

SUBSTANTIVE CHANGE PROPOSAL
DISTANCE LEARNING

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111

September 4, 2007

Submitted by:
Elizabeth Armstrong,
Vice President, Instruction
Accreditation Liaison Officer

To:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

CERTIFICATION OF THE SUBSTANTIVE CHANGE PROPOSAL

DATE: September 13, 2007

TO: Accrediting Commission for Community Colleges and Junior Colleges
Western Association of Schools and Colleges

FROM: San Diego Mesa College

This Substantive Change Proposal is submitted in accordance with guidelines set by the Accrediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges. We certify that there was broad participation by the campus community, and we believe this Substantive Change Proposal accurately reflects the status of distance education at San Diego Mesa College.

_____ **Dr. Rita Cepeda**
President, San Diego Mesa College

_____ **Ms. Jill Baker**
Lead Writer

_____ **Ms. Mary Teegarden**
President, Academic Senate

_____ **Ms. Robin Martindill**
President, Classified Senate

_____ **Mr. Avery Ryder**
President, Associated Students

_____ **Ms. Elizabeth Armstrong**
Accreditation Liaison Officer

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Participant List

The following San Diego Mesa College campus community members participated in the research, discussion, and preparation of this proposal. In addition, this proposal was presented to all governance groups on campus during the period February-March, 2007, and was posted to the Mesa College website during the period April-May, 2007. While posted to the website, a campus wide email was sent to all campus stakeholders, advising them not only how to access the document, but instructing them on how to respond with questions, recommendations, or corrections to Lead Writer, Jill Baker. Revisions were made following this period. The penultimate version was presented at President's Cabinet Retreat on May 11, 2007. The final version was uploaded to the website on May 18, 2007. Appendix D was added for informational purposes in June, 2007.

Elizabeth Armstrong, *Vice President, Instruction*

Jill Baker, *Lead Writer for Proposal*

Hank Beaver (*Academic Senate Standing Committee on Distance Learning, Instructional Technology faculty, WebCT/Blackboard Mentor*)

Robert Michaels (*Academic Senate Standing Committee on Distance Learning, Instructional Technology faculty*)

William Craft (*Mesa Information Technology Committee*)

Ailene Crakes (*Academic Affairs Committee, Counseling, Online Instruction*)

James Wales (*SDCCD Online Advisory Committee founding member, Academic Senate Standing Committee on Distance Learning, Counseling, Online Instruction*)

Karen Owen (*Academic Senate Standing Committee on Distance Learning, Multimedia, Online Instruction, Mesa Information Technology Committee*)

Roger Gee (*Academic Senate Standing Committee on Distance Learning, Accounting, Online Instruction*)

Elizabeth Barrington (*Academic Senate Standing Committee on Distance Learning, Health, Online Instruction*)

Joe Safdie (*Academic Senate Standing Committee on Distance Learning, English, Online Instruction*)

Anthony Reuss (*Counseling*)

Naomi Grisham (*Transfer Center*)

Ivonne Alzare (*Admissions*)

Cheri Sawyer (*Admissions*)

Gilda Maldonado (*Financial Aid*)

Nellie Dougherty (*EOPS*)

Damon Bell (*Interim Vice President, Student Services*)

Joi Blake (*Dean, Student Matriculation and Development*)

Trina Larson (*Student Services*)

Erika Higginbotham (*DSPS*)

Samm Hurst (*Anthropology faculty and Online Instruction*)

A. Description of Proposed Change and Justification

This Substantive Change Proposal is for approval to offer the Associate Degree in two disciplines – Accounting and Business Administration – through the distance education mode. The proposal also requests approval to offer the college’s General Education program through the distance education mode.

Effective July 1, 2006, the Higher Education Act revised its distance education limitations on institutions receiving Title IV financial aid. These institutions are no longer restricted from offering more than 50% of a degree program via distance education. In light of this change, San Diego Mesa College (Mesa) conducted an analysis of the courses that they currently offer online. Not only were the published class schedules consulted for the past two years, but the San Diego Community College District CurricUNET database was queried as well (<http://instsrv.sdccd.edu/curriculum/de%20approved%20list.xls>). The results revealed that Mesa offered 85 different courses online during the period of Summer, 2005 to Spring, 2007, for a total number of 663 class sections. Of these 85 courses, some meet major requirements and others meet General Education or other graduation requirements. In addition, both of the other colleges in the San Diego Community College District offer online courses as well, and Mesa students may enroll in them. Some required courses that are not offered at Mesa are available through its two sister colleges within the district. In the most recent semester, fall 2007, a total of 148 sections, or 7.2% of the total course offerings were offered in distance education mode.

The college has not, to date, planned specific majors to offer online. However, this assessment clearly demonstrates that there are sufficient online courses in at least two majors, Business Administration and Accounting, for a student to complete most of the required major courses in the distance education mode, in addition to most of the other graduation requirements online (see Appendix B and C.) The college has not promoted nor advertised this fact.

The college is requesting a substantive change to permit the offering of the two majors mentioned above, the entire general education program, and the wide variety of other courses available in the online mode. In preparing this substantive change report, it was determined that there are several other majors in which 50% or more of the coursework may be completed online (see Appendix D listing the percent of major courses offered online for all degrees and certificates). It is also possible for students to complete online 50% or more of the General Education requirement for the Associate degree (see Appendix A).

B. Description of Educational Programs to Be Offered

The San Diego Mesa College Catalog for 2006-2007 was used to determine Mesa graduation requirements and individual major requirements for Business Administration and Accounting, in addition to identifying courses that apply to the Intersegmental General Education Transfer Curriculum (IGETC).

General Education Program: There are six district requirements and four General Education requirements, in addition to the major requirements, for the Associate Degree at Mesa. The actual selection of these courses and how they fulfill the graduation requirements would need to be conducted in consultation with a counselor. However, for each of the district and General Education requirements, there is an online course selection available through Mesa, along with other classes offered by the sister colleges. There is a listing of these requirements and the online courses that fulfill them in Appendix A.

