The mission of the MiraCosta Community College District is as follows:

The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

As part of the ten-year comprehensive master planning process, this mission is evaluated and revised at least every three years, or as deemed necessary.

Adoption History: 4/21/09, 9/20/11, 2/19/14

References: Accrediting Commission for Community and Junior Colleges, Accreditation Standard I

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

Following are specific fiduciary duties and responsibilities of the board:

A. Represent the public interest.

B. Hire and evaluate the superintendent/president.

C. Delegate power and authority to the superintendent/president to effectively lead the district.

D. Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the college.

E. Establish policies for and approve courses of instruction and educational programs.

F. Establish academic standards, probation and dismissal and readmission policies, and graduation requirements consistent with minimum standards adopted by the State Board of Governors. Award degrees, certificates and diplomas to students upon completion of prescribed courses or curriculum.

G. Employ and assign all personnel, consistent with minimum standards adopted by the Board of Governors, and, in keeping with statutory guidelines, establish employment practices, salaries, and benefits for all employees. Following applicable due process guidelines, terminate the employment of any employee when, in the board's judgment, the best interests of education in the district so require.

H. To the extent authorized by law, determine and control the district's operational and capital outlay budget. Assure that public funds are spent prudently and legally. Determine, if appropriate, the need for elections for override tax levies and bond measures and authorize the calling of such elections.

Adoption History: 4/7/09

References: Education Code §70902(b)(7)
Title 5, §§53200 et seq. (Academic Senate), 51023.5 (staff), 51023.7 (students)
Accrediting Commission for Community and Junior Colleges Accreditation Standard IV.B.1.d

I. Manage and control district property; contract for the procurement of goods and services as authorized by law.

J. Establish procedures that are consistent with minimum standards adopted by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance.

K. Establish rules and regulations governing student conduct.

L. Establish student fees that are required by law, and, in its discretion, fees it is authorized by law to establish.

M. Receive gifts, grants, and scholarships on behalf of the college and its students.

N. Within the framework provided by law, determine the district's academic calendar, including holidays it will observe.

O. Hold and convey property for the use and benefit of the district. Acquire by eminent domain any property necessary to carry out the powers or functions of the district.

P. Annually review and approve the district's Deferred Maintenance Plan and Five-year Capital Outlay Plan.

Q. Participate in the consultation process established by the Board of Governors for the development and review of policy proposals.

R. Provide policy direction for the district while delegating administrative authority to the superintendent/president as chief executive officer.

S. Review and evaluate the performance of the superintendent/president on an annual basis pursuant to Board Policy 2435, Evaluation of Superintendent/ President.

T. Review and evaluate its own performance on an annual basis.

The Board of Trustees may adopt such policies as are authorized by law or determined by the board to be necessary for the efficient operation of the district. Board policies are intended to be statements of intent by the board on a specific issue within its subject matter jurisdiction.

The policies are written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the board may be adopted, revised, added to or amended at any regular board meeting by a majority vote.

Administrative procedures are to be issued by the superintendent/president as statements of the method to be used in implementing board policy. Such administrative procedures shall be developed in a manner consistent with the board policy on Participation in Local Decision Making—Academic Senate, Classified Senate, and Students, and shall be consistent with the intent of board policy. Administrative procedures may be revised as deemed necessary by the superintendent/president.

The board reserves the right to request that the superintendent/president revise administrative procedures should they be inconsistent with board policies.

Copies of all policies and administrative procedures shall be readily available to district employees through the superintendent/president and the district Web site.

See Administrative Procedure 2410.

Adoption History: 1/20/09
Revised: 4/12/11
References: Education Code §70902
Accrediting Commission for Community and Junior Colleges
Accreditation Standard IV.B.1.b, e.

Board policies (BP) will be regularly reviewed by the Board of Trustees and the superintendent/president to ensure currency and compliance with state and federal laws.

It is the responsibility of the superintendent/president, in consultation with district constituency groups, to craft administrative procedures (AP) that conform to board policies.

BPs and APs are routed by the Steering Council. Any employee or student may submit an agenda request form to the Steering Council to route or re-route a new or existing BP or AP; the requests are submitted to the executive assistant to the superintendent/president. Board-member requests are submitted to the superintendent/president.

Once a BP or AP has been routed by the Steering Council, any employee or student may initiate a review of any existing BP or AP or request development of a new BP or AP by submitting an agenda-request form to the governance or professional-standards committee to which it has been routed. The committee recommends the new or revised BP or AP to the council to which it has been routed, and the council approves the new or revised BP or AP as a recommendation to the superintendent/president. The approving council will, at the same time, send its recommendation to the other three governance councils as information. If the BP or AP has been routed to an individual as operational, the individual recommends the new or revised policy or procedure directly to the superintendent/president. The individual will, at the same time, send the recommendation to all four governance councils as information.

All BP and AP revisions are reviewed by the superintendent/president's cabinet, which may recommend revisions to ensure currency and compliance with state and federal laws, and consistency with other BPs, APs, district policies and regulations, and legal guidelines. The superintendent/president's cabinet is composed of the superintendent/president, the chair of the Administrative Council, the presidents of the Classified and Academic Senates, the three vice presidents, and the deans of the San Elijo Campus and Community Learning Center. At the discretion of the superintendent/president, other relevant college personnel may attend cabinet meetings to discuss the changes.

After the superintendent/president's cabinet has reviewed a new or revised BP or AP, the Office of the Superintendent/President will format it for consistency. New and revised APs are approved by the superintendent/president after the superintendent/president's cabinet review. Working-conditions manuals are treated as operational and are presented to the Board of Trustees as information. Compensation agreements are presented to the board for ratification after approval by the superintendent/president.

Effective Date: 1/20/09
Revised: 3/8/11
References: Education Code §70902
Accrediting Commission for Community and Junior Colleges
Accreditation Standard IV.B.1.b, e

All new or revised BPs will be submitted by the superintendent/president to the board for a first reading prior to the second/approval reading. New or revised BPs will be accompanied by any related APs and submitted to the board as information to ensure continued consistency between BPs and APs.

Upon approval, the Office of the Superintendent/President will note the date of board approval for all BPs and the date of superintendent/president's cabinet review for all APs, and then post all documents on the district's Web site.

2430: Delegation of Authority to the Superintendent/President

The Board of Trustees delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action.

The superintendent/president may delegate any powers and duties entrusted to him or her by the board, but will be specifically responsible to the board for the execution of such delegated powers and duties.

The superintendent/president shall act as the professional advisor to the board in policy formation.

Adoption History: 3/17/09
References: Education Code §§70902(d), 72400
Accrediting Commission for Community and Junior Colleges
Accreditation Standard IV.B.1.j., IV.B.2

The superintendent/president is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the superintendent/president shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the superintendent/president to inform the board of such action and to recommend written board policy if one is required.

The superintendent/president is expected to perform the duties contained in the job description of the superintendent/president and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the board in consultation with the superintendent/president.

The superintendent/president shall ensure that all relevant laws and regulations are complied with and that required reports are submitted in timely fashion.

The superintendent/president shall make available any information or give any report requested by the board as a whole. Individual trustee requests for information shall be met if, in the opinion of the superintendent/president, they are not unduly burdensome or disruptive to district operations or are considered exemptions for community colleges under the Public Records Act. If the requesting trustee does not agree with superintendent/president's determination, the trustee may request that the issue be placed on the agenda for consideration by the whole board. Information provided to any trustee shall be made available to all trustees.

