MIRACOSTA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

ANNUAL ORGANIZATIONAL MEETING
WEDNESDAY – DECEMBER 9, 2015 – 3 P.M.
JOHN MACDONALD BOARD ROOM
BUILDING 1000 – OCEANSIDE CAMPUS

AGENDA

I. CALL TO ORDER

II. FLAG SALUTE / ROLL CALL

III. BOARD ORGANIZATIONAL ACTION

A. Election of Officers
   1. President
   2. Vice President
   3. Secretary
   4. Assistant Secretary

B. Fix Dates, Times, and Locations of 2016 Board Meetings

IV. APPROVE MEETING MINUTES

A. Special Meeting/Workshop of November 18, 2015

B. Regular Meeting of November 18, 2015

V. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

VI. CHANGES IN AGENDA ORDER

VII. PRESENTATIONS

A. MiraCosta College Foundation Overview and FY14/15 Accomplishments
B. CARE, Clery Act, College Police and District Safety Update
C. Accreditation Update: Standard II.A Instructional Programs

VIII. CONSENT ITEMS

A. Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions
B. Approve Minimum Qualifications Comparable Degree Title Request
C. Ratify Recommendations of Superintendent/President in Approving Classified Personnel Actions
D. Approve Employment Contracts of Academic Administrators
E. Approve 2016 Minimum Wage Increase
F. Ratify Contracts and Approve Purchase Orders – November 1 through 20, 2015
G. Approve Request to Destroy Education Records Marked for Destruction
H. Approve Three Additional Courses for the Community Education and Workforce Development Security Program
I. Approve Curriculum for 2016/17 Catalog, Part I
J. Approve Architectural Design Services Contract Amendment #05 for Architects Mosher Drew
K. Approve Bond Counsel Services with Stradling Yocca Carlson & Rauth
L. Approve Authorization for the Vice President of Business and Administrative Services to Execute Construction Contract Change Orders

IX. SECOND READING AND ADOPTION — BOARD POLICIES

A. Board Policy 2431 – Superintendent/President Selection

X. PERIODIC REVIEW — BOARD POLICIES

A. Board Policy 2715 – Code of Ethics/Standards of Practice (Annual Review)
B. Board Policy 3050 – Institutional Code of Ethics (Annual Review)
C. Board Policy 2220 – Committees of the Board
D. Board Policy 4110 – Honorary Degrees

XI. COLLEGE-RELATED REPORTS

A. Trustees Activities
B. Students
C. Classified Employees
D. Faculty
E. Vice Presidents
   1. Instructional Services
   2. Student Services
   3. Business and Administrative Services
F. Office of the President Monthly Board Report
G. Superintendent/President

XII. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

XIII. ADJOURNMENT

Board meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Board Assistant Secretary, 760.795.6610, 760.757.2121, extension 6610, or 619.755.5155, extension 6610. The TDD number is 760.439.1060. In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings may be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's Website at http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Evelyn Crogan, Executive Assistant to the Superintendent/ President, at 760.795.6610 or by e-mail at ecrogan@miracosta.edu.

Subject: Election of Officers	Attachment: None
Category: Board Organizational Action	Type of Board Consideration: Information Consent Action ✓
	Approved for Consideration: Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Education Code §72000(c)(2) provides that the governing board of a community college district shall organize by electing a president, from its members, and a secretary.

STATUS

In addition to the legally required president position, the MiraCosta Community College District Board of Trustees traditionally elects a vice president.

The board traditionally elects the superintendent/president to serve as board secretary and the executive assistant to the superintendent/president as assistant board secretary.

RECOMMENDATION

Elect a president and vice president to serve from Dec. 9, 2015, until the 2016 organizational meeting; elect Superintendent/President Sunita V. Cooke as board secretary until the next organizational meeting in December 2016; and Evelyn Crogan, executive assistant to the superintendent/president, as assistant board secretary, until the 2016 organizational meeting.

Subject:	Attachment:
Fix Dates, Times, and Location of 2016 Board Meetings	Proposed 2016 Meeting Schedule
Category:	Type of Board Consideration:
Board Organizational Action	Information Consent Action ✓
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Education Code §72000(c)(4) requires that the governing board of a community college district shall fix the time and place for its regular governing board meetings.

STATUS

A proposed schedule of meetings for 2016 is presented for discussion and approval.
The September 2016 business meeting is proposed for Sept. 9 as, by law, the final budget must be approved by the Board of Trustees and submitted to the state by Sept. 15.

RECOMMENDATION

Fix the date, time, and place for the 2016 board meetings, as proposed.

BOARD OF TRUSTEES

PROPOSED

2016 Board Meeting Schedule

- Oceanside Campus: One Barnard Drive, Oceanside
- San Elijo Campus: 3333 Manchester Avenue, Cardiff-by-the-Sea
- Community Learning Center: 1831 Mission Avenue, Oceanside

Date	Meeting	Time	Place
Wednesday, January 20	Regular Meeting: Business	3 p.m.	Oceanside Campus
Wednesday, February 17	Regular Meeting: Business	3 p.m.	Oceanside Campus
Saturday, February 20	Regular Meeting: Workshop/Prelim. Budget	9 a.m.	Oceanside Campus
Wednesday, March 16	Regular Meeting: Business	3 p.m.	Community Learning Center
Wednesday, April 6	Regular Meeting: Business	3 p.m.	San Elijo Campus
Wednesday, May 11	Regular Meeting: Workshop	3 p.m.	Oceanside Campus
Wednesday, May 18	Regular Meeting: Business	3 p.m.	San Elijo Campus
Wednesday, June 15	Regular Meeting: Retreat/ Tentative Budget Workshop	9 a.m.	Oceanside Campus
Wednesday, June 22	Regular Meeting: Business	3 p.m.	Oceanside Campus
Wednesday, July 13	Regular Meeting: Business	3 p.m.	Oceanside Campus
Wednesday, August 17	Regular Meeting: Business	3 p.m.	Community Learning Center
Wednesday, September 7	Regular Meeting: Workshop/Final Budget	9 a.m.	Oceanside Campus
Wednesday, September 14	Regular Meeting: Business	3 p.m.	Oceanside Campus
Wednesday, October 26	Regular Meeting: Business	3 p.m.	San Elijo Campus
Saturday, November 12	Regular Meeting: Workshop	9 a.m.	Oceanside Campus
Wednesday, November 16	Regular Meeting: Business	3 p.m.	Community Learning Center
TBD (proposed December 14)	Organizational Meeting	3 p.m.	Oceanside Campus

Note: Other meetings and activities may be added during the year. The 2017 meeting schedule will be established by the Board of Trustees at the December 2016 organizational meeting.

MIRACOSTA COMMUNITY COLLEGE DISTRICT
ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF SPECIAL MEETING/WORKSHOP **NOVEMBER 18, 2015**
(Draft)

I. CALL TO ORDER

The Board of Trustees of the MiraCosta Community College District met in a special meeting/workshop on Wednesday, Nov. 18, 2015, in Room 137, Community Learning Center, 1831 Mission Avenue, Oceanside, CA. President Jeanne Shannon called the meeting to order at 11:05 a.m.

II. FLAG SALUTE / ROLL CALL

Board members present:

David Broad	Frank Merchat
Rick Cassar	Jeanne Shannon
William Fischer	Jacqueline Simon
George McNeil	Naweed Tahmas, Student Trustee

Administrators present:
Superintendent/President Sunita V. Cooke
Vice President Mary Benard, Instructional Services
Vice President Charlie Ng, Business and Administrative Services
Vice President Dick Robertson, Student Services

III. PUBLIC COMMENTS ON ITEMS ON AND NOT ON THE AGENDA

None.

IV. CHANGES IN AGENDA ORDER

None.

V. WORKSHOP

A. Educational Master Plan Future

Dr. Mary Benard recapped the process to update the ten-year comprehensive master plan. She noted the educational master plan provides direction to the instruction, support, and business services for the next five years and is driven by the mission statement and institutional goals. The student-information data within the addendum was reviewed. The five-year directions and the strategic objectives of the ten-year institutional goals within the comprehensive master plan were presented. The enrollment changes for 2011 and 2014 and projected enrollment figures for 2020 were reviewed.

B. Preliminary Cost Estimates for Athletics

President Cooke recapped student participation in intramural sports and intercollegiate athletics and the per-student cost of each. A team of peer reviewers from the Pacific Coast Athletic Conference (PCAC) in a recent visit made recommendations related to facilities, personnel, and other costs needed to support

the six existing athletic teams. Further facilities, personnel, and other costs would be needed to support the addition of two more teams. The focus at this time will be on shoring up support for the existing six athletic teams and building on the excellent intramural program. Following discussion, the board gave direction to staff to (1) build a new gym, (2) create one ball field that is usable by baseball and softball, (3) hold off on adding new teams, and (4) continue renting sand volleyball courts.

C. Assessments (Mechanical, Electrical, Plumbing, Parking, Safety, Technology)

D. Listening Sessions and Survey Results (Students and Employees)

E. Discussion

Steinberg Architects staff members (Bob Lavey, Rob Barthelman, Andrea Stalker) presented the current utilization of classroom spaces and the results of the recent student and staff survey results. The board commented on the materials presented and provided direction to staff.

VI. ADJOURNMENT

The regular meeting adjourned at 2:45 p.m.

MINUTES APPROVAL:

Jeanne Shannon Board President	Sunita V. Cooke, Ph.D. Superintendent/President

MIRACOSTA COMMUNITY COLLEGE DISTRICT
ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF REGULAR MEETING **NOVEMBER 18, 2015**
(Draft)

I. CALL TO ORDER

The Board of Trustees of the MiraCosta Community College District met in a regular meeting on Wednesday, Nov. 18, 2015, in the Community Room of the Community Learning Center, 1831 Mission Avenue, Oceanside, CA. President Jeanne Shannon called the meeting to order at 3:35 p.m.

II. FLAG SALUTE / ROLL CALL

Board members present:

David Broad	Frank Merchat
Rick Cassar	Jeanne Shannon
William Fischer	Jacqueline Simon
George McNeil	Naweed Tahmas, Student Trustee

Administrators present:
Superintendent/President Sunita V. Cooke
Vice President Mary Benard, Instructional Services
Vice President Charlie Ng, Business and Administrative Services
Vice President Dick Robertson, Student Services

III. APPROVE MEETING MINUTES

A. Special Meeting of October 21, 2015
B. Regular Meeting of October 21, 2015
C. Special Meeting/Workshop of October 28, 2015

By motion of Trustee McNeil, seconded by Trustee Cassar, the minutes of the special meeting of Oct. 21, 2015, regular meeting of Oct. 21, 2015, and the special meeting/workshop of Oct. 28, 2015, were approved.

Vote:	7/0/0
Aye:	Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay:	None
Student Trustee:	Aye

IV. PUBLIC COMMENTS ON ITEMS ON AND NOT ON THE AGENDA

Oceanside Unified School District Board of Education Member Emily Ortiz-Wichmann and Leticia Chavarria of Civic Lights Projects expressed their thanks for the assistance provided by the college for the second annual girls STEM conference, held recently held on the Oceanside Campus.

V. CHANGES IN AGENDA ORDER

None.

VI. PRESENTATIONS

A. Distance Education

Dr. Jim Julius and Dean Carlos Lopez provided a report on distance education activities at MiraCosta College. A summary of the online education plan and the online course and student outcome data were presented. In 2014/15, 49.5 percent of students took at least one DE course, and 14.9 percent took only CD courses. Notable accomplishments included completion of a new three-year education plan, student orientation to online learning, participation in the Online Education Initiative, and increased engagement in the San Diego and Imperial Counties Community Colleges Association (SDICCCA) online tutoring. Work continues on increasing counseling services for online students.

B. Accreditation Update: Standard III.C Technology Resources

Dean Mario Valente and Lisa Menuck provided an update on Standard III.C, Technology Resources. Preliminary evaluations indicate the college meets all five standards for technology resources. Areas that need attention in the future include retrofitting older buildings to meet modern technology requirements and providing staff training opportunities in a centralized manner.

VII. CONSENT ITEMS

A. Ratify Recommendations of Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions

B. Approve Minimum Qualifications Comparable Degree Title Request

C. Ratify Recommendations of Superintendent/President in Approving Classified Personnel Actions

D. Ratify Memorandum of Understanding 15-02, Appendix 5, with Faculty Assembly

E. Ratify Contracts and Approve Purchase Orders – October 1 through 31, 2015

F. Ratify Budget Transfers

G. Approve Project Management Services Contract Amendment #01 for Kitchell

H. Approve Award of Request for Proposal #3-16, PeopleSoft Transfer Credit Implementation

I. Award Request for Proposal #05-15: Comprehensive Classification and Compensation Study

J. Award Request for Proposal #05-16: SAS Software Implementation and Consulting Services

Item C was pulled for discussion.

By motion of Trustee Simon, seconded by Trustee Broad, consent items A, B,and D through J were approved.

Vote:	7/0/0
Aye:	Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay:	None
Student Trustee:	Aye

By motion of Trustee Broad, seconded by Trustee McNeil, consent item C was approved.

Vote:	7/0/0
Aye:	Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay:	None
Student Trustee:	Aye

VIII. ACTION ITEMS

A. Adopt Resolution No. 5–15/16 – Excuse Board Member Absence

By motion of Trustee Broad, seconded by Trustee McNeil, Resolution No. 5–15/16 was adopted to excuse an absence of Trustee Shannon due to illness.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

B. Establish Date and Time of Annual Organizational Board Meeting

By motion of Trustee McNeil, seconded by Trustee Fischer, the annual organizational meeting will be held on Dec. 9, 2015.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

C. Approve Student Equity Plan 2015-2018

By motion of Trustee McNeil, seconded by Trustee Cassar, the 2015-2018 Student Equity Plan was approved.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

D. Rescind Old Board Policies

1. **BPVIII.G.2.a – Student Parking Fee**
2. **BPVIII.G.2.b – Parking Permits for Staff**

By motion of Trustee McNeil, seconded by Trustee Fischer, the listed old board policies were rescinded.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

E. Approve Gold Circle Club Membership for Retired Classified Employee

By motion of Trustee McNeil, seconded by Trustee Fischer, Gold Circle Club membership for retired classified employees (Wendy Antonetti, Lucy Dominguez, Sheila Manning) was approved.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

IX. SECOND READING AND ADOPTION – BOARD POLICIES

A. Board Policy 2200 – Board Duties and Responsibilities

By motion of Trustee Merchat, seconded by Trustee McNeil, Board Policy 2200–Board Duties and Responsibilities was adopted.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

B. Board Policy 2715 – Code of Ethics–Standards of Practice

By motion of Trustee McNeil, seconded by Trustee Cassar, Board Policy 2715–Code of Ethics-Standards of Practice was adopted, as amended.

Vote:	7/0/0
Aye:	Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay:	None
Student Trustee:	Aye

C. Board Policy 3261 – Energy Conservation

By motion of Trustee Cassar, seconded by Trustee McNeil, Board Policy 3261–Energy Conservation was adopted.

Vote:	7/0/0
Aye:	Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay:	None
Student Trustee:	Aye

X. FIRST READING – BOARD POLICIES

A. Board Policy 2431 – Superintendent/President Selection

The policy was accepted for a first reading and will be presented on a future agenda for adoption.

XI. PERIODIC REVIEW – BOARD POLICIES

A. Board Policy 2110 – Vacancies on the Board
B. Board Policy 2305 – Annual Organizational Meeting
C. Board Policy 2320 – Special and Emergency Meetings
D. Board Policy 2340 – Agendas
E. Board Policy 2345 – Public Participation at Board Meeting
F. Board Policy 2350 – Speakers
G. Board Policy 2355 – Decorum
H. Board Policy 2360 – Minutes
I. Board Policy 2365 – Recording
J. Board Policy 2430 – Delegation of Authority to the Superintendent/President
K. Board Policy 2432 – Superintendent/President Succession
L. Board Policy 2610 – Presentation of Initial Collective Bargaining Proposals
M. Board Policy 2710 – Conflict of Interest
N. Board Policy 2716 – Political Activity
O. Board Policy 2717 – Personal Use of Public Resources
P. Board Policy 2720 – Communications among Board Members
Q. Board Policy 2730 – Board Member Benefits
R. Board Policy 2740 – Board Education
S. Board Policy 3100 – Organizational Structure
T. Board Policy 4025 – Philosophy and Criteria for Associate Degrees and General Education
U. Board Policy 4050 – Articulation
V. Board Policy 4100 − Graduation Requirements for Degrees and Certificates Associate in Arts or Associate in Science Degrees
W. Board Policy 4225 – Course Repetition
X. Board Policy 4260 – Prerequisites and Corequisites

Y. Board Policy 6100 – Delegation of Authority–Business and Administrative Services
Z. Board Policy 6150 – Designation of Authorized Signatures
AA. Board Policy 6320 – Investments
BB. Board Policy 6400 – Financial Audits
CC. Board Policy 6500 – Property Management
The listed board policies received periodic review and were found not to need revision.

XII. INFORMATION

A. Sabbatical Leave Reports

Jane Mushinsky, letters-transfer instructor, recapped her sabbatical leave project, during which she took five online courses. Karl Cleveland, media arts and technologies instructor, recapped his sabbatical leave project, which focused on computer science and web application development.

B. First Quarter Fiscal Report

The CCFS-311Q quarterly financial status report and the quarterly report of investments were presented for information.

C. Proposed 2016 Board of Trustees Meeting Schedule

The proposed schedule of meetings was presented for board input and will be approve at the December organizational meeting.

XIII. COLLEGE-RELATED REPORTS

A. Trustees Activities

Trustee Fischer commended faculty for several organizational and academic endeavors. Trustee Shannon attended the recent SDICCCA meeting. Trustee Broad attended the foundation board meeting. Trustee McNeil attended a meeting with Carlsbad Unified, the Encuentros Conference, the Report for the Region breakfast, the Point of Light ceremony, an Oceanside Chamber awards program, an LGBT event, a barrio conference, and the Oceanside Unified girl's STEM conference.

B. Students

Naweed Tahmas noted the new Student Center Club Room will include open and meeting spaces and a computer space.

C. Classified Employees

A written report was included in the agenda. Gwen Partlow noted a PERT team will meet with staff regarding how to work with aggressive students.

D. Faculty

A written report was included in the agenda. Mike Fino noted the Academic Senate nominated Lela Safaralian for a statewide award.

E. Vice Presidents

1. Instructional Services

A written report was included in the agenda. Vice President Mary Benard highlighted the showcasing of the Career Center, which was supported by ninety faculty representing fifty-one disciplines. The RN class had a one-hundred-percent pass rate on the certification exam.

2. Student Services

A written report was included in the agenda. Vice President Dick Robertson highlighted the work of the Transfer Center in assisting students with four-year institution applications. The Counseling Department's mobile counseling is being received well by students.

3. Business and Administrative Services

A written report was included in the agenda.

4. Office of the President

A written report was included in the agenda. President Cooke thanked the board and staff for their work for the meetings held on this date.

5. Superintendent/President

Dr. Cooke recently attended the Board of Governors meeting where they voted unanimously to accept the recommendations of both the Accreditation Taskforce and the Workforce Taskforce.

XIV. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

None.

XV. ADJOURNMENT

The regular meeting adjourned at 5:39 p.m.

MINUTES APPROVAL:

Jeanne Shannon	Sunita V. Cooke, Ph.D.
Board President	Superintendent/President

Subject:	Attachment:
MiraCosta College Foundation Overview and FY14/15 Accomplishments	PowerPoint
Category:	Type of Board Consideration:
Presentations	✓ Information Consent Action
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

The Board of Trustees is provided periodic updates of programs and projects.

STATUS

Executive Director Linda Fogerson will recap recent MiraCosta College Foundation accomplishments and outline the goals for next year.

RECOMMENDATION

For information only.

OVERVIEW AND FY14-15 ACCOMPLISHMENTS

MiraCosta College Foundation

Presented by Linda Fogerson
Executive Director

OUR AGENDA

- Community college fundraising – an overview
- The MiraCosta experience
- FY14-15 Accomplishments
- FY15-16 Goals

MIRACOSTA COLLEGE

WHAT'S HAPPENING IN COMMUNITY COLLEGE FUNDRAISING …

in California

- **FY12 $110 million raised, with assets totaling $642 million**
- **Of our foundations:**
  - 19% raised $2-6 million per year
  - 14% raised $1-2 million per year
  - 20% raised $500,00 - $1 million
  - 45% raised less than $500,000

MIRACOSTA COLLEGE

WHAT'S HAPPENING IN COMMUNITY COLLEGE FUNDRAISING

Nationally* (FY11)

- Raising $700 million+ annually
- Average raised, $836,833
- Top 10%, raised $2 million+
- Top 10 raised $5.3 million+

***Special thanks for Dr. William Crowe, from the University of Georgia and former president of Tyler Junior College in Texas.**

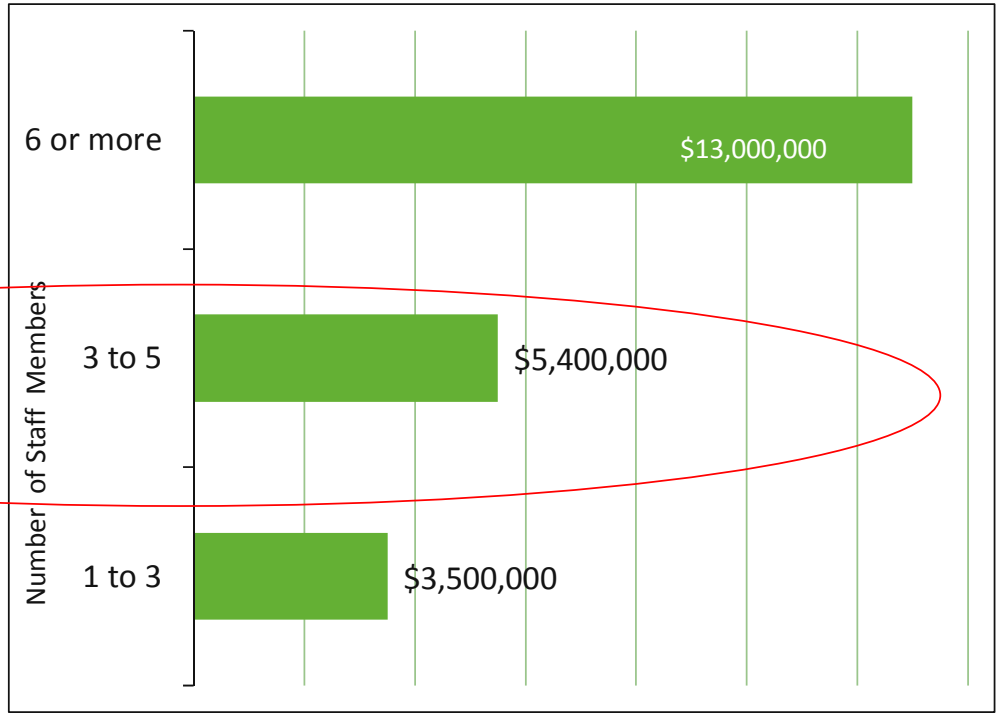
MIRACOSTA COLLEGE

Average Amount Raised by Number of Staff (over a 5-year period)*

17% have 6-10 + full-time staff

15% have 3-5 full-time staff

68% have 1-3 full-time staff



The MiraCosta College Foundation and Development Office has 4.5 FTE employees and has raised $5,902,155 over the past five years.

MiraCosta College

* As reported from an FCCC Survey of CCC Foundations

FY14-15 Accomplishments

GOALS…ACHIEVED!