Business Administration Associate Degree: For the Business Administration major, all of the required courses could be taken online through Mesa. There is one course that is an option that Mesa does not offer; however, it is offered by one of the sister colleges. In addition, there are three other recommended electives, and although Mesa does not offer them online, one of the sister colleges does. A list of these courses is provided in Appendix B.

Accounting Associate Degree: For the Accounting major, there are fewer online offerings, but there are still enough to fulfill most of the courses online. Of the ten required classes for Accounting, Mesa offers seven of them online. Of the three classes where the student must select one, Mesa does not offer any, but one of its sister colleges offers one. In addition, of the thirteen courses that it lists as recommended electives, three are offered online by Mesa, and an additional three more are taught by its sister colleges. A list of these courses is provided in Appendix C.

A full listing of all Mesa College majors and certificates with 50% or more of the major courses offered online by Mesa is included in Appendix D.

The online courses that can be used to fulfill the IGETC certification are listed as part of the spreadsheet that appears in Appendix E.

C. Planning Process

The original plan to offer online courses began with the creation of a district level division that would support online instruction, SDCCD Online. Originally, it was thought that SDCCD Online would offer a district level Associate Degree; representatives of all three district colleges were involved, as they would actually offer and teach the courses. This plan did not materialize, but the independent offering of online courses by the individual colleges did. Instead, SDCCD Online provided the infrastructure support. Online course delivery began in 2001 and has grown steadily over the past six years.

Instructional technology in support of online education is within the purview of several planning committees: 1) The Mesa Information Technology Committee has provided for appropriate technology in its strategic plan; 2) the SDCCD Online Learning Pathways Steering Committee also has identified technology in support of online education; 3) the

Distance Learning Standing Committee of the Academic Senate also reviews the status of instructional technology support on campus.

Planning for online education at Mesa takes place primarily in two committees. First, it is addressed at an institutional level in the Mesa Information Technology Committee, a participatory governance group that created and annually updates the Strategic Plan for Information Technology. Members of this group include early adopters of online instruction and representative technology users from across the campus. At the dean's level, there is representation from both Instruction and Student Services. The co-chairs include the Dean of Learning Resources and Technology and an academic senate member. The committee has always included online learning in its strategic plan, but has taken an even stronger stance on the need for the institution to support distance learning infrastructure and training this year. This is in direct response to input from faculty who teach online.

The Dean of Learning Resources and Technology is a new title this year, reflecting the broadest application of the term "technology." This was done in order to clarify that this position oversees *all* technology on campus, including the institutional support for online distance learning. This brings all of the resources of campus technology together under one administrator and ensures that all campus technology needs are met. This provides the necessary flexibility to better support each area of technology, including online learning.

The second committee that addresses the planning and delivery of online courses at Mesa is the Academic Senate Standing Committee on Distance Learning. This group is chaired by the Instructional Technology faculty member who provides primary support to distance learning. Committee members include a core of about ten faculty members who regularly attend these meetings; an online distribution of group concerns and discussion is provided to all faculty who teach online. Many members from this group also belong to the district advisory group for SDCCD Online, which is the district level department that supports the infrastructure of distance learning.

Clearly, both Mesa committees have planned extensively for the offering of online learning and for the institutional support that must accompany it. At the district level, SDCCD Online has grown in both its staff size and the services that it offers to college faculty. They offered their third annual Online Best Practices Showcase and Expo on April 20, 2007, which has become a major event for online faculty. In addition, SDCCD Online administers the infrastructure for online learning, including the servers and the software updates. They are currently overseeing the migration to Blackboard Vista Course Management System and providing faculty training and support across the district.

These plans coincide with the campus mission statement, which includes:

- Mesa College is committed to providing excellent educational programs and services to its students and the community.

- San Diego Mesa College cultivates relationships to assess the needs of its total community in order to offer programs for the benefit of a diverse student body, including new and continuing, as well as those wishing to re-enter the educational process. Mesa has assessed the needs of its students and determined that some of them need online classes; each term online classes are among the first to close enrollment.
- The College is committed to providing the highest quality of education and services designed to promote access, retention, and student success. Access is clearly addressed with online classes; for some students this is the only way that they can attend college.
- Through participatory governance, all segments of the college engage in ongoing dialogue about quality, learning assessment, and implementation of institutional changes to improve student success. This is clearly evident in the shared governance composition of the Mesa Information Technology Committee.
- The primary mission of San Diego Mesa College is to provide:
 - Programs which lead to an Associate Degree or Certificate,
 - Lower division curricula in arts and sciences with an emphasis on courses which transfer to baccalaureate institutions,
 - Programs in career and technical education, and
 - Programs that promote regional economic development.

On review, it is clear that Mesa’s online course offerings address each of the curricular areas supported by the mission statement. The spreadsheet in Appendix E identifies which online courses fulfill the various requirements for the Associate Degree and for transfer; in addition it identifies courses that fulfill major requirements.

Mesa’s Strategic Plan for Information Technology is the long range, accountable plan for all technology on campus. It addresses the budgeting needs for distance learning and makes recommendations for all aspects of its support with regard to facilities, equipment, and other resources. In addition, it cites the need for training and classified staff support. The other source for long term planning and resource provision is SDCCD Online, which administers the servers and software, the training support personnel (two full time instructional designers for the district, and hourly allocation for 40 hours of designer support directly on each campus), training (such as the Blackboard Vista conversion training), and annual events such as the Online Best Practices Showcase and Expo.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

D1. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty

Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as all other faculty at Mesa College. The minimum standards for hiring are those specified by the California Community Colleges. Faculty desiring to teach online must demonstrate that they are adequately prepared to teach online before their request is

considered. Typically, this preparation is gained through training provided by SDCCD Online Learning Pathways and the Mesa College Online Faculty Mentor.