The most common exemptions under the Public Records act are:

A. Student records. (Education Code §76243)

B. Preliminary drafts, notes, or interagency or intra-agency memoranda that are not retained by the public agency in the ordinary course of business, provided that the public interest in withholding the records clearly outweighs the public interest in disclosure. (Government Code §6254(a))

C. Records pertaining to pending litigation or to claims until the pending litigation or claim has been finally adjudicated or otherwise settled. (Government Code §6254(b))

Effective Date: 3/17/09
References: Education Code §§70902(d), 72400
Accrediting Commission for Community and Junior Colleges
Accreditation Standard IV.B.1.j, IV.B.2

D. Personnel, medical or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy. (Government Code §6254(c))

E. Test questions, scoring keys, and other examination data used to administer a licensing examination, examination for employment, or academic examination [except for standardized tests provided for by Education Code §§99150 et seq.]. (Government Code §6254(g))

F. The contents of real estate appraisals or engineering or feasibility estimates and evaluations relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained. (Government Code §6254(h))

G. Internet posting of home address or telephone numbers of local elected officials. (Government Code §6254.21)

H. Home addresses and home telephone number of employees of a school district or county office of education (other than to an agent or family member of the employee, to an officer of another school district when necessary, to an employee organization, or to an agency or employee of a health benefit plan). (Government Code §6254.3)

I. Records regarding alternative investments (i.e. an investment in a private equity fund, venture fund, hedge fund, or absolute return fund; limited partnership, limited liability company or similar legal structure) involving public investment funds, unless already publicly released by the keeper of the information.

The Board of Trustees has the ultimate authority in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for superintendent/president action under which the district is governed and administered.

The board embraces the concept of collegial governance as a fundamental policy of the college, while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations.

Collegial governance is defined as the collaborative participation of appropriate members of the college in planning for the future and in developing policies and recommendations under which the college is governed and administered.

Each constituency of the college that has responsibility and expertise in a particular area participates in the development of policies and procedures relating to that area. Such participation will bring together multiple segments of the college in instances where policies and procedures affect employees and students. It is the responsibility and obligation of members of the faculty, administration, and board to participate in the collegial process. The board also provides the opportunity and encourages classified staff and students to participate in the process.

The district's standing governance and advisory committees shall be structured to include appropriate representation by faculty, administrators, classified staff members, and students.

Except for unforeseeable emergency situations, the board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code §§3540 et seq.

Adoption History: 8/21/12

References: Education Code §§66700, 70901-2, 70902(b)(7), 76060, 87360, 87458
Title 5 §§53200 et seq. (Academic Senate), 51023.5 (classified and management staff), 51023.7 (students), 51025, 73200 et seq.
ACCJC Accreditation Standard IV.A
Board Policy/Administrative Procedure 2015, Student Trustee

Academic Senate Role in Collegial Governance

The board recognizes the Academic Senate Council as the body that represents the Academic Senate in collegial governance relating to academic and professional matters, as well as personnel issues involving senate members. The board acknowledges the definition of academic and professional matters to mean the following as defined in Title V of the California Administrative Code:

A. Curriculum, including establishing prerequisites and placing courses within the disciplines.

B. Degree and certificate requirements.

C. Grading policies.

D. Educational program development.

E. Standards or policies regarding student preparation and success.

F. District and college governance structures, as related to faculty roles.

G. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

H. Establishing policies for faculty professional development activities.

I. Processes for program review.

J. Processes for institutional planning and budget development.

K. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The board recognizes the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. If a senate recommendation in these areas is not accepted, the board or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.

The board recognizes and endorses the rights and responsibilities assigned to faculty by state statutes regarding faculty personnel matters to include equal employment opportunity, hiring, evaluation, tenure review, dismissal, and administrator retreat rights. The board also recognizes the Academic Senate Council as representing full-time Academic Senate members in matters dealing with working conditions and compensation.

Upon request of the Academic Senate, the board, or its delegated administrators, shall confer with Academic Senate representatives regarding recommendations or proposals by the Academic Senate. If parties to the discussion do not reach consensus, the Academic Senate may present its views to the board, and the board shall consider and respond to such views.

Likewise, Academic Senate representatives have the responsibility, when requested, to confer with the board's delegated administrators and to respond to their proposals and recommendations.

Individuals who represent the faculty as a whole on collegial governance and advisory committees shall be recommended by the president of the Academic Senate with concurrence of the Academic Senate Council.

Administrator Role in Collegial Governance

The Board of Trustees defines the scope of responsibilities and delegates authority of MiraCosta Community College District administrators through job descriptions and board policy.

The superintendent/president has primary responsibility for the quality of the institution he/she leads and, as appropriate, delegates authority to administrators and others consistent with their responsibilities, and sets the goals and priorities for the institution.

Administrators shall be provided with opportunities to participate collegially in the formation and development of district policies and procedures that have significant effect on the college.

Administrators include all academic and classified administrators, vice presidents, and the superintendent/president. Administrators provide leadership and direction for the college community, facilitates collaboration and communication among departmental administrators, and serves as a resource in achieving shared goals.

All administrators have supervisory duties related to budgets, personnel, and operational responsibilities. Major governance responsibilities include the following:

A. Appoint administrators to serve on governance committees.

B. Serve as an advisory committee to the superintendent/president.

C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to administrators.

D. Make recommendations to the superintendent/president on district budgets.

E. Make recommendations to the superintendent/president on district plans and accreditation self-studies that have been routed to administrators.

F. Promote the appropriate inclusion of students, faculty, and staff in making recommendations to the superintendent/president.

G. Serve as a resource to the superintendent/president, the Board of Trustees, and district faculty and staff.

Classified Senate Role in Collegial Governance

In accordance with provisions of Title V of the California Administrative Code, the board recognizes the right of classified employees to participate in the collegial governance of the college and further acknowledges the benefit of such participation to the college and its students.

The board recognizes the Classified Senate as the employee organization and the Classified Senate Council as the representative body of the Classified Senate for purposes of this policy section.

Classified employees are to be included in all governance and advisory committees of the college. Individuals who represent the classified staff as a whole on collegial governance and advisory committees shall be recommended by the president of the Classified Senate with concurrence of the Classified Senate Council.

The board asks supervisors to provide flexibility in work schedules to permit classified employees to participate in collegial governance activities associated with the Classified Senate and the college governance committees.

The functions of the Classified Senate are to:

A. Facilitate communication among the classified staff, the administration, the faculty, and the Board of Trustees.

B. Participate in the development and formulation of policies and practices as they relate to activities and functions of the classified staff.

C. Make recommendations to the administration and the Board of Trustees in all matters determined pertinent.

Student Participation in Collegial Governance

In accordance with Title V, §51023.7, of the California Administrative Code, the MiraCosta Community College District Board of Trustees affirms the role of students in the collegial governance process. The board recognizes the Associated Student Government as the representative body authorized to make recommendations to the administrators and the Board of Trustees on policies and procedures of the college that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations on policies and procedures under which the college is governed and administered and that have or will have a significant effect on students, to the administration, and the Board of Trustees.

The Associated Student Government has the authority to select student representatives for participation on college committees, task forces, and other governance groups. The board will give reasonable consideration to recommendations of students with regard to college policies and procedures related to the hiring and evaluation of administrators, faculty, and staff members. Except in unforeseeable, emergency situations, administrators and the board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

The board acknowledges the following as areas that have or may have a significant effect on students:

A. Grading policies.

B. Codes of student conduct.

C. Academic disciplinary policies.

D. Curriculum development.

E. Courses or programs that should be initiated or discontinued.

F. Processes for institutional planning and budget development.

G. Standards and policies regarding student preparation and success.

H. Student services planning and development.

I. Student fees within the authority of the district to adopt.

J. Any other district and college policy, procedure, or related matter the board determines have or will have a significant effect on students.