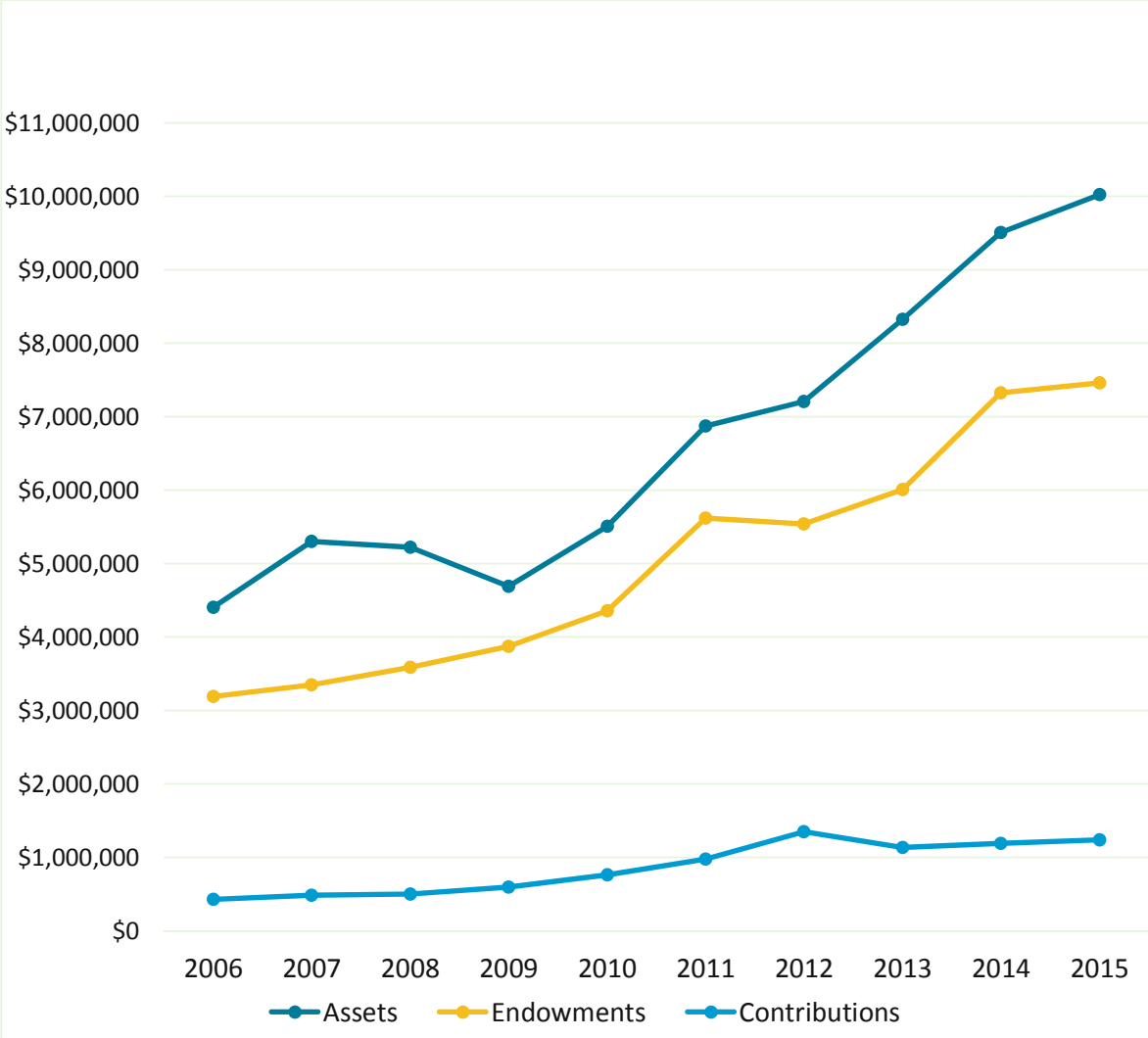
- ✓ **Raised $1.24 million**
- ✓ **Launched Phase II of the Campaign for Opportunity Scholarships**
- ✓ **Gave $900,000+ in support of the college and its students**

MIRACOSTA COLLEGE

HOW PRIVATE FUNDS SUPPORTED STUDENT SUCCESS IN FY14-15

- **More student scholarships:**
  - $350,000
  - **618** students received help
- **More free textbooks:**
  - 1,233 students received a textbook – for free
- **68 Foster Youth students served**
- **230 veterans had access to:**
  - Emergency loans and
  - Free textbooks
  - Augmented counseling services

MIRACOSTA'S EXPERIENCE, '05-15



TOTALS

$15.1 million, revenues

Endowment growth to $7.6 million

$9.3 million, contributions

MIRACOSTA'S EXPERIENCE

	2005	2015
# of donors	350	3000
Support to College	$166,000	$950,000
Staff Size	2	4.5

MiraCosta College

STRATEGIC STAFF RE-ALIGNMENT

- Reorganized staff around critical functions:
  - Events specialist/development operations analyst
  - Associated Director of Development
  - Foundation secretary (foundation funded)

FY15-16 GOALS

- Raise $1 million+
- Continue the Campaign for Opportunity Scholarships
- Launch Business Roundtable
- Increase Payroll Giving
- Enhance public relations efforts

MiraCosta College

BUSINESS ROUNDTABLE

PAYROLL GIVING

MIRACOSTA COLLEGE

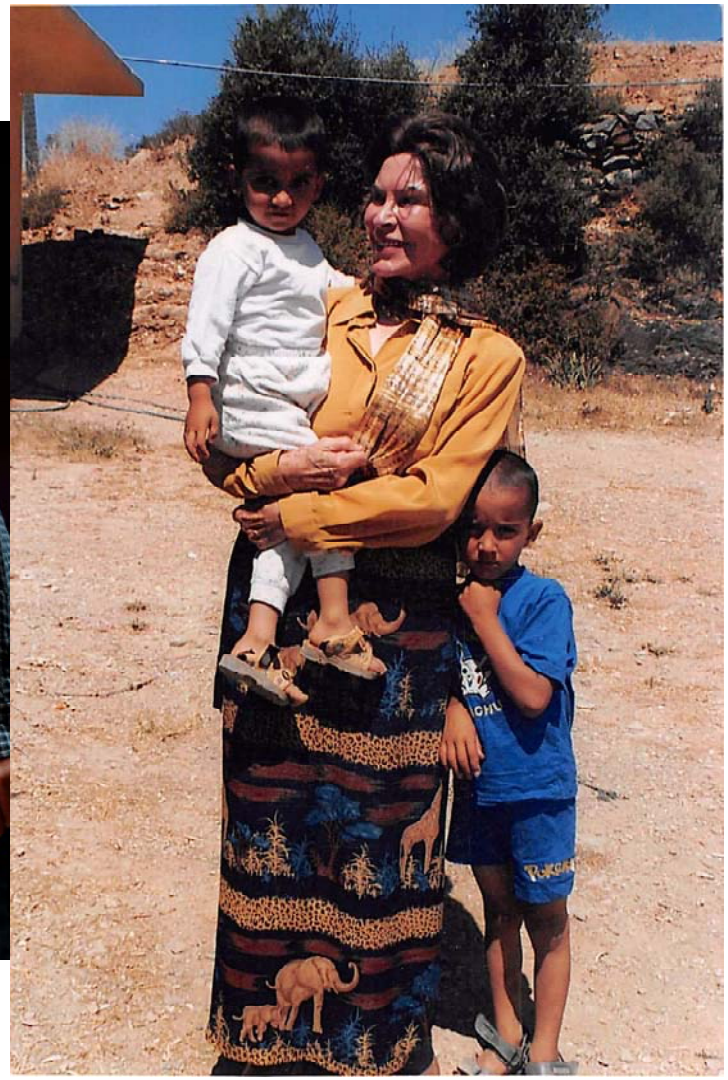
ONLINE GIVING

MiraCosta College

REPORT TO THE REGION AND TRANSFORMING LIVES

MIRACOSTA COLLEGE

PLANNED GIVING



If we all did the things we are capable of doing we would truly astound ourselves.

- Thomas Edison, 1847- 1931

MiraCosta College

Subject:	Attachment:
CARE, Clery Act, College Police and District Safety Update	PowerPoint
Category:	**Type of Board Consideration:**
Presentations	✓ Information Consent Action
Recommended:	**Approved for Consideration:**
Richard Robertson, Ph.D. Vice President, Student Services	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

The Board of Trustees receives periodic updates of programs and projects.

STATUS

Interim Associate Dean of Student Services−San Elijo Campus Cynthia Rice-Carroll will report on CARE and the Clery Act.

College Police Chief Robert Norcross will provide an update on campus safety and information on the College Police Department.

RECOMMENDATION

For information only.

CARE, Clery Act, College Police and District Safety Update

Governing Board Presentation
December 2015

Presented by Cynthia Rice Carroll,
Interim Associate Dean of Student Services
Robert Norcross, Chief of College Police

CARE

What is CARE?

- CARE is and acronym: Campus Assessment, Response and Evaluation

BIT Team

Behavioral Intervention Team:

- Student Conduct Officer, SEC
- College Police
- Health Services

CARE Advisory Team

Committee includes a large cross-section of the MCC Community:

- Human Resources
- Risk Management
- College Police
- Health Services
- Administration
- Students
- Faculty
- DSPS
- PIO

What's the charge of the Advisory Team?

- To facilitate information sharing
- To review District policies, procedures, state and federal laws and codify processes as it relates to threat assessment at MiraCosta College.
- To develop threat assessment and management processes

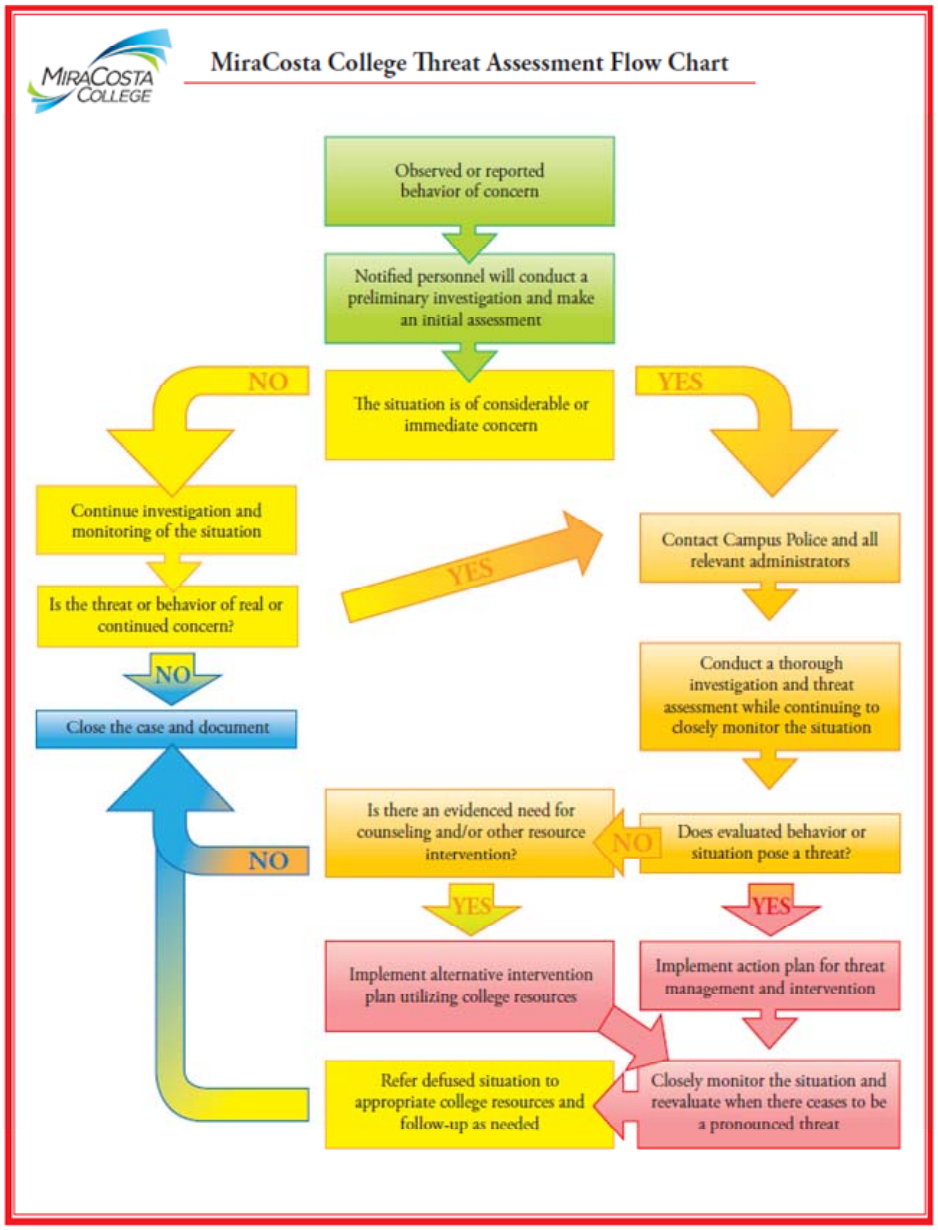
What's the charge of Behavioral Intervention Team?

- To review reports of students having difficulty and/or exhibiting concerning behaviors
- To gather information, assess, and provide recommendations to appropriate administrators
- To manage watch list, facilitate information sharing, suggest timely and effective intervention, and support coordinated responses.

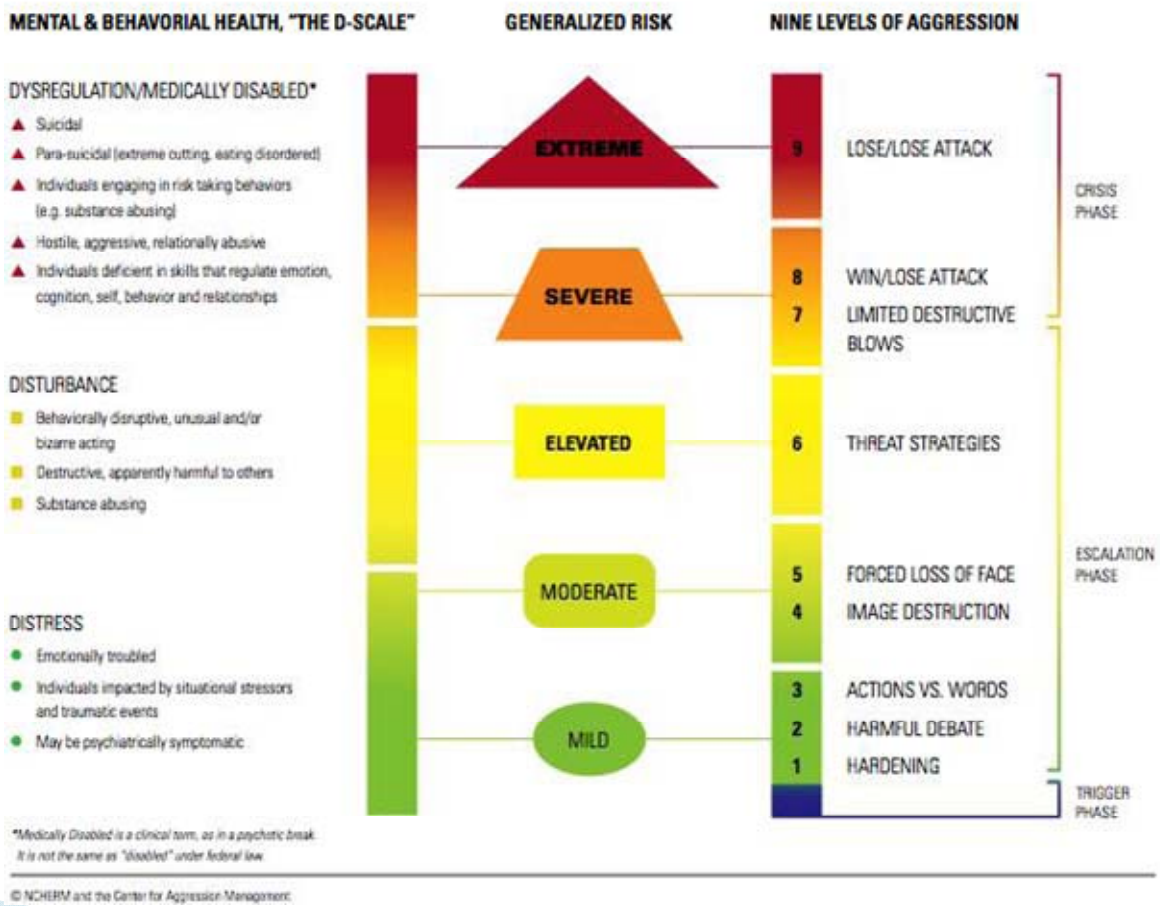
Incident and Complaint Report Form

Form

Protocol
Used by
MiraCosta College
BIT Team &
Administrators



National Behavioral Intervention Team Association (NaBITA) Threat Assessment Tool



BIT Threat Assessment Rubric

CLASSIFYING RISK	INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED
MILD RISK • Disruptive or concerning behavior • May or may not show signs of distress • No threat made or present	**MILD RISK** ▪ Meeting/soft referral by reporter ▪ Behavioral contract or treatment plan with student or employee (if at all, only for low-level concerns) ▪ Student conduct or HR response ▪ Evaluate for disability services and/or medical referral ▪ Conflict management, mediation, problem-solving
MODERATE RISK • More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance • Possible threat made or perceived • Threat is vague and indirect • Information about threat or threat itself is inconsistent, implausible or lacks detail • Threat lacks realism • Content of threat suggests threatener is unlikely to carry it out	**MODERATE RISK** ▪ Meeting/soft referral by reporter ▪ Behavioral contract or treatment plan with student (if at all, only for low-level concerns) ▪ Student conduct or HR response ▪ Evaluate for disability services and/or medical referral ▪ Conflict management, mediation (not if physical/violent), problem-solving
ELEVATED RISK • Seriously disruptive incident(s) • Exhibiting clear distress, more likely disturbance • Threat made or present • Threat is vague and indirect, but may be repeated or shared with multiple reporters • Information about threat or threat itself is inconsistent, implausible or lacks detail • Threat lacks realism, or is repeated with variations • Content of threat suggests threatener is unlikely to carry it out	**ELEVATED RISK** ▪ Meeting/mandated referral by reporter ▪ Evaluate parental/guardian notification ▪ Obtain and assess medical/educational and other records ▪ Consider interim suspension if applicable ▪ Evaluate for disability services and/or medical referral ▪ Consider referral or mandated assessment ▪ SIVRA-35 or other violence risk assessment
SEVERE RISK • Disturbed or advancing to dysregulation • Threat made or present • Threat is vague, but direct, or specific but indirect • Likely to be repeated or shared with multiple reporters • Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc.) • Threat likely to be repeated with consistency (may try to convince listener they are serious) • Content of threat suggests threatener may carry it out.	**SEVERE RISK** ▪ Possible confrontation by reporter ▪ Parental/guardian notification obligatory unless contraindicated ▪ Evaluate emergency notification to others (FERPA/HIPAA/Clery) ▪ No behavioral contracts ▪ Recommend interim suspension or paid/unpaid leave ▪ Possible liaison with local police to compare red flags ▪ Deploy mandated assessment ▪ Evaluate for medical/psychological transport ▪ Evaluate for custodial hold ▪ Consider voluntary/involuntary medical withdrawal ▪ Direct threat eligible ▪ Law enforcement response ▪ Consider eligibility for involuntary commitment ▪ SIVRA-35 or other violence risk assessment
EXTREME RISK • Dysregulated (way off baseline) or medically disabled • Threat made or present • Threat is concrete (specific or direct) • Likely to be repeated or shared with multiple reporters • Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (time, place, etc.), often with steps already taken • Threat may be repeated with consistency • Content of threat suggests threatener will carry it out (reference to weapons, means, target)	**EXTREME RISK** ▪ Possible confrontation by reporter ▪ Parental/guardian notification obligatory unless contraindicated ▪ Evaluate emergency notification to others ▪ No behavioral contracts ▪ Interim suspension or paid/unpaid leave if applicable ▪ Possible liaison with local police to compare red flags ▪ Too serious for mandated assessment ▪ Evaluate for medical/psychological transport ▪ Evaluate for custodial hold ▪ Initiate voluntary/involuntary medical withdrawal ▪ Law enforcement response ▪ Consider eligibility for involuntary commitment

MiraCosta College

Behavior Assessment Team Threat Assessment Rubric

Severe Risk

Aggression

- ☐ Disturbed or advancing dysregulation
- ☐ Threat made or present
- ☐ Threat is vague, but direct, or specific but indirect
- ☐ Likely to be repeated or shared with multiple reporters
- ☐ Information about threat or threat itself in consistent, plausible or includes increasing detail of a plan (time, place, etc.)
- ☐ Threat likely to be repeated with consistency (may try to convince listener they are serious)
- ☐ Content of threat suggests threatener may carry it out

Mental Behavioral Health

- ☐ Behaviorally disruptive, unusual and/or bizarrely acting
- ☐ Destructive, apparently harmful to others
- ☐ Substance abusing
- ☐ Suicidal
- ☐ Parasuicidal (self-injurious, eating disordered)
- ☐ Individuals engaging in risk-taking behaviors (e.g., substance abusing
- ☐ Hostile, aggressive, relationally abusive
- ☐ Individuals deficient in skills that regulate emotion, cognition, self behavior, and relationships

Severe Risk

- ☐ Referral to _____
- ☐ Parental/guardian notification obligatory unless contraindicated
- ☐ Evaluate emergency notification to others (FERPA/HIPAA/Clery)
- ☐ Recommend interim suspension if applicable
- ☐ Possible liaison with local police to compare red flags
- ☐ Deploy mandated assessment by _____
- ☐ Evaluate for transport
- ☐ Evaluate for involuntary commitment
- ☐ Consider voluntary/involuntary medical withdrawal
- ☐ Law enforcements response

Extreme Risk

Aggression

- ☐ Student is dysregulated (way off baseline) or medically disabled
- ☐ Threat is made or present
- ☐ Threat is concrete (specific or direct)
- ☐ Likely to be repeated or shared with multiple reporters
- ☐ Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (time, place, etc), often with steps already taken
- ☐ Threat may be repeated with consistency
- ☐ Content of threat suggests threatener will carry it out (reference to weapons, means, target)
- ☐ Threatener may appear detached

Mental Behavioral Health

- ☐ Behaviorally disruptive, unusual and/or bizarrely acting
- ☐ Destructive, apparently harmful to others
- ☐ Substance abusing
- ☐ Suicidal
- ☐ Parasuicidal (self-injurious, eating disordered)
- ☐ Individuals engaging in risk-taking behaviors (e.g., substance abusing
- ☐ Hostile, aggressive, relationally abusive
- ☐ Individuals deficient in skills that regulate emotion, cognition, self behavior, and relationships

Extreme Risk

- ☐ Referral to _____
- ☐ Parental/guardian notification obligatory unless contraindicated
- ☐ Evaluate emergency notification to others (FERPA/HIPAA/Clery)
- ☐ Interim suspension if applicable
- ☐ Possible liaison with local police to compare red flags
- ☐ Once a student defuses from extreme to severe, consider eligibility for mandated assessment by _____
- ☐ Evaluate for transport
- ☐ Evaluate for involuntary commitment
- ☐ Consider voluntary/involuntary medical withdrawal
- ☐ Law enforcements response

BIT Members:

Print Name	Date	Print Name	Date
Print Name	Date	Print Name	Date

CARE Accomplishments

- Purchased and Implemented an Electronic Incident Reporting and Management Software – MAXIENT
- Finalized the Threat Assessment Handbook for campus wide distribution
- Developed a Threat Assessment Administrative Procedure included in Administrative Procedure 3510 – Campus Safety
- Offered two 2-Day Threat Assessment Group Training sessions (2012 and 2015)
- Implemented a CARE Website w/information and resources: MiraCosta Cares

What is the Clery Act?

- The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

MiraCosta College Safety and Security Report 2015

- Postcard mailed to community
- Report on MiraCosta College's website
- Requirements of the act: MiraCosta College must publish and distribute an annual security report, maintain a public crime log, give timely warnings of crimes that represent a threat to safety of students or employees and must keep the most recent eight years of crime statistics

Police and Safety

Mission of the Department

- Provide efficient and effective safety services to the district

- Style of service: College Police adhere to and support "Community Policing" principles. We believe in working with the college community safeguarding and respecting the human dignity of all persons

Community Policing

- Performing our duties with the best interest of the college in mind and working hand in hand with students, staff and faculty
- Handling situations with education and warnings when possible. Enforcement is not the first option for officers
- College Police & Safety received a 96-percent approval rating in the latest college survey

Responsibilities

- Crime prevention
- Safety
- Parking
- Information
- Emergency Preparedness
- Enforcement of law

The Department

- Post Certification for officers and dispatchers- this is somewhat like an accreditation process, yearly audits and inspections
- Officer certification consists of a minimum of 664 training hours, and includes extensive background checks: In depth physical exam, psychological exam, polygraph etc… same for dispatchers but with 120 hours of required training
- Tools: handguns, rifle, Taser, pepper spray, baton and body cameras

Crime Statistics and Incidents

CRIME STATISTICS	
JULY 1, 2014 - NOVEMBER 24,2015	TOTAL INCIDENTS
ARREST-NON STUDENT	19
ARREST-STUDENT	11
BATTERY	4
THEFT	24
POSSESSION OF DANGEROUS WEAPON	5
SEX REGISTRANTS	12
STAY AWAY ORDER-NON STUDENT	18
MENTAL HEALTH HOLD-STUDENT	4
TRAFFIC ACCIDENT-NO INJURIES	21
TRAFFIC STOPS-CITED	18
TRAFFIC STOPS-WARNED	93
WARRANT ARREST	10

Shift Coverage

- Hours: Officers work at all three locations when classes are in session
- Rotation: Officers work each location for two months then rotate to another campus. After one complete rotation they switch shifts (those working “days” go to “nights” and officers working “nights” go to days”
- Both shifts have an assigned sergeant as their supervisor

Common Crimes

- Drugs/Alcohol issues
- Boyfriend /Girlfriend incidents
- Theft
- Mental Illness related incidents continue to increase rapidly
- Non-students coming onto campus (approximately 70 percent of our arrests are non-students

Audits

- College Police and Safety are audited yearly by:
- The Department of Justice
- California Law Enforcement Telecommunications Sytems (CLETS)
- Peace Officers Standards and Training (POST)
- Clery Act…mandated yearly reporting of crimes

Sex Registrants

- The College Police Department is required by law to "register" any person who has been convicted of certain sex offenses
- Sex offenders who are employed, students, contractors, vendors, or are regularly on any district location
- We have registered about 40 people over the last five years

Restraining Orders

- Domestic Violence is an issue on campus
- College police normally have about 20 active restraining orders on file
- These are students who have court ordered "protection" against a spouse, boyfriend, girlfriend

Other Services Provided

- Lockouts, jumpstarts, and gasoline
- Escort (safety) services
- Rape Aggression Defense (RAD) training offered three times per year free of charge to students, staff faculty and the public…eight years running
- Classroom presentations on campus safety, visited 45 classrooms this FY

Questions?

Subject:	Attachment:
Accreditation Update: Standard II.A Instructional Programs	PowerPoint Presentation
Category: Presentations	Type of Board Consideration: ✓ Information Consent Action
Recommended: Mary K. Benard, Ed.D. Vice President, Instructional Services	Approved for Consideration: Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

MiraCosta College is preparing for the self-evaluation for the fall 2016 Accrediting Commission for Community and Junior Colleges (ACCJC) site visit. The self-evaluation is a two-year-long study of the processes and practices to assess how the district is meeting the accreditation eligibility requirements, standards, and policies.

STATUS

Each month, the goal is to update the board on the specific Accrediting Commission for Community and Junior Colleges expectations and identify the college's strengths and areas for improvement. This month the topic is Standard II.A Instructional Programs.

RECOMMENDATION

For information only.

ACCREDITATION UPDATE

Standard II.A Instructional Programs

ACCREDITATION STANDARDS

Standard I	**Mission, Academic Quality and Integrity**
Standard IA	**Mission**
Standard IB	**Academic Quality and Institutional Effectiveness**
Standard IC	**Institutional Integrity**
Standard II	**Student Learning Programs and Support Services**
Standard IIA	***Instructional Programs***
Standard IIB	**Library and Learning Support Services**
Standard IIC	**Student Support Services**
Standard III	**Resources**
Standard IIIA	**Human Resources**
Standard IIIB	**Physical Resources**
Standard IIIC	**Technology Resources**
Standard IIID	**Financial Resources**
Standard IV	**Leadership and Governance**
Standard IVA	**Decision-Making Roles and Processes**
Standard IVB	**Chief Executive Officer**
Standard IVC	**Governing Board**
Standard IVD	**Multi-College Districts or Systems (Not Applicable)**

MiraCosta College

Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

Standard II.A
Instructional Programs

Must show MiraCosta College:

- **Offers high quality instructional programs wherever and however they are offered**
- **Identifies student learning outcomes and evaluates how well students are learning**
- **Assesses student achievement**
- **Assesses programs systematically**
- **Uses assessment data for improvement of all programs including distance education and off-campus programs.**

MiraCosta College

STANDARD II.A

Standard	Description	Meets Standard
II.A.1	**II.A.1** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.	Y

Are students achieving their educational goals in ways that are consistent with MiraCosta College's mission?

STANDARD II.A

Standard	Description	Meets Standard
II.A.2	**II.A.2** Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	Y

What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty? Do these procedures lead to assessment of quality and improvement?

STANDARD II.A

Standard	Description	Meets Standard
II.A.3	**II.A.3** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	Y

How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement?

STANDARD II.A

Standard	Description	Meets Standard
II.A.4	**II.A.4** If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	Y

What role do faculty play in these decisions?

How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?

What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?

MiraCosta College

STANDARD II.A

Standard	Description	Meets Standard
II.A.5	**II.A.5** The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level.	Y

How does the institution ensure that its programs and services are appropriate to an institution of higher education?
What evidence exists that all programs are characterized by the variables cited in this standard?
What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?

MiraCosta College

STANDARD II.A

Standard	Description	Meets Standard
II.A.6	**II.A.6** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations for complete at two-year institutions.	Y

What's working? What could work better?

STANDARD II.A

Standard	Description	Meets Standard
II.A.7	**II.A.7** *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*	Y

What research is conducted to inform what the college of student learning needs?
What means does the institution use to assess students' educational preparedness?
How is this information incorporated into program planning?

STANDARD II.A

Standard	Description	Meets Standard
II.A.8	**II.A.8** The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	Y

How does the institution ensure the use of unbiased valid measures of student learning?

MiraCosta College

STANDARD II.A

Standard	Description	Meets Standard
II.A.9	**II.A.9** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	Y

By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?