SDCCD Online Learning Pathways (www.sdccdonline.net), a district-level organization, provides faculty support and training. Workshops, conferences, and one-on-one support and training are also provided on campus by the Mesa Online Learning Mentor. The mentor is a full-time faculty member, with a degree in instructional technology and certified as a WebCT trainer, with online teaching experience, who provides training and support to all faculty placing instructional resources online. Mentors work with individual faculty members to develop online resources for their courses, utilizing the district's course management system, WebCT Vista.

Training sessions focus upon effective online teaching practices. Faculty are taught how to utilize various CMS tools, such as the discussion board, the e-mail system, chat rooms, "live" classroom, the assignments tool and more, to design online courses that foster interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through the previously-listed technological tools. The faculty training program incorporates discussions and applications of Chickering and Gamson's Seven Principles for Effective Teaching (*AAHE Bulletin*, 1987), the first principle of which states: "Effective practice encourages contacts between students and faculty."

The training provided is good and exposes faculty to the benefits of teaching online. The materials provided are very helpful. Experienced online faculty also serve as informal mentors to faculty who are beginning to teach online, sometimes co-teaching a course with a new online instructor.

During a two-year time period (Fall 2004—Fall 2005), ninety-six Mesa faculty successfully completed the five-level WebCT training. With the recent upgrade to WebCT Vista, eighty-six Mesa faculty successfully completed a twenty-hour WebCT training course during the Spring and Fall of 2007; forty-two, almost half, are fulltime contract faculty. In addition to WebCT training, there are several other training sessions organized by the Mesa Online Mentor: one-hour workshops, one-on-one training sessions by appointments, and special event workshops. During the 06-07 academic year, eight one-hour workshops, 224 individual appointments, and five special event workshops were offered.

Of the eighty-three Mesa faculty teaching online during the Fall 2007 semester, thirty-nine, or almost one-half, are contract faculty. The number of contract faculty teaching online has steadily increased and continues to increase over time. Mesa has not attempted to hire adjunct faculty solely for the purpose of increasing the number of online courses but has focused on training current contract and adjunct faculty. When new contract faculty are hired, one consideration is their interest, willingness and ability to use technology, including online teaching.

The faculty evaluation criteria and student evaluation form are the same for online courses as for other courses. Through the AFT-District contract process, an online student evaluation tool of instructors has been developed and was implemented fall 2007. These evaluations will become an integral part of the faculty evaluation process, ensuring that online instructors are evaluated and provided feedback in the same manner as instructors of on-campus courses. The instructor and student tracking features built within the course management system (CMS) provide data that can be used within the faculty evaluation process to indicate satisfactory levels of faculty-student interaction.

Management

Management support for online education is provided at both the college and the district level. The title and responsibilities of the Mesa College administrator for the Learning Resource Center were changed at the start of the 2006-07 year. The new duties include responsibility for technology campus-wide – instructional and administrative – as well as responsibility for distance education; his new title is Dean, Learning Resources and Technology. His role is to provide the infrastructure and support for both the technological aspects of distance learning and the training for support of pedagogical aspects.

District support is provided by SDCCD Online Learning Pathways, reporting to the Vice Chancellor for Educational Programs and Services. This group includes a dean and six staff members. Responsibilities include:

- Technical infrastructure of Web CT and its integration into the Isis database
- A 24/7 Help Desk for students and faculty
- Training and one-on-one assistance to faculty developing online courses
- Collaboration, through the Online Mentors, to provide district-wide and campus-specific training.

There is a close and effective working relationship between the administrators at both Mesa and SDCCD Online Learning Pathways that is highly beneficial to the quality of our program.

Support Staffing

Support staff is provided by SDCCD Online Learning Pathways staffed by a dean of online and distributed learning, four instructional design coordinators, an information assistant and a secretary. SDCCD Online supports all three colleges in the San Diego Community College District.

Each campus has an online faculty mentor (20% reassigned time position). In addition each campus has access to the two full time instructional designers at the district. Also available to support Mesa faculty are instructional designers (hourly) who are assigned to Mesa for a total of forty hours per week. Mesa also has the support of a full time Educational Technology faculty member who supports distance learning. The Mesa Strategic Plan for Technology has requested the assignment of support staff trained in

audio and video production, closed-captioning, and multimedia production to support the instructional design team for next year.

While good general support services are currently being provided through SDCCD Online Learning Pathways, there is continued growth in the number of faculty using online resources and technology in general, and in the sophistication of applications being used. As cited in above, specific planning for the development of on-campus support services is documented in the Mesa Strategic Master Plan for Technology, including the call for an expansion of support services currently being provided by the Learning Resource Center in the way of hardware, software and support staff.

Support through Participatory Governance

Several committees with significant participation by online faculty are assessing the current status of support services for faculty placing instructional resources online. Two of the committees are campus based: the Mesa Information Technology Committee, a subcommittee of the President's Cabinet and the Distance Learning Committee, a standing committee of the Academic Senate. A third committee functions at the district level, the Online Learning Pathways Steering Committee, which also focuses upon support services for faculty placing course materials online. Support services for online resources cover a broad spectrum of application, whether as a supplement to traditional face-to-face courses, or for courses partially or fully online.

D2. Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Off-campus Site.

A year ago, the district invested in a major upgrade of the WebCT platform, migrating from WebCT Campus edition to WebCT Vista. The migration of courses to Vista is underway and will be completed within the next 6—9 months. Mesa College has full control of its courses since the district has licensed this software.

The WebCT Vista course management system, Horizon Wimba, Breeze technology, appropriate software for creating interactivity (Camtasia for example), and DSPTS technological accommodations are all in the forefront to better serve students technologically. Still to be introduced at Mesa campus is the technological means to stream media.