The Student Trustee

The student trustee shall have the right to make and second motions at board meetings. His/her vote will be advisory. It shall be the responsibility and obligation of the student trustee to bring issues of collegial governance compliance on all matters that have or will have a significant effect on students to the board's attention.

Committee Membership

College committees, of which student representatives are members, should make efforts to accommodate student members' class schedules in planning their meeting times.

Role of Students in Hiring

A student representative may be included on each permanent full-time faculty screening committee whenever it is possible to do so. At least one student representative should be invited to serve on screening committees for the following positions: any college vice president, any Student Services administrator, any Student Services supervisor, transfer faculty director, any counselor, and the secretary assigned to student activities.

Board members shall not be financially interested in any contract made by the Board of Trustees or in any contract they make in their capacity as board members.

A board member shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code §1091 or is limited to interests defined by Government Code §1091.5.

A board member who has a remote interest in any contract considered by the Board of Trustees shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

A board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to his or her duties as an officer of the district.

In compliance with law and regulation, the superintendent/president shall establish administrative procedures to provide for disclosure of assets of income of board members who may be affected by their official actions and prevent members from making or participating in the making of board decisions that may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Board members are encouraged to seek counsel from the district's legal advisor in every case where any question arises.

Positions required to file a conflict of interest statement shall include the following: Board of Trustees, superintendent/president, vice presidents, directors of Cashiering Services, Facilities, Fiscal Services, Human Resources, Purchasing and Material Management, Risk Management and ADA Compliance, and the Executive Director, Fund Development and College Foundation.

See Administrative Procedure 2710 and Administrative Procedure 2712, Conflict of Interest Code.

Adoption History: 10/6/09
References: Government Code §§1090, et seq., 1126, 87200, et seq.
Title 2, §§18730 et seq.

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

Following are specific fiduciary duties and responsibilities of the board:

A. Represent the public interest.

B. Hire and evaluate the superintendent/president.

C. Delegate power and authority to the superintendent/president to effectively lead the district.

D. Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the college.

E. Establish policies for and approve courses of instruction and educational programs.

F. Establish academic standards, probation and dismissal and readmission policies, and graduation requirements consistent with minimum standards adopted by the State Board of Governors. Award degrees, certificates and diplomas to students upon completion of prescribed courses or curriculum.

G. Employ and assign all personnel, consistent with minimum standards adopted by the Board of Governors, and, in keeping with statutory guidelines, establish employment practices, salaries, and benefits for all employees. Following applicable due process guidelines, terminate the employment of any employee when, in the board's judgment, the best interests of education in the district so require.

H. To the extent authorized by law, determine and control the district's operational and capital outlay budget. Assure that public funds are spent prudently and legally. Determine, if appropriate, the need for elections for override tax levies and bond measures and authorize the calling of such elections.

Adoption History: 4/7/09

References: Education Code §70902(b)(7)
Title 5, §§53200 et seq. (Academic Senate), 51023.5 (staff), 51023.7 (students)
Accrediting Commission for Community and Junior Colleges Accreditation Standard IV.B.1.d

I. Manage and control district property; contract for the procurement of goods and services as authorized by law.

J. Establish procedures that are consistent with minimum standards adopted by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance.

K. Establish rules and regulations governing student conduct.

L. Establish student fees that are required by law, and, in its discretion, fees it is authorized by law to establish.

M. Receive gifts, grants, and scholarships on behalf of the college and its students.

N. Within the framework provided by law, determine the district's academic calendar, including holidays it will observe.

O. Hold and convey property for the use and benefit of the district. Acquire by eminent domain any property necessary to carry out the powers or functions of the district.

P. Annually review and approve the district's Deferred Maintenance Plan and Five-year Capital Outlay Plan.

Q. Participate in the consultation process established by the Board of Governors for the development and review of policy proposals.

R. Provide policy direction for the district while delegating administrative authority to the superintendent/president as chief executive officer.

S. Review and evaluate the performance of the superintendent/president on an annual basis pursuant to Board Policy 2435, Evaluation of Superintendent/ President.

T. Review and evaluate its own performance on an annual basis.

The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the superintendent/president shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include the following:

A. Appropriate involvement of the faculty, Courses and Programs Committee, and Academic Senate in all processes

B. Regular review and justification of programs and course descriptions

C. Opportunities for training for persons involved in aspects of curriculum development

D. Consideration of job market and other related information for vocational and occupational programs

All new programs and any recommendations for discontinuance of programs shall be submitted to the Board of Trustees for approval.

All new programs shall be submitted to the state Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be submitted to the Board of Trustees for approval. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be submitted to the board for approval.

Consistent with federal regulations applicable to federal financial-aid eligibility, the district shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The superintendent/president will establish procedures that prescribe the definition of "credit hour" consistent with applicable federal regulations as they apply to community college districts.

Adoption History: 1/19/10, 6/19/12

References: Education Code §§70901(b), 70902(b), 78016
Title 5, §§51000, 51022, 55100, 55130, 55150
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

The superintendent/president shall establish procedures to assure that curriculum at the district complies with the definition of “credit hour” or “clock hour”, where applicable.

The superintendent/president shall also establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedures 4020, 4021, and 4022.

Courses and Programs Committee: Membership and Responsibilities

Courses and Programs is a governance committee comprised of a faculty majority from a broad range of disciplines, administrators, classified staff, and a student representative. The chair is the only nonvoting member. The committee chair may form subcommittees to facilitate and expedite the tasks designated to the Courses and Programs (C&P) Committee.

The roles and responsibilities of the C&P Committee fall under two main categories: curriculum review and governance items (district policies and procedures) related to curriculum.

A. The responsibility for curriculum review (defined as all additions, modifications, or deletions of courses, certificates, or degrees managed via a curriculum management system at the college) is exclusively delegated to a standing subcommittee of C&P referred to as CPCC, the Courses and Programs Curriculum Committee. CPCC is comprised of one administrator and the following eleven faculty members:

   1. The faculty chair of C&P, who votes only in the case of a tie

   2. One faculty counselor

   3. Two Career Technical Education (CTE) faculty members

   4. One noncredit faculty member

   5. Five faculty members representing each of the five subareas of general education

   6. One faculty articulation officer

B. Governance items that include any and all additions, modifications, or deletions to board policies and/or administrative procedures under C&P's jurisdiction are the responsibility of, and are acted upon by, the full C&P Committee.

The Courses and Programs Curriculum Committee (CPCC) reviews associate-degree applicable courses for their adherence to uniform standards in accordance with Title 5 §55002(a). These standards include the following areas:

A. Grading policy

B. Units (credit hours) related to number of lecture and/or laboratory hours required*

C. Intensity in terms of independent-study requirements

D. Prerequisites and corequisites

E. Basic skills requirements

F. Difficulty in terms of critical thinking and understanding and application of concepts

G. Level in terms of critical thinking, learning skills, and vocabulary

CPCC reviews non-degree-applicable credit courses for their adherence to uniform standards in accordance with Title 5 §55002(b). These standards include the following areas:

A. Grading policy

B. Units (credit hours) related to the number of lecture and/or laboratory hours required*

C. Intensity in terms of independent-study requirements

D. Prerequisites and corequisites.

***** For purposes of federal financial aid eligibility, a “credit hour” shall be not less than the following:

A. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time, or

B. At least an equivalent amount of work as required in the paragraph above for other academic activities as established by the college, including laboratory work, internships, studio work, and other academic work leading to the award of credit hours

CPCC recommends approval of noncredit courses if they treat their subject matter and use resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students (per Title 5 §55002(c)).