What institutional dialogue has occurred about the learning expected of students to earn a degree or certificate?

How has the college identified student learning outcomes for its degrees and certificates?

MIRACOSTA COLLEGE

STANDARD II.A

Standard	Description	Meets Standard
II.A.10	**II.A.10** *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission*	Y

What policies does the institution have to address transfer of coursework in and out of the institution and how are they communicated to students?
Are these policies regularly reviewed?
How does the institution develop, implement, and evaluate articulation agreements?

MIRACOSTA COLLEGE

STANDARD II.A

Standard	Description	Meets Standard
II.A.11	**II.A.11** The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	Y

Are student learning outcomes verifiably at the collegiate level? What assessments are in place for measuring these outcomes?

How effectively are the assessments working?

STANDARD II.A

Standard	Description	Meets Standard
II.A.12	**II.A.12** The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	Y

What criteria does the college use to assure that the required skill level meets collegiate standards?
Is there a consistent process for assuring that expected skill levels are included in course outlines?
What measures of student skill are employed? Is the college satisfied that these measures are effective?

MIRACOSTA COLLEGE

STANDARD II.A

Standard	Description	Meets Standard
II.A.13	**II.A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	Y

Do degree programs include at least one area of focused study or interdisciplinary core?

MiraCosta College

STANDARD II.A

Standard	Description	Meets Standard
II.A.14	**II.A.14** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	Y

What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies?

How does the college acquire reliable information about its students' ability to meet these requirements?

STANDARD II.A

Standard	Description	Meets Standard
II.A.15	**II.A.15**. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	Y

What policy does the institution have to address elimination of, or major changes, in programs?
How are students advised to complete educational requirements when programs are eliminated or modified?

STANDARD II.A

Standard	Description	Meets Standard
II.A.16	***II.A.16****. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.*	Y

How does the institution ensure that its programs and curricula are current?

By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?

MiraCosta College

EVIDENCE: RELATED MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD POLICIES/ADMINISTRATIVE PROCEDURES:

- BP/AP 4020: Program, Curriculum, and Course Development
- AP 4021: Program Discontinuance
- AP 4022: Course Approval Process
- BP/AP 4025: Philosophy and Criteria for Associate Degrees and General Education
- BP/AP 4050: Articulation
- BP/AP 4100: Graduation Requirements for Degrees and Certificates
- AP 4102: Career and Technical Education
- AP 4105: Distance Education
- AP 4222: Developmental Coursework
- BP/AP 4235: Credit by Examination
- BP/AP 4260: Prerequisites and Corequisites

MiraCosta College

SUMMARY II.A

- **Preliminary evaluations indicate the institution meets all 16 standards under Standard II.A Instructional Programs**

AREAS THAT NEED(ED) ATTENTION

- **Standard II.A.8 and Standard II.A.11**

  Institutional dialogue related to student learning outcomes and assessment has greatly improved with implementation of opportunities for dialogue.

  1. **Assessment Day**
  2. **Associate Faculty participation**
  3. **Integration of outcomes and assessment to budget and planning (program review)**

Subject: **Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions**	**Attachment:** **None**
Category: **Consent Items**	**Type of Board Consideration:** **Information** **Consent** ✓ **Action**
Recommended: **Mary Benard, Ed.D.** **Vice President, Instructional Services**	**Approved for Consideration:** **Sunita V. Cook, Ph.D.** **Superintendent/President**

STATUS

1. Retirement of Robert Turner, Instructor – Letters Department, position 1271, effective Dec. 20, 2015.

2. In accordance with Article 12.7 of the Academic Associate Faculty Collective Bargaining Agreement, associate faculty member, Leticia Aguirre, requests advancement on the associate faculty salary schedule due to the completion of SAC approved coursework, from salary class 4 to 5, effective Jul. 1, 2016.

3. In accordance with Administrative Procedure 7211.2.III, the individuals identified below have provided sufficient evidence of experience and/or education equivalent to the minimum qualifications established by the district to teach in the disciplines listed:

   Christopher Merrill – Computer Science
   Hiroko Townsend – Japanese
   Karen Onofrey – English
   Katharyn D'Amato – Kinesiology
   Alexis Faust - Anthropology

   WHEREAS Academic Senate is satisfied that the candidates exhibit a unique combination of relevant education and extensive experience that makes the candidates unusually well qualified to teach the specific courses, and

   WHEREAS Academic Senate is satisfied that the qualifications of the candidates are appropriate for the specific proposed assignments, and

   WHEREAS Academic Senate notes that the candidates exhibit a strong background in general education,

   THEREFORE BE IT RESOLVED that the Academic Senate recommends that the Board accept the candidates' qualifications as equivalent for the specific assignments in question.

RECOMMENDATION

Ratify recommendations of superintendent/president in approving academic personnel actions.

Subject:	Attachment:
Approve Minimum Qualifications Comparable Degree Title Request	None
Category:	**Type of Board Consideration:**
Consent Items	Information ✓ Consent Action
Recommended:	**Approved for Consideration:**
Mary Benard, Ed.D. Vice President, Instructional Services	Sunita V. Cook, Ph.D. Superintendent/President

BACKGROUND

Administrative Procedure 7211.2−Minimum Qualifications and Equivalencies allows for the approval of comparable degree titles so individuals with similar degree titles are not required to individually go through the equivalency process to meet the minimum qualifications as listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* disciplines list adopted by the California Community Colleges Board of Governors.

STATUS

In accordance with AP 7211.2, the Academic Senate approved the Equivalency Committee recommendation to approve a comparable degree title as follows:

Discipline	Comparable Degree Titles
ESL (credit)	Master in Linguistics with a Specialization in TESOL/Applied Linguistics (SDSU)
	Master of Education in TESOL, Literacy and Culture (USD)

RECOMMENDATION

Approve minimum qualification comparable degree title request as listed above.

Subject:	Attachment:
Ratify Recommendations of Superintendent/President in Approving Classified Personnel Actions	None
Category:	**Type of Board Consideration:**
Consent Items	Information Consent Action
Recommended:	**Approved for Consideration:**
Charlie Ng, Vice President Business and Administrative Services	Sunita V. Cooke, Ph.D. Superintendent/President

STATUS

1. Employment of Tiffany Burnett, Student Services Specialist – Counseling, position 3449, salary range 21, step 1, $4,821.67 per month, full-time, 12 months per year, effective Nov. 30, 2015.

2. Permanent change of assignment for the following regular classified employees:

   a) Amber Jackson, Secretary/Clerk I – Transfer Center, position 3147, has accepted the position of Student Services Specialist – Counseling, position 3447, salary range 21, step 1, $4,821.67 per month, full-time, 12 months per year, effective Nov. 30, 2015.

   b) Increase in hours for Valerie McCarley, Veterans Assistant, position 3128, from 18 to 40 hours per week, effective Jan. 1, 2016.

   c) Increase in hours for Chris Boehm, Instructional Associate – Design Dept., position 3391, from 18 to 40 hours per week, effective Dec. 21, 2015.

3. Temporary change of assignment for the following regular classified employees:

   a) Nora Kenney, Writing Coach, position 3545. Nora will continue to serve in a temporary assignment as Research Analyst – Continuing Ed, position 0134, salary range 27, step 1, $5735.25 per month, full-time, effective Jan. 1 – Jun. 30, 2016.

   b) Shawna Sourivanh, Secretary/Clerk I – Human Resources, position 3140, will continue to serve in an interim assignment as a Human Resources Technician, position 0075, salary range 20, step 1, $4,682.75 per month, full-time, effective Jan. 1, 2016 – Jun. 30, 2016.

   c) Correction to duration of assignment for Dixie Schulz, Admissions/Records Specialist, position 4006. Dixie will continue to serve in a temporary assignment as the interim SEC Admissions/Records Supervisor, position 0120, salary range 26, step 21, $8,120.92 per month, full-time, effective Jan. 1, 2016 – Jun. 30, 2016.

4. Temporary additional assignment for Phillip Walcott, Veterans Assistant, position 3123. Phillip will assist the Student Account Dept. as a Cashier I, salary range 9, step 1, $19.66 per hour, 6 hours per week, effective Dec. 1, 2015 – May 31, 2016.

5. Parental leave request for Lenore Gallucci, Institutional Effectiveness Specialist, position 3490. Lenore requests a decrease in hours from 40 to 32 hours per week, effective Nov. 30, 2015 – March 31, 2016.

6. Request approval of the following short-term and substitute employees. These employees meet the Education Code § 88003 definition of short-term and substitute employees, and as such, these employees will be employed and paid less than 75 percent of the college year:

Employee	Job Title	Asgmnt	Dept	Hourly Rate	Start Date	End Date
Perlita Ricardez	Campus Aide III	substitute	Adm/Records	$17/hr	11/16/15	12/23/15
Lily Mara	Instructional Aide	substitute	Retention Svcs	$19.66/hr	11/19/15	12/31/15
Margi Arguello	Box Office Cashier	substitute	Student Accts	$20.83/hr	12/1/15	6/30/16
Viviana Rodriguez	Secretary/Clerk I	substitute	Transfer Center	$19.12/hr	12/1/15	6/30/16
Michael Buxton Hue Nhan	Instructional Assistant I	short-term	Chemistry	$21.46/hr	12/10/15	5/31/16
Viviana Rodriguez	Secretary/Clerk I	short-term	Counseling	$19.12/hr	12/10/15	6/30/16
Arturo Vazquez	Workforce Investment Opportunity Act - Student Services Coordinator	short-term	Noncredit ESL	$32.13/hr	12/22/15	12/31/16
Charity Singleton	Campus Aide II	short-term	Foundtn/Dev Off	$13/hr	1/1/16	3/11/16
Bryan Garcia	Campus Aide III	short-term	Adm/Records	$17/hr	1/1/16	6/30/16
Bryan Garcia	Campus Aide I	short-term	Adm/Records	$9/hr	1/1/16	6/30/16
Perlita Ricardez	Campus Aide III	short-term	Adm/Records	$17/hr	1/1/16	6/30/16
Cynthia Vigeland	Human Resources Technician	short-term	Human Resources	$27.02/hr	1/1/16	6/30/16
Elizabeth Stephens	Secretary/Clerk I	substitute	Human Resources	$19.12/hr	1/1/16	6/30/16
Elizabeth Stephens	Secretary/Clerk III	short-term	Human Resources	$23.39/hr	1/1/16	6/30/16
Brian Boynton	Purchasing/MatlMgmnt Assistant I	substitute	Purchasing/Matl Mgmnt	$23.39/hr	1/1/16	6/30/16
Christee Raya Lori Smith	Campus Aide II	short-term	Matriculation/ Testing	$13/hr	1/1/16	6/30/16
Shannon Ilas	Noncredit SSSP Coordinator	short-term	Community Learning Ctr	$32.13/hr	1/4/16	6/30/16
Ruth Antonizio Arlinda Breen Brian French Sarah Anne Schulz Horton Karen Kohl Tyler Melen J. Steven Mott Bene Joyce Raphael Connie Riley Emily Swanson Lynn Wetzell	Campus Aide III	short-term	DSPS	$17/hr	1/4/16	5/31/16
Brooke Tyler Farshud Sorourifar Mahnoor Mian Bridget O'Brien Brenna Arant	Campus Aide I	short-term	Honors Scholar Prog	$9/hr	1/4/16	6/30/16
Margie Arguello Patt Goetz Dannie Haemig Deanne Greis	Campus Aide III	short-term	Student Accts	$17/hr	1/4/16	6/30/16

Amanda Sherwood Becky Turner Lonna Lehart Adrian Anderson Margie Arguello Cyndi Ottle	Campus Aide III	short-term	Student Accts	$17/hr	1/4/16	6/30/16
Cyndi Ottle	Cashier I	short-term	Student Accts	$19.66/hr	1/4/16	6/30/16
Amanda Manger Annie Lee	ECE Program Specialist	substitute	Child Development	$27.02/hr	1/4/16	5/31/16
Amanda Manger Annie Lee, Nicole Meredith, Michelle Garcia, Lisa Press	ECE Instructional Specialist	substitute	Child Development	$26.24/hr	1/4/16	5/31/16
Roslyn Lehman	Production Assistant, Costume Designer	short-term	Drama/ Theatre	$15/hr	1/4/16	3/20/16
Timothy McCalister	Campus Aide I	short-term	Drama/ Theatre	$9/hr	1/4/16	3/20/16
Zachary Elliott	Campus Aide I	short-term	Drama/ Theatre	$9/hr	1/4/16	3/20/16
Bonnie Durben	Production Assistant, Properties Designer	short-term	Drama/ Theatre	$9/hr	1/4/16	3/20/16
Justin Smiley	Campus Aide III	short-term	Drama/ Theatre	$17/hr	1/4/16	3/30/16
Grace Chittock	Campus Aide II	short-term	Drama/ Theatre	$13/hr	1/4/16	3/20/16
Deanne Dreis	Student Accounts/ Admission Asst	substitute	Adm/Records	$27.02/hr	1/8/16	6/30/16
Izabela Ramirez-Bryan	Apprentice III	short-term	Child Development	$13/hr	1/11/16	5/31/16
Katie Garcia Leslie Hernandez Sarah Little Amanda Pifer	Apprentice II	short-term	Child Development	$11/hr	1/11/16	5/31/16
Cynthia Schoeneck Susan Mayfield	Nursing Associate	short-term	Health Services	$31.22/hr	1/19/16	5/27/16
Susan Layton Nate Morrow Nancy Kassel Emily Gilmore Jason Unruh Emily Corner Kim Forgette Jonathan Stein Natalia Park	MFT Intern	short-term		$2,000 stipend ea	1/19/16	5/27/16
Anjeanette Oberg Isabel Dansky	Peer Educator Trainer	short-term	Health Services	$2,500 stipend ea	1/19/16	5/27/16

RECOMMENDATION

Ratify recommendations of superintendent/president in approving classified personnel actions.

Subject:	Attachment:
Approve Employment Contracts for Academic Administrators	None
Category:	Type of Board Consideration:
Consent Items	Information ✓ Consent Action
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

- Dr. Christi Hill will serve as the dean of research, planning and institutional effectiveness, position 1012, doctoral column, step 4 on the academic administrator salary schedule, with an annual salary of $157,019 beginning Dec. 1, 2015. Dr. Hill will be paid on an hourly basis for work performed in December 2015 at an hourly rate of $80.12. Beginning Jan. 1, 2016, through Jun. 30, 3016, Dr. Hill will work full time.

  Dr. Hill has a Ph.D. in Geological Sciences from the University of Southern California, a master's degree in Geological Sciences from San Diego State University, a master's degree in Physical Education from Azusa Pacific University and a bachelor's degree in Geological Sciences from San Diego State University. Since 2013, she has worked as the senior dean of college planning and institutional effectiveness at Grossmont College and served as the accreditation liaison officer. Prior to that, she was a full-time faculty member in earth sciences at Grossmont, as well as teaching part time at various other community colleges. She served as academic senate president at Grossmont College and for five years worked in a reassigned-time position as faculty planning lead to implement a newly developed planning process.

- Dr. Nikki Schaper will serve as the dean of behavioral sciences, history and adult education, position 1010, doctoral column, step 13 on the academic administrator salary schedule, with an annual salary of $188,800 prorated for the portion of time worked this fiscal year, effective Dec. 10, 2015.

  Dr. Schaper has an Ed.D. in Organizational Leadership and a master's degree in Education from Pepperdine University, and a bachelor's degree in Urban Studies and Planning from the University of California San Diego. She has worked at MiraCosta College since 2009, first as the associate dean of student services and most recently as the interim dean of behavioral sciences, history and adult education. Prior to that, she worked as the director of student life at San Bernardino Valley College and the director of student activities and educational talent search at Oxnard College.

RECOMMENDATION

Authorize execution of new contracts for academic administrators.

Subject:	Attachment:
Approve 2016 Minimum Wage Increase	None
Category:	**Type of Board Consideration:**
Consent Items	Information ✓ Consent Action
Recommended:	**Approved for Consideration:**
Charlie Ng, Vice President Business and Administrative Services	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Effective Jan. 1, 2016, the California minimum wage will change to $10 per hour.

STATUS

There are three job classifications at the current minimum wage of $9 per hour. The positions are: student worker, campus aide I, and apprentice I.

The approximate cost to the district would be $45,623 for student workers and $5,325 for campus aides I and apprentices I.

RECOMMENDATION

Approve an increase of one dollar per hour for student workers, campus aides I, and apprentices I, effective Jan. 1, 2016.

Subject:	Attachment:
Ratify Contracts and Approve Purchase Orders – November 1 through 20, 2015	Contract and Purchase Order List
Category:	**Type of Board Consideration:**
Consent Items	Information Consent Action
Recommended:	**Approved for Consideration:**
Charlie Ng, Vice President Business and Administrative Services	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Board Policy 6330−Purchasing and Contracts requires, in part, that all contracts valued at more than the current bid level, as specified in Public Contract Code § 20651 et seq. ($86,000), will be presented to the Board of Trustees for prior approval, but that contracts valued at less than the current Public Contract Code bid level may be presented to the board for ratification rather than prior to execution. All contracts ratified by the board shall be deemed to be fully executed district commitments and may not be subsequently cancelled, withheld or amended unless determined by the vice president, Business and Administrative Services, to be a legally unenforceable obligation.

The policy also requires that no matter what the expected dollar value of a contract for legal or public auditing services, such a contract will be presented to the board for prior approval, unless it is determined by the superintendent/president and the vice president, Business and Administrative Services, that time is of the essence, and that the district's best interests are best served by issuing a contract on an immediate basis. Any such contract issued under these circumstances shall be brought forward to the board for formal approval at the next board meeting.

STATUS

The Purchasing and Material Management Department has attached the latest monthly summary of the contracts and purchase orders for the board's ratification and approval as a consent item.

RECOMMENDATION

Ratify and approve the contracts and purchase order transactions as listed on the attached summary report, in accordance with Board Policy 6330.

Contract and Purchase Order Ratification List
November 1 through 20, 2015

In accordance with Board Resolutions #13-10/11 and #14-10/11, the following public works transactions were procured in compliance with the California Uniform Public Construction Cost Accounting Act (CUPCCAA) per PCC §220000 *et seq.*

CUPCCAA POs from $5,000 - $175,000			
PO #	**Vendor**	**Description**	**Amount**
35535	Daikin Applied	Compressor replacement – CLC (Fac)	9,323.00
35546	Orkin, Commercial Services	Fumigation/Pest control services – OCN, SEC (Fac)	8,898.00
35547	Hoffman Engineering & Pipeline	Storm drain repair/installation – Hort (Fac)	5,226.00
35677	Russ Stroika	Painting services, lamp poles – SEC (Fac)	9,200.00
35501	Diversified Window Coverings Inc.	Window coverings – CLC (Fac)	16,980.00
35507	Reynolds Contracting Inc.	Paint hallways and student lounge – CLC (Fac)	21,180.00
35549	A O Reed & Co.	Replace A/C unit – Room 4016 (Fac)	10,203.00
35712	Bingham Construction	Planter removal (Fac)	34,866.00
35713	Reynolds Contracting Inc.	Trellis Removal – Bldg T310 (Fac)	8,850.00

In accordance with BP/AP 6330, the following transactions were procured using various methods of award. This may include solicitation of at least three (3) competitive written quotes, pre-existing contracts, or negotiation to provide maximum value to the district.

POs from $25,000 – $86,000			
PO #	**Vendor**	**Description**	**Amount**
35600	Xerox Corporation	Student pay-for-print service agreement (AIS)	27,000.00
35654	SodaPop Media	Interactive eLearning modules (Comm Ed)	37,500.00
35680	Tim Botsford Construction	Remodel − Room 7003 (Fac)	67,200.00
35706	Public Finance Strategies LLC	Bond measure consultation services (BAS)	36,000.00
35719	Cypress Consulting Inc.	Facilities bond public affairs campaign svcs (BAS)	36,000.00

In accordance with BP/AP 6330, the following transactions were procured using various methods of award. This may include solicitation of at least three (3) competitive informal quotes (e.g. telephone quotes), pre-existing contracts, or negotiation to provide maximum value to the district.

POs from $10,000 – $24,999			
PO #	**Vendor**	**Description**	**Amount**
35530	Vicenti Lloyd Stutzman LLP	Cash receipts systems review (BAS)	10,300.00
35552	Camfil USA Inc.	Heating/Air filtration supplies (Fac)	10,623.12
35574	Grainger	Emergency supplies/equipment (Risk Mgt)	10,613.65
35590	C D W Government Inc.	Software licensing — VEEAM (AIS)	16,569.30
35603	Calvin One Deer Gavin	GEAR UP consultation services (Std Svcs)	16,000.00
35611	Follett	Book loan program – VTEA students (Voc Ed)	16,883.14
35639	S A S Institute Inc.	Software license renewal (BAS)	14,539.50
35660	Dell Marketing L P	OptiPlex computers, qty 21; monitors, qty 2 (Testing)	21,933.24
35676	T R L Systems Inc.	OnGuard system materials & software (Fac)	11,341.00
35682	E C O R P Consulting Inc.	Environmental support, Theatre/Dance bldg (Fac)	22,462.50
35708	C D W Government Inc.	Technology equipment — Bldg 3500, 3600 (AIS)	17,171.42
35720	Dell Marketing L P	OptiPlex 7040 mini tower, qty 9 (AIS)	12,704.37
35711	Southland Technology	A/V equipment — Bldg 3500, 3600 remodel (AIS)	13,670.91
35730	Phyllis Sensenig PhD	Consultant svcs: Ed Master Plan 2016-2020 (IS)	10,000.00

In accordance with BP/AP 6330, the following transactions were procured using various methods of award. This may include use of pre-existing contracts or negotiation to provide maximum value to the district.

POs from $5,000 – $9,999			
PO #	**Vendor**	**Description**	**Amount**
35529	Parron Hall Office Interiors	Furniture – Room 7003 (Fac)	5,054.40
35548	Garda C L West Inc.	Cash transport svcs – OCN, CLC, SEC, CSBD (BAS)	8,579.24
35555	Mobile Mini	40' Storage container – CLC (Fac)	6,782.40
35559	San Diego North Economic Development	Institutional membership (Pres)	5,000.00
35579	Geofeedia	Social media investigative/subscription svc (Pol/PIO)	5,000.00
35613	Follett	Textbooks for GEAR UP students (Std Equity)	6,669.54
35623	3M Library Systems	Checkpoint security maintenance agreement (AIS)	6,346.22
35651	Code Blue	Emergency notification boxes (AIS)	6,501.60
35672	Siemens Industry Inc.	Siemens EMS server user licenses (Fac)	8,080.00
35678	San Diego Air Balance	Water flow monitoring service — Bldg 7000 (Fac)	8,500.00
35679	EnergyCAP Inc.	License and maintenance agreement (Fac)	6,650.00
35681	E C O R P Consulting Inc.	Environmental support, Art/Music storage (Fac)	7,487.50
35692	Solano Comm College Ed Foundation	Fee, Small Business Educators Symposium (SBDC)	8,025.00
35696	Kenneth Gonzalez	Focus group training (Std Svcs)	8,000.00
35707	San Diego North Economic Development	Institutional membership (PIO)	5,000.00
Total Contract Expenditures: : $634,914.05			
Purchase Orders 35499 through 35730			

Subject:	Attachment:
Approve Request to Destroy Education Records Marked for Destruction	None
Category:	**Type of Board Consideration:**
Consent Items	Information ✓ Consent Action
Recommended:	**Approved for Consideration:**
Richard Robertson, Ph.D. Vice President, Student Services	Sunita V. Cook, Ph.D. Superintendent/President

BACKGROUND

Education records generated through the Admissions and Records Office are stored in the office and the warehouse until approved for destruction. As required by regulation, the interim registrar has reviewed the documents recommended for destruction and has certified that they are not in conflict with Title 5 regulations on retention of records. Title 5 §§59027 and 59028, require that a list of records recommended for destruction must be approved for destruction by the Board of Trustees.

STATUS

The following records are ready for destruction. All of the records are designated as Class 3 disposable. Class 3 records may be destroyed after three years. The documents that were originally Class 1 permanent documents have been scanned. The Financial Aid Office, per the same Title 5 regulations (§§59027 and 59028), is also requesting approval to destroy the records listed below.

Document Type	Date	Boxes	Scanned
Add/Drop Cards	Fall 2009 - Fall 2010	5	Yes
Cal-Grant GPA Verifications	Fall 2008 - Spring 2011	0.5	Yes
Change of Information	2011	1.5	Yes
Committee on Exceptions	2010 and 2011	1	Yes
Concurrent Enrollment Permits	Summer 2011 - Fall 2011	0.5	Yes
Enrollment Cards	Spring 2011 - Fall 2011	2	Yes
Enrollment Verification Forms	Summer 2010 - Fall 2011	1.5	Yes
Graduation Petitions	Fall 2007 - Fall 2011	6	Yes
Incoming Official Transcripts	Aug. 1, 2009 - Jul. 31, 2011	9.5	Yes
High School Updates	Misc. - Fall 2008 - Summer 2011	0.5	Yes
Late Add Petitions	Summer 2009 - Summer 2011	0.5	Yes
Noncredit AHSDP Grade Rosters	1977 - 2010	4	Yes

Repeat Forms	Spring 2011 - Spring 2012	1.5	Yes
Requisite Review Forms	Spring 2011 - Spring 2012	6	Yes
Transcript Requests	Jun. 15, 2011 - January 2012	2	Yes
Detail Reports	Fall 1993 - Fall 2001	1	No
Veteran Educational Office	Summer 2011 - Spring 2012	9	Yes

The Financial Aid Office reviewed the files in the warehouse marked for destruction. Following department office procedures, staff proposes destroying thirty-four boxes of student files. They represent the following categories:

- Loan applications
- Board of Governors Fee Waiver (BOGW) applications
- Transcript notification and reviews (Acarevs)
- Financial aid forms
- Student and parent income tax information and W-2s
- High school diplomas/transcripts – proof of graduation
- Proof of SSI/SSP, TANF, CalWorks, and other general assistance programs
- Email correspondence
- Financial aid appeals

Document Type	Date	Boxes	Scanned
WAC-VTEA/Emergency Book/Loan Apps	January 2003 - June 2010	2	Yes
2008-2009 Financial Aid Files	June 2009	2	Yes
2009-2010 Financial Aid Files	July 2009 - June 2010	30	Yes

RECOMMENDATION

Approve request to destroy education records marked for destruction, as listed above.

Subject: **Approve Three Additional Courses for the Community Education and Workforce Development Security Program**	**Attachment:** **None**
Category: **Consent Items**	**Type of Board Consideration:** **Information** **Consent** ✓ **Action**
Recommended: **Mary Benard, Ed.D.** **Vice President, Instructional Services**	**Approved for Consideration:** **Sunita V. Cook, Ph.D.** **Superintendent/President**

BACKGROUND

MiraCosta College Community Education and Workforce Development has been offering four beginning and intermediate-level security courses since December 2012. The courses are comprehensive programs designed for individuals who wish to go beyond armed security guard jobs and become successful within the protection business domestically or internationally, and, in the case of the high-threat specialist, work on high-risk protection assignments. Upon successful completion of these courses, graduates will be prepared to conduct and/or join protective teams, organizations, and police academies.