Online students wishing to do their work on campus have access to the Learning Resource Center's state of the art student computer lab as well as the Library. The building and all of its services are available to students from 7:00AM-10:00PM Monday through Thursday, from 7:00AM-5:00PM on Friday, and from 8:00AM-3:30PM on Saturday during the normal school term. The lab provides 135 PC computers, four iMac computers, and four scanning stations for student use. Each of these computers is equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. At least one Instructional Assistant is on duty to offer assistance at all hours of operation. This lab is open to all registered Mesa students to use for both class work and personal work.

The Center for Independent Learning, which administers the computer lab, also provides a Media Reserve Library service for all faculty, including those teaching online. Faculty may place videos on reserve for student use. Thirteen audiovisual booths are available for the viewing of multiple formats of media. In addition, science realia and art history slides are made available for student use from this resource as well.

Mesa is fully committed to comprehensive use of technology throughout the college's services, not just for online courses and students. Already in place are online library services and online application and registration. In development are online counseling and advising, and online tutoring.

The library has long had an extensive web presence in support of online learning. The library website serves as a portal to information for book, periodical, and internet resources. To better support library web services, the college recently hired an Online Services Librarian, who will be revising the website for even further usability and working with the Instruction Librarian to create online tutorials for information literacy. They will be working together to create an online version of the current one-unit on-campus Library Science 101 course, "Information Literacy and Research Skills." College standards call for websites to be XHTML strict and ADA 508 compliant; the Online Services Librarian will ensure that library services are delivered in accordance with this standard.

Fully online access to book resources are offered through the library's ebook collection. To demonstrate the level of support, consider that as of December, 2006, the library had 19,612 NetLibrary books available, with a total circulation of 7,599, and 161 titles in the Oxford Reference Online series, with a total number circulation of 5,354. There are other ebooks available as well, but their circulation is not separated from the in-house collection.

Fully online periodical database access is offered via the library website. Currently students must use passwords to access these resources from off-site, but the campus is installing an authentication system for fall 2007. There are 56 individual databases available to students, including broad resources such as EBSCOHost and ProQuest, and such specialty resources as EBSCO PsycARTICLES, CQ Researcher, and ProQuest ABI/INFORM. As a measure of service, 607,609 searches were conducted on the EBSCO databases alone in 2006.

In addition, the library has just entered into a contract with OCLC 24/7 Question Point online reference service, which will be available to all students, both online and on campus, who are enrolled at Mesa. This service will begin with the Fall Semester, 2007.

Student Services programs that are available in an Online mode include:

- a. **Admissions:** The entire admissions process is available online via Reg-e, an internet based application and registration portal. Once enrolled, students may register for

classes, pay their fees, check their placement levels, and update their contact information. Students can view the college catalog online via the college website, and view the schedule of classes via the student web portal provided by the district. Also available is the academic calendar, prerequisite list, important deadlines, forms and brochures, and general information. In addition, students can view their grade and obtain transcript information online. Veterans' information is also available online. Also, of great importance to students off campus is the e-mail link provided by the Admissions Office, where students may submit their questions and concerns to the staff. This feature is used regularly by students.

- b. **Financial aid:** Mesa College provides extensive financial aid information online at the college website, including instructions on the process, types of aid, and forms. Veterans' services are provided here as well. Federal financial aid applications are available both in print and online (with a direct link) for students to use at their own discretion.

California Residents can also apply for the Board of Governors' Fee Waiver online. It is available through Reg-e or via the FAFSA application.

Security measures are in place for off campus interaction with the Financial Aid Office by identification of a financial aid password. This verification is used for all telephone and email transactions.

- c. **Academic advising, counseling, and transfer:** Academic advising and counseling is not yet fully available online. There is a small amount that transpires via email. However, the department has requested funding for a new position that would include online counseling services. This position has been placed high on the priority list for the campus and will most likely be funded in the next year.

The Transfer Center has an extensive website that includes information on transfer, specific agreements for transfer with individual colleges, forms for assessing progress in fulfilling the requirements for transfer, and a thorough FAQ section. In addition, the Transfer Center has placed a workshop for the Transfer Studies Degree Agreement with San Diego State University online. This workshop operates via Blackboard and was successfully completed by 617 students in the Spring and Fall Semesters of 2006. More workshops such as this, which duplicate on campus workshops, are planned for online completion.

- d. **Delivery of course material:** Books and other required materials are available for online purchase via the Mesa Bookstore website. In addition, for library reserves, the faculty can work with the library staff to set up links to articles available through college periodical databases, and they can link to ebooks that are owned by the library.
- e. **Placement:** Placement is not available online at this time. There are various ways of demonstrating placement or completion of a requirement, but this should be done

with a counselor. Although scores from resources such as ACT, SAT, and AP tests can assist in placement and the determination of prerequisites, this is something that needs to be done with a counselor. Placement tests are administered on campus using Accuplacer testing software.

- f. **Tutoring Center:** The Writing Center will launch a pilot online tutoring service during spring 2008. Plans are in place to implement a fully online writing lab for the general campus by fall 2008. The Math-Science Tutoring Center and the Appointment Tutoring Center, which support math, science, economics, and other disciplines, will pilot online service in the fall, 2008, as well.
- g. **Accessibility:** Of primary concern always at San Diego Mesa College is its commitment to accessibility so that all students may learn. To this end, the Mesa College website is 508 compliant and the new Blackboard Vista platform is accessible as well. CurricUNET, which is the software package used for all curriculum development contains the following statement: “All instructional delivery methods utilized must be accessible to individuals with disabilities. (Sections 504 and 508 of the 1973 Rehabilitation Act).”

In addition, the Adaptive Computer Technology Specialist at Mesa is proactive in working with faculty in designing online learning and also offers the one hour Flex workshop, “Accessibility in Online Courses,” each semester. Of particular interest is ensuring that all material can be read via screen reader and that captioning is provided for all audio segments.

D3. Evidence of Fiscal Resources including the Initial and Long Term Amount and Sources of Funding for the Proposed Change.