Curriculum Development Procedures

Only faculty may create, modify, and delete courses and programs, which are then reviewed by a technical writer, the appropriate department chair and division dean, the articulation officer, and a technical review committee comprised, at minimum, of the C&P Committee chair, an administrator member of C&P, and the curriculum support specialist. Course and program proposals are subsequently forwarded to CPCC for review and vote.

All course and program proposals recommended for approval by CPCC are routed to the Academic Senate Council for approval, submitted to the state Chancellor's Office, and forwarded to the Board of Trustees for approval. Credit curriculum is submitted to the board for approval once a year in the spring; noncredit curriculum may go to the board for approval in the late fall (for spring implementation) or together with the credit curriculum (spring) for implementation the following academic year.

All course and program deletions, additions, and modifications are maintained in a curriculum database and are reflected in the college catalog. All information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession.

Credit Courses

Individual degree-applicable credit courses that are part of an educational program approved by the California Community Colleges Chancellor's Office (CCCCO) are submitted to the Board of Trustees according to the following procedure:

A. Courses and their affiliated student learning outcomes are proposed by faculty.

B. Courses are examined by the department chair, the department's dean, and the articulation officer.

C. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

D. Courses are evaluated, reviewed, and approved by the Courses and Programs Curriculum Committee (CPCC).

E. Courses are recommended to the Academic Senate Council for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

Non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program may be approved locally and offered provided the district complies with the following requirements:

A. Individuals serving on the Courses and Programs Curriculum Committee (CPCC) and all others involved in the curriculum approval process have received training on the review and approval of courses not part of educational programs as provided for in Title 5 §55100.

B. Courses and their affiliated student learning outcomes are proposed by faculty.

C. Courses are examined by the department chair, the department's dean, and the articulation officer.

D. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

E. Courses are evaluated, reviewed, and approved by CPCC.

F. All courses approved by the CPCC are recommended to the Academic Senate Council for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

G. No course that has previously been denied separate approval by the California Community Colleges Chancellor's Office (CCCCO) or is part of a program that has been disapproved by CCCCO may be offered pursuant to Title 5 §55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by CPCC, ASC, and the Board of Trustees.

H. Students may count no more than 18 semester units of stand-alone courses toward satisfying the requirements for a certificate or the completion of an associate degree.

I. When eighteen or more semester units of non-degree-applicable courses in the same TOPs code are linked to each other as prerequisite or corequisite courses, such courses are submitted to the CCCCO for approval as a program.

Noncredit Courses

All noncredit courses are submitted to the Board of Trustees according to the following procedure:

A. Courses and their affiliated student learning outcomes are proposed by faculty.

B. Courses are reviewed by the department chair, noncredit support supervisor, and dean of Community Education.

C. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

D. Courses are evaluated, reviewed, and approved by the Courses and Programs Curriculum Committee (CPCC).

E. All courses approved by CPCC are recommended to the Academic Senate Council (ASC) for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

Courses and Programs Committee: Membership and Responsibilities

Courses and Programs is a governance committee comprised of a faculty majority from a broad range of disciplines, administrators, classified staff, and a student representative. The chair is the only nonvoting member. The committee chair may form subcommittees to facilitate and expedite the tasks designated to the Courses and Programs (C&P) Committee.

The roles and responsibilities of the C&P Committee fall under two main categories: curriculum review and governance items (district policies and procedures) related to curriculum.

A. The responsibility for curriculum review (defined as all additions, modifications, or deletions of courses, certificates, or degrees managed via a curriculum management system at the college) is exclusively delegated to a standing subcommittee of C&P referred to as CPCC, the Courses and Programs Curriculum Committee. CPCC is comprised of one administrator and the following eleven faculty members:

   1. The faculty chair of C&P, who votes only in the case of a tie

   2. One faculty counselor

   3. Two Career Technical Education (CTE) faculty members

   4. One noncredit faculty member

   5. Five faculty members representing each of the five subareas of general education

   6. One faculty articulation officer

B. Governance items that include any and all additions, modifications, or deletions to board policies and/or administrative procedures under C&P's jurisdiction are the responsibility of, and are acted upon by, the full C&P Committee.

The Courses and Programs Curriculum Committee (CPCC) reviews associate-degree applicable courses for their adherence to uniform standards in accordance with Title 5 §55002(a). These standards include the following areas:

A. Grading policy

B. Units (credit hours) related to number of lecture and/or laboratory hours required*

C. Intensity in terms of independent-study requirements

D. Prerequisites and corequisites

E. Basic skills requirements

F. Difficulty in terms of critical thinking and understanding and application of concepts

G. Level in terms of critical thinking, learning skills, and vocabulary

CPCC reviews non-degree-applicable credit courses for their adherence to uniform standards in accordance with Title 5 §55002(b). These standards include the following areas:

A. Grading policy

B. Units (credit hours) related to the number of lecture and/or laboratory hours required*

C. Intensity in terms of independent-study requirements

D. Prerequisites and corequisites.

***** For purposes of federal financial aid eligibility, a “credit hour” shall be not less than the following:

A. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time, or

B. At least an equivalent amount of work as required in the paragraph above for other academic activities as established by the college, including laboratory work, internships, studio work, and other academic work leading to the award of credit hours

CPCC recommends approval of noncredit courses if they treat their subject matter and use resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students (per Title 5 §55002(c)).

Curriculum Development Procedures

Only faculty may create, modify, and delete courses and programs, which are then reviewed by a technical writer, the appropriate department chair and division dean, the articulation officer, and a technical review committee comprised, at minimum, of the C&P Committee chair, an administrator member of C&P, and the curriculum support specialist. Course and program proposals are subsequently forwarded to CPCC for review and vote.

All course and program proposals recommended for approval by CPCC are routed to the Academic Senate Council for approval, submitted to the state Chancellor's Office, and forwarded to the Board of Trustees for approval. Credit curriculum is submitted to the board for approval once a year in the spring; noncredit curriculum may go to the board for approval in the late fall (for spring implementation) or together with the credit curriculum (spring) for implementation the following academic year.

All course and program deletions, additions, and modifications are maintained in a curriculum database and are reflected in the college catalog. All information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession.

Credit Courses

Individual degree-applicable credit courses that are part of an educational program approved by the California Community Colleges Chancellor's Office (CCCCO) are submitted to the Board of Trustees according to the following procedure:

A. Courses and their affiliated student learning outcomes are proposed by faculty.

B. Courses are examined by the department chair, the department's dean, and the articulation officer.

C. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

D. Courses are evaluated, reviewed, and approved by the Courses and Programs Curriculum Committee (CPCC).

E. Courses are recommended to the Academic Senate Council for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

Non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program may be approved locally and offered provided the district complies with the following requirements:

A. Individuals serving on the Courses and Programs Curriculum Committee (CPCC) and all others involved in the curriculum approval process have received training on the review and approval of courses not part of educational programs as provided for in Title 5 §55100.

B. Courses and their affiliated student learning outcomes are proposed by faculty.

C. Courses are examined by the department chair, the department's dean, and the articulation officer.

D. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

E. Courses are evaluated, reviewed, and approved by CPCC.

F. All courses approved by the CPCC are recommended to the Academic Senate Council for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

G. No course that has previously been denied separate approval by the California Community Colleges Chancellor's Office (CCCCO) or is part of a program that has been disapproved by CCCCO may be offered pursuant to Title 5 §55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by CPCC, ASC, and the Board of Trustees.

H. Students may count no more than 18 semester units of stand-alone courses toward satisfying the requirements for a certificate or the completion of an associate degree.