These are not-for-credit courses. Community Education and Workforce Development initiated these programs in response to the need to train veterans in occupations that provide skills and help transition into immediate, well-paying jobs.

Since MiraCosta College is one of only three schools in the United States that offers the high-threat-protection course series with GI Bill approval, the demand for this course is very high and one-third of the students fly or drive in from out of state to take these specialized training programs. Nearly all of the students are ex-military or Homeland Security personnel.

To meet the increased demand for more advanced security programs and to offer a unique, one-of-a-kind security training experience, MiraCosta Community Education would like to offer three additional training courses beginning in early 2016.

1. **32 Days (282 hours) – Advanced High-Risk Protection:** The purpose of this course is to provide the necessary skills and knowledge to become a member of a government-level protective detail in non-permissive environments.
   - Personal security detail methodology, tactics, procedures
   - High-risk defensive driving – on and off road
   - Personal-security-specialist medic skills
   - Designated defensive marksman (DDM) module
   - Land navigation – urban and rural
   - Force-on-force, close-quarter skills and tactics
   - Quick-reaction-force tactics and skills
   - Combatives

- Emergency aircraft landing – simulators (helicopter and jet)
- Prerequisite – 35-day, high-threat-protection specialist pipeline
- Will be offered two to three times per year
- Cost: $11,500

2. **Ten-Days (full days) – International Security Advisor:** The purpose of this course is to provide an opportunity for students to actually carry out a simulated "mission" in a country that is considered high risk, but not at war. It requires students to travel to a designated country with an instructor and additional professional security personnel to provide extra protection to the student participants.
   - International locations
   - Beirut, Port Au Prince, Sarajevo, Manila, Bogota, Mexico City
   - Conduct in-country threat/risk assessments
   - Language and cultural training
   - Regional security briefings
   - Movements with principals
   - Prerequisite – 35-day high-threat-protection specialist pipeline
   - Will be offered twice a year
   - Cost: $1,875

3. **Six Days (55 hours) – Conflict Management Negotiator | K.R.E.T™ Certificate:** The purpose of this course is to provide the necessary skills and knowledge to provide crisis negotiation in the event of kidnapping for ransom, extortion, and terrorism
   - Kidnap, ransom, extortion, and terrorism negotiator
   - Learn from working negotiators
   - Table-top exercises from actual cases
   - Teams of four students per instructor
   - Realistic final exercises
   - Debriefing techniques
   - Prerequisite: U.S. citizen, clean record
   - Will be offered two to three times per year
   - Cost: $ 9,100 (includes instruction, airfare, hotel, and all equipment)

STATUS

Community Education and Workforce Development has been offering each of the four beginning to intermediate courses five times per year with approximately $1.3 million dollars in revenues. Offering the new courses two to three times per year is expected to generate an additional $600,000 in revenues.

The expenses for class materials, instructor fees, and Community Education and Workforce Development overhead will be offset entirely by student fees. GI Bill and Workforce Investment Act funding has been approved in order to cover the cost of the program fees for veterans.

RECOMMENDATION

Approve three additional courses for the Community Education and Workforce Development Security Program: Advanced High-Threat Protection, International Security Advisor, and Conflict Management Negotiator.

Subject:	Attachment:
Approve Curriculum for 2016/17 Catalog, Part I	2016/17 Curriculum Approvals, Part I
Category:	**Type of Board Consideration:**
Consent Items	Information ✓ Consent Action
Recommended:	**Approved for Consideration:**
Mary K. Benard, Ed.D. Vice President, Instructional Services	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

In accordance with Board Policy 4020, Program, Curriculum, and Course Development, the Board of Trustees assigns primary responsibility for developing and recommending the adoption or discontinuance of courses or programs to the faculty, coordinated by the Instructional Services Division. As such, the Courses and Programs Committee is the recommending body for curriculum.

The Courses and Programs Committee (C&P) convened five, curriculum-approval meetings beginning Sept. 10, 2015, and ending Nov. 12, 2015. Curriculum proposals follow a rigorous review process before each C&P meeting. This review process includes the department chair, dean, articulation officer, Instructional Services Division staff, and the Technical Review Committee. The complete list of courses and programs was forwarded to the Academic Senate (AS) and approved on Nov. 20, 2015.

C&P submits curriculum to the board for approval in both the fall and spring semesters. All new courses reviewed and approved by C&P and the AS, are submitted to the board for approval in the fall semester. Once approved by the board, these new courses are sent to the California Community Colleges Chancellor's Office for review and approval. By submitting the new courses through the approval process in the fall, the college ensures the Chancellor's Office has the new courses in their database prior to submittal of any new degrees and certificates, and all new courses are approved within the publication deadline of the college's catalog.

STATUS

Credit course approvals include the addition of thirty-six new courses, 110 modifications of existing courses, three deletions of courses, and one new certificate of achievement approval. In addition, seven certificates of achievement, two certificates of proficiency, and five associate of arts degrees were modified; two certificates of proficiency and one associate of arts degree were deleted. There were seventy-six general education (GE) and ninety-six online (O) credit approvals.

RECOMMENDATION

Approve curriculum for the 2016/17 Catalog, Part I, as provided in the attached curriculum-approvals listing.

2016/17 Curriculum Approvals
Effective: August 2016
Part I

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title and Catalog Description	Units	Date Approved
ART	ART	241		Painting: Acrylic III: This course teaches advanced acrylic painting practices. Students further develop technical and conceptual skills acquired in previous sections, learn new techniques, and produce a series of works that exhibit awareness of contemporary painting. Lectures interpret historic and current painters. Students continue to develop their own style and their portfolios. The course utilizes digital technology, such as cameras, computers, and projection devices.	3	10/8/15
ART	ART	242		Painting: Watercolor III: This course teaches advanced watercolor painting practices. Students further develop technical and conceptual skills acquired in previous sections, learn new techniques, and produce a series of works that exhibit awareness of contemporary painting. Lectures interpret historic and current painters. Students continue to develop their own style and their portfolios. The course utilizes digital technology, such as cameras, computers, and projection devices.	3	10/8/15
BIO	BIO	204H	O/GE	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology (Honors): This course surveys the molecular half of biological disciplines. Topics include biological molecules, metabolic biochemistry, cell biology, molecular biology, and genetics. The laboratory emphasizes modern methods in cell and molecular biology, classical genetics, and experimental design. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for BIO 204 or BIO 204H.	4	10/8/15
BIO	BIO	210H	O/GE	Human Anatomy (Honors): This course offers highly motivated students an enriched opportunity to understand normal human anatomy and to explore select pathologies (abnormal anatomy). It targets students looking for a more challenging academic experience that will include some human dissection and advanced reading of published scientific material. This enhanced course blends the systemic approach to the study of human anatomy with select regional dissections. It combines microscopic studies of tissues (histology) and organs with gross/visual anatomical studies of the human body. UC CREDIT LIMITATION: Credit for BIO 210 or BIO 210H.	4	10/8/15
CHEM	CHEM	100H	O/GE	Introduction to Chemistry (Honors): This introductory course for non-chemistry majors teaches students the language, materials, mathematics, and principles of chemistry. It covers properties of matter, atomic theory, use of the periodic table of the elements, naming of compounds, formulas and equations, metric measurement, physical states of matter, chemistry of solutions, acids and bases, and organic and nuclear chemistry. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for CHEM 100 or CHEM 100H or CHEM 108. No credit if taken after CHEM 110/CHEM 110H.	4	10/8/15

CHEM	CHEM	110H	O/GE	General Chemistry I (Honors): This first semester of a one-year general chemistry sequence focuses on the fundamental principles of chemistry. Students learn the application of these principles with special significance placed on chemical computation. Topics include atomic structure, bonding, the periodic table, nomenclature, chemical reactions, stoichiometry, thermochemistry, and bonding. The course emphasizes critical thinking, writing, problem solving, and analysis skills, and it meets requirements of chemistry, biochemistry, biology, physics, pre-dental, pre-medical, and pre-engineering majors. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for CHEM 110 or CHEM 110H.	5	10/8/15
CHEM	CHEM	111H	O/GE	General Chemistry II (Honors): This continuation of Chemistry 110 studies the fundamental principles of chemistry and their applications. Topics include solutions, kinetics, equilibrium, acid-base chemistry, aqueous ionic equilibrium, thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. The laboratory includes a variety of experiments to supplement and reinforce the class work. It also includes a section on qualitative analysis. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for CHEM 111 or CHEM 111H.	5	10/8/15
CHEM	CHEM	210H	O	Organic Chemistry I (Honors): This first course in a standard one-year organic chemistry sequence is designed for students majoring in chemistry and other sciences. It covers the structure and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols, ethers, and dienes; determination of structure by physical and chemical methods; and organic chemistry lab techniques. Students discuss aromatic compounds, structure, nomenclature, and reactions. The course emphasizes reaction mechanisms of organic chemical reactions and predicting products. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for CHEM 210 or CHEM 210H.	5	10/8/15
CHEM	CHEM	211H	O	Organic Chemistry II (Honors): This continuation of the one-year organic chemistry sequence emphasizes the application of organic chemistry reaction mechanisms learned in CHEM 210 to other compounds. It examines new reactions specific for different functional groups, including alcohols, thiols, aldehydes and ketones, carboxylic acid derivative, aryl halides, and biochemistry-related organic chemistry molecules. This honors course offers highly motivated students the opportunity to complete, document, and discuss independent scientific research. UC CREDIT LIMITATION: Credit for CHEM 211 or CHEM 211H.	5	10/8/15
HH	HOSP	125	O	Recreation, Parks, and Leisure Management: This course explores the role, nature, and range of commercial and community recreation. Students examine the activities and professional opportunities available for recreation, parks, and leisure management. Students may be required to visit parks and recreational facilities.	3	10/8/15
HIST	HIST	106H	O/GE	History of Technology (Honors): This course introduces the history of technology in the west from early societies through modern times. It discusses technology as an expression of society and a response to environmental, economic, social, and political forces. As an honors course, it offers an enriched experience for highly motivated students through challenging course work, emphasis on the use of sources as evidence, and the development of analytical historical theses. UC CREDIT LIMITATION: Credit for HIST 106 or HIST 106H.	3	10/8/15

HIST	HIST	109H	O/GE	History of the Middle East (Honors): This course covers the history of the Middle East from origins to contemporary times. Topics include the political, social, and economic development of early Mesopotamia, the Persian Empire, the development of monotheistic religions (Judaism, Christianity, and Islam), the Abbasid Caliphate, the Crusades, the Ottoman and Safavid empires, European imperialism, and modern Middle Eastern states. As an honors course, it offers an enriched experience for highly motivated students through challenging course work, emphasis on the use of sources as evidence, and the development of analytical historical theses. UC CREDIT LIMITATION: Credit for HIST 109 or HIST 109H.	3	10/8/15
HIST	HIST	116H	O/GE	History of the Americas to 1830 (Honors): This course surveys the histories of the American continent as an integrated whole. It studies the diverse cultures, societies, economies, political structures, and constitutions of Latin America, Canada, and the United States from a comparative perspective. As an honors course, it offers an enriched experience for highly motivated students through challenging course work, emphasis on the use of sources, and the development of analytical historical theses. UC CREDIT LIMITATION: Credit for HIST 116 or HIST 116H.	3	10/8/15
HIST	HIST	117H	O/GE	History of the Americas Since 1830 (Honors): This course presents an integrated history of American nations in the 19th and 20th centuries. It emphasizes the Latin American wars of independence, U.S. foreign policy with Latin America, Canada's relations with the Western hemisphere, Latin American society in the 20th century, and the impact of globalization on the American continent. As an honors course, it offers an enriched experience for highly motivated students through challenging course work, emphasis on the use of sources, and the development of analytical historical theses. UC CREDIT LIMITATION: Credit for HIST 117 or HIST 117H.	3	10/8/15
ILNG	JAPN	121	O/GE	Introduction to Japanese Culture: This course introduces students to various aspects of Japanese culture and society. Areas of study include history, music, literature, philosophy, political ideas, customs, and Japan's influence on and contribution to the civilization of America and the world. The course does not require prior study of the language or culture.	3	9/24/15
KHAN	MASG	240		Therapeutic Massage Implementation: This advanced hands-on massage therapy course expands upon body systems relevant to massage. It covers ethics, pathology, and pharmacology related to massage and introduces students to other therapeutic modalities, providing students with the advanced knowledge and skills to be able to set up a client-centered massage therapy practice.	3	10/8/15
KHAN	MASG	250		Therapeutic Massage for Special Populations: In this massage for special populations course, students develop treatment plans and perform indicated massage techniques for prenatal, pediatric, and geriatric populations along with massage for critically ill populations and clients with disabilities.	3	10/8/15
KHAN	MASG	260		Therapeutic Massage for Pain Management: This class prepares students to work with clients who suffer from specific pain and dysfunction resulting from disorders such as chronic low back pain, migraine headaches, carpal tunnel syndrome, sciatica pain, and other specific medical conditions. Students learn how to apply various bodywork modalities to specific functional and structural pathologies of the body.	3	10/8/15
LIBR	LIBR	201H	O/GE	Research in the Digital (Honors): This honors course gives highly motivated students the opportunity to explore the complex digital information landscape and teaches students critical research skills necessary for scholarly inquiry. Students employ multiple Web technologies and advanced search strategies to navigate, assess, and communicate information from diverse sources and formats. The course emphasizes critically evaluating and analyzing appropriate sources as well as responsible and ethical uses of information.	3	10/8/15

MAT	MAT	105	O/GE	History of Graphic Design: The course surveys the origin and evolution of graphic design from the nineteenth century to the present day. It will explore the development and influence of graphic communication through genre, design, style, and format from historical, multi-cultural, and global perspectives. Topics include the influence of art and technology on graphic design, types of graphic representation, significant historical design movements, and the importance of graphic design in contemporary culture and a global economy.	3	9/24/15
MAT	MAT	182	O	Web Publishing: Adobe Muse: Students learn how to use Adobe Muse to design and publish a professional, original website without learning code. Based on skills acquired in MAT 180, students develop master pages, create type styles, import and edit images, work with links, buttons, anchors, and widgets, embed HTML, develop alternate layouts for mobile devices, and publish and export their own website.	2	10/8/15
MATH	MATH	112	GE	Mathematical Analysis for Business: This course is designed around applications of mathematics in economic and business contexts. The course addresses business models that incorporate linear, quadratic, polynomial, rational, exponential, and logarithmic functions. It covers business-related models: break even analysis, market equilibrium, compound interest, annuities, and loans and amortization. The course also addresses mathematical topics optimization, rates of change, and linear programming.	3	9/24/15
MATH	MATH	260H	GE	Calculus and Analytic Geometry III (Honors): This third course in a three-semester calculus sequence offers an enriched experience for highly motivated students. It covers vectors in the plane and three-dimensional space, quadratic surfaces, vector-valued functions, functions of several variables, partial differentiation and multiple integration, vector fields, and line integrals. The course is designed for mathematics, science, and engineering majors and for students interested in a thorough analysis of concepts, proofs of main results, and connections with other disciplines, particularly probability, physics, and economics. UC CREDIT LIMITATION: Credit for MATH 260 or MATH 260H.	4	10/8/15
PHSC	PHYS	151H	O/GE	Principles of Physics I (Honors): This course provides a thorough understanding of the fundamental principles of physics in the area of mechanics and fluids. It is intended primarily for engineering, physics, mathematics, and science majors. This honors course offers highly motivated students the opportunity to conduct self-directed research as well as independent exploration of laboratory equipment and software. UC CREDIT LIMITATION: Credit for either series PHYS 111 and PHYS 112 or PHYS 151/PHYS 151H, PHYS 152/PHYS 152H, and PHYS 253/PHYS 253H.	4	10/8/15
PHSC	PHYS	152H	GE	Principles of Physics II (Honors): This course provides a thorough understanding of the fundamental principles of physics in the areas of thermodynamics, electricity, electrical circuits, magnetism, and electromagnetic fields. It is intended for engineering, physics, mathematics, and science majors. This honors course offers highly motivated students the opportunity to conduct self-directed research and independent exploration of laboratory equipment and software. UC CREDIT LIMITATION: Credit for either series PHYS 111 and PHYS 112 or PHYS 151/PHYS 151H, PHYS 152/PHYS 152H, and PHYS 253/PHYS 253H.	4	10/8/15

PHSC	PHYS	253H	GE	Principles of Physics III (Honors): This course provides a thorough understanding of the fundamental principles of physics in the areas of vibrations, waves, sound, optics, special relativity, quantum mechanics, and atomic and nuclear physics. It is intended for engineering, physics, mathematics, and science majors. This honors course offers highly motivated students the opportunity to conduct self-directed research and independent exploration of laboratory equipment and software. UC CREDIT LIMITATION: Credit for either series PHYS 111 and PHYS 112 or PHYS 151/PHYS 151H, PHYS 152/PHYS 152H, and PHYS 253/PHYS 253H.	4	10/8/15
PSYC	PSYC	125	GE	Psychology of Women: This course examines psychological and feminist theories of women's development across the lifespan. It includes biological and cultural factors that shape and define women's daily experience. Students study the influences of sexism, socialization, sexuality, personal relationships, health, education, employment, aging, and violence against women in relationship to their impact on women's self-concept, attitudes, relationships, achievements, and overall well-being. The course also explores cross-cultural assessment of gender and the current state of women's rights within the world.	3	10/8/15
SSCI	ANTH	105	O/GE	Evolution and Human Behavior: This course explores the biological basis and evolutionary value of various aspects of human behavior. Lectures draw upon current research in genetics and epigenetics, neuroanatomy and physiology, and endocrinology to establish the biological basis for behavior. Cross-cultural and cross-species studies show common patterns of behavior, and the scientific method is employed to analyze behaviors from an evolutionary perspective. Behaviors to be considered include mothering and fathering of infants, childhood play, development of independence during adolescence, menstrual synchrony, mating strategies, menopause and manopause, competition and cooperation, sex differences in cognitive abilities, and lifetime responses to early stress. The course emphasizes concepts, theories, and methods that specifically pertain to the practice of science in the discipline of anthropology.	3	9/24/15
THEATRE	DRAM	131		Audition Preparation for the Stage: This course teaches theatre audition techniques: monologue and song presentation; staging; cold-reading techniques; self-directed rehearsal; presentation; self-marketing through cover letters, resumes, and headshots; material selection; audition etiquette and professionalism.	2	10/8/15
THEATRE	DRAM	134	GE	Introduction to Performance: This course explores the theories, principles, techniques, and practices of performance. Topics include ritual, play, performativity, performing, performance process, and global and intercultural performances. The classroom experience requires performance application and includes performances to entertain, create beauty, mark or change identity, make or foster community, heal, teach, or persuade. Students are required to perform and to attend live performances both on and off campus.	3	10/8/15
THEATRE	DRAM	296-1		Dramatic Improvisation: Students explore in-depth personal connections to issues, ideas, and themes through dramatic improvisation. These dramatic improvisations stimulate questions about characterization and provide answers toward defining a character's motivations, actions, and traits within these imaginary circumstances. Process drama develops an actor's creativity, positive choice-making, flexibility, and ability to improvise dialogue, act, react, connect, and disconnect in a real, truthful human experience. This advanced course is offered in conjunction with The Actor's Academy.	1	10/8/15

THEATRE	FILM	111	O/GE	Film History I: 1880-1945: This course traces the history of motion pictures from 1880 to 1945 through a critical examination of the technical, aesthetic, social, political, and economic factors that had an impact on this emerging art form. It explores the cinema from its conception as an entertainment novelty, through major international movements of the silent era, to the development of the American studio system, the transition to sound, and the effect of two world wars.	3	9/24/15
THEATRE	FILM	112	O/GE	Film History II: 1945-Present: This course traces the history of motion pictures from 1945 to the present through a critical examination of the technical, aesthetic, social, political, and economic factors that have an impact on production, distribution, and exhibition of film. It explores the cinema of the post-WWII era, through major international movements of the 1950s and 1960s, to the development of the new Hollywood of the 1970s, concluding with the globalization and digitalization of film culture in the 21st century.	3	9/24/15
THEATRE	FILM	211	O/GE	Identity and Film: Race, Class, Gender and Sexuality: This course explores the impact of identity on film as an art form and cultural artifact by confronting ideologies of race, class, gender, and sexual orientation as they are reflected in cinematic representation. American film is used as the primary lens through which to view how social, political, and cultural values have been formulated over the last century. Students analyze major films, figures, character types, and narrative strategies to evaluate the relationship between film and identity.	3	9/24/15
THEATRE	FILM	212	O/GE	Women and Film: Representation and Impact: This course explores the significant, and frequently unrecognized, role of women in film. It investigates cinematic history and artifacts through the lens of feminist theory in order to critically examine of the various ways women have been both (mis)represented in a male-dominated industry and participated in the art of filmmaking. Key individuals in film history and a variety of genres are discussed as ways to explore the social, political, and cultural impact of women in film.	3	9/24/15
NURSING	NURS	296-2	O	Nursing Management of the Client with Diabetes Mellitus: This course introduces advanced concepts in diabetes mellitus and its management. It identifies the various forms of diabetes, discusses risk factors, and outlines the pathophysiology of the disease. The course also covers medication mechanisms of action, nutrition, and exercise in diabetes self-management as well as the nurse's role in assessing glycemic control and providing appropriate treatments. Topics include assessing for acute complications and educational strategies to prevent these complications.	2	11/12/15
Total Credit Course Additions: 36						

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Effective: August 2016
Part I

I. Credit Course Level
B. Modified Courses

Department	Subject	Course #	Additional Approvals	Course Title and Catalog Description	Units	Date Approved
BUS	BUS	117	O	Human Resources Management	3	9/10/15
COUN	COUN	100	O/GE	College and Career Success	3	9/10/15
BUS	BUS	120	O	Introduction to Business	3	9/10/15
HH	HOSP	100	O	Introduction to Hospitality Management	3	9/10/15
HH	HOSP	110	O	Guest Services and Presentations	3	9/10/15
HH	HOSP	120	O	Hospitality Human Resources Management	3	9/10/15
ILNG	ITAL	210	GE	Intermediate Italian Conversation and Reading	3	9/10/15
KHAN	KINE	155		Advanced Yoga	.5-1	9/10/15
KHAN	KINE	161		Beginning Martial Arts	.5-1	9/10/15
KHAN	KINE	162		Intermediate Martial Arts	.5-1	9/10/15
KHAN	NUTR	100	O/GE	Nutrition Today	3	9/10/15
PHSC	OCEA	101	O/GE	Introduction to Oceanography	3	9/10/15
KHAN	KINE	163		Advanced Martial Arts	.5-1	9/10/15
ADM	ADM	230	GE	Policing in a Diverse and Multicultural Society	3	9/24/15
ART	ART	271		Museum and Gallery Exhibition	3	9/24/15
BIO	BIO	102	O/GE	Econology and Environmental Biology	4	9/24/15
HIST	HIST	105H	O/GE	History of England (Honors)	3	9/24/15
HH	HOSP	130	O	Conference and Special Event Management	3	9/24/15
HH	HOSP	150	O	Purchasing and Cost Control	3	9/24/15
HH	HOSP	153	O	Restaurant Management	3	9/24/15
KHAN	MASG	110		Therapeutic Massage Foundation	3	9/24/15
KHAN	MASG	218		Chair Massage and Aromatherapy	2	9/24/15
MAT	MAT	180	O/GE	Digital Publishing: Adobe InDesign	3	9/24/15
MAT	MAT	230	O	Advanced Publishing: Output for Print	3	9/24/15
PHSN	OCEA	101H	GE	Introduction to Oceanography (Honors)	3	9/24/15
PSYC	PSYC	101	O/GE	General Psychology	3	9/24/15
PSYC	PSYC	101H	O/GE	General Psychology (Honors)	3	9/24/15
KHAN	MASG	230		Therapeutic Massage Integration	3	9/24/15
ADM	ADM	100H	O/GE	Introduction to the Administration of Justice (Honors)	3	10/8/15
ADM	ADM	260	O	Organized Crime, Gangs, and Terrorism	3	10/8/15
SSCI	ANTH	101H	O/GE	Biological Anthropology (Honors)	3	10/8/15

SSCI	ANTH	102H	O/GE	Cultural Anthropology (Honors)	3	10/8/15
ART	ART	260	GE	History of Modern Art	3	10/8/15
ART	ART	260H	GE	History of Modern Art (Honors)	3	10/8/15
BUS	BUS	140H		Business Communication (Honors)	3	10/8/15
BUS	BUS	290H		Legal Environment of Business (Honors)	3	10/8/15
PHSC	EART	106	O/GE	Earth and Space Science	3	10/8/15
PHSC	GEOL	101	O/GE	Physical Geology	3	10/8/15
PHSC	GEOL	101H	O/GE	Physical Geology (Honors)	3	10/8/15
HIST	HIST	100H	O/GE	World History to 1500 (Honors)	3	10/8/15
HIST	HIST	101H	O/GE	World History Since 1500 (Honors)	3	10/8/15
HIST	HIST	103H	O/GE	Western Civilization to 1648 (Honors)	3	10/8/15
HIST	HIST	110H	O/GE	United States History to 1877 (Honors)	3	10/8/15
HIST	HIST	111H	O/GE	United States History Since 1877 (Honors)	3	10/8/15
HIST	HIST	113H	GE	American Military History (Honors)	3	10/8/15
HH	HOSP	128	O	Hospitality Marketing	3	10/8/15
INTR	INTR	100	O/GE	Foundation Skills for the College Experience	4	10/8/15
LIBR	LIBR	101	O/GE	College Research Skills	1	10/8/15
KHAN	MASG	210		Therapeutic Massage Development	3	10/8/15
MATH	MATH	150H	O/GE	Calculus and Analytic Geometry (Honors)	5	10/8/15
PHSC	OCEA	101L	GE	Introductory Oceanography Laboratory	3	10/8/15
KHAN	KINE	110	O	Walking for Fitness	.5-1	10/8/15
SOC	SOC	101H	GE	Introduction to Sociology (Honors)	3	10/8/15
NURS	NURS	291		Nursing Management of Invasive and Noninvasive Ventilatory Support	2	10/8/15
ART	ART	254	GE	Understanding and Appreciating the Photographic Image	3	10/22/15
CS	CS	107	O	Introduction to Object-Oriented Programming	3	10/22/15
CS	CS	111	O	Introduction to Computer Science I: Java	3	10/22/15
CS	CS	112	O	Introduction to Computer Science II: Java	3	10/22/15
CS	CS	113	O	Basic Data Structures and Algorithms	3	10/22/15
CS	CS	150	O	150 C++ Programming	3	10/22/15
CS	CS	220	O	Computer Architecture and Assembly Language	3	10/22/15
DNCE	DNCE	105	O/GE	Dance Cultures of the World	3	10/22/15
DNCE	DNCE	152		Ballet I	1.5	10/22/15
DNCE	DNCE	158		Dance Stretch	1	10/22/15
DNCE	DNCE	166		Jazz Dance I	1.5	10/22/15
DNCE	DNCE	169		Introduction to World Dance Forms	1	10/22/15
DNCE	DNCE	176		Modern Dance I	1.5	10/22/15
DNCE	DNCE	178		Modern Dance II	1.5	10/22/15
DNCE	DNCE	183		Commercial Dance	1	10/22/15
DNCE	DNCE	257		Pilates Apparatus II	1.5	10/22/15
DNCE	DNCE	258		Pilates Pedagogy	1.5	10/22/15
DNCE	DNCE	288	O	Dance Pedagogy	2	10/22/15