As described in Section D2, the San Diego Community College District has made a significant investment in technology and staffing to support online education. This includes the cost of upgrading to WebCT Vista (over a half million dollars); the creation of the district Online Learning Pathways group with a dean and staff; the creation of reassigned time Online faculty mentor positions at each college; the contract for 24/7 help desks (over \$80,000 per year). At Mesa College, one full faculty position is devoted to faculty training in the use of technology, a new online librarian position was created, funded and filled, and funds have been identified for the license to support online tutoring.

This funding is ongoing from the college and district general fund.

D4. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change.

The new process for online faculty evaluations, initiated in fall 2007, will permit closer scrutiny of, and guidance to, faculty teaching online. This will assist the college in assuring that the quality of online education is parallel with that of on-campus instruction.

The district research department regularly reports on student enrollment, success, retention, and other factors. These reports are scrutinized and the results used in decisions about future directions for online classes. Research findings are also used in guiding the content of workshops on pedagogical issues in online education.

E. Evidence That the Institution Has Received All Necessary Internal and External Approvals

All online courses offered by Mesa College have been approved to be offered in online mode by the Mesa Curriculum Review Committee and the San Diego Community College District Curriculum and Instruction Council, and the Board of Trustees.

F. Evidence That Each Eligibility Requirement Will Still Be in Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority (no change since last accreditation visit in 2004)

San Diego Mesa College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees, Certificates of Proficiency, and Certificates of Completion.

2. Mission (no change since last accreditation visit in 2004)

The College has a mission statement, appropriate for a public California community college, that clearly defines the college's primary purposes and describes the institutional commitment to achieving student learning. The mission statement, reviewed and revised every two years, is adopted by the San Diego County Community College District Board of Trustees and published in the catalog and other publications.

3. Governing Board (no change since last accreditation visit in 2004)

Mesa College is governed by the Board of Trustees for the San Diego Community College District. The board is responsible for the quality and integrity of the institution, for ensuring that the institution's mission is carried out, and for ensuring that the institution's financial resources are directed toward a sound educational program. The board, composed of five members elected to represent specific areas of San Diego, is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it is capable of reflecting the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board adheres to a

conflict of interest policy that ensures that their impartiality in all their deliberations and decisions.

4. Chief Executive Officer

Mesa College's chief executive officer is Dr. Rita A. Cepeda, who commenced her position in 2005. The chief executive officer is appointed to her role as president by the board and her primary responsibility is to the institution. The board delegates to the president the authority to administer board policies for the college. Neither the college president nor the district chancellor serves as chair of the board.

5. Administrative Capacity (no change since last accreditation visit in 2004)

Mesa College is staffed by a sufficient number of administrators to provide the services necessary to support the college's mission and purposes. Administrators are selected competitively and all possess the appropriate preparation and experience to fulfill their roles.

6. Operational Status (no change since last accreditation visit in 2004)

The College is in full and continuous operation. Students are actively pursuing the degree programs offered by the institution.

7. Degrees (no change since last accreditation visit in 2004)

The majority of Mesa's course offerings lead to Associate degrees and the college routinely scrutinizes course offerings to assure that they meet degree and program objectives. Students' educational goals and their progress toward them are monitored and provide evidence that a significant proportion of student enrollments are in courses leading to degree offerings.

8. Educational Programs (no change since last accreditation visit in 2004)

Mesa College offers a large number of associate degrees and certificates that are consistent with the college's mission. All programs are developed based on needs assessments and recommendations from discipline experts; input from industry advisory committees, and transfer institutions is utilized in program development. Degree and certificate requirements are consistent with Title 5 in their extent, depth, rigor and intensity. Students completing degrees and certificates are required to demonstrate outcomes. Degree programs require a minimum of 60 credit units and are two years in length.

9. Academic Credit (no change since last accreditation visit in 2004)

Academic credit for coursework is awarded in accordance with Subchapter 9, Standards of Scholarship, of Title 5 of the California Code of Regulations.

10. Student Learning and Achievement (no change since last accreditation visit in 2004)

The Mesa College Catalog, published and updated annually, defines the requirements for every degree and certificate offered by the college. The listings include prerequisites, course numbers, names, and units, as well as descriptive program information. Student achievement data is tracked and published on the Research website. Program Review requires an assessment of students' achievement of outcomes.

11. General Education (no change since last accreditation visit in 2004)

All Associate degrees offered by Mesa College require a general education component. General education requirements are defined by SDCCD Policy 1.5.3, which is consistent with Title 5 general education policy (Section 55806) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education. The college's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry. They include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The college's general education outcomes are defined by district policy that requires that students take courses in the major areas of knowledge and that the curriculum include overarching principles consistent with general education.

12. Academic Freedom (no change since last accreditation visit in 2004)

Appendix II of the District-AFT Guild Agreement contains a statement describing faculty ethical behavior and academic freedom. The statement specifies that faculty and students are free to examine and test all knowledge appropriate to their discipline or major area of study. Mesa College supports and sustains a culture that protects intellectual freedom and independence.

13. Faculty

Mesa College has a core of well qualified and experienced fulltime faculty to support the college's educational programs. The number of fulltime faculty has increased steadily over the past four years with the approval of growth positions by the Board of Trustees. The faculty union contract specifies clearly the responsibilities of a faculty member. Included in both the contract and the faculty evaluation procedures is the responsibility for program and curriculum development and for assessment of student learning.

14. Student Services (no change since last accreditation visit in 2004)

Mesa College provides a comprehensive range of student services and support services to meet the needs of all of its students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. Student services are organized to best support and encourage learning and student

development. Data on student success is reviewed routinely and services are modified as indicated.

15. Admissions (no change since last accreditation visit in 2004)

Mesa College has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies are printed in the Catalog and class schedules and specify what qualifications are necessary for admission to the institution.

