If the class is offered only during the employee's work hours, the supervisor may approve a temporary work schedule change, which allows the employee to be off-duty during the class hours and to make up the time missed during the same week.
    - e. Faculty members may not apply for enrollment-fee reimbursement for courses scheduled during times that they are scheduled to teach a class or have other specific work assignments.
    - f. No course will be considered for enrollment-fee reimbursement if it is to be used by the employee for salary enhancement (professional development or career incentive), during flex time, or for courses taken during sabbatical leaves.

- g. Courses or seminars mandated and paid for by the district are not eligible for enrollment fee reimbursement, nor may any employee apply for enrollment–fee reimbursement for courses they may wish to substitute for the mandated ones.
- h. It is the responsibility of the employee to apply for enrollment–fee reimbursement and then to verify completion of coursework with an official transcript or the instructor’s signature prior to June 30 of the year in which the course was taken.
- i. Applications for enrollment–fee reimbursement must be received prior to the start of the semester in which the class is to be taken. If the class approved is canceled and the employee must substitute a class, they must request and receive approval for substitution before the end of the second week of the semester.
- j. Approval bodies for enrollment–fee reimbursement are the Classified Career Incentive Committee and the Academic Employees' Professional Advancement Committee.
- k. Completed approval forms must be forwarded to Human Resources. Upon completion of coursework, verification of satisfactory completion of class (i.e., transcripts) and a purchase request must be sent to Human Resources before enrollment–fee reimbursement occurs.
- l. Human Resources will sign the purchase request and forward it to Accounts Payable when verification is complete.

In addition, faculty members may request tuition reimbursement for courses taken outside the district in lieu of departmental and staff development professional travel reimbursement.

### **Professional Development Allowance for Full-Time Faculty**

In addition to travel funds provided through the Professional Development Program and other sources, the District shall provide an annual allowance of \$600 per full-time faculty member per year to reimburse expenses associated with professional development. This allowance may be applied to professional travel or tuition reimbursement, subject to the following provisions:

- A. The department to which the greatest percentage of each full-time regular faculty member is charged shall be allocated \$600 per faculty member annually.
- B. Any unexpended funds from a given fiscal year may be rolled over to the following fiscal year. Any amount unused after two years shall be returned to the Professional Development Program.
- C. Funds may be transferred to another full-time faculty member within the same department for professional travel or tuition reimbursement.

## **Professional Development – Academic and Classified Administrators**

Academic and classified administrators are encouraged to participate in professional-development opportunities on and off campus that will enhance their value to the district. Resource allocation for professional development of academic and classified administrators will be determined by the district through a "meet and confer" with each employee group's representatives.

### **Classified Staff Development**

The Classified Senate negotiates staff development funds through the meet-and-confer process and usually via salary agreements on behalf of permanent employees. Staff-development funds are purposed for the enrichment of classified employees through job enrichment and professional growth. The funds are managed by the Classified Senate according to established guidelines and procedures.

### **Attendance at Conferences, Seminars, In-Service Training, Workshops, Meetings, and Visits to Other Schools for Full-Time Faculty and Classified Staff**

The superintendent/president shall recommend attendance by faculty and classified staff members at conferences, seminars and workshops. The board shall pay actual and necessary expenses within budgetary limitations and may authorize an advance of registration fees. (See Board Policy/Administrative Procedure 7400–Travel.)

Voluntary attendance at conferences, seminars, and workshops may be authorized with no loss of pay and with or without partial reimbursement of expenses.

Participation in in-service training, exclusive of career incentive programs that occurs on or off campus and at the direction of the employee's supervisor or the superintendent/president shall not result in a loss of pay or the necessity of making up for time lost.

The superintendent/president is authorized to direct the travel of employees to meetings or to visit other schools and colleges for the discussion or observation of any school matter relating to the duties of the employee or any question of interest to the district. The board shall pay the actual and necessary expenses on the basis of a schedule for reimbursement within budgetary limitations.

### **Memberships in Professional Organizations for Full-Time Faculty and Classified Staff**

MiraCosta employees are encouraged to join professional organizations that help them remain current and/or strengthen their skills in their discipline or area of responsibility. The district will pay fifty percent (50%) of the cost of professional organization dues up to a maximum of \$100 per employee per year. The superintendent/president or appropriate vice president will determine whether an organization meets the requirements of this policy for a specific employee.

### **Reimbursement Request Procedure**

Administrative Services provides a form for employees who request approval of

reimbursement for fifty percent of the cost of professional organization dues, with such reimbursement not to exceed \$100 per year per employee. The form shall include space for specifying how the membership benefits the employee's services to the district.

Employees requesting reimbursement will submit the form to the appropriate vice president for approval, together with receipt(s) or other documentation that dues have been paid. Dues paid via payroll deduction will be deemed to have been paid at the conclusion of the deduction period.