DESN	DESN	200		Architectural Design I	3	10/22/15
ILNG	CHNS	101	O/GE	Elementary Chinese (First Semester)	4	10/22/15
ILNG	CHNS	102	O/GE	Elementary Chinese (Second Semester)	4	10/22/15
ILNG	CHNS	201	O/GE	Intermediate Chinese (Third Semester)	4	10/22/15
ILNG	FREN	101	O/GE	Elementary French (First Semester)	4	10/22/15
ILNG	FREN	102	O/GE	Elementary French (Second Semester)	4	10/22/15
ILNG	FREN	201	O/GE	Intermediate French (Third Semester)	4	10/22/15
ILNG	FREN	202	O/GE	Intermediate French (Fourth Semester)	4	10/22/15
ILNG	GRMN	101	O/GE	Elementary German (First Semester)	4	10/22/15
ILNG	GRMN	102	O/GE	Elementary German (Second Semester)	4	10/22/15
ILNG	GRMN	201	O/GE	Intermediate German (Third Semester)	4	10/22/15
ILNG	SPAN	101	O/GE	Elementary Spanish (First Semester)	4	10/22/15
ILNG	SPAN	102	O/GE	Elementary Spanish (Second Semester)	4	10/22/15
ILNG	SPAN	201	GE	Intermediate Spanish (Third Semester)	4	10/22/15
MTEC	MTEC	105		Music Notation	2	10/22/15
ART	ART	177	GE	Art in the Elementary Schools	3	11/12/15
BIO	BIO	103	O/GE	Animal Diversity	3	11/12/15
CHEM	CHEM	210	O	Organic Chemistry I	5	11/12/15
CHEM	CHEM	210H	O	Organic Chemistry I (Honors)	5	11/12/15
CSIT	CSIT	100		Computer Basics I	1.5	11/12/15
CSIT	CSIT	105	O	Computer Basics II	1.5	11/12/15
CSIT	CSIT	110	O/GE	Computer Applications	3	11/12/15
CSIT	CSIT	115	O	Intermediate Computer Applications	3	11/12/15
CSIT	CSIT	120	O/GE	Fundamentals of Computer Information Systems	3	11/12/15
CSIT	CSIT	125	O	Microsoft Word for Business	3	11/12/15
CSIT	CSIT	128	O	Microsoft Excel for Business	3	11/12/15
CSIT	CSIT	131	O	Microsoft Access for Business	3	11/12/15
CSIT	CSIT	134	O	Microsoft PowerPoint for Business	3	11/12/15
CSIT	CSIT	137	O/GE	Google Apps for Business	3	11/12/15
CSIT	CSIT	171	O	Fundamentals of Computer Networks and Security	4	11/12/15
CSIT	CSIT	172	O	Windows Networking Environment	4	11/12/15
CSIT	CSIT	173	O	Desktop Support	4	11/12/15
CSIT	CSIT	174	O	TCP/IP and Network Infrastructure	4	11/12/15
CSIT	CSIT	175	O	Linux Networking Environment	4	11/12/15
CSIT	CSIT	195	O	Computer Studies Portfolio Development	1	11/12/15
DNCE	DNCE	254		Contemporary Dance I	1.5	11/12/15
DNCE	DNCE	256		Contemporary Dance II	1.5	11/12/15
SSCI	ECON	101	O/GE	Principles of Economics: MACRO	3	11/12/15
SSCI	ECON	102	O/GE	Principles of Economics: MICRO	3	11/12/15
Total Credit Course Modifications: 111						

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Part I

I. Credit Course Level
C. Deleted Courses

Department	Subject	Course #	Course Title and Catalog Description	Units	Date Approved
COUN	COUN	110	College Success Skills	3	9/10/15
CAST	CRLP	100	Career and Life Planning	3	9/10/15
THEATRE	FILM	110	Film History	3	9/24/15
Total Credit Course Deletions: 3					

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Effective: August 2016
Part I

II. Certificate and Degree Level
A. New Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
ART	ART	COA		Museum Studies	19-21	10/8/15
Total New Degree and Certificates: 1						

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Effective: August 2016
Part I

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

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
PSYC	PSYC		AA	Human Development	19-20	9/24/15
KHAN	KINE	COA		Yoga Instructor (300 Hours)	12-14	9/24/15
KHAN	KINE	COA		Personal Fitness Trainer	22.5-24	9/24/15
PSYC	PSYC		AA	Psychology	19-20	9/24/15
PSYC	PSYC		AA	Psychology for Transfer	19-22	9/24/15
MAT	MAT	COA	AA	Graphic Design	30	10/8/15
KHAN	KINE	COA		Holistic Health Practitioner (1000 Hours)	35	10/8/15
HAAT	HOSP	COA	AA	Hospitality Management	27	10/8/15
KHAN	KINE	COA		Massage Therapist (500 Hours)	23	10/8/15
MAT	MAT	COP		Digital and Print Publishing	15	10/8/15
MAT	MAT	COP		Graphic Communication Certificate of Proficiency	15	10/22/15
DNCE	DNCE	COA		Dance Instructor Certificate of Achievement	22.5	11/12/15
Total Modified Degrees and Certificates: 12						

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Part I

II. Certificate and Degree Level
C. Deleted Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
MTEC	MTEC	COP		Digital Audio	15-16	10/22/15
MTEC	MTEC	COP		Performance Technician	17	10/22/15
MATH	MATH		AS	Mathematics for Transfer Associate of Science	21	11/12/15
Total Deleted Degrees and Certificates: 3						

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Part I

III. Noncredit Course Level
A. New Courses

Department	Course	Additional Approvals	Title	Date Approved
			None.	
Total New Noncredit Courses: 0				

III. Noncredit Course Level
B. Modified Courses

Department	Course	Additional Approvals	Title	Date Approved
AHSDP	HSMTH 11	O	Basic Skills Math 1	11/12/15
AHSDP	HSMTH 12	O	Basic Skills Math 2	11/12/15
NCESL	NCESL 10		English as a Second Language, Level 1	11/12/15
NCESL	NCESL 20		Noncredit ESL Conversation Skills for Beginning Students	11/12/15
NCESL	NCESL 21		English as a Second Language, Level 2	11/12/15
NCESL	NCESL 22		English as a Second Language, Level 3	11/12/15
NCESL	NCESL 30		Noncredit ESL Conversation Skills for Intermediate Students	11/12/15
NCESL	NCESL 31		English as a Second Language, Level 4	11/12/15
NCESL	NCESL 32	O	English as a Second Language, Level 5	11/12/15
NCESL	NCESL 40	O	English as a Second Language, Level 6	11/12/15
NCESL	NCESL 45	O	English as a Second Language, Level 7	11/12/15
NCESL	NCESL 50	O	English as a Second Language, Learning Lab	11/12/15
NCESL	NCESL 62	O	Career-Track ESL	11/12/15
NCESL	NCESL 65	O	English as a Second Language, Citizenship	11/12/15
Total Modified Noncredit Courses: 14				

III. Noncredit Course Level
C. Deleted Courses

Department	Course		Title	Date Approved
			None.	
Total Deleted Noncredit Courses: 0				

Subject:	Attachment:
Approve Architectural Design Services Contract Amendment #05 for Architects Mosher Drew	None
Category:	**Type of Board Consideration:**
Consent Items	Information ✓ Consent Action
Recommended:	**Approved for Consideration:**
Charlie Ng, Vice President Business and Administrative Services	Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

As part of the five-year construction plan, classrooms are scheduled to be modernized every summer over the next several years. In summer 2016, eighteen classrooms on the Oceanside Campus in Buildings 2000, 3100, 4600, 4700 and 4800 have been identified and scheduled to be completed. Contract amendment #05 consists of an additional services request associated with scope of work related to the summer 2016 classroom upgrades.

STATUS

Contract amendment #05 consists of additional design services associated with additional scope of work elements discussed during the design phase that were not a part of Architects Mosher Drew's original classroom upgrades summer 2016 scope of work. These items include exterior door replacements, complete building fire alarm upgrades, building exterior appearance upgrades, restroom renovation in B2000, and interior renovation in B4600 and B4800. These items will be designed as additive alternates and if contractor bid values come in under budget, we will move forward with these items. The cost for these architectural design services were negotiated for a fixed fee amount of $25,820, and these services and all costs are included as part of the five-year construction plan budget.

RECOMMENDATION

Approval of architectural design services contract amendment #05 for Architects Mosher Drew in a fixed fee amount of $25,820 in accordance with the specified bid pricing, terms, and conditions and authorize the director of purchasing and material management to execute the contract amendment.

Subject: **Approve Bond Counsel Agreement with Stradling Yocca Carlson & Rauth**	**Attachment:** **Summary of Activities**
Category: **Consent Items**	**Type of Board Consideration:** **Information** **Consent** ✓ **Action**
Recommended: **Charlie Ng, Vice President** **Business and Administrative Services**	**Approved for Consideration:** **Sunita V. Cooke, Ph.D.** **Superintendent/President**

BACKGROUND

The Board of Trustees is reviewing long-term facilities needs, determining how to finance those needs and consequently is conducting a public opinion poll and feasibility study regarding the support for a general obligation bond. During the informational and outreach phase, it is critical that experienced legal counsel be available to advise the district, especially concerning issues related to the use of public resources for informational and outreach activities.

STATUS

David G. Casnocha of Stradling Yocca Carlson & Rauth was hired as bond counsel on Feb. 7, 2012, for the 2012 bond measure and will represent the district again in this matter.

Mr. Casnocha has been a bond counsel for 39 years. In the last ten years, he has been bond counsel on over eight hundred school and community college district general obligation (G.O.) bond issues, including districts with single bond authorizations over $1 billion and under $2 million. Mr. Casnocha is the bond counsel for 61 of the 72 community college districts. For more than fifteen years, he has been the designated bond counsel to the Community College League of California. He was bond consul for the successful G.O. bond measures of the Palomar Community College District, San Diego Community College District, and the Grossmont-Cuyamaca Community College District, and he has been the bond counsel for all of the TRANS and lease/revenue bonds sold by the MiraCosta Community College District. Attached to this docket is a summary of the bond counsel pre-election and post-election services.

Payment of any fee to Bond Counsel is contingent on the successful election and issuance of bonds. The district and Stradling Yocca Carlson & Rauth have negotiated a fee of $87,000 for the first series and $65,000 for any subsequent series with reimbursable expenses not to exceed $2,500 per series. In addition to that fee, Bond Counsel shall be reimbursed for all out-of-pocket expenses. Out-of-pocket expenses include word processing, photocopying, travel, express mail charges and the like. Expenses usually average less than $2,500 per series of

bonds. If the ballot measure authorizing the bond does not receive the requisite votes, Bond Counsel shall not charge any fee for time or out-of-pocket disbursements.

The proposed agreement does not include the fees that would be related to performing "disclosure counsel" services after a successful election, including preparing the official bond statements. Those fees would be negotiated for each issue, the cost would be approximately $20,000 per issue. All fees are paid from bond proceeds.

RECOMMENDATION

Authorize the retention of Stradling Yocca Carlson & Rauth as bond counsel, with David Casnocha lead counsel, for a potential November 2016 Proposition 39 general obligation bond measure.

RESPONSE OF

STRADLING YOCCA CARLSON & RAUTH

To

REQUEST FOR PROPOSALS
FOR BOND COUNSEL SERVICES

For The

MIRACOSTA COMMUNITY COLLEGE DISTRICT

David G. Casnocha, Esq.
Stradling Yocca Carlson & Rauth
44 Montgomery Street, Suite 4200
San Francisco, California 94104
(415) 283-2241

November 6, 2015

STRADLING YOCCA CARLSON & RAUTH, P.C.
44 MONTGOMERY STREET, SUITE 4200
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CALIFORNIA
NEWPORT BEACH
SACRAMENTO
SAN DIEGO
SAN FRANCISCO
SANTA BARBARA
SANTA MONICA
COLORADO
DENVER
NEVADA
RENO
WASHINGTON
SEATTLE

DAVID G. CASNOCHA
415.283.2241
DCASNOCHA@SYCR.COM

November 6, 2015

Charlie Ng
Vice President, Administrative Services
MiraCosta Community College District
Oceanside, CA 92056

Re: Request for Proposal for Bond Counsel Services

Dear Charlie:

I appreciate that MiraCosta Community College District (the "District") might consider Stradling Yocca Carlson & Rauth ("SYCR") as bond and disclosure counsel on a proposed 2016 general obligation bond election. As you know I currently have a contract with the District, dated Feb. 21, 2012, pursuant to which I have worked in a similar capacity on the District's 2012 efforts to pass a local bond measure.

I am the Managing Shareholder of the San Francisco Office of SYCR, Chair of our Education Finance Group, and would be the District's point person on the potential bond measure.

In addition to our work in 2012, I have served the District as bond counsel for the past 18 years. During those years we completed the January 1999 California Community College Financing Authority Lease Revenue Bonds, Series 1999A, of which the District was a participant (Ed Coate was the VC), a series of annual tax and revenue anticipation notes starting in 2000, and in 2006 I was retained by the District in connection with its desire to attempt a bond election in June 2006. We acted as bond counsel when the District refinanced the 1999 Lease Revenue Bonds with a Series 2010B Refunding Lease Revenue Bond of the Community College Financing Authority. Most recently, we acted as bond counsel for the District on a $12,650,000 2015 Lease Purchase Agreement financing.

I have been a bond counsel for 39 years and in the last 10 years have been bond counsel on over 800 school and community college district general obligation bond issues. This includes districts with single bond authorizations over $1 billion and under $2 million. I have practiced through many evolutions of the finance laws which impact community college districts. Since the origins of the law often times explain the purpose of the reforms, I believe I am more informed about current practices due to my participation in a wide variety of college financing structures over a period of years.

I am the bond counsel for 61 of the 72 community college districts. See the attached summary of “Community College Bond Counsel Practice” for a list of those districts.

My strengths are (i) delivery of prompt and reliable service, (ii) clarity of expression, (iii) focus on how documents and laws impact the way districts spend bond money and use public facilities, (iv) drafting of ballot language which captures the purposes of projects, using words validated by a sophisticated poll in a format designed to improve voter support, and (v) innovation to solve ongoing facility and general fund challenges (a technology/deferred maintenance endowment is an example.)

I do not view our skills as a commodity. We are selective in accepting assignments and value clients who believe that “good enough” is too low a standard for professional services.

I look forward to meeting with you to discuss the content of the accompanying materials.

Best regards,

David G. Casnocha

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DAVID G. CASNOCHA
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DCASNOCHA@SYCR.COM

November 6, 2015

Charlies Ng
Vice President, Administrative Services
MiraCosta Community College District
Oceanside, CA 92056

Re: *Bond Counsel Proposal for 2016 Bond Election*

I. INTRODUCTION/OVERVIEW

In pursuing a new bond measure, the Board of the MiraCosta Community College District (the "District") would be well served to have the "law" member of the team be someone with extensive experience in general obligation bond elections and whose experience with the San Diego County Registrar of Voters can help promote a seamless execution of the electoral process. I can explain to you and your Board how the electoral and issuance process works most effectively for the District, what services are and are not necessary, and why various bankers and political strategists do and say the things they do.

Highlights of following pages of information are:

- I am extremely experienced bond counsel. Between Jan. 1, 2001 and November 1, 2015 I acted as bond and disclosure counsel on over 1,000 separate issuances of school district general obligation bonds. For the first six months of 2015 alone Stradling served as Bond Counsel, as Disclosure Counsel on and as Underwriter's Counsel on 304 transactions.
- The California Debt and Investment Advisory Commission and Thomson Reuters listed Stradling as the #1 Bond Counsel firm in California for 2013, serving as bond counsel on 24.3% of all bond transactions closed in the State. Nationally, for 2014 we ranked 6th in the United States, serving as bond counsel on 139 issues of nearly $10 billion, and ranked 2nd as disclosure counsel based on 135 transactions. In the last five years, we have served as bond or disclosure counsel on over 1,600 California bond issues.
- As bond counsel to Foothill-De Anza Community College District we won the first (and only) Proposition 39 bond validation judgment, a landmark decision upholding an expansive view of the required "Project List."
- We have prominent, accessible tax lawyers, led by Carol Lew, past-President of the National Association of Bond Lawyers.
- Stradling has never had any of its transactions deemed taxable by the IRS. We have never been a party to an IRS settlement agreement.
- Stradling has never been a defendant in a lawsuit initiated by a school district or other public agency alleging malpractice in connection with any type of bond issue.
- Our bond counsel philosophy focuses on technical expertise, collegial collaboration, and client understanding. We take a team-oriented approach with members of the finance team, while representing the District's interests. We have no reservations taking fresh approaches toward solving a client's problem.
- We will deliver a 10(b)(5) opinion to the District in connection with our services as Disclosure Counsel.

- Our fees are contingent on bond sales and we expect to confer and consult with the District on non-deal issues and to review the District's existing bond documents over the course of our engagement for no fee as an investment in our client relationship.

- We have expertise in many areas beyond public finance, including real estate, litigation, environmental, and redevelopment law, that can be useful in analyzing all relevant issues for a financing. In addition, our size provides stability and assurance to the District that the Firm will be in practice to follow up on matters related to the services we render.

That said, I am a senior shareholder at the Firm and the Firm's primary education finance bond counsel. As with all my district financings, I would be the District's contact during the course of the election and subsequent bond transaction. All support will be provided by my staff in the San Francisco Office. Primary and higher education district borrowings constitute approximately 90% of my workload and I have developed an expertise in school financing techniques and an understanding of the difficulty financing the education and housing of our students.

In evaluating my credentials, **I suggest several reasons why the District should favorably consider this proposal**.

First, I will personally work on your transaction. Too frequently, partners at established firms, especially partners with as extensive community college district experience as mine, will delegate most of their work to junior lawyers who, after initial partner contact, end up being the only lawyer you see. I enjoy an active role in education financings and am always available to participate in discussions with you or the Board relating to all aspects of a financing. Bond lawyering is more than drafting a resolution and rendering an opinion. This is especially important in a general obligation bond issue where the "law" is as important as the "lore" and my 39 years of experience contributes to the value of the legal advice I render.

Second, I have extensive general obligation bond experience. Since Proposition 46, I have acted as bond counsel on over one thousand general obligation bond transactions for over 400 different school or community college districts. The diversity of this work, with a corresponding exposure to all types of financial advisors and underwriters, has enhanced my skills and explains our leadership role in the field. I have been bond counsel for over 250 Proposition 39 bond elections. **My general obligation bond counsel experience for schools since Proposition 46 and Proposition 39 is second to no other attorney's in the State.** I am confident that the work I have done in this area affirmatively assists districts win their elections.

Third, **I can explain in plain English the practical differences between the varieties of financing vehicles available to the District. I enjoy working with elected officials and staff to help them understand the bond process. I believe your Board will appreciate my skill at advising them on their legal options. Acting as <u>counsel</u> <u>to</u> and <u>advocate</u> <u>for</u> the Mira Costa Community College District, I will not lose sight of who is the client and decision-maker. As bond counsel, I will work for the District.**

Fourth, Federal securities law disclosure compliance by an issuer of bonds is of critical importance. I am intimately familiar with these requirements. The District would be well served to retain a bond and disclosure counsel capable of rendering such advice.

Fifth, **I have an unusually broad scope of legal services which I am capable of providing.** During the period of time from the date of hire through the date the election resolution is adopted and then through election day, I expect to educate the District on the laws governing the expenditure of public funds on advocacy and in advising the Board on appropriate and inappropriate conduct for an elected official. Elections are sometimes lost due to voters' perception of a violation of applicable campaign law. I expect to draw on my familiarity with campaign laws to guide you away from inadvertently taking a misstep as you express the need for a bond to your community.

Lastly**, I have extensive experience assisting districts present themselves at bond rating agency meetings.** In this regard, I contribute "value added" when compared with other bond attorneys. While this process is oftentimes overlooked, a visible, professional presentation to bond rating agencies can improve the rating you receive on your bonds and reduce the costs of bond insurance. Higher ratings mean lower interest rates and hence lower taxes.

II. <u>DESCRIPTION OF THE FIRM</u>

The Firm was formed by four attorneys in 1975. With about 130 attorneys, the Firm's primary areas of specialization are public finance, public law, tax, general corporate law, corporate securities, real estate and litigation. The Firm has six offices in California: Newport Beach, Santa Barbara, Sacramento, San Diego, Santa Monica and San Francisco. We have also recently opened offices in Reno, Nevada, Seattle, Washington and Denver, Colorado to service our bond clients in the Pacific Northwest, Nevada and Arizona. The San Francisco Office currently consists

of ten attorneys, four paralegals and support staff and is exclusively devoted to public finance work, public construction litigation and public law.

Thirty-four members of the Firm practice in the areas of public finance and general public law, the second largest bond department in California. Our public law attorneys represent a variety of public agencies, including cities, counties, redevelopment agencies, school and community college districts, and special districts of various kinds, and to the supplying of legal services in connection with the financings of such agencies.

Members of the public law department are recognized experts in their areas and are often called upon to speak at seminars for public agencies and other municipal finance specialists, including seminars held by CASBO, ACSA, CSBA, the National Association of Bond Lawyers, the Community College League of California, ACBO, the California Debt and Investment Advisory Commission, the Coalition for Adequate School Housing, The Bond Buyer, and others.

The Firm's size offers advantages to the clients that we represent. Our expertise in supporting areas, such as real estate, corporate securities, litigation, as well as public finance, that can be useful in analyzing all relevant issues for a financing. Second, our size provides stability and assurance that the Firm will be in practice to follow up on matters related to the services it renders. Third, the success of our practice depends on word of mouth references from public agencies who are pleased with our work. **Client service is an essential component of our commitment, and the large number of experienced bond attorneys helps us satisfy all of our clients' needs.**

Since its founding, the Firm has ranked among the top two public finance firms in the State of California regardless of whether the criterion used is the number of bond issues closed or dollar volume.

Our experience includes refundings, certificates of participation, redevelopment agency tax allocation bonds, revenue bonds, Mello-Roos community facilities district financings, Marks-Roos financings, assessment district financings and general obligation bonds. The Firm has been involved in nearly every type of financing undertaken by public agencies and has helped to develop several of the structures which are widely used throughout the country. I believe that we have addressed unique financing problems by our solutions-oriented approach to working with issuers and other financing team members.

One distinguishing feature of the Firm's public finance department is that our existence reflects the primary business agenda for the Firm. Unlike the very large law firms or firms seeking to become a mega-firm and whose bond counsel work now has become incidental to the new primary mission of being "global," Stradling has no plans to re-prioritize its practice agenda at the expense of its public finance practice. Unlike the mega-firms, we are not under any financial pressure to impose fees on public finance transactions that compete with the fees that are charged for large corporate global transactions. Consequently, we are not economically precluded from representing any type of public agency on any size bond matter. This economic posture has allowed us to retain loyal clients and not place the immediacy of fee revenue over the borrowing needs of our clients. The economic pressure on firms that have 1,000 lawyers, or more, is such that I believe over time will cause them, as it has caused other similar large firms in the past, to forego the public finance practice because of the economical constraints placed on fees.

By contrast, however, smaller firms than ours which have become municipal bond boutiques face similar economic challenges due to the inability to invest in essential practice skills because the costs of such investment are too high for the size of the firm. Consequently, they may become embroiled in a growing number of school district Internal Revenue Service audits and adverse tax determinations caused by their inability to commit to sophisticated tax representation within their public finance practice. Industry trade journals are filled with stories regarding IRS determinations of taxability of California bond issues which I think are the result of smaller firms' inability to invest resources in their client representations. Stradling, on the other hand, seems comfortably sized to be able to afford the luxuries of tax and securities law support without being so large as to unnecessarily pressure the transaction attorneys into charging unreasonably high fees in order to meet the overhead demands of the firm.

As further described below, the Firm possesses considerable expertise with respect to the adequacy of disclosure relating to school districts in California. There have been significant recent litigation in the Federal securities arena which have imposed liability on the issuers of tax-exempt bonds for either misstatements or material fact or the omission of material facts in an Official Statement or failure to comply with continuing disclosure obligations. Financial advisors, underwriters of bonds and lawyers do not have strict liability for such omissions, even though they may write the Official Statement on your behalf. As Disclosure Counsel, an essential service we perform is to prepare that informational document <u>from the District's perspective</u> and confirm to the District that the disclosure contained therein complies with all applicable Federal laws, and provide the District with a legal opinion to that effect.

III. DESCRIPTION OF RELEVANT TRANSACTION EXPERIENCE

The vast majority of community college district general obligation bonds are straightforward and do not require innovative solutions to problems. However, occasionally there are bond structuring methods and strategies which can enhance the benefits of a particular financing in order to accomplish goals of a school district.

In the recent past, we have had the opportunity to apply our experience in a variety of contexts to advance objectives of school and community college districts with bonding authorizations. Foothill-De Anza Community College District involved a bond validation lawsuit on its Proposition 39 "Project List" compliance, the subsequent trial and appeal to the State Appellate Court, and ultimately to the California Supreme Court.

Another area is our effort to maximize general obligation bond proceeds for our clients. We have used three different techniques to accomplish that goal: One, for Desert Community College District we sized one of their series of bonds relying upon the 5-year temporary period, as contrasted with the conventional 3-year temporary period that most districts use. For Ohlone College (and a number of others) we created a "technology endowment" by the District issuing a series of bonds, the proceeds of which were invested entirely in non-AMT tax-exempt municipal bonds, thereby relieving the district of any of the spend-down requirements usually associated with a bond financing. For Monterey Peninsula Community College we issued a series of bonds with a 5-year temporary period, coupled with a smaller taxable series of bonds not subject to any spend-down requirements. Details of these projects are provided below.

We have also won several validation actions for school districts who seek to be relieved of the "tax rate extension" promise made in their campaign.

A. Foothill-De Anza Community College District

In June 2006 Foothill-De Anza Community College District ("Foothill") voters approved a Measure C which authorized the issuance of $490.8 million of general obligation bonds. The projects, as presented to the voters, were broadly described and organized by the type of projects, as opposed to being organized on a site-specific basis. Prior to the call for that bond election a series of lawsuits had been filed against other Santa Clara County school districts by two individuals who were challenging various elements of Proposition 39, as well as the ability of a local government to tax property where the owner of such property had not been afforded the right to vote for the tax. Because Foothill anticipated a similar lawsuit and a similar threat of a "settlement" payment, we needed a strategy to outwit the individuals who were protesting Foothill's election. The voters approved Measure C on Jun. 6, 2006, at 9:00 a.m. on June 7th the Board adopted bond resolutions to issue the bonds, and by 2 p.m. on June 7th, we filed a validation complaint in Santa Clara County Superior Court seeking the confirmation that Measure C complied with all elements of Proposition 39. By taking such an aggressive step we took control of the litigation and accessed the preferential Court schedule for bond validations, pre-empting a taxpayers' suit. As expected, our taxpayers responded to the complaint, a trial ensued, and a judgment was rendered in favor of Foothill. The taxpayers appealed to the Court of Appeals which ruled in favor of Foothill and certified for publication what is now a landmark decision in Foothill-De Anza Community College District v. Emerich, et al.(Dec. 19, 2007). Petition to the California Supreme Court was denied on Mar. 18, 2008. An article that appeared in the Coalition for Adequate School Housing Register describing the holding of that case is attached to this proposal.