16. Information and Learning Resources (no change since last accreditation visit in 2004)

A wide range of information and learning resources are provided to support the college's mission and educational programs. The Learning Resource Center owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through the web, whether on or off campus. All instructional programs, including online, may access these resources. Resources are also available through various tutorial services and dedicated campus computer labs.

17. Financial Resources (no change since last accreditation visit in 2004)

The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the College and the District level and is evaluated and modified as changes require. Financial resources support the mission and provide financial stability.

18. Financial Accountability (no change since last accreditation visit in 2004)

As required by law, Mesa College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the district or college.

19. Institutional Planning and Evaluation

Mesa College has a participatory governance structure that is described in a written document; included is a description of the participatory governance structure and the roles and responsibilities of governance groups and committees. The 2007-2011 Educational Master Plan integrates college-wide planning into one document. It includes strategic planning directions and goals for all units. Annually, at a retreat of the President's Cabinet, the governance body that includes membership of all groups, the institution's planning and goals are assessed and new goals set for the upcoming year.

Mesa College's institutional effectiveness is regularly evaluated and tracked through a series of point of service surveys soliciting student feedback and through the collection

and analysis of data on student demographics, success, persistence, degrees, certificates, and transfer. The data is incorporated into the college's planning processes, including program review. The institutional effectiveness data and longitudinal student outcomes data is published on the district research website accessible to the public. The College participates in the Community College Survey of Student Engagement, CCSSE, using this information to assess its institutional effectiveness.

20. Public Information (no change since last accreditation visit in 2004)

Mesa College publishes its catalog annually. The catalog is published in printed form, but is also available in electronic format on the college's website. Included in the catalog are the college's mission and goals, academic calendar, admission requirements and procedures, policies, rules and regulations directly affecting students, descriptions of courses, programs, and degrees, degree and certificate requirements, cost and refund policies, financial aid, statement of nondiscrimination, sexual harassment policy, complaint and grievance procedures, names of board members, academic credentials of faculty and administrators, and attendance and withdrawal policies. Much of this information is also published in the class schedules and in the student handbook.

21. Relations with the Accrediting Commission (no change since last accreditation visit in 2004)

The Board of Trustees affirms that Mesa College adheres strictly to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the college will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosures in all communications.

G. Evidence That Each Accreditation Standard Will Still Be Fulfilled

CERTIFICATION OF THE CONTINUED MEETING OR EXCEEDING OF ALL ACCREDITATION STANDARDS

Mesa College continues to meet or exceed all of the standards of accreditation. The College's last accreditation visit was in 2004 and resulted in the reaffirmation of accreditation with a focused midterm report due in 2007. The focused midterm report was submitted in October 2007 and is awaiting consideration by the Commission in January 2008. For the purpose of documentation, each of the four accreditation standards will be addressed below, including information regarding new practices implemented at the college and reported in the Focused Midterm Report.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

- A. *Mission:* As stated in Section F, the College has a mission statement, appropriate for a public California community college, that clearly defines the college's primary purposes and describes the institutional commitment to achieving student learning. The mission statement, reviewed and revised every two years, is adopted by the San Diego County Community College District Board of Trustees and published in the catalog and other publications. There was a minor revision to the mission in 2006-2007 to include specific language regarding diversity, and again in 2007-2008 to include Student Learning Outcomes. These revisions were made by the Academic Affairs Committee and approved by the Academic Senate.
- B. *Improving Institutional Effectiveness:* Student learning is at the core of all that happens at Mesa College. In addressing recommendations made by the self study site evaluation committee in 2004, Mesa revisited all of its practices with regard to institutional effectiveness. These changes have been described in detail in the Focused Midterm Report, which has already been submitted to the Commission, and they will be summarized here. First of all, Student Learning Outcomes (SLO's) are central to all decision making on the campus. Each of the departments is in the process of systematically identifying SLO's and assessments for each of its course offerings and programs. These SLO's are consistent with the college SLO's for the associate degree. The newly integrated Program Review, which brings together the previously separated Divisions of Instruction and Student Services, has become the central reporting instrument for the campus. It includes not only Student Learning Outcomes and all goals associated with the achievement of those outcomes, but also details the Curriculum Review Cycle for the department. In fall of 2008, Administrative Services will be added to the joint review. Also planned for Program Review implementation in 2008-2009 is the meta-analysis of the college's general education courses. Currently each department reports on its own general education courses; this analysis will bring together all general education courses offered by the college. Program Review is an integral part of the newly created Educational Master Plan, which is used for decision making and the allocation of funds on campus.

To drive this decision making process, the campus has embraced a culture of evidence, with its Research Planning Agenda and the creation of a Campus Based Researcher position. The Community College Survey of Student Engagement is being used in conjunction with local data collection to inform decision making at all levels. This clearly integrates the use of both qualitative and quantitative data analysis. The Mesa Research Committee has primary responsibility for evaluating

campus-wide institutional effectiveness data and making recommendations to the campus. Major professional development opportunities have been offered in support of deploying data driven decision making across the campus, and a system has been put in place to ensure access for all stakeholders to consult with the Campus Based Researcher.

As part of the Educational Master Plan, separate participatory governance committees for budget and facilities have been created to review and recommend the allocation of resources for the campus. The President's Cabinet serves as the final decision recommending authority. College, division, department, and program goals inform the strategic planning priorities document, which is also an essential component of the master plan. As part of the overall instructional program, online courses are supported and assessed in the same manner as face-to-face instruction, and as such benefit from these new practices.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

- A. *Instructional Programs:* The quality, rigor, and accountability of Mesa's instructional program drive it to excel. As stated in Standard I, the campus has continued to work on identifying SLO's at the college, degree, major, program, and course level. Assessment is central, so much so that a Student Learning Outcomes Assessment Cycle Coordinator position has been funded and filled for the past three years. This faculty member serves to provide leadership to the campus for the assessment process and to consult with individual departments. In addition to this support, the Research Committee has just formed a new Student Learning Outcomes subcommittee, which will include a large cross section of stakeholders involved in Student Learning Outcomes. Because online courses are approved and administered with the same standards as face-to-face instruction, the same standards of SLO identification, assessment, and instructional adjustment apply to them.