I. When eighteen or more semester units of non-degree-applicable courses in the same TOPs code are linked to each other as prerequisite or corequisite courses, such courses are submitted to the CCCCO for approval as a program.

Noncredit Courses

All noncredit courses are submitted to the Board of Trustees according to the following procedure:

A. Courses and their affiliated student learning outcomes are proposed by faculty.

B. Courses are reviewed by the department chair, noncredit support supervisor, and dean of Community Education.

C. Courses are reviewed by a technical review subcommittee for compliance with local and state standards.

D. Courses are evaluated, reviewed, and approved by the Courses and Programs Curriculum Committee (CPCC).

E. All courses approved by CPCC are recommended to the Academic Senate Council (ASC) for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

4025: Philosophy and Criteria for Associate Degrees and General Education

The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit.

The MiraCosta Community College District General Education Program promotes skill development and knowledge acquisition through the study of ideas, the analysis of data, and the interpretation of issues and events. Students completing the MiraCosta Community College District General Education Program are systematic, critical, creative thinkers and clear communicators who are intellectually curious, culturally and scientifically literate, civic-minded, and aesthetically appreciative. These students are able to demonstrate the following:

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

2. Effective communication in oral and written form.

3. A multicultural, global perspective.

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

5. The ability to adapt to new environments and technologies.

6. Social awareness and responsibility as a participating member of society.

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 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.

Adoption History: 4/7/09
References: Title 5, §55061
Accreditation Standard I.E.

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

The associate degree at MiraCosta College is awarded to students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, students graduating with 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.

General education at MiraCosta introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. Students completing this program are able to demonstrate the following:

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

B. Effective communication in oral and written form.

C. A multicultural global perspective.

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

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

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

The MiraCosta general education pattern for the associate in arts and associate in science degree includes the completion of three units each in Areas A1 and A2, four units in Area B, and three units each in Areas C through G.

Courses listed in two different areas (A–E) may be used to satisfy a requirement in one area but not both. Courses completed in Areas F and G may also satisfy other area (A–E) requirements.

A course listed in any area (A–G) may satisfy both a general education and a major requirement.

Effective Date: 2/9/10, 6/15/10, 4/19/11, 4/16/12, 8/13/13
References: Title 5, §55061
Accreditation Standard II.A.3.

In lieu of the above, students may satisfy a general education requirement for an associate degree at MiraCosta College by completing the California State University or the University of California certified general education pattern.

Courses used to meet the MiraCosta College general education and associate degree requirements meet the standards set forth in Board Policy 4025 as follows:

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

1. Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.

2. Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.

3. 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.

4. 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.

5. Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.

6. 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.

7. Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

B. Specific courses within the GE program at MiraCosta fulfill the following criteria as related to their area of specialty:

1. Area A—Language and Reasoning: These courses develop the principles and applications of language toward the following for the student:

a. Logical thought

b. Clear and precise expression

c. Critical evaluation of communication

1) Area A1: English composition courses must include both expository and argumentative writing. These courses have an appropriate prerequisite that distinguishes them from a remedial course.

2) Area A2: These courses include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics courses have a prerequisite of elementary algebra or higher math.

2. Area B—Natural Sciences: These courses examine the physical universe, its life forms, and its natural phenomena. These courses also should do the following:

   a. Help the student develop an appreciation and understanding of the scientific method.

   b. Encourage an understanding of the relationships between science and other human activities.

   These courses include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

3. Area C—Humanities: These courses study the cultural activities and artistic expressions of human beings. These courses should help the student develop the following:

   a. An awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

   b. An aesthetic understanding.

   c. An ability to make value judgments.

   These courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

4. Area D—Social and Behavioral Sciences: These courses focus on people as members of society. These courses should do the following:

   a. Develop an awareness of the method of inquiry used by the social and behavior sciences.

   b. Stimulate critical thinking about the ways people act and have acted in response to their societies.

   c. Promote appreciation of how societies and social subgroups operate.

   These courses include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Area E—Lifelong Learning: Courses in this category equip student learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Technology and information-fluency courses develop the students' ability to skillfully and effectively make use of two or more technological tools to access, evaluate, analyze, integrate, and utilize information in a variety of contexts in order to apply it to decision making, critical thinking, and problem solving in their lives. Self-development courses encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.

   a. Area E1—Technology and Information Fluency: Courses approved for this category do the following:

      1) Provide significant and comprehensive understanding of two or more technological tools, such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information.

      2) Emphasize a variety of contexts in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.

      3) Encourage information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately and creatively.

      4) Emphasize that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.

   b. Area E2—Self-Development: Courses in this category include selective consideration of content, such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Courses approved for this category do the following:

      1) Analyze the relationship between an individual and the broader society.

      2) Recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging.

      3) Examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence

4) Encourage students to recognize the human being as an integrated physiological, social, and psychological organism.

5) Provide opportunities for students to demonstrate the ability to apply life-success skills.

Active-duty military personnel and U.S. military veterans may satisfy this requirement through submission of a military transcript that demonstrates the completion of basic training or recruit training (DD214, DD295, or other military transcript).

6. Area F—Cultural Diversity: Courses in this category demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community. Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental.

a. Courses approved for this category meet at least four of the following goals and criteria:

1) Study the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.

2) Increase students' knowledge and understanding of other cultures.

3) Develop an awareness of racism or sexism and its impact on society.

4) Promote critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.

5) Identify theories and practices of accommodation, assimilation, integration, and pluralism.

6) Recognize artistic achievements and aesthetic values of non-Western cultures.

7) Provide opportunities for students to recognize their own attitude toward cultural diversity.

8) Encourage and stimulate personal discovery of the individual's identity in a culturally diverse world.

b. Students can satisfy this requirement by successfully completing one course that MiraCosta has approved as meeting the cultural

diversity criteria and goals. Students may also satisfy the requirement through the submission of an official transcript that demonstrates completion of course work at a regionally accredited college or university that satisfies a cultural-diversity type of requirement.

c. Students earning an associate in science degree in registered nursing (ADN) or registered nursing (LVN-to-RN) at MiraCosta will substantially meet the cultural diversity requirement through completion of the program. Each course in both programs has a component that promotes sensitivity to cultural diversity and fosters an understanding of the student's role in the global community.

7. Area G—American Institutions and History: Courses in this category develop the knowledge and skills necessary for intelligent citizenship. Courses focus on the major events and issues in U.S. history and the political processes used in the United States. Courses approved for this category substantially meet at least one of the following goals and criteria:

a. Examine the historical development of American institutions and ideals.

b. Examine the U.S. Constitution and structure of federal and state government.

Students may also satisfy the American institutions and history requirement through submission of an official transcript that demonstrates course work completed at a regionally accredited college or university that satisfies an American institution requirement.

Students completing an associate in science degree in registered nursing (ADN) at MiraCosta will not be required to satisfy the American institutions and history requirement due to the Board of Registered Nursing's licensing-unit limits.

Students may satisfy the requirements for any MiraCosta general education area (A-G) through submission of an official transcript that demonstrates one of the following:

A. Completion of an approved course in the same general education area at another California community college.

B. Completion of a course at a regionally accredited college or university in a comparable general education area.

C. Completion of a comparable course at a regionally accredited college or university.

Students who have completed courses at MiraCosta prior to the implementation of Plan A in fall 2011 may use that course work to meet the Plan A category requirements.

Definitions

Academic freedom in the classroom is the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups or individuals.

Outside the classroom, faculty members are entitled to full freedom in research and in the presentation and publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return should be based upon an understanding with the MiraCosta Community College District, conforming to Board Policy/Administrative Procedure 3715, Intellectual Property Rights.