As bond counsel, disclosure counsel, and validation counsel to Foothill, we authorized the issuance of $250,000,000 of bonds during the pendency of the lawsuit, thus in April 2007 nearly a year before a final judgment in the case was entered, Foothill issued their first series of bonds with a "qualified" opinion of bond counsel. Our challenge was to draft the qualified opinion, draft the Official Statement with a description of the qualified opinion, explain to Wall Street and the bond insurance companies the consequences of such a qualified opinion and draft documents that allowed for an exit strategy in the event that the Court ruled against Foothill in the validation appeal. Fortunately, Foothill was successful in all regards.

B. Additional Districts

Three other project descriptions each fall under the rubric of methods to stretch bond dollars available to school district by allowing for the issuance of the maximum amount of bonds possible for the longest period of time to generate the most investment earnings to augment project resources. With increasing frequency we have relied upon the 5-year arbitrage temporary period to size a bond issue based on a 5-year construction draw-down schedule allowing for a larger issuance of bonds with more investment return opportunities. Desert Community College District used this technique when it issued its $223,000,000 General Obligation Bonds, Series 2007.

Ohlone CCD ("Ohlone") recently established a technology endowment by taking advantage of an alternative approach which was to invest 100% of the proceeds of their general obligation bonds in a portfolio of tax-exempt municipal obligations in compliance with the applicable provisions of the Internal Revenue Code. The goal of this financing was to fund a 10-year technology program. Seeking to avoid the constraints of their reasonable

expectations of spending their bond proceeds in either 3 or 5 years, the District employed a little-used provision of the Internal Revenue Code that states that if 95% of the proceeds of bonds are invested in a portfolio of tax-exempt non-alternative minimum tax securities that the spend-down requirements otherwise applicable to school general obligation bonds is not binding. Consequently, Ohlone funded a "technology endowment" with the proceeds of a tax-exempt series of bonds. We served as bond and disclosure counsel.

Lastly, Monterey Peninsula Community College District ("Monterey") recently issued the remaining $104,999,299.60 of its voter-approved authorization in two series of bonds. The first series was a tax-exempt 25-year maturity bond that was sized in reliance on the 5-year temporary period and the second series of bonds was a taxable offering which is not subject to any of the spend-down requirements of the Internal Revenue Code. Monterey's objective was to fund projects over an 8 or 9-year period. Consequently, the tax exempt bonds were funding the first five years of projects and the proceeds of the taxable bonds were funding projects in the 6th thru 9th years. To minimize the expense associated with the taxable bond issuance, those taxable bonds matured first and were paid off over the first 5 years of the aggregate issuance. We served as bond and disclosure counsel.

Each of these cases illustrate the benefits of having an experienced legal representative as part of the District's finance team, both from the perspective of complying with the requirements of state law and the Internal Revenue Code, and their disclosure to the investment community.

IV. REFERENCES

Bill Scroggins, Superintendent/President bscroggins@mtsac.edu Mike Gregoryk, VP, Business Services mgregoryk@mtsac.edu **Mt. San Antonio CCD**	(909) 274-7500, Ext. 4250	**Scope of Work**: General obligation bonds; successful election/tax rate extension; refunding bonds; bond anticipation notes.
*		*
Walt Tribley, Superintendent/President Steve Crow, Vice President, Finance wtribley@mpc.edu **Monterey Peninsula CCD**	(831) 646-4060	**Scope of Work:** General obligation bonds; refunding general obligation bonds.
*		*
Gari Browning, President/Superintendent gbrowning@ohlone.edu **Ohlone CCD**	(510) 659-6200	**Scope of Work**: Multiple general obligation bonds from two elections; TRANS; lease revenue bonds. Recently completed $80 Million GO bond with a $10 Million technology endowment. Annual appearance before COC.
*		*
Aaron Brown, Vice Chancellor Business and Financial Services Aaron.Brown@rccd.edu **Riverside CCD**	(951) 222-8789	**Scope of Work**: General obligation bonds; certificates of participation.
*		*
Dr. Constance Carroll, Chancellor chancellor@sdccd.edu Dr. Bonnie Dowd, Chief Business Officer bdowd@sdccd.edu **San Diego CCD**	(619) 388-6957 (619) 388-6975	**Scope of Work**: Numerous general obligation bonds over two successful elections ($365 Million GO issue-2011); certificates of participation; $279 Million GO refunding in 2012.
*		*
Francisco Rodriguez, Chancellor RodrigF@email.laccd.edu **Los Angeles CCD**		**Scope of Work**: Billions of dollars of general obligation bonds.
*		*
Steve Kinsella, Superintendent/President skinsella@gavilan.edu **Gavilan CCD**	(408) 848-4712	**Scope of Work**: General obligation bonds; leases; TRANs; refunding.

*		*
Doug Smith, Vice Chancellor Administrative Services Doug.Smith@sjeccd.edu **San Jose-Evergreen CCD**	(408) 270-6426	**Scope of Work**: Various general obligation bonds over three successful elections; OPEB bonds with SWAP; lease revenue bonds; TRANs; recently completed $70 Million GO issue paired with a $20 Million technology endowment.
*		*
Kevin Walthers, Ph.D., Superintendent/President kevin.walthers@hancockcollege.edu **Allan Hancock CCD**	(805) 922-6966	**Scope of Work**: General obligation bonds; lease revenue bonds; refunding.
*		*
Dr. Lori Gaskin, Superintendent/President Joe Sulliven, Vice President, Business lgaskin@sbcc.edu **Santa Barbara CCD**	(805) 965-0581	**Scope of Work**: General obligation bonds.
*		*
Jo Ann Higdon, VP, Administrative Services jhigdon@elcamino.edu **El Camino CCD**	(310) 660-3593, Ext. 3107	**Scope of Work**: Multiple general obligation bonds; $200 Million GO issue pending.
*		*
Andy Dunn, Vice Chancellor, Finance Adunn@mail.cccd.edu **Coast CCD**	(714) 438-4600, Ext. 84601	**Scope of Work**: General obligation bonds.
*		*
Dr. Melinda Nish, Superintendent/President mnish@swccd.edu **Southwestern CCD**	(619) 482-6301	**Scope of Work**: General obligation bonds.
*		*
Cindy Miles, Chancellor Cindy.Miles@gcccd.edu Sue Reanic, Vice President **Grossmont-Cuyamaca CCD**	(619) 644-7569	**Scope of Work**: General obligation bonds.
*		*
David Wain Coon, Superintendent/President davidwain.coon@marin.edu Greg Nelson, Vice President **Marin CCD**	(415) 457-8811, Ext. 7400	**Scope of Work**: General obligation bonds; Refundings.
*		*
Keven McElroy, Vice-Chancellor thorlinda@fhda.edu Foothill-De Anza CCD	(650) 949-6100	**Scope of Work**: General obligation bonds.
*		*
Frank Chong, Ed.D., President/Superintendent fchong@santarosa.edu **Sonoma County JCD**	(707) 524-1607	**Scope of Work**: General obligation bonds.
*		*

Feel free to call any of the community college districts in the State which are not listed above for further references.

V. KEY TEAM MEMBERS

I would be the District's primary contact and would be the responsible attorney. I am a senior shareholder at the Firm, the Firm's primary education finance bond counsel, and also the leading bond counsel to community college districts within the State of California. **I am also the designated bond counsel to the financial services programs of the Community College League of California and act as bond counsel in connection with its tax and revenue anticipation note, its lease revenue bond, and the student housing bond programs**. These engagements are the result of a lengthy track record of good work, timely service, meeting deadlines and effective

dialogue with college administrators and faculty. I am a frequent speaker at ACBO and all of the League's Trustee conferences.

I graduated *summa cum laude* from Claremont Men's College (now called Claremont McKenna College) and Cornell University Law School. With over 39 years of bond counsel experience in California, I would be the primary attorney for the District. I am located in the San Francisco office and a member of the California Bar.

Carol Lew is the head of the Firm's tax practice for tax-exempt bonds and would be the primary attorney responsible for the tax analysis for the District's financings. Carol dedicates her practice exclusively to the area of tax matters relating to public finance. She is nationally recognized with respect to Federal income tax issues relating to tax-exempt financing and has extensive experience with respect to legal issues impacting public fund investments.

Carol is a recent past President of the National Association of Bond Lawyers and a past Chair of the Tax Exempt Financing Committee of the Taxation Section of the American Bar Association. She has over 20 years of experience in providing legal advice to state and local government entities as bond counsel on a wide variety of different types of financings including those for cash flow needs, basic public infrastructure, redevelopment, housing, water, transportation, power, and those for nonprofit owned or utilized facilities. In that capacity, Carol has extensive expertise regarding arbitrage rebate, including the rules regarding the integration of swaps. She has been engaged by CDIAC to serve as Project Manager to draft CDIAC's California Investment Primer, which is intended to be a practical tool for state and local officials, staff, and others. The Primer addresses the roles and responsibilities of public fund investment, key terms and concepts, portfolio development, portfolio administration and operation, legal and ethical issues (including those impacting tax-exempt bond proceeds, such as arbitrage rebate), and current developments. Carol has also served as a member of CDIAC's Technical Advisory Committee relating to investments. Carol has extensive experience drafting publications and other articles relating to municipal issues. She has served as Editor-in-Chief of the National Association of Bond Lawyers' Federal Taxation of Municipal Bonds (the "Book"), a five volume treatise (with a CD Rom and internet version) on "Section 103" tax issues.

She is viewed in the underwriting community as one of the top tax lawyers in the country and as someone who can find creative solutions to the many different problems that surface in tax-exempt financings. She has excellent relationships with the members of the Internal Revenue Service responsible for municipal bonds, and has successfully processed a number of ruling requests through the Service and has closed many random audits without any action being taken against the issuer. Members of the Service contact her frequently for her views on tax issues affecting public finance.

She is a *magna cum* laude, Order of the Coif graduate of U.C. Hastings College of the Law.

Carlos Villafuerte is a partner in the San Francisco office. He has 10 years of experience in the financing of secondary education facilities, including general obligation bond financings, lease financings, and tax and revenue anticipation notes. He is my primary back-up on all community college financings. He is a graduate of U.C. Davis and is the day-to-day attorney in the League's TRANs and Lease Revenue Bond programs. He received his law degree from Boston University. He is a member of the National Association of Bond Lawyers, the San Francisco Bar Association and the California State Bar.

VI. BOND COUNSEL SERVICES

1. Pre-Election Services

A timeline for a general obligation bond election and bond issuance is attached hereto. Our legal services are listed in chronological order to coincide with the sequence of events noted in the timeline.

a. confer with the District at its request on its plans for a bond election;

b. confer with the District on the legal issues relating to the voter survey and campaign organization, as well as answer questions regarding the appropriate use of public moneys for these activities including answering all questions regarding the "do's and don'ts" of campaign activities of the District;

c. draft the resolution necessary to call the bond election, including the 75-word ballot statement and the Full Ballot Text/Project List;

d. confer with and advise the District as to the ballot measure, tax rate statement and ballot arguments;

e. confer and consult with the officers and administrative staff of the District and San Diego County as to the procedures applicable to such election and financing proceedings and as to any other matters relating to the elections and financing proceedings;

f. attend all meetings of the District at which the election and financing proceedings are to be discussed, when requested to attend or when attendance is deemed necessary for the proper planning or conduct of the financing proceedings; and

g. celebrate the successful election with the District.

2. Post-Election Services

a. prepare the resolutions certifying the election results and establishing a Citizens' Oversight Committee, including the preparation of the By-laws for the Citizens' Oversight Committee;

b. attend organization meeting of Citizens' Oversight Committee and explain the role and responsibilities of the Committee;

c. prepare all resolutions and other legal documents necessary for the proper conduct of the financing proceedings;

d. prepare, review and explain to the District relevant tax certificates;

e. prepare all certificates and closing documents required to accompany delivery of the bonds;

f. prepare the Preliminary and Final Official Statements relating to the sale of the bonds and advise the District as to its compliance with applicable securities laws;

g. deliver advice on ongoing disclosure requirements and prepare certificates and agreements required to comply with all applicable Federal securities laws;

h. assist the District in preparing for rating agency presentations, and attend all rating agency and bond insurance company presentations in connection with the bonds;

i. engage in negotiations with the bond insurance companies over the terms of any bond insurance commitment;

j. provide the legal opinion that the interest borne by the bonds is excludable from Federal income taxes and State of California personal income taxes and approving in all regards the legality of all proceedings for the authorization, sale and delivery of the bonds relating to the financing;

k. provide all other necessary services generally expected of bond counsel not listed above;

l. prepare and provide a complete transcript of the conduct of the proceedings necessary to accompany delivery of the bonds;

m. answer follow-up questions of the District and the Citizens' Oversight Committee, after the bond closing, relating to the bond issuance and tax compliance.

VII. DISCLOSURE COUNSEL EXPERIENCE/SERVICES

For nearly all of the bond transactions listed on the various attachments or included as part of the transaction numbers cited above, we simultaneously acted as Disclosure Counsel as well as Bond Counsel.

Disclosure counsel is responsible for the preparation of the Official Statement, the document which describes the bond transaction and the District. The Official Statement is relied on by investors when deciding to purchase your bonds.

The preparation of a Preliminary Official Statement and Official Statement of paramount importance to a successful financing. They also present a potential for District liability in the case of incorrect or incomplete disclosure. This is why we have experienced lawyers, not paralegals or contract attorneys preparing documents. Disclosure counsel must have experience in public finance and a familiarity with school district operations and financial statements.

Our due diligence procedures involve careful review of documentary evidence regarding district finances, including audited financial statements, budget documents, and interim reports, analysis of bond authorizations and election proceedings, interviews with District administrators and other personnel, and review of other information obtained from sources outside the District, including state agencies and third parties.

Highlights of our disclosure counsel experience include,

- **For 2014, Stradling ranked #2 in the United States as Disclosure Counsel (based on number of transactions).**

- In each of the past five years, Stradling has ranked as the #1 Disclosure Counsel among California K-12 and community college district general obligation bond issues in terms of aggregate amount of bonds sold, and transactions completed.
- Our disclosure counsel fees are contingent on the successful sale and closing of the financing.

Services Provided as Disclosure Counsel

a. confer with the District and other financing team members regarding the planned transactions and the scope of due diligence inquiry to be conducted;

b. prepare the initial drafts of a Preliminary Official Statement relating to the sale of the bonds and advise the District as to its compliance with applicable securities laws;

c. attend any administrative or financing team meetings at which the financing proceedings are to be discussed, when requested to attend or when attendance is deemed necessary for the proper planning or conduct of the such proceedings;

d. confer and advise the District with regard to the completion of the Preliminary Official Statement, the scope of disclosure, the sources of all information contained in or to be contained in the document;

e. produce a substantially final draft of the Preliminary Official Statement for submission to the Board of the District;

f. attend meetings or study sessions of the District Board, if requested, in order to present the Preliminary Official Statement and address any questions regarding the document;

g. facilitate the printing of the Preliminary Official Statement;

h. following the pricing of the issue, to prepare the final Official Statement and facilitate its printing;

i. provide any additional support or documentation related to the role of Disclosure Counsel and required for the closing of the financing; and

j. deliver advice on ongoing continuing disclosure requirements and prepare certificate and agreements to comply with applicable Federal securities laws.

VIII. PHILOSOPHY OF ROLE OF BOND COUNSEL

The practice of law is a service business. We focus on delivering the highest quality of service to each of our clients. In our view, serving the client includes not only providing the standard bond counsel services, but also working as a team player with financial advisors, underwriters, bond insurers, and, in certain type of transactions, developers to successfully implement the best financing structure for the District. Sometimes our best work is behind the scenes with the banker or campaign strategist and not in the public eye.

One of my primary goals in acting as bond counsel to a district is to establish or extend a long-term partnership with the district. After 39 years practicing municipal bond law, the professional satisfaction I derive from working as a lawyer originates with the trust, camaraderie and friendship which I have with representatives of the public sector. These relationships assist me, over time, to understand and help implement the public policies established by school boards. The priority that client service is afforded does not depend on the size of the district or the size of the bond issue. With respect to our duty to respond to the needs of our clients, all clients are treated equally.

As bond counsel, I also believe in being an advocate for issuers of bonds. While municipal bond transactions are not adversarial encounters, there are times when the issuer's interests need to be forcefully presented. Sometimes the audience for such advocacy includes developers or other agencies, such as rating agencies, underwriters, or bond trustees. Bond counsel works for the district and I would define serving your interests as my prime concern.

An effective bond counsel must also know his client and be a team player. Bond counsel work is performed in either a one-on-one basis, where I am usually very candid in rendering my legal advice, in group settings with members of the financing team where my approach might be more subtle and reserved, or further, in a political setting, as when appearing before your Board, in which my advice would be honestly but politically delivered. Each presentation style needs to account for the needs of the moment, yet always in the more global setting of teamwork. Bond counsel needs to be an effective team player with your financial advisor, general counsel, yourself, your citizen committees and your Board. Our specific responsibilities will be defined in our contract, yet, at-large, I try to act as a facilitator to enhance all our understanding of the issues facing the district in connection with a bond transaction.

The language of bond counsel work also needs to reflect the skills, experience and role of the bond lawyer. We try to speak plain English; even our tax lawyers are trained so that they are understandable, particularly to elected officials; yet we speak "bond talk" when addressing sophisticated investors or rating agencies. Again, it is all part

of being an effective advocate for the issuer and understanding what goals need to be accomplished with each audience.

In the course of forming legal opinions on questions relating to a bond issue, bond lawyers must also walk the very fine line of drafting documents which provide maximum flexibility to the district, yet offer a secure investment to bond holders and comply with all the requirements of state and Federal law. We attempt to highlight areas where flexibility is possible and seek to respond favorably to requests from you or your underwriter to loosen provisions of the documents.

Finally, I try to enjoy all of my transactions, and will work to contribute to a team atmosphere which is relaxed, professional, fun and goal-oriented.

IX. FEES

Payment of any fee to Bond Counsel is contingent on the successful election and issuance of bonds. Based on our 2012 Bond Counsel Agreement, and with a modest modification of those fees, our bond counsel fees for a 2016 measure would be $87,000 for the first series of bonds, $65,000 for each subsequent series of bonds.

In addition to that fee, Bond Counsel shall be reimbursed for all out-of-pocket expenses. Out-of-pocket expenses include word processing, photocopying, travel, express mail charges and the like. Usually, expenses average less than $2,500 per series of bonds. If the ballot measure authorizing the bond does not receive the requisite votes, Bond Counsel shall not charge any fee for time or out-of-pocket disbursements.

As disclosure counsel Bond Counsel will prepare both the Official Statement for the bonds and provide other services described herein. For preparation of the Official Statement, Bond Counsel shall charge a fixed fee of $20,000 per series of bonds. This fee for the Official Statement is in addition to the fee for acting as Bond Counsel.

Such aforesaid fees are payable at the time of delivery of the financing documents and consummation of the financing and are expected to be paid from the proceeds of the financing.

Bond Counsel warrants that no person has been employed to solicit or secure this contract upon any agreement for a commission, percentage, brokerage, or contingent fee. Breach of this warranty shall give the District the right to terminate this contract, or in its discretion to deduct from the Bond Counsel's fee. The foregoing rights are not intended to limit other remedies available to the District in the event of a breach contemplated by section 5, nor is it intended to limit the right to terminate this contract to a breach contemplated by this section.

Bond Counsel shall not assign or transfer any interest in this contract except that claims for moneys due or to become due under the contract may be assigned to a bank, trust company, or other financial institution.

Bond Counsel shall not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, national origin, marital status, or physical handicap. Bond Counsel shall take affirmative action to ensure that applicants are employed, and employees are treated during employment, without regard to race, color, religion, sex, age, national origin, marital status, or physical handicap. Such action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

In comparing fees, please be aware that not all bond counsel firms include the soup to nuts service package in their fee quote. We do. For the "bond counsel" fee, we will assume all of the pre-election work, the bond issuance tasks and the citizens' oversight committee/Prop 39 compliance work.

X. CONFLICTS/DISCLOSURES

We have no known conflicts which would prevent us from fulfilling our contract for bond counsel services. We have never defaulted on our contractual duties.

XI. WHY SHOULD STRADLING BE SELECTED

While there are several capable bond attorneys practicing in the community college arena, none of them possess the standing and gravitas that I have. And none of them has the supporting team that we have. Thus, if the District values experience and intelligence, Stradling would be a good choice. If the District valued a commitment to service, i.e. timely document production, and responsiveness, Stradling would be a smart choice.

I have a long and rewarding history with the District. If that background would help you navigate a 2016 election, then Stradling would be a wise choice.

Bond attorneys who assist school districts prepare for bond elections and then issue bonds, should be performing the same tasks, answering the same questions, and preparing similar documents. What distinguishes lawyers is their accessibility, the sophistication of their advice, the quality of their written product, the flexibility created thereby, the awareness of the most current ideas, and the ability to apply those ideas to new facts so as to best customize ideas, arguments and documents for a client. That's what you would get by hiring Stradling. If another firm in the field is delivering that quality of service I have not had the good fortune of witnessing it.

XII. CONCLUSION

I would very much appreciate having the opportunity to continue my work with the District towards a successful financing. This engagement is one for which I am particularly well qualified to act as bond counsel. I enjoy being a "hands-on" lawyer and the fun of my job is to be able to spend time with clients in their communities.

If any supplemental information is desired, or if you have any questions along the way, please do not hesitate to call me. My office phone is (415) 283-2241, cell is (415) 265-9927, and e-mail is dcasnocha@sycr.com.

Very truly yours,

David G. Casnocha

DGC/mbc
Enclosures

Subject: **Approve Authorization for the Vice President of Business and Administrative Services to Execute Construction Contract Change Orders**	**Attachment:** **None**
Category: **Consent Items**	**Type of Board Consideration:** **Information** **Consent** ✓ **Action**
Recommended: **Charlie Ng, Vice President** **Business and Administrative Services**	**Approved for Consideration:** **Sunita V. Cooke, Ph.D.** **Superintendent/President**

BACKGROUND

Most public works construction contracts have a clause that says a "contractor must proceed with 'the work' despite disputes." When the district directs a contractor to proceed with "work" that the contractor disputes is part of the original scope of a contract, certain things can happen. The contractor will claim the change is not part of "the work" and that it is extra to "the work" as originally called for in the contract at time of award. If in fact the district recognizes it is a change to the original scope of the work, the district then in essence is agreeing with the contractor's position, and the standard clause to proceed with "the work" is legally not controlling because the "extra work" has not yet been approved by the governing board of the district, and as such, is not yet part of the original contract. Hence, the contractor has no obligation to proceed with the extra work/change. And, the district has no legal basis to compel the contractor to do so, but the district needs the contractor to proceed so as not to negatively impact the project's progress. If the contractor does not proceed, the project may very well be negatively impacted during the time it takes to get board approval and any resulting extra costs and delays become the fault of the district. This compounds the problem and normally results in the district having to pay far more than the cost of the extra work/change itself because of the claims situations that result from such a process/procedure.

There is a better way to avoid this risk and the additional costs to the district that arise in such circumstances, and many K-12 and community college districts have adopted such a board policy and/or rule.

STATUS

Public Contract Code section 20659 provides that:

> "If any change or alteration of a contract governed by the provisions of this article is ordered by the governing board of the community college district, such change or alteration shall be specified in writing and the cost agreed upon between the governing board and the

contractor. The board may authorize the contractor to proceed with performance of the change or alteration without the formality of securing bids, if the cost so agreed upon does not exceed the greater of:

(a) The amount specified in section 20651 ($50,000) or 20655 ($21,000), whichever is applicable to the original contract;
or
(b) Ten percent of the original contract price."

Education Code section 81656 provides that:

"The governing board by majority vote may adopt a rule, delegating to any officer or employee of the district as the board may designate, the authority to purchase supplies, materials, apparatus, equipment, and services. No such rule shall authorize any officer or employee to make any purchases involving an expenditure by the district in excess of the amount specified by section 20651 of the Public Contract Code. The rule shall prescribe the limits of the delegation as to time, money, and subject matter. All transactions entered into by the officer or employee shall be reviewed by the governing board every 60 days. In the event of malfeasance in office, the community college district officer or employee invested by the governing board with the power to contract shall be personally liable for any and all moneys of the district paid out as a result of the malfeasance."

Many community college districts, aware of the risks created by having a process and/or procedure that requires every change order to be processed by the board, have adopted a policy or rule that delegates authority to an officer or employee of their district so that such risks can be minimized or avoided.

District staff and outside legal counsel, John P. Dacey, Esq., of Bergman Dacey Goldsmith, PLC recommends the board adopt a policy or rule that reads as follows:

Construction Contract Change Orders

The vice president of business and administrative services is authorized to execute change orders that increase the cost of a construction contract and/or related construction contracts subject to the following conditions: The increased cost of individual changes shall not exceed the amount specified in the applicable California Public Contract Code sections 20651, 20655, 22032(a), as revised in accordance with section 22020, if applicable, or ten percent (10%) of the original contract price, whichever is greater. The vice president of business and administrative services is authorized to execute change orders that decrease a construction contract cost. Change orders that do not meet the foregoing conditions shall be approved by the governing board prior to execution of the change order by the vice president of business and administrative services. All such transactions entered into by the vice president of business and administrative services shall be brought to the board for review every sixty (60) days. Public Contract Code sections 20651, 20655, 20659 and Education Code section 81656.

RECOMMENDATION

Approve authorization for the vice president of business and administrative services to execute construction contract change orders.

Subject:	Attachment:
Board Policy 2431– Superintendent/President Selection	**BP2431–Superintendent/President Selection**
Category:	**Type of Board Consideration:**
Second Reading and Adoption – Board Policies	**Information Consent Action** ✔
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. **Superintendent/President**

BACKGROUND

Board policies and administrative procedures receive periodic review. Revisions to board policies are presented to the Board of Trustees for review and approval. As part of the district's self-evaluation for accreditation in 2016, board policies and administrative procedures are being reviewed and updated, if needed.

STATUS

Revisions to Board Policy 2431, Superintendent/President Selection, are proposed that will provide the board more flexibility in the process to hire a chief executive officer.

The policy was submitted for first reading at the November 2015 board meeting is and now returned for adoption.

RECOMMENDATION

Adopt revised Board Policy 2431, Superintendent/President Selection.

Recognizing the board's primary employee is the superintendent/president, the board takes an active role in the formulation of the process for selecting the superintendent/president.

The board is responsible for developing parameters for the search, such as the use of a search firm, criteria to be used for screening, and an appropriate job announcement, and may choose to appoint an ad hoc committee to do this. The ad hoc committee will take its recommendations to the entire board for action.

The process shall be fair and open and comply with relevant regulations. The process values board leadership in the hiring process, as well as input from all college constituent groups (per Board Policy/Administrative Procedure 2510, Collegial Governance and Participation in Local Decision Making) and community input.