Mesa continues to be one of the top transfer institutions in the region and also boasts a large number of successful technical programs and degrees. Articulation exists in both directions, with dual enrollment programs and career technical articulation with the high schools and full transfer agreements with numerous four year institutions. Industry partners continue to be a major part of our career and technical programs, which ensures that Mesa students are matriculating with the skills necessary for the workforce.

- B. *Student Support Services:* The college continues its active outreach efforts in order to create a diverse student population reflecting the community. Participation in Gear Up, dual enrollment programs, a middle college high school that is located on campus, site visits to area high schools, and a major event recruiting African American and Latino male students exemplify efforts by the college to increase access for underrepresented populations.

In addition, Student Services provides placement, counseling, orientation, and support to ensure that students are successful. A major event each year is Student Success Day, which provides front line services for students, including financial aid, registration, and workshops. Many of these same services are provided online for distance education students, including admissions, registration, financial aid, transfer services, and tutoring. A more thorough description of these online services is provided in this report in Section D2: Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Off-campus Site, in the section on Student Services.

Student Services has now integrated its Program Review process with Instruction to create one instrument that is simply titled, Mesa College Program Review. Members of both Instruction and Student Services sit on the committee that oversees this process.

- C. *Library and Learning Support Services:* The library serves its large community with a collection of over 107,000 books, over 20,000 e-books, over 50 full text databases, and reference service that includes both face-to-face on online services, the latter of which is delivered through the 24/7 OCLC Question Point platform. A full instruction program is provided, and the recent hiring of a new Online Services Librarian will result in the creation and deployment of fully interactive information literacy modules. Clearly, book, database, reference, and instruction services are being made available to online students. In addition, the students can call the Mesa College Library Reference Desk for advice and assistance. The library is housed in the Learning Resource Center (LRC), which is open from 7:00 a.m. to 10:00 p.m. Monday through Thursday, from 7:00 a.m. to 5:00 p.m. on Friday, and from 8:00 a.m. to 3:30 p.m. on Saturday when classes are in full session.

Over 2,000 instructional support videos are available for faculty check out or student use in the library. A reserve collection of videos is also made available for student use. Video clips that are short can be uploaded to the teacher's WebCT platform, and faculty may also use streaming services made available through a grant administered by Palomar College. Mesa College Information Technology Committee has placed the purchase of a streaming server on its list of priorities.

Also located in the LRC is the student computer lab, which has 140 of the newest computers on campus, five scanners, and a full print and copy station. Instructional Assistants are on duty in the lab any time the LRC is open. The

assistants are trained in the use of all software that is loaded on these computers. If an online student would like to use the lab facilities, they can, and they can get assistance from the staff with regard to technology.

Of particular satisfaction is the deployment of online tutoring for all students, including online students, this spring. A successful pilot project was tested in the fall, 2007. The tutoring will be conducted via Net Tutor, a synchronous, web based online tutoring program that can simultaneously serve fifteen individual student tutorial sessions at one time.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- A. *Human Resources:* The creation of a fully diverse work force has been central to the efforts of Mesa College and the San Diego Community College District since the last self study. A full restructuring of Human Resources and the Equal Employment Office has provided the leadership necessary for the campus and the district to move forward in this area. At the college level, the formal faculty hiring priorities are created and approved by President's Cabinet each year, and these priorities embed a plan for achieving a diverse applicant pool for each of the approved positions. In addition, the priorities embed an emphasis on student centered instructional practices, which support success for all students. Also included in the priorities is technology literacy, which supports not only online instruction, but many other facets of educational and instructional technology as well. Since online faculty are part of the overall campus faculty, all of these priorities apply to them as well.

Evidence of the effectiveness of these practices is found in the data. In the period extending from 2004-2005 to 2006-7, fifty five new faculty members were hired at Mesa College, and the level of diversity increased. However, in 2007-2008, when ten more faculty members were hired, the increase in diversity significantly increased, with 60% of the new faculty coming from identified diverse populations. These results validate the process and provide encouragement for further growth.

Mesa College has a strong participatory governance structure with an active academic senate, classified senate, and student government. These bodies give voice to all stakeholders. In addition, practices and policies are in place district-wide to ensure that personnel are treated equitably. This has not changed since the last self study in 2004.

- B. *Physical Resources:* With the passage of two bond measures, Prop S and N, in the past four years, the college is experiencing a tremendous growth of facilities, equipment, and land use. To ensure that these resources serve the primary

mission of student learning, participatory governance committees for both budget and facilities have been created to review and recommend expenditures to President's Cabinet. These committees serve as part of the Educational Master Plan, which also includes Program Review and the Strategic Planning Priorities. In addition, there is a district level Citizen's Oversight Committee that reviews matters relative to the expenditure of these bond funds. Prop S and N construction is well underway at Mesa with the completion of the Art Gallery remodel, groundbreaking for the parking structure and police substation, and groundbreaking for the Allied Health building planned for March 2008. Planning for several other buildings is well along. Faculty building committees are considering best practices in teaching and learning, including integrated use of technology, as they plan the new buildings.

- C. *Technology Resources:* Also a major part of the Educational Master Plan is the Mesa College Strategic Plan for Technology, which is monitored and revised by the participatory governance Mesa Information Technology Committee. This plan directly oversees the deployment of services and equipment for all technology on campus, including those technologies employed for online instruction. Both long and short term planning address such issues as the platform on which online instruction will be delivered (currently WebCT Vista), the specifications for software, and support. The campus has a very active Academic Senate Standing Committee for Distance Education that also informs the decision making process for online instruction. In addition, the district level San Diego Community College District Online Learning Pathways division provides hardware and software administration for the delivery platform and also instructional technology support in the form of two full time online instructional designers who provide class training and one-to-one instruction in the creation of instructional materials. In addition, each campus, including Mesa, has an online mentor, which is a release time position, to provide training for faculty. The campus also has an 18 seat computer lab that is dedicated to use for instruction of and collaboration by online faculty. Most recently, the campus hosted two separate full day training sessions on the captioning of learning objects and videos to ensure that accessibility is provided for all students; this included media that will be used online. Each year the district hosts a major event showcasing best practices for online instruction, spotlighting exemplary practices by various faculty and guest speakers.
- D. *Financial Resources:* Financial decisions are driven by the Educational Master Plan, which is informed by Program Review, the Strategic Planning Priorities, and the Strategic Master Plan for Technology, among other considerations. Recommendations are made to the President's Cabinet by the participatory governance Budget Committee, which reviews requests and proposals. Planning and funding are clearly connected with this model. The San Diego Community College District uses a budget allocation based on several factors, including FTES and FTEF, in deciding on annual college budgets. Fifty percent of ending balance remains with the college through which Mesa has accumulated a reserve. This

year, a decision has been made to use part of the reserves to fund additional technology purchases in order to assure that the college's computer hardware and software, including that used by online faculty, remains current. The district and the college are fiscally sound; annual audits indicate that all financial practices follow generally accepted principles of accounting.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

- A. Decision-Making Roles and Processes:* As stated in earlier sections, Mesa College operates under the guidance of its Educational Master Plan, which encompasses Program Review, Strategic Planning Priorities, and the Strategic Master Plan for Technology. The concept of participatory governance is fundamental to Mesa College, which boasts active faculty, staff, and student groups, who participate in all areas of decision making. The final recommending body for the campus is the President's Cabinet, which is also participatory governance. The president is the college's chief administrator, reporting to the chancellor, chief administrator, for the district. The president is responsible for the leadership of the college, and the chancellor for the district, reporting to the Board of Trustees.

In terms of how these decision making processes affect online instruction, look no further than the Academic Senate Standing Committee for Distance Education and the Mesa College Information Technology Committee. Both of these groups serve to inform the decision making bodies on how to fund and go forward with distance education.

- B. Board and Administrative Organization:* Many clarifications have been put in place to clearly articulate the relationship between the district and the colleges, including Mesa. This was in response to a recommendation by the self study evaluation committee, and it is clearly outlined and explained in the Focused Midterm Report. District strategic planning priorities inform college strategic planning priorities. The district-wide budget committee includes the Vice President of Administrative Services for each college in the district and ensures that funding decisions and practices are consistent, understood, and communicated. The District Governance Council was reactivated and restructured to include representatives from all of the colleges and continuing education in order to truly inform the board regarding pending actions. Clearly a relationship has been put in place to provide communication between the district and the stakeholders in the field.

In the area of online instruction, this relationship is fostered by the Online

Learning Pathways division, which is part of the district Office of Instructional Services, Planning and Technology, and provides cohesive leadership across the district. As stated earlier, this unit maintains the platform for the delivery of online instruction and also provides the training for successful online methods and pedagogy.

Appendix A

Courses Fulfilling the Requirements for the Associate Degree Per San Diego Mesa College Catalog, 2006-2007 That Are Offered Online by San Diego Mesa College

This list also includes *additional* courses offered online by SDCCD sister colleges, San Diego City College (City) and San Diego Miramar College (Miramar) which fulfill these requirements.

PLEASE NOTE: These are not the only courses that fulfill these requirements; but they are the only courses that fulfill these requirements AND are offered online in the San Diego Community College District.

ALSO NOTE: Some courses that fulfill the district requirements also fulfill the Mesa College General Education Requirements; it is imperative that the student plan their classes with a counselor.

The Six District Requirements:

- Competence in Reading and Written Expression (take one course; this course may also be used to meet the GE Requirement A.1: English Composition):
 - ENGL 101 is offered online at Mesa College
 - BUSE 119 is offered online at Mesa College
 - ENGL 205 is offered online at City College
 - NOTE: If necessary to prepare for these courses, the following Basic Skills English Classes are offered:
 - ENGL 51 and ENGL 56 are offered online at Mesa College
- Competence in Mathematics (fulfilled in one of three ways; the course selected to fulfill this requirement may also be used to meet the GE Requirement A.2: Communication and Analytical Thinking):
 - Placement in MATH 96 or higher on SDCCD Mathematics Placement Test
 - Completion of one of these courses:
 - BUSE 101 is offered online at City College and Miramar College
 - MATH 95 is offered online at City College and Miramar College
 - PSYC 258 is offered online at City College
 - Completion of any course that uses BIOL 200, BUSE 101, MATH 95, PHIL 101, PSYC 258 as a prerequisite.
 - There are courses that could be used, but student would need to work with a counselor to identify them.
 - NOTE: If necessary to prepare for these courses, the following Basic Skills Mathematics Classes are offered:
 - MATH 15A,B,C,D and MATH 35 are offered online at Mesa College
 - MATH 32 is offered online at Miramar College

- American Institutions/California Government (this is a two part requirement that fulfills courses in Part A and Part B; students must take one course from each part):
 - PART A:
 - CHIC 141A is offered online at Mesa College
 - HIST 109 is offered online at City and Miramar Colleges
 - PART B:
 - CHIC 141B is offered online at Mesa College
 - HIST 110 is offered online at City and Miramar Colleges
 - POLI 102 is offered online at City and Miramar Colleges
- Health Education (take one course):
 - HEAL 101 is offered online at Mesa College
- Physical Education (take two courses):
 - PHYE 123 is offered online at Mesa College and can be repeated up to four times
- Multicultural Studies (take one course):
 - ANTH 103 is offered online at Mesa
 - CHIC 141A is offered online at Mesa
 - CHIC 141B is offered online at Mesa
 - MUSI 109 is offered online at Mesa
 - SOCO 101 is offered online at