Academic freedom carries with it corresponding responsibility. Academic responsibility emphasizes the obligation to study facts, to present and interpret ideas concerning human society and all fields of knowledge. Since human knowledge is limited and changeable, faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. However, controversial matters that bear no relation to the subject matter should not be introduced into classes.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times strive for accuracy, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.

Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds his/her freedom of expression attacked or curtailed.

The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty.

Adoption History: 4/21/09

References: Title 5, §51023
Accreditation Standard II.A.7
American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure

The district shall have library and instructional support services that are an integral part of the education program. Instructional support services include technology enhanced learning, a math learning center, tutoring and academic support center, and a writing center.

Adoption History: 1/19/10
References: Education Code §78100

Technology-enhanced learning is facilitated by Academic Information Services (AIS) in all learning environments, both physical and virtual. AIS works collaboratively within the district governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the library, computer labs, technology-enhanced classrooms, learning-management systems, virtual applications/services, multimedia services, and user-support services.

Technology resources, policies, and procedures may be reviewed at http://www.miracosta.edu/instruction/ais/.

Effective Date: 1/19/10
References: Education Code §7810
Accreditation Standard II.C

Associate in Arts or Associate in Science Degree

A. The student must demonstrate competence in reading, in written expression, and in mathematics.

B. The student must satisfactorily complete at least sixty (60) semester units.

C. A definition of "college work" provides that courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5, §55002(a), or, if completed at other than an accredited college, would reasonably be expected to meet the standards of that section. Quarter units from other schools will be converted.

D. The work must include at least eighteen (18) semester units in general education and at least eighteen (18) semester units in a major listed in the Community Colleges "Taxonomy of Programs."

E. The work must include at least twelve (12) semester units or eighteen (18) quarter units of study in residence; exceptions to the residence requirement can be made by the Board of Trustees when an injustice or undue hardship would result.

F. The work must be completed with an overall grade-point average of 2.0, with a grade of "C" or better in each course counted towards the major.

G. The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.

H. Ethnic studies must be offered in at least one of the general education subdivisions.

I. District policies and procedures regarding general education degree requirements must be published in the college catalog and must be filed with the Chancellor's Office.

Certificate of Achievement

A. A student must successfully complete a state-approved course of study or curriculum that consists of twelve (12) or more semester units or twenty-seven (27) or more

quarter units of degree applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

B. Shorter credit programs that lead to a certificate may be established by the district.

C. Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the MiraCosta Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

D. Certificates for which Chancellor's Office approval is not sought may be given any name or designation deemed appropriate, except for certificate of achievement, certificate of completion, or certificate of competency.

Requirements for Graduation: Associate Degrees

MiraCosta College shall offer the associate in arts and associate in science degrees. To obtain an associate degree, students must:

A. Complete a minimum of sixty (60) units of approved coursework, including a minimum of eighteen (18) units in a college-defined major.

B. Complete a minimum of twelve (12) units in residence, with at least six (6) of those twelve (12) in the major. A student who needs six (6) or fewer units in order to satisfy all degree requirements may be evaluated under the original catalog that applied.

C. Complete area requirements prescribed by the state of California in natural sciences, social sciences, humanities, and learning skills.

D. Satisfy competency in reading, written expression, and mathematics.

E. Complete subject areas prescribed by the MiraCosta Community College District Board of Trustees.

F. Maintain an overall 2.0 GPA with a grade of "C" or better in each course counted towards the major.

Multiple Degrees

Students who are in progress to complete or who have previously been awarded a MiraCosta associate degree may be qualified for an additional associate degree(s) under the following circumstances:

A. The additional degree (s) represents a new major.

B. All requirements for the new major are completed with a minimum of twelve (12) unduplicated units.

C. All degree requirements have been met including residency, with at least twelve (12) units completed in the new major, at MiraCosta College.

Requirements for Graduation: College Certificates

Students may obtain Certificates of Achievement and Certificates of Proficiency through MiraCosta College.

A. Certificates of Achievement

Certificates of Achievement have been state-approved and thus will be printed on a recipient student's transcript. To obtain a Certificate of Achievement students must:

1. Complete a state-approved program of study that is a minimum of twelve (12) units.

2. Obtain a "C" grade or better in each course counted toward the certificate.

3. Complete six (6) of the last twelve (12) units in the certificate in residence at MiraCosta College.

B. Certificate of Proficiency

Certificates of Proficiency are approved locally and are not printed on student transcripts. To obtain a Certificate of Proficiency students must:

1. Complete a course of study that is less than eighteen (18) units.

2. Obtain a "C" grade or better in each course counted towards the certificate.

3. Complete at least six (6) units, or the maximum number of units required for the certificate, whichever is less, in residence at MiraCosta College.

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the classroom instruction in a course, or an entire section of a course, is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Courses and Programs Curriculum Committee (CPCC) will certify the following:

A. Course quality standards: The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.

B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CPCC course-approval criteria and procedures.

C. Instructor contact: Each section of a course that is offered through distance education will include regular effective contact between instructor and students. By proposing a distance education course, the faculty author and department chair agree to the following specifications of instructor/student contact:

   1. Instructor-initiated interaction: In hybrid or fully online courses, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Adoption History: 1/19/10, 6/18/13
References: Title 5, §55200 et seq.
U.S. Dept. of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
34 Code of Federal Regulations §602.17

In a face-to-face instructional format, instructors are present at each class meeting and interact via class announcements, lectures, activities, and discussions, which take a variety of forms. In hybrid and online instructional formats, instructors will regularly initiate interaction with students to assess if they are doing all of the following:

a. Accessing and comprehending course material

b. Participating regularly in course activities

Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

a. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a “C” or “Pass”

b. Tracking student attendance

c. Determining the last day of attendance for students who drop the course via the following methods:

(1) Prior to the first census date, the instructor will initiate an activity that requires student participation

(2) The instructor will include various robust assessments and assignments on a frequent basis throughout the semester

2. Frequency of interaction: Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a distance education course will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course.

3. Establishing expectations and managing unexpected instructor absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents made available to students when the course officially opens each

semester. This information will also refer students to the section in the college catalog on student rights and responsibilities.

During the course, instructors will notify students when they must be out of contact beyond what is described in the course documents as mentioned above. This notification will include when students can expect regular effective contact to resume. If the offline time results in a lengthy absence (e.g., more than three or four instructional days, excluding holidays and weekends), the instructor will file an absence report so that a substitute instructor may be secured per college policies to assist students while the instructor is unavailable. It is the instructor's responsibility to evaluate and determine whether the length of the anticipated absence in regular effective contact will exceed three or four instructional days (excluding holidays and weekends) and, if so, to notify the department chair of the need for a substitute.

4. Quality of contact: Regarding the type of contact that will exist in all MiraCosta distance education courses, instructors will use a variety of means to initiate contact with students, such as the following:

   a. Threaded discussion forums (with appropriate instructor participation)

   b. "Questions for the instructor" forums

   c. General email

   d. Weekly announcements

   e. Timely and frequent feedback for student work

   f. Instructor-prepared electronic lectures or introductions in the form of electronic lectures to any publisher-created materials (written, recorded, broadcast, etc.) that, combined with other course materials, create the virtual equivalent of the face-to-face class.

   In addition, instructors shall enable effective instructor/student interaction in distance education courses by doing all of the following:

   a. Allocating sufficient hours per week for contact. This may include informing students of the option to meet on a face-to-face basis or via web conferencing or via telephone.

   b. Conducting student/instructor interaction with similar care and attention to students as that which occurs during face-to-face office hours and meetings.

   c. Responding to student emails, postings, phone calls, etc., in a timely manner.

D. Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The district will provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The vice president of instruction shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:

A. Secure login and password to enable authenticated access to MiraCosta student information and course management systems.

B. Proctored examinations.

C. New or other technologies and practices that are effective in verifying student identification.

Student Support Services

The college will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

The district shall admit students in credit classes who are:

A. Eighteen years of age or older and able to benefit from instruction.

B. The holder of a high school diploma or equivalent.

C. Currently attending high school as a sophomore, junior, or senior with a concurrent enrollment permit signed by the high school principal or designee and parent. Home-schooled students must provide proof of filing as a private school with the Superintendent of Public Instruction or may obtain sign off from the local public high school that the student would normally be attending.

Students under 18 (eighteen)years of age who have not completed high school and are not pursuing the equivalent of a high school education or who are requesting enrollment as a full-time student may directly petition the president of the college to authorize attendance by having their parents submit a petition.

Concurrently enrolled high school students are limited to enrollment in 11.0 semester units during the spring and fall term (8.0 units during summer) unless they are approved for full-time enrollment. High school students who are concurrently enrolled in 11.0 units or less during a semester or intersession are not required to pay MiraCosta College enrollment fees, but are required to pay other college fees, such as nonresident tuition, parking, health services, student center, etc.

To be eligible for attendance at MiraCosta College for tuition-free, adult continuing-education (noncredit) courses in the authorized noncredit categories of parenting, home economics, health and safety, short-term vocational, and courses for older adults, a student must be eighteen (18) years of age or older.

To be eligible for attendance at MiraCosta College in the Adult High School Diploma or noncredit English as a Second Language programs, a student must be eighteen (18) years of age or older or seventeen (17) years of age or older, concurrently enrolled in high school, and credit deficient. The concurrent enrollment permit must be signed by the student, the high school counselor, the principal or designee, and the parent or guardian. If seventeen (17) years of age or younger and not concurrently enrolled in high school, a minor's petition must be signed by the student and the parent or guardian.

Adoption History: 1/19/10, 10/22/13

References: Education Code §§76000, 76001, 76002
Labor Code §3077
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.
34 Code of Federal Regulations §668.16(p)
California Community Colleges Chancellor's Office Student Fee Handbook, June 1, 2012

Denial of Requests for Admission

The Board of Trustees through its designee (superintendent/president) reserves the right to grant permission for special, full-time or part-time enrollment by a pupil who is identified as highly gifted. If permission to enroll is not given, the findings and the reason for denying the request will be provided in writing within sixty days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least thirty days after the pupil submits the request to the district. The superintendent/president shall establish procedures regarding evaluation of requests for special full-time or part-time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The superintendent/president shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

International Students

The district shall administer a program designed to attract, screen, process, and admit international students consistent with Education Code §§68060-68082, appropriate sections of Title 5, and all regulations of the Department of Homeland Security. Students who are citizens of a foreign country attending MiraCosta College on F-1 visas will be subject to the nonresident tuition and may be subject to a capital outlay fee. Nonresident tuition may be waived for currently-enrolled F-1 international students who demonstrate financial need, provided that no more than ten percent of the total number of international students attending MiraCosta College are exempt from this fee (Education Code §76140(a)(2). Exemptions from this fee are granted on an individual basis.

International students on an F-1 student visa are prohibited by the Department of Homeland Security from attending tuition-free courses.

See Administrative Procedures 5010, 5011, Admissions and Concurrent Enrollment of High School and Other Young Students, and 5012, International Students.

Each year, the superintendent/president shall present to the Board of Trustees a budget prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (BAM). The schedule for presentation and review of budget proposals shall comply with state laws and regulations and provide adequate time for board study.

Budget development shall meet the following criteria:

A. The annual budget shall support the district's mission statement and educational master plan.

B. Results of program review shall be linked to the annual budget development process.

C. Assumptions upon which the budget is based are presented to the board for review.

D. A schedule is provided to the board by December of each year, which includes dates for presentation of the tentative budget, required public hearings, board study sessions, and approval of the final budget. At the public hearings, interested persons may appear and address the board regarding the proposed budget or any item in the proposed budget.

E. Unrestricted general reserves are defined in Administrative Procedure 6305 but shall be not less than the prudent reserve defined by the California Community Colleges Chancellor's Office as a general fund balance of not less than five percent of expenditures.

F. Changes in the assumptions upon which the budget was based shall be reported to the board in a timely manner.

G. Budget projections address long-term goals and commitments.

See Administrative Procedure 6200.

Adoption History: 2/2/10
References: Education Code §70902(b)(5)
Title 5, §§58300 et seq.

The superintendent/president shall establish procedures to assure that the district's fiscal management is in accordance with the principles contained in Title 5, §58311, including:

A. Adequate internal controls exist.

B. Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees.

C. Adjustments to the budget are made in a timely manner, when necessary.

D. The management information system provides timely, accurate, and reliable fiscal information.

E. Responsibility and accountability for fiscal management are clearly delineated.

The books and records of the district shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

The books, records and internal controls of the district shall be compliant with Generally Accepted Government Auditing Standards and/or Generally Accepted Accounting Principles, as applicable.

As required by law, the Board of Trustees shall be presented with a quarterly report showing the financial and budgetary conditions of the district.

As required by the Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.

See Administrative Procedure 6305, Reserves.

Adoption History: 2/17/09
Revised: 10/19/10
References: Education Code §84040(c)
Title 5, §58311

In order to plan adequately for replacing worn and/or obsolete equipment, a base annual budget for equipment replacement shall be established. A base annual budget amount shall be granted to each of the four divisions (superintendent/president, Instructional Services, Student Services, and Business and Administrative Services). Funds are established for general equipment, instructional equipment and technology equipment.

Each year, the Budget and Planning Committee (BPC) may recommend an augmentation to the base annual budget to plan for replacement of BPC-approved additions to the plant, of program-review additions to the plant, and of furniture, fixtures and equipment (FF&E) additions to the plant that are related to new and upgraded facilities.

Base annual budget funds that are unspent by June 30 of each year shall roll over to the next fiscal year. Each division may spend up to the base plus carry forward budget without obtaining prior approval from BPC. Proposed expenditures in excess of the base plus carry forward amount shall require prior approval from BPC.

BPC shall review the equipment replacement expenditures for each of the four divisions on a yearly basis as part of the budget preparation cycle.

Effective Date: 2/2/10
References: Education Code §70902
Accreditation Standard III.D.1

Responsibility for Patrolling District Property

The district has established a police department as authorized by Education Code §§72330, et seq. The district employs P.O.S.T. (Police Officer Standards and Training) certified police officers whose peace officer authority extends throughout California. The members of the MiraCosta College Campus Police Department (MCPD) are responsible for protecting life and property on or near any property owned or controlled by the MiraCosta Community College District. The specifics of police department operating procedures are not published or posted for safety and security reasons.

The Campus Police Department is the responsibility of the Chief of Police under the authority delegated by the Vice President, Student Services, and as authorized by the Education Code.

Although the Campus Police Department is specifically responsible for the safety and security of people and property within the district and patrolling the district, it is the responsibility of all employees to be vigilant and to report any suspicious activities to the Campus Police Department, to secure doors and assets under their supervision, possession, or control, and to fully cooperate with the Campus Police.

Responsibility for Maintenance

A. Facilities

The Facilities Department is responsible for the facilities and grounds of the district. The functions of the department include the following:

1. Facilities Planning and Capital Projects: provides management oversight for programming, planning, architecture, engineering, and construction of new or remodeled projects and tenant improvements. Also responsible for tracking and maintaining all space data, such as floor plans, square footages, Five-Year Capital Outlay Plan, and local/scheduled maintenance plans.

2. Facilities Administration: provides departmental administrative and operations support for the Facilities Department, HelpDesk service, scheduling of district vehicle usage, building security codes, work request status, and issuance of building keys.

3. Facilities Maintenance Services: provides building maintenance services including interior finishes (carpet, painting, and floor tile), electrical, mechanical, heating and ventilation, plumbing, and issuance/inventorying of building keys.

4. Facilities Custodial Services: provides custodial services including daily housekeeping of district buildings, classrooms, offices and restrooms, set-ups for special events, office relocation, and moves of district furniture and equipment.

5. Facilities Grounds Services: provides grounds maintenance services for roadways, sidewalks, general landscaping, landscape construction and maintenance work related to irrigation plumbing, irrigation electrical and installation, recycling, and assistance with set-ups for special events.

6. Facilities Transportation Services: provides fleet oversight and preventative maintenance services/repairs for district vehicles, carts, and equipment.

Although the Facilities Department is specifically responsible for the maintenance and operation of the district's grounds and facilities, all district employees are expected to be vigilant and to report any potential maintenance or safety issues to the Facilities Department, keep outside doors closed to conserve energy, and in general practice, good housekeeping in their work areas.

The Facilities Department is the responsibility of the Director of Facilities under the authority delegated by the Vice President, Business and Administrative Services.

Responsibility for the Distribution and Accountability of Keys/Access Cards

The Facilities Department is responsible for the distribution and accountability of keys and access cards. The Facilities Department works closely with the Campus Police, Human Resources, and Risk Management departments to coordinate the accountability of keys and access cards.

Regular employees and associate faculty will be issued keys/access cards upon completion of the district's key/alarm request. The request can be found on the portal at https://portal.miracosta.edu. The request must be received by the Facilities Department at least ten (10) days prior to need. Once a request has been approved and forwarded to facilities, regular employees can pick up keys at the Oceanside Campus at the Facilities Department in Building 4200. Associate faculty can pick up keys from the Associate Faculty Office located in Building 4600. All keys at the San Elijo Campus can be picked up from the faculty secretary located in the Administration Building. All keys at the Community Learning Center (CLC) can be picked up from the noncredit student and faculty support specialist or designee.

Written authorization from the appropriate division vice president and/or the superintendent/president is required for access to spaces other than primary work station(s). Such authorization shall only be granted where an evident need has been established.

Regular employees in the positions listed below shall be given access to key lock boxes containing grand master and/or building master keys. Keys shall be returned to the lock box at the end of the employee's workday. Issuance of keys to any employee not on the list or other exception(s) shall require written authorization from the appropriate division vice president and the superintendent/president.

All regular employees and associate faculty shall immediately report lost or stolen keys/access cards to the Campus Police Department and their immediate supervisor. Regular employees and associate faculty members shall be financially responsible for the cost to the district for replacement of lost or stolen keys/access cards and lock cores at $100 for each core replacement up to $1,000 for any one loss of keys regardless of the number of lost keys. The employee's department(s) shall also be held financially responsible for the remaining cost for the replacement of lost or stolen keys and the loss of property from district spaces left unsecured as a result of any unreported lost or missing keys and/or access cards.

Grand master key lock box list:

Associate Dean, Student Services – San Elijo Campus
Associate Dean, Community Learning Center
Building and Maintenance Mechanics
Building and Maintenance Supervisor
Grounds Supervisor
Campus Police
Custodial Utility Worker, Community Learning Center
Custodian
Dean, Community Services and Business Development
Facilities Assistant
Grounds/Utility Worker – San Elijo Campus
HVAC Mechanic
Mail Carrier
Dean, San Elijo Campus
Building and Maintenance Supervisor – San Elijo Campus

Academic Information Services (AIS) and other staff regularly required to work on nonbusiness days and/or times when the college is closed shall be given access to key lock boxes containing grand master and/or building master keys as authorized by the appropriate division vice president and the superintendent/president.

Grand master keys will be issued exclusively to the superintendent/president, division vice presidents, and the directors of Facilities, Campus Police, and Safety. Grand master keys shall be kept in individual lock boxes in the respective employee's office and shall be returned to the box at the conclusion of the employee's work day.

No grand master keys shall be taken off district property. Exceptions require written authorization from the superintendent/president.

All decisions regarding the need to rekey the facilities due to lost or stolen keys shall be at the direction of the division vice president and superintendent/president.

Responsibility for Publication of Warnings about Unsafe Areas of the District

The Risk Management Department is responsible for the publication of warnings about unsafe areas of the district and the campuses. The Risk Management Department works closely with the Facilities Department and the Public Information Office to adequately identify and publicize unsafe areas of the district.

The Risk Management Department is the responsibility of the Director of Risk Management under the authority delegated by the Vice President, Business and Administrative Services.

All employees of the district are expected to notify the Risk Management or Facilities departments of any areas that could be potentially unsafe so that the potentially unsafe areas can be evaluated and dealt with appropriately.

Responsibility for Emergency-Notification Procedures

The Public Information Office is responsible for emergency-notification procedures. Emergency-notification procedures include media communications, Internet postings, reverse 911, internal emergency telephone messages, and outside mass-notification systems. The Public Information Office works closely with Academic Information Systems and the Facilities, Campus Police, and Risk Management departments in the development and implementation of emergency-notification procedures.

The Public Information Office Department is the responsibility of the Director of Public Information under the authority delegated by the superintendent/president.

Responsibility for Fire/Smoke Alarms, Fire Extinguishers, Mass Notification, and Emergency Phone System

The Facilities Department is responsible for the fire and smoke-alarm systems and fire extinguishers. In conjunction with the Director of Risk Management, the Facilities Department conducts regular tests of the systems and upgrades system as appropriate.

The Facilities Department is the responsibility of the Director of Facilities under the authority delegated by the Vice President, Business and Administrative Services.

Academic Information Systems (AIS) is responsible for the maintenance of the mass-notification and emergency-phone system.

Locking Software for Computers

Academic Information Systems is responsible for all districtwide software, including locking systems. Specific procedures for locking systems are not published or posted due to security considerations.

AIS is the responsibility of the dean under the authority delegated by the Vice President, Instructional Services.

The district is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students. The board is committed to hiring and staff-development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

See Administrative Procedure 7100 and 3420.

Adoption History: 6/15/10

References: Education Code §§87100 et seq.
Title 5, §§53000 et seq.

The district demonstrates its commitment to diversity by complying with all federal, state, and local laws and regulations regarding equal employment and nondiscrimination in employment, and by maintaining an Equal Employment Opportunity Plan. It also maintains a Student Equity Plan that addresses issues related to the recruitment of students (access to educational opportunities) and their academic environment.

Effective Date: 6/15/10
References: Education Code §§87100 et seq.
Title 5, §§53000 et seq.

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 (untenured) 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 his or her 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 his or her 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 his or her 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 he/she 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 Director, 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 his/her 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 attended 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 the Director, 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 his/her 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 his or her 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 his or her 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 his/her own language by taking courses in a foreign language that he or she has 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 s/he 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, s/he 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 the Director of Human Resources. Upon completion of coursework, verification of satisfactory completion of class (i.e., transcripts) and a purchase request must be sent to the Director of Human Resources before enrollment−fee reimbursement occurs.

l. The Director of 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

The Business and Administrative Services provides a form for employees who request approval of reimbursement for fifty percent (50%) 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.