The board as a whole takes the primary role in interviewing finalists, is responsible for ensuring reference checks are carried out, and making the final selection.

The initial contract of the superintendent/president will be negotiated to the mutual agreement of the superintendent/president and the board, for a term not to exceed four years.

The contract will be reviewed annually through an evaluation process as outlined in Board Policy and Administrative Procedure 2435, Evaluation of the Superintendent/President, and renewed by mutual agreement of the board and the superintendent/president.

Adoption History: 4/7/09, _____
Periodic Review: 11/15
Reference Update: 11/14
References: Accrediting Commission for Community and Junior Colleges
Accreditation Standards IV.B, IV.C.3
Title 5, §§53000 et seq.

Subject:	Attachment:
Board Policy 2715 – Code of Ethics/Standards of Practice Board Policy 3050 – Institutional Code of Ethics	Board Policy 2715 Board Policy 3050
Category: Periodic (Annual) Review – Board Policies	Type of Board Consideration: ✓ Information Consent Action
	Approved for Consideration: Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Adopted board policies may require periodic review.

STATUS

The board annually reviews Board Policy 2715, Code of Ethics/Standards of Practice, and reaffirms the policy.

The 2015/16 Code of Ethics/Standards of Practice document is presented for board signature.

Board Policy/Administrative Procedure 3050, Institutional Code of Ethics, establishes that the board policy/administrative procedure will be reviewed annually.

RECOMMENDATION

It is recommended the board policies be reviewed, and should any changes be required, the policy will be placed on a future agenda for a first reading.

The members of the Board of Trustees of the MiraCosta Community College District pledge to perform their duties in accordance with their oath of office. They are committed to serving the educational needs of all residents of the MiraCosta Community College District, and to carrying out their duties and responsibilities in accordance with the highest standards of ethical behavior. Ethical behavior is fundamentally defined as behavior that distinguishes right from wrong as measured by the accepted rules of conduct for a society and/or a profession.

Board Policy 2715, Code of Ethics/Standards of Practice, together with Board Policy 3015, Institutional Code of Ethics, shall constitute the ethical standard for members of the board in both the conduct of policy and in their relationships with the administration, staff, students, and the district community. Board Policy 2715, Code of Ethics/Standards of Practice, shall be reviewed at least annually to insure that it remains a vital document, and each member of the board will read and sign the code annually.

Within this ethical context and the board's obligation to the college's primary mission, each member of the board will adhere to the standards of practice described below.

Accordingly, individual board members will take responsibility for:

A. Devoting time, thought, and study to their duties as community college board members so that they may render effective and creditable service;

B. Working with companion board members in a spirit of harmony and cooperation despite any differences of opinion that may arise during vigorous debate of issues;

C. Basing all decisions on all the available facts in each situation, voting with honest conviction in every case, unswayed by partisan bias, and upholding and abiding by the final majority decision of the board;

D. Remembering at all times that no member of the board has any legal authority outside the meetings of the board and that each member will conduct his or her relationships with college staff, students, the local citizenry, and the media on that basis;

E. Being aware that they are responsible to all residents in the MiraCosta Community College District and not solely to those who elected them, and exercising the authority delegated to them by the voters with as much care and concern for the least influential as for the most influential members of the community;

Adoption History: 12/8/09
Periodic Review: 11/15/11, 10/16/12, 3/19/13, 12/10/13, 12/10/14, _____
References: Accrediting Commission for Community and Junior Colleges
Accreditation Standard IV.B.1.a, e, h
Brown Act, Government Code §§54859 et seq.
Board Policy 2710, Conflict of Interest
Board Policy 2815, Closed Sessions
Board Policy/Administrative Procedure 3050, Institutional Code of Ethics

F. Being aware that they are responsible to all residents in the MiraCosta Community College District and not solely to those who elected them, and exercising the authority delegated to them by the voters with as much care and concern for the least influential as for the most influential members of the community;

G. Resisting every temptation and outside pressure to use their positions as community college board members to benefit either themselves or any other individual or agency apart from the total welfare of the MiraCosta Community College District;

H. Recognizing that it is as important for the board to review and understand the educational program of the college as it is to plan for the business of the college operation;

I. Bearing in mind under all circumstances that the board is legally responsible for the effective operation of the MiraCosta Community College District, that its primary function is to establish the policies by which the MiraCosta Community College District is to be administered, and that it shall hold the superintendent/president and his staff responsible for the administration of the educational program and the conduct of college business;

J. Welcoming and encouraging the active involvement of students, employees, and residents in the MiraCosta Community College District with respect to establishing policy on current college operations and proposed future developments, and for considering their views in board deliberations and decisions;

K. Thoroughly understanding that all matters discussed or disclosed during a lawfully held closed session are confidential and that all notes, minutes, records, or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the board or by law;

L. Availing themselves of opportunities to enhance their potential as board members through participation in leadership and planning retreats, educational conferences, workshops, and training sessions offered by local, state, and national organizations;

M. Being informed about the actions and positions of state and national community college trustee associations:

N. Striving to provide the most effective community college board service of which they are capable, and doing so in a spirit of teamwork and devotion that acknowledges public education as the greatest instrument for the preservation and perpetuation of our representative democracy;

O. Prudently allocating district resources where they are most needed.

Violations of Board Policy 2715, Code of Ethics/Standards of Practice, by a board member may be cause for thorough and fair review by the board. The board president will first discuss the alleged violation with the member. If the violation cannot be resolved in this manner, the board will constitute an ad hoc ethics committee consisting of one member appointed by the board president and one by the board vice president, neither appointee to be the president or vice president. The committee will initiate a thorough, fact-finding process regarding the complaint, including an interview with the member in question, and report its findings and recommendations to the board. The board will then consider the committee's findings. If the board determines the member has not violated Board Policy 2715, Code of Ethics/Standards of Practice, that concludes the process. If the board determines a violation has occurred, the board may sanction the member in a manner it deems appropriate.

BOARD OF TRUSTEES
2015/16 CODE OF ETHICS

As members of the Board of Trustees of the MiraCosta Community College District, we will perform our duties in accordance with our oath of office. We are committed to serving the educational needs of the citizens of the MiraCosta Community College District. Our primary responsibility is to provide learning opportunities to all students.

It is our further responsibility to:

- Devote an appropriate amount of time, thought, and study to our duties as community college board members so that we may render effective and creditable service.

- Work with board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.

- Base personal decisions on all available facts in each situation, vote with honest conviction in every case, unswayed by partisan bias, and abide by and uphold the final majority decision of the board.

- Remember at all times that as individuals, we have no legal authority outside the meetings of the board and will conduct our relationships with college staff, students, the local citizenry, and the media on that basis.

- Be aware that we are responsible to all residents in the MiraCosta Community College District and not solely to those who elected us. The authority delegated to us by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.

- Resist every temptation and outside pressure to use our positions as community college board members to benefit either ourselves or any other individual or agency apart from the total welfare of the MiraCosta Community College District.

- Recognize that it is as important for the board to review and understand the educational program of the college as it is to plan for the business of the college operation.

- Bear in mind under all circumstances that the board is legally responsible for the effective operation of the MiraCosta Community College District. Its primary function is to establish the policies by which the MiraCosta Community College District is to be administered. The board shall hold the superintendent/president and his staff responsible for the administration of the educational program and the conduct of college business.

- Welcome and encourage the active involvement of students, employees, and residents in the MiraCosta Community College District with respect to establishing policy on current college operations and proposed future developments and consider their views in our deliberations and decisions as board members.

- All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records, or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the board or by law.

- Avail ourselves of opportunities to enhance our potential as board members through participation in leadership and planning retreats, educational conferences, workshops, and training sessions offered by local, state, and national organizations.

- Be informed about the actions and positions of state and national community college trustees' associations.

- Strive to provide the most effective community college board service of which we are capable, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

- Look for the best use of district resources to deploy where they are most needed.

I hereby affirm that I have read and agree to abide by the above Code of Ethics and Board Policy 2715–Code of Ethics/Standards of Practice.

David Broad	Frank Merchat
Rick Cassar	Jeanne A. Shannon
William C. Fischer	Jacqueline Simon
George McNeil	Naweed Tahmas, Student Trustee

Attest:

Sunita V. Cooke, Ph.D.
Superintendent/President

The superintendent/president shall ensure that a professional code of ethics specifying the responsibilities of all employees to their colleagues, their profession, and all students shall be formulated, reviewed at least annually and published in consultation with faculty members, classified staff members, administrators, students, and the Board of Trustees.

Adoption History: 4/7/09
Review: 12/6/11, 12/11/12, 12/10/13, 12/10/14, _____
References: Accreditation Standard III.A.1.d

A. Preamble

MiraCosta College is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although employees work in various settings and positions they are committed to protecting human rights and pursuing academic excellence. While demanding for themselves freedom of inquiry and communication, they accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the college community; and avoidance of conflicts of interest and the appearance of impropriety.

B. Definition of Ethics

Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.

C. Rationale

The specifications of ethical standards enable the district to clarify the nature of common ethical responsibilities not only for present and future employees, but also for students. As a means of supporting these commitments and responsibilities, members of the MiraCosta College Board of Trustees, administration, faculty, and classified staff subscribe to the following standards of ethical and professional behavior. For purposes of this policy "employees" refers to individuals hired and/or paid by the district, including members of the Board of Trustees, full and part-time employees, and student employees.

D. Limitations

The following policy is not an attempt to provide comprehensive guidelines regarding ethical issues in education. Nor does it supersede more specific board policies affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of individuals at MiraCosta College as they work toward maintaining ethical standards. Employees are also guided by ethical standards established by professional organizations in their fields, for example: The American Association of University Professors, American College Personnel Association, Association of California Community College Administrators, and so on.

Effective Date: 4/7/09
Periodic Review: 12/6/11, 12/11/12, 12/10/13, 12/10/14, _____
References: Accreditation Standard III.A.1.d

E. General Responsibilities to the College Community

Recognizing their responsibility to MiraCosta College, employees:

1. Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the employee and the college encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the employee and the college have the responsibility directly and constructively to seek resolution of the conflicts. Possible actions include (a) confronting the individual in question, (b) utilizing institutional channels and procedures, such as the district grievance procedure, and/or (c) using available mechanisms of professional associations.

2. Have responsibilities to the institution and to individuals they serve. Therefore, employees support the philosophy and the mission of the college.

3. Address issues and work with people without prejudice and therefore do not discriminate unjustly against or in favor of any student or employee.

4. Avoid relationships that seek to meet employee personal needs at the expense of a student or a person under their supervision. They avoid conflicts of interest that may result from dual relationships, such as those of a sexual nature.

5. Recognize that personal problems and conflicts may interfere with employee effectiveness. Accordingly, employees monitor their personal and professional effectiveness and seek assistance when needed (e.g., psychological, medical, legal).

6. Ensure that accurate representation of college goals, services, programs, and policies is made to the public, students, and colleagues.

7. Avoid conflicts of interest between their contractual obligations to the district and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during the course of their regular work at MiraCosta College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the college.

8. Avoid forcing personal values, beliefs, and behaviors on others.

9. Recognize that the shift to an information society gives them access to increasing amounts of data, much of it automated. They exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.

10. Use sound and defensible methodology when engaged in research and are knowledgeable and skilled in research technique. They conduct and report investigations in a manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.

11. Adhere to copyright law and established guidelines that seek an appropriate balance between the property rights of copyright owners and the instructional needs of educational institutions.

F. Responsibility to the Profession

Recognizing a responsibility to their professions, employees:

1. Contribute to the development of their respective professions through sharing skills and ideas; serving professional organizations; and serving as mentors to emerging professionals.

2. Maintain and enhance individual professional effectiveness and competence through continuing education to improve skills and acquire new knowledge, and they assure the same opportunity for persons under their supervision.

3. Accurately represent their experience and credentials, competencies and limitations to all concerned and are responsible for correcting any misrepresentations of their qualifications by others.

G. Responsibilities to Colleagues

In the interest of maintaining effective working relationships with their colleagues and promoting an environment of collegiality, employees:

1. Facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

2. Avoid disclosing information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

3. Avoid knowingly making false or malicious statements about colleagues.

4. In supervisory, management and administrative roles, treat those they supervise with respect and integrity and value the well-being of employees as they make decisions about the needs of the institution. They use the power inherent in their positions wisely and with serious regard for individual worth and personal and professional growth.

5. Foster openness by encouraging and maintaining two-way communication, characterized by honesty and integrity.

H. Responsibility to the Student

In fulfillment of their obligation to the student, employees:

1. Promote freedom of inquiry and expression in the pursuit of learning.

2. Avoid intentionally suppressing or distorting subject matter relevant to the student's progress.

3. Ensure that the student has access to varying points of view.

4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Avoid intentionally embarrassing or disparaging the student.

6. Avoid disclosing information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

7. Are sensitive to ethics issues in measurement and evaluation both in and out of the classroom and including but not limited to these factors: (a) orientation of students to the purposes and results of testing; (b) insurance against risks of stereotyping due to possible instrument limitations with regard to socioeconomic, ethnic and cultural factors; (c) the insurance of adequate qualification of employees responsible for the administration, scoring, and interpretation of instruments; (d) maintenance of test security; (e) insurance against risk of over-reliance on test data and over-interpretation of results. (Employees are referred to the sources listed for further guidance on ethical issues and technical information relating to measurement and evaluation.)

I. References

Each of the following professional organizations has developed ethical standards from which this Code of Ethics has been drawn. Copies of the codes of ethics of the below listed organizations have been placed in the Learning Resources Center. This is not an exhaustive list of organizations that have developed ethical standards; employees are urged to refer to their own professional organizations for additional codes of ethics.

1. ACPA – American College Personnel Association

2. AAUP – American Association of University Professors

3. ACCCA – Association of California Community College Administrators

4. NEA – National Education Association

5. AACD – American Association for Counseling and Development

6. APA – American Psychological Association

Subject: Periodic Review – Board Policies	Attachment: None
Category: Periodic Review – Board Policies	Type of Board Consideration: ✓ Information Consent Action
	Approved for Consideration: Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Board policies and administrative procedures receive periodic review. Revisions to board policies are presented to the Board of Trustees for review and approval.

STATUS

As part of the district's 2016 self-evaluation for accreditation, board policies and administrative procedures are being reviewed and updated, if needed.

The following listed board policies, adopted in 2009 and 2010, have been vetted as required and no changes are recommended. To complete the periodic-review process, the policies are now submitted to the Board of Trustees for information. The document footers will be updated to include the periodic review date.

- Board Policy 2220 – Committees of the Board
- Board Policy 3050 – Honorary Degrees

RECOMMENDATION

For information only.

Subject:	Attachment:
Classified Employees Monthly Board Report	None
Category:	Type of Board Consideration:
College-Related Reports	✓ Information Consent Action
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. Superintendent/President

Classification Review Committee Membership Announcement

Karen Brown and Jim Beckman, new regular members, and Lori Schneider and Debby Adler, new alternate members, were appointed to the Classification Review Committee. Camille Wilder Stern is now the new CRC chair for 2016. This year the CRC set up their calendar to meet twice a month to meet the demands of reclassification and new-position requests.

Classified Senate Employee Scholarship Winner

Library Technician I Stephanie Miko, from the Oceanside Campus, was selected as the recipient of the Classified Senate Employee Scholarship. Stephanie has been working on her Masters in Library and Information Science from San Jose State University. Each applicant was very qualified and Stephanie scored just one point higher than the next two applicants who were tied at two. Stephanie is an example of the many highly educated classified staff serving the college's students and community.

The next Classified Senate meeting will be held on Tuesday, Dec. 15, from 1-2:30 p.m. in OC1202.

Subject:	Attachment:
Faculty Monthly Board Report	None
Category:	Type of Board Consideration:
College-Related Reports	✔ Information Consent Action
	Approved for Consideration:
	Sunita V. Cooke, Ph.D. Superintendent/President

Academic Senate *Success Spotlight*

The Hayward Award for "Excellence in Education" is sponsored annually by the Foundation for California Community Colleges. This award was established in 1989 to honor community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate, must have a record of outstanding performance of professional activities, as well as a record of active participation on campus. The award cycles, annually, between full-time and associate faculty members; the 2015/16 award is for associate faculty members. The Academic Senate accepted applications from many worthy faculty and is thrilled to support the nomination and application of psychology professor, Anjeanette Oberg.

Prof. Oberg is a faculty advisor to NAMI-on-Campus, which raises awareness about mental health and helps foster a supportive community. She also works with the mental health peer educators toward a similar goal. Additionally, she has had the opportunity to provide training and coaching for the peer educators in the areas of public speaking, leadership, and advocacy. She educates peers about the importance of supporting diverse communities and has provided specialized training in the LGBTQ community, working with veterans, and supporting students' overall health and well-being. Since 2012, she has actively worked with EOPS to support the Single Parent Conference. One of her main initiatives here at MiraCosta is to introduce events aimed at raising awareness about sexual assault and interpersonal violence. She hopes to institutionalize these efforts going forward to meet Title IX and VAWA (Violence Against Women Act) requirements. She also tries to support other groups on campus, including the Textbook Loan Program, Umoja, BSU, GSA, Veteran's Club, and the Gender Equity Club.

She also teaches. And, she includes her students in many of these activities through service learning.

Prof. Oberg is a brilliant example of excellence among the college's faculty ranks. There is little doubt she represents the highest level of commitment to students, the college, and the opportunities to promote student success as educators.

Academic Senate Meetings

Nov. 20, 2015 – Regular Meeting

- Approvals
  - 2016-2017 Curriculum Packet, Part I
  - Sabbatical Leave Reports (Profs. Miller, Ramos, Reyes, and Thomford)
  - Comparable degree titles for the discipline of English as a Second Language

Subject: **Instructional Services Division Monthly Board Report**	**Attachment:** **None**
Category: **College-Related Reports**	**Type of Board Consideration:** ✓ **Information Consent Action**
Recommended: Mary K Benard **Mary Benard, Ed.D.** **Vice President, Instructional Services**	**Approved for Consideration:** **Sunita V. Cooke, Ph.D.** **Superintendent/President**

OCTOBER-NOVEMBER HIGHLIGHTS

Student Learning Outcome Assessment Committee (Dr. Mary Benard, Shannon Gracey)

MiraCosta College faculty, staff, and administrators gathered together to analyze program and institutional results from the Graduate Survey, Graduate Focus Group, and SURF Institutional Student Learning Outcome (ISLO) results from the areas of Critical Thinking and Problem Solving and Global Awareness. Sessions also included how Student Services is mapping the division's Student Learning Outcomes to the six student success factors as defined by the Research and Planning (RP) Group for California Community Colleges, and rubric creation for the college's ISLOs and GELOs, which will be assessed during the 2015/16 academic year.

The Graduate Survey is an online indirect assessment method that is administered to all students who apply for graduation. It is open from early April to early May, and students self-assess skill level in each of the ISLOs upon entering and leaving the college. The Graduate Focus Group is a mix of direct (Critical Thinking, Effective Communication) and indirect assessments for all ISLOs. Students self-select into participation via a prompt at the end of the online survey. The focus groups have been held on graduation day for the last four years.

MiraCosta College began the SURF ISLO Pilot based on faculty and staff feedback at the all college events held during spring 2014. Faculty utilize course-level assessment tools to assess SLOs at the institutional level using a common grading rubric and store the rubric score in SURF (MiraCosta College's repository for grades). Storing scores in this manner provides the opportunity for data disaggregation, while still maintaining confidentiality. By the end of spring 2016, all five ISLOs will have been assessed in this manner.

Assessment Day ended with departmental Student Learning Outcome planning and dialogue.

Tutoring and Academic Support Center (Carlos Lopez, Dr. Edward Pohlert)

In November, tutors undergo several evaluation processes: self-evaluations, student evaluations, donsultation with respective supervisors to discuss best practices in tutoring.

The Facilitated Learning Session (FLS) facilitators also completed the fall 2015 training cycle. Tutoring and Academic Support Center (TASC) held the fall 2015 semester-end training/meeting on Friday, Dec. 4, at the Oceanside Campus. Over eighty-five staff, tutors, and faculty were able to dialogue on a successful fall semester. Amy Paopao and Janine Washabaugh facilitated these group meetings and are valuable assets to the department.

In preparation for finals week, TASC is staffing extended library hours the weekends of Dec. 5 and 6 and Dec. 11, 12, and 13.

At the Community Learning Center (CLC), student appointments were up thirteen percent for the first two weeks of November 2015, as compared to November 2014. The re-entry pilot initiative under student equity will cease after the fall 2015 semester due to the Chancellor's Office priority directives that leave out re-entry students as a disproportionately impacted group. Jon Fuzell, interim re-entry specialist, accomplished much in his brief tenure facilitating a flex faculty workshop, surveying and working with re-entry student needs and producing a ten-minute student video.

On Nov. 24, the First Year Experience (FYE) Program hosted a student/faculty/staff check-in and holiday celebration for all forty-eight cohort students.

The College Reading and Learning Association (CRLA) http://www.crla.net/conference/15/ held its national conference in Portland, Oregon Nov. 4–7. While in Portland, Faculty Director Edward Pohlert took a field trip to Mt. Hood Community College and Portland State University to include a visit to the learning centers. It was a useful visit that exemplified Portland's higher educational commitment to academic support services.

San Elijo Campus (Dana Smith)

The San Elijo Campus regularly hosts the Hispanic Network breakfast each fall. Sponsored by the San Dieguito Alliance for Drug Free Youth, a local nonprofit dedicated to creating a healthy community, this meeting is a networking opportunity for San Diego County organizations and citizens to share and learn about the resources available for Latino and Latina youth and families. Updated at each meeting, the San Dieguito Alliance publishes the Hispanic Network directory, an invaluable resource for support services. The meeting is widely attended, perhaps because the homemade food is so good! The Student Center Conference Room is consistently full of returning participants, as well as newcomers, and has occasionally included visiting government officials, such as Supervisor Dave Roberts and Assemblymember Rocky Chavez. For many attendees, this meeting is an introduction to MiraCosta College, and the college is well represented by the staff and students from School Relations and Diversity Outreach. The San Elijo Campus is more than pleased to host this breakfast as evidence of the college's continued commitment to community.

Career Studies and Services (Dr. Al Taccone, Donna Davis)

In the first two weeks of November, the number of employers recruiting MiraCosta College students as employees reached its peak since the start of the school year. Six employers reserved recruitment tables, fifteen employers sought assistance from Career Center staff regarding recruitment strategies, and over 100 employers submitted 234 job postings.
Of the six employers who reserved campus recruitment tables early this month, one also requested space for "on-the-spot" interviews. That employer, Arc, describes itself as "an award-winning after school and experiential education provider" that bridges "the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential." Recruiter Jessica Palacios was so excited to report that Arc hired twelve students in

one recruitment visit that she reserved another recruitment table. She hired three additional students the following week.

Such immediate and positive outcomes are not unusual for student friendly employers who recruit on campus. Five of the six employers who recruited on campus this month had previously recruited on campus and the one new employer has already booked a return visit.

School of Arts and International Languages (Jonathan Fohrman)

Across the school, the past month has been an exciting time of planning for building renovations and new developments. School representatives have been eagerly working with Kitchell and Mosher Drew in the planning for the renovation of the International Languages Resource Center and the classrooms in the theater building, as well as the new developments involving classrooms for Theatre and Dance, a storage building for Art, and a storage building for Music. There have also been meetings pertaining to the funding of other program plans involving staffing, equipment, and smaller facilities developments. The investment in addressing these key needs, which have been documented in program review, is not only heartening in cases where the needs have been particularly longstanding, but also provides an indication to program stakeholders that the college's current institutional planning and resource allocation processes are well-integrated and efficacious.

Art

Christina Ree, an associate faculty member in digital photography, engaged students in an exciting collaborative project that culminated in an exhibit in the main entry of the Oceanside Public Library, and opened to a very large crowd during the November Oceanside Art Walk. The photo students worked with MiraCosta English students, and with writers from several different community groups, in a back-and-forth conversation that connected and gave rise to growing numbers of photographs and descriptive texts. The connections between multiple photos and texts were physically indicated via pink banners that dramatically crisscrossed the large spaces in the library. Seventy-two writers and artists were involved in this project. In another outreach activity that showcased student work, professors Diane Adams and Leslie Nemour worked with students to develop a mural honoring women in music, which was exhibited at the Oceanside Music Festival on Nov. 8.

On Nov. 18, artist Nan Curtis opened an exhibit featuring artwork at various locations around the Oceanside Campus. Such field-based work is a component of the MiraCosta Art program, as described in the Nov. 18 board agenda report. Also in November, a solo exhibition opened at the Hill Street Country Club/Linksoul Lab, featuring the artwork of Professor Dean Ramos. On a related note, Professor Leslie Nemour was one of five artists to be featured in an invitational exhibition that opened at the Cannon Art Gallery in Carlsbad on Nov. 21, and continues through January.

Dance

On Nov. 4, the dance program held a studio hour, which was an informal student presentation covering the range of dance forms offered at MiraCosta. Throughout the month, the Dance Touring Ensemble, taught by Professor Dave Massey, performed at local schools, including Sage Creek High School, Mission Hills High, and Mission Vista High. Each fall and spring, the dance program offers multiple sections of a general education course that surveys dance cultures of the world. As a survey course, it provides a global lens through which students learn about cultural and social diversity. This is usually in an online or lecture-based format and does not typically involve applied learning. This semester, however, the program is also

offering a course that provides students experiential learning of world dance forms. With support from the dean's budget, students have benefited from master classes by visiting artists from a range of dance traditions and contemporary styles, including those from Africa, China, India, Ireland, Greece, Hawai'i, Mexico, Samoa, and Tahiti.

Theatre and Film

November saw the opening of the second play of the season, Christopher Durang's Tony award-winning *Vanya and Sonia and Masha and Spike*, directed by Professor Eric Bishop. The contrast with *Seven* and the remaining plays of the year demonstrate the program's breadth and the diversity of learning opportunities available for MiraCosta students in this field.

Music

November saw several performance events, including:

- The Masterworks Chorale, directed by Dr. Arlie Langager, performed Giacomo Puccini's *Messa di Gloria* in the MiraCosta College Concert Hall.
- A performance by the MiraCosta Jazz Collective, directed by Professor Steve Torok, at the annual Oceanside Music Festival on Sunday, Nov. 8. The set featured original arrangements of compositions by jazz luminary Thelonious Monk.
- Performances by the Frequency Vocal Jazz Ensemble, directed by associate instructor Melonie Grinnell, at the Cuesta College Vocal Jazz Festival and at Vista Murrieta High School.

Professor Arlie Langager and her choral students embarked on a mini-tour of CSU programs, which included a musical exchange with the choral program at CSU San Marcos (that recently launched a music major), as well as clinics with program directors at CSU Long Beach and CSU Fullerton. Professor Langager does a remarkable job building relationships with programs locally and nationally. Langager serves as the representative for California's two-year colleges to the American Choral Directors Association, and in November, also participated in the annual conference of the National Choral Collegiate Organization.

International Languages

A considerable number of full-time and associate faculty attended the annual convention and World Languages Expo of the American Council on the Teaching of Foreign Languages (ACTFL), which was conveniently located in San Diego. ACTFL is the key international conference for sharing of best practices in foreign language instruction and draws more than 6,000 educators annually. Department Chair and Professor of Italian Andrea Petri co-presented a session on creating and teaching Italian for Spanish-speaker courses, together with colleagues from CSU Long Beach and San Pedro High School. As previously described in a board report, such courses were recently introduced among MiraCosta College course offerings and are designed to foster accelerated learning and enhanced success of Spanish-speaking students, while also broadening curricular options in alignment with the college's status as a Hispanic Serving Institution. Also at ACTFL, Associate Faculty Member Aubrey Roderick Kuan presented a session on blending online learning platforms and tools into on-ground Chinese language classes in order to enhance student learning.

Community Education and Workforce Development (Dr. Nikki Schaper, Linda Kurokawa)

Community Education and Workforce Development has been notified that the program has been selected as a finalist for the prestigious Bellwether Award for the security program series

offered at the Technology Career Institute (TCI). The security program is one of only ten programs across the nation that has made the finalist list. TCI Director Linda Kurokawa and Security Program Coordinator Christine Jensen have been asked to attend the awards ceremony in Orlando, Florida in late January 2016. One of the requirements for a finalist is to give a one-hour presentation on the program under consideration for the award. Christine and Linda will present the unique and successful security program in a full presentation entitled "To Protect and Serve−Helping Veterans Find Jobs!"

The TCI staff have been working hard to outreach to local high schools, veterans associations, and industry. Luncheons were held in November for each of these groups with twelve to twenty-two people in attendance at each.

Linda Kurokawa assisted the Maritime Alliance with the implementation of a new Workforce Development portion for the annual Blue Economy Summit, held Nov. 10 in San Diego. Linda also served as master of ceremonies for the day and received extremely positive feedback from the many educators and students who attended.

Adult Education Block Grant (AEBG) (Dr. Nikki Schaper, Krista Warren)

The Coastal North County Adult Education Consortium (CNCAEC) leadership team from MiraCosta College and the San Dieguito Union High School District (SDUHSD) continue to meet bi-weekly at the MiraCosta College Community Learning Center. This month, the leadership team finalized and submitted the Adult Education Block Grant (AEBG) consortium annual plan and projected three-year plan to the state. The CNCAEC had its first public meeting at the Community Learning Center on Nov. 30, where the implementation plans were presented.

The leadership team, faculty, and CLC support staff continue to plan new adult education classes for the spring 2016 semester. Adult High School classes will continue to be offered at Sunset High School, as will noncredit conversational English as a second language (ESL) classes at Melba Bishop Community Center in Oceanside and at the Encinitas Library; likewise, two ESL classes have recently been confirmed to take place at La Colonia Community Center in Solana Beach. A noncredit Basic Academic Skills class for adults with disabilities will also take place at the Encinitas Library. Planning for an ESL class at Jefferson Elementary School in the Carlsbad Unified School District is also underway. This fruitful collaboration continues with all efforts put towards creating more accessible opportunities for adult learners in Coastal North County San Diego.

On Saturday Nov. 21, the adult education research team−adult high school and ESL students−will present its work at the Southern California Conferences for Undergraduate Research at Harvey Mudd College in Claremont. The presentation, “Barriers and Bridges: Qualitative Research in Adult Education,” presents preliminary findings of student-led ethnographic study, an AEBG-funded project guided by the interim research analyst for noncredit programs, an AEBG-funded position.

The Coastal North County Adult Education Consortium Plan is found on the MiraCosta College Community Education webpage.

Math Learning Center (Carlos Lopez, Scott Fallstrom)

It is a very busy time in the Math Learning Center (MLS) as final exams are coming fast and furious. A number of the permanent staff have agreed to work extra hours on Saturday and

Sunday in order to accommodate the extended library hours. The MLC staff will track student usage and compare to other days near final exam week.

New student tutors are being screened with the goal to hire by spring 2016; turnover for student tutors is a bit higher than usual as many high-quality students are deciding it is time to move on. Student tutors are a great help to the permanent staff and losing high-quality tutors creates a void that might take one to two terms to fill. Math faculty are being asked to identify high-performing students as a way of bridging the gap.

The staff are analyzing the recent student survey conducted in the MLC at both San Elijo and Oceanside campuses. Students were asked to inform staff about services needed, hours of operation, quality, and many other items as well. The results will help inform the MLC going forward. Having an opportunity for students to reflect on the services is critical to the success going forward. Meetings are also ongoing with respect to the MLC expansion to the CLC branch. Staff interested in hours at the new branch have given feedback regarding the layout and materials needed to effectively serve students.

Writing Center (Carlos Lopez, Denise Stephenson)

It was a collaborative month for the Writing Center. The Writing Center worked with the Letters Department to organize a *Tidepools* reading, which drew several class sections and multiple *Tidepools* contributors. The Writing Center also collaborated with Phi Theta Kappa, Honors Scholar Program, and the Transfer Center to offer workshops and drop-in days for personal transfer statements before the UC deadline.

Nursing and Allied Health (Sandy Comstock)

The Nursing and Allied Health Department will be hosting the bi-annual pinning ceremony for the twenty-five graduating registered nursing students on Dec. 17 at 4 p.m. in the theater. The new cohort of incoming RN students attended an orientation on Nov. 13. This class of twenty has fifteen females and five males. There are six with associate degrees from another major, eight with bachelor's degrees, and two with master's degrees. The group was excited to begin this new career.

The surgical technology program had an orientation on Nov. 6. There are sixteen students eagerly anticipating the start of the program in January.

The Point Loma Nazarene BSN program will be starting in the spring semester, enrolling both MiraCosta and Palomar ADN graduates. Classes will be held at the Oceanside Campus in Room T430 on Thursday nights.

The Men in Nursing Conference at Grossmont College went very well with high school students from all over San Diego in attendance, including Oceanside and Carlsbad. The following email is from a MiraCosta nursing student who attended the event and was the only student asked to speak:

> *Hi Sandy,*
> *Hope you are doing great. Just wanted to pass long a note about the Men in Nursing Conference for high schools students that took place today at Grossmont College. There were over 150 male high school students from all over San Diego. The conference focused on choosing nursing as a profession. There were also information booths from all of the San Diego nursing schools to promote and encourage students to come to their programs, which Roland was our representative.*

But, I think the biggest impact for the high school students and promoting the MiraCosta program is that I was a panelist on their professional presentation session. There were seven panel members, six of them are RNs from floor nurses, educators, managers, a nurse anesthetist, and me, the only student. Even though it was held at Grossmont and all the schools were there, I was the only student who was asked to speak on the panel. I was to speak and emphasize to all 150 students why they should choose MiraCosta over other programs.

And I was also able to tie-in and talk to them about that HealthStart Program, which I presented at over the summer. That really excited the students as a way to complete all of their prerequisites and get into a nursing program at MiraCosta.

Just thought you might like to know.

Thank you for all the opportunities and support!

Have a wonderful weekend.
-Horacio Lemus

Library (Dr. Mario Valente, Michelle Ohnstad, Jennifer Paris)

The Library is pleased to announce extended hours for the Oceanside Library and Information Hub in preparation for fall semester final exams. Open computer labs and library staff, including faculty librarians, will be available to assist students. The extended hours will keep library services open an additional twenty-two hours the week before and week of finals. Thank you to Dean Wendy Stewart, who is funding the extended hours with Student Equity funds. Dean Stewart has also agreed to fund extended hours for spring 2016 finals.

On Nov. 19, Glorian Sipman (technical services librarian) participated in a webinar to share how California community colleges are providing students with online research help wherever and whenever needed using the Online Computer Library Center's QuestionPoint system. Glorian serves as the administrator for the California Community College QuestionPoint Group. Currently, twenty-nine colleges participate in this group:
http://library.miracosta.edu/cacomcollqp

Infrastructure Services and Systems (Mario Valente, Steve Schultz)

The infrastructure services and systems (ISS) team continues to collaborate, enhance, upgrade, and develop efficiency on district systems. Some of the notable projects completed this month include:

- Anthony Ginger upgraded HelpStar, the district's helpdesk software system, to the newest available version. The helpdesk software is used by Academic Information Services (AIS) and Facilities to manage service requests. The new system ServicePRO Nativity supports mobile devices. The system is entirely web-based and simplifies district operations as it removes the program that was previously installed on support representatives' desktops with an easy-to-use browser-based system. Anthony also replaced the district's standalone network servers at the San Elijo Campus with a blade server system that increases capacity while simplifying management and future upgrades. The system is a key component of the district's private cloud, which provides primary services for the San Elijo Campus, along with disaster recovery services for the district.

- In collaboration with Student Services, Karen Brown upgraded iLINX, the district's enterprise content management system, to the latest version. The new version has 200 new features, including additional security, streamlined user interface, and improved reporting functionality. The upgrade included the migration of over four million images from the old system to the new system and was completed in about seven weeks.
- Bryan Rocker and Brian Fitzwater installed new network switches and wireless access points in all of the classroom buildings on the San Elijo Campus. New wireless access points were also installed in the San Elijo Student Center, Library and Information Hub. The new switches have additional security features and the new wireless access points increase both wireless coverage and capacity in the classrooms.
- Carolyn Woods successfully uploaded the annual employee management information systems (MIS) data to the California Community Colleges Chancellor's office MIS site.
- Emilio Mejares modified the college's online admission application to support additional data gathering as requested by Admissions and Records.
- Mark Stramaglia, in collaboration with Carolyn Sneary and Carolyn Woods, updated and released the custom benefits open enrollment module in PeopleSoft, which is used by benefit-eligible employees to review and update benefit selections during the annual open enrollment cycle. Additionally, in collaboration with Lisa Level, Mark updated the PeopleSoft discontinuation process to align the process parameters more closely with the college's catalog rights policy.

Subject:	Attachment:
Student Services Division Monthly Board Report	None
Category:	**Type of Board Consideration:**
College-Related Reports	✓ Information Consent Action
Recommended:	**Approved for Consideration:**
Richard Robertson, Ph.D. Vice President, Student Services	Sunita V. Cooke, Ph.D. Superintendent/President

Spotlight on Student Success

Admissions and Records

Admissions and Records began spring 2016 registration with 2,066 students registered during the first two days (up slightly from last year).

Two new full-time evaluators, Vivi Ricardez and Hortensia Sanchez, were hired in support of SSSP and will be working primarily to help with the implementation of the transfer credit project.

Admissions and Records is now sending SURF ID numbers to students who apply for admission. This will simplify a primary step for enrollment.

Counseling

Counselors Adrean Askerneese, Freddy Ramirez, Luke Lara, Wendy Horton, and Hilda Gomez volunteered as presenters and staffed an information table at the Third Annual Barrio Empowerment through Education Conference on Nov. 13. The Counseling Department is collaborating with the Transfer Center to staff UC and CSU transfer application workshops to meet student demand.

DSPS

It was another steady month of DSPS service delivery with over 200 individual appointments conducted for service authorization, counseling sessions, learning-disability assessment sessions, educational plans, assistive technology, and alternate media assistance. Exam proctoring was steady with nearly 200 exams with accommodations administered. The final fall 2015 orientation for learning-disability assessment was provided on Nov. 6.

Access Specialist Robert Erichsen attended the AHEAD (Association on Higher Education and Disability) Accessing Higher Ground: Accessible Media, Web, and Technology Conference in Denver, Colorado.

DSPS faculty counselors were present at the Barrio Empowerment Conference on Nov. 13. Special education students from Carlsbad High School were hosted on Nov. 18 and 19 for campus tours and DSPS informational sessions to assist with the transition to college.

EOPS

Nov. 13 was the deadline for EOPS midterm progress reports. Eighty percent of the current student population met program compliance by meeting with a counselor and reviewing progress reports prior to the Nov. 13 deadline. Students also had the opportunity to select classes for the spring 2016 semester and receive priority registration.

In an effort to increase participation of EOPS students in other activities and make them feel connected and engaged, EOPS hosted a potluck on Friday, Nov. 6. Students had an opportunity to build community with other EOPS students and staff and were actively engaged in “one-minute-to-win-it” games. EOPS partnered with the Transfer Center to host a CSU/UC application workshop for EOPS students.

The Holiday Angels Project is in place and a beautiful Christmas tree is currently located in the cafeteria at the Oceanside Campus and displays gift requests for children and siblings of EOPS students.

Financial Aid

Efforts have been focused on becoming familiar with upcoming changes at the federal level, such as Free Application for Federal Student Aid (FAFSA) applications becoming available in October instead of January beginning with the 2016/17 school year. Along with this shift, students will provide prior-prior-year income (PPY) rather than prior-year income, which will shift workload for special-circumstance appeals. The impact of this change is yet to be determined.

The financial aid director is working on an application to be considered an “experimental site” for purposes of offering Pell Grants to students who are dual-enrolled in a secondary school and a post-secondary institution. The application is due in January of 2016, and more information will be shared in a future report.

GEAR UP

On Friday, Nov. 13, over 161 juniors and seniors from Oceanside and El Camino high schools participated in the Barrio Empowerment Conference at MiraCosta College. Several parents shared past experiences with their children who were involved with GEAR UP.

MiraCosta GEAR UP sent a team of administrators and UP staff to the GEAR UP California Partnership Initiative in Irvine on Nov. 18. The conference provided multiple avenues for collaboration between GEAR UP grantees throughout California. Director Julie Johnson facilitated the directors’ networking session.

GEAR UP participated in a full-day GEAR UP Student Ambassadors leadership training at Quantum Learning Network on Saturday, Nov. 21. Over forty Student Ambassadors participated.

GEAR UP and Interfaith Community Services have partnered this holiday season for an opportunity to donate gifts to support four families. GEAR UP students will coordinate the community service with the guidance of Community Partnership Liaison Anisha Jackson.

Health Services

The Mental Health Peer Educators have been invited into twenty-seven classrooms this semester, with four more still scheduled. Peers have reached 601 students about depression and triggers, and informed them about where to get help on campus, hotline numbers, and suicide prevention.

This semester, Health Services provided clinical experience and mentoring for a student nurse practitioner from the University of San Diego, a registered nurse working on her public health nursing rotation, and three MiraCosta College LVN students making up missed clinical hours.

Vista Community Clinic will be offering free dental and dental health education services at MiraCosta College in their mobile van, which will be in on campus every Friday in parking lot 3C and once a month in the circular drive near the Library. Services, which are open to students, faculty, and staff, include dental screenings, fluoride varnish, oral health counseling, and information about Covered California and Medi-Cal.

Institute for International Perspectives (IIP)

IIP has received more than ninety international student applications for spring semester. IIP reached out to six international students from France to check on their well-being following the terror attacks in Paris.

During November, Student Services Coordinator Aubrey Roderick visited the Kaplan English Center in San Diego to meet with Chinese students applying for spring semester.

On Nov. 18, IIP hosted an educational agent from Japan and provided a tour of the campus with two currently enrolled Japanese students.

Four MiraCosta students have been approved for the Semester in Salamanca, Spain for spring 2016.

Intramural and Intercollegiate Athletics

The intramural sports program hosted soccer, flag football, kayaking, and a special softball event for the Veterans Club, staff, and faculty.

The men's basketball team started the season with four consecutive wins and won the Don Gehler Memorial Tournament Championship at Miramar College.

The women's volleyball team finished its conference schedule by being undefeated in November. Their overall record is 17-4, which qualified them for the California Community College Athletic Association state playoffs.

School Relations and Diversity Outreach

Student Services Specialist Lisa Montes served as liaison for the Girl Tech Conference on Nov. 14, which was sponsored by Civic Light Projects and Oceanside Unified School District (OUSD) Trustee Emily Wichmann. Over 300 students and parents from OUSD attended the conference. Lisa also helped host the Hispanic Network Breakfast, sponsored by the San Dieguito Alliance, held at the San Elijo Campus on Nov. 20.

Student Ambassadors led group tours for students from Jefferson Middle School, Carlsbad High School, North County Trade Tech High School, Bella Mente Montesori Academy, and Diego Hills Charter School. They also performed outreach at Del Rio Elementary School's College Night, the La Colonia de Eden Garden's and City of Solana Beach's Dia de los Muertos Event, El Camino High School's Application Day, MiraCosta's Barrio Empowerment Conference, and football games held at Oceanside High School and Torrey Pines High School.

Service Learning

The Service Learning and Volunteer Center assisted 340 service learning students, 161 students for co-curricular community engagement, and 219 students with food-pantry services and referrals. North County Lifeline recognized the Service Learning and Volunteer Center for the work that students did during the National Make a Difference Day/Week of Service.

Christina Ree, photography instructor, and Jason Perez, English Instructor, and their students had service learning work displayed at the Oceanside Public Library during the Oceanside Art Walk event.

Student Advocate Bibi Hernandez, assigned to Del Rio Elementary, coordinated a college night that brought several MiraCosta clubs, programs, the Community Learning Center, and Community Services to the families at Del Rio. The event included interactive service-learning student presentations from Gail Meinhold's nutrition class. Since the focus was to promote college experience and pathways to college, Jakeel Harris, a MiraCosta College and Oceanside Unified School alumni, and graduate of Humboldt State University, shared his journey through education from kindergarten to university.

At Laurel Elementary School, students from music technology, under the direction of Professor Steven Traugh, coordinated all media for the ribbon-cutting ceremony of the school's new track/field, which was donated by the San Diego Chargers.

Interim Coordinator Bea Palmer, staff, and student advocates attended Assemblymember Dr. Shirley Weber's public event at San Diego State University entitled "Hunger, Homeless, and Homework." The panel included students and staff from San Diego State, UCSD, Southwestern Community College, San Diego City College, AGAPE Ministries, and MiraCosta College. A MiraCosta College student representative shared her personal experiences with food insufficiency and homelessness. She also shared how MiraCosta College supports its students who face these types of adversities. MiraCosta's students were able to share about the development of the food pantry, how it reaches out to students in need, and the many ways the staff, faculty, students, and local community supports it.

Student Activities and Student Government (ASG)

Oceanside Campus

The Student Activities Office hosted three College Hour events at the Oceanside Campus and Community Learning Center (CLC), including the Honoring Veterans Celebration, Fall Festival, and Celebrating Native American Culture. Oceanside events averaged 450 attendees, while the CLC averaged 250 attendees. Students also traveled during November to attend the Student Senate for California Community Colleges General Assembly in Sacramento.
The Student Center Advisory Committee recommended to the Student Senate that the Oceanside Workroom be converted into an equity and social justice center. The Student Senate will vote on the recommendation at its Dec. 4 meeting.

San Elijo Campus

The San Elijo Campus Student Activities Office continues to explore avenues to engage more students. This month, the office launched a mid-semester "help hut" to answer questions and encourage students to get involved.

On Nov. 16, an internship expo was hosted as part of the Deck Series.

Student Equity

On Nov. 13, the third Barrio Empowerment through Education event was held. Nearly 180 juniors and seniors from El Camino, Oceanside, and Ocean Shores high schools participated. For the first time, a separate parent program was held concurrently. Preliminary student and parent feedback has been very positive. The 2015 Barrio Empowerment through Education is the first major event organized through the Department of Student Equity. The department's strong partnership with GEAR UP also contributed greatly to strong student turnout and effective parent outreach.

Transfer Center

On Nov. 5, Transfer Center counselors, in collaboration with MiraCosta College staff, conducted an information session for Torrey Pines High School students and parents regarding academic options at MiraCosta College. The information sessions were conducted in four languages−Chinese, English, Korean, and Spanish. The focus of the sessions was to inform students and parents about concurrent-enrollment options with the college while in high school, and transfer options to UC, CSU, private, and out-of-state colleges after completing transfer requirements at MiraCosta College. The presentation also served as a vehicle for strengthening relationships and collaboration between Torrey Pines counselors and college counselors.

A Transfer Center counselor attended "Noche de Damas" at the Community Resource Center at Crown Heights and provided information about educational services at MiraCosta College. The goal was to encourage women from this community to take English and computer technology courses in order to develop skills for the job market. Information was also provided about the different educational options in college−certificates, associate degrees, and transfer.

Transfer Center-sponsored application workshops have been well attended and over 800 students have participated. Workshops are offered every Saturday to accommodate the needs of students.

Veterans Services

Veterans Services has been busy with registration for the spring semester. Over 225 students have submitted paperwork to use their benefits in the spring since registration opened on Nov. 16. A College Hour event honored veterans on Nov. 12. Many veteran students participated in the ceremonies and cake cutting.

Veterans Services worked with intermurals for a softball game where members of the Veterans Club played on teams with college faculty and staff. The event was a success and will likely be organized again during the spring semester.

Subject:	Attachment:
Business Services Division Monthly Board Report	
Category:	**Type of Board Consideration:**
College-Related Report	✓ **Information** **Consent** **Action**
Recommended:	**Approved for Consideration:**
Charlie Ng, Vice President **Business and Administrative Services**	**Sunita V. Cooke, Ph.D.** **Superintendent/President**

NOVEMBER HIGHLIGHTS

Student Success (Charlie Ng, Vice President)

Student Accounts processed 549 student vouchers for financial aid in November. A portion of the student vouchers includes the new Full-Time Student Success Grant (FTSSG). The intent of the FTSSG funding through the Chancellor's Office was expressed as a desire to support student persistence, retention, and success by providing students additional assistance to attend full time and complete their programs.

Purchasing and Material Management (Susan Asato, Director)

Recent requests for proposals were issued for the procurement of an upgrade and implementation of the SAS Budget Management Software system and another for the PeopleSoft Transfer Credit system. Both contract awards have been executed, and work has begun on both projects, with completion anticipated for next spring. With the holiday season, the Purchasing and Facilities departments will gear up for major construction and repair projects to be completed during the winter break. Work will begin shortly on the CLC lobby remodel, CLC Testing Center, and completion is near on the new nursing lab in the horticulture building.

Fiscal Services (Katie White, Director)

The Fiscal Services Department with the Cashiering Department initiated the cash handling audit project with the firm Vicenti, Lloyd & Stutzman LLP. The draft of the annual audit report was received and narratives and statement verification were done and will continue into early December. Fiscal Services submitted the application for the Government Finance Officers Association (GFOA) for the 2015/16 budget book. Payroll mailed postcards to all employees to remind them of the Dec. 1, 2015, deadline for November timecards due to the short December month. Payroll updated (and will continue into December) the annual benefits enrollments into the county payroll system and also continue to process personnel requisitions for changes, new hires, and temporary staffing needs.

Student Accounts (Jo Ferris, Director)

Enrollment for the spring 2016 term has begun and students are reminded to turn in necessary paperwork from their third-party payer to defer fees. Online payments are now being accepted for spring enrollment. Payments can be made from checking accounts (ACH), debit/credit cards, and international fund transfers.

The box office has been very busy with the production of *Vanya and Sonia and Masha* and *Spike***,** in addition to getting ready for the December dance and music events. The Horticulture Department is ready for this season's poinsettia sales and will take credit/debit cards for payment.

Human Resources (Sheri Wright, Director)

As of this report writing, there is one administrator, one non-tenure-track faculty, and nine classified recruitments at various stages of the screening-and-interview phases. Another twenty-seven classified recruitments have been approved but not posted yet. Of those waiting, four are new categorically funded positions, which need to be evaluated by the Classification Review Committee so a salary range can be established. Additionally, there are six more classified positions waiting for approval to replace individuals who have moved into new positions or who will be retiring.

Risk Management (Joe Mazza, Director)

The bloodborne pathogen exposure control plan has been written and is posted on the risk management website, along with a recently produced fire prevention plan and the current injury and illness prevention program. The excursion release form is being revised to better comply with Administrative Procedure 4300. The director was successful in defending the district in small claims court. Seven ergonomic evaluations were completed and new items ordered as required.

Facilities (Tom Macias, Director)

Construction began on the remodel of the Horticulture B7000 classroom conversion to the Allied Health CNA lab. Staff is finalizing the winter local-deferred-maintenance projects to be completed from Dec. 23, 2015, through Jan. 15, 2016. Cenergistics has hired a new energy specialist who will begin work at the district starting in December. The director participated as the San Diego regional representative on the California Community College/Investor-Owned Utility management team meeting. Staff also began working on the final plans to remodel Building C at the CLC to convert it to a testing lab facility.

The facilities master plan (FMP) update process continues. Steinberg Architects further analyzed details of previous campus committee meetings/discussions and infrastructure/ building assessment documents. A board workshop was conducted that included a presentation of the educational master plan (EMP), updates to the results of the campus committee meetings, assessments and survey, as well as finalizing the board's priorities for the FMP update. Next steps will be for Steinberg Architects to develop options that focus on space program and big-picture planning, which will include graphic depictions for review and discussion at a December board workshop.

Below is an update on all the 2017-21 Five-Year Construction Plan projects.

Five-Year Construction Plan Update

Project	Update/Status
Renovate 80 Classrooms at OCN and SEC	The classroom upgrades summer 2016 project is in the design phase. Initial design documents were received and reviewed with a cost estimate scheduled to be completed Nov. 25, 2015. Design is on schedule and will be completed and submitted to the Division of State Architect (DSA) by the end of the year.
New Student Support Space	District staff has finalized the plan for accommodating new staff/faculty hires that are scheduled to be in place by fall 2016 and sooner. The plan includes the following: temporary modular buildings will be brought on to accommodate the ELI program and support spaces, as well as dedicated staff/faculty offices, further office renovations in B1000, and office renovations in B3400. Design work for the temporary modular buildings will commence at the beginning of December, with the majority of construction work scheduled for next summer.
New Storage Art/Music	The project is in the design phase. Initial design documents were received and reviewed, as well as a cost estimate being completed that showed the project currently is within budget. Design is on schedule and will be completed and submitted to the Division of the State Architect (DSA) by the end of the year. Construction is scheduled to begin middle of next summer.
New Theatre/Dance Space	The project is in the design phase. Initial design documents and cost estimates are scheduled to be completed in the beginning of December, with design completion scheduled for March 2016.
Gym Renovation	This project is not scheduled to begin until 2016/17.
Repair Parking Lots	Bid documents and drawings for temporary parking lot 5A improvements are being finalized. Goal is to have the project completed prior to the spring 2016 semester. Temporary parking lots 2B and 3A require further study and planning prior to implementation.
Repair/Replace Storm Drain and Sewer Lines	This project is not scheduled to begin until 2017/18.
Repair/Replace IT Underground	This project is not scheduled to begin until 2017/18.
2015/16 Program Review Needs	District staff has moved forward with implementation on five of the seven facilities program-review projects. The five include: 1) OCN–build collaborative learning spaces on second floor of B1200; 2) OCN–Concert Hall acoustical adjustments; 3) OCN–repair and upgrade greenhouses; 4) SEC–renovate Library Hub mezzanine; 5) SEC–renovation for communication center. The other two projects (SEC arts complex update and expansion and the design storage plan for drafting) require further study and planning prior to implementation.
Student Services and Club Room Remodel (Project is being funded by ASG and not out of Fund 41 General Funds and LRB)	The project is in the design phase. Initial design documents were received and reviewed with a cost estimate scheduled to be completed inearly December. Design is on schedule and will be completed and submitted to the Division of the State Architect (DSA) by the end of the year. Construction is scheduled to take place summer 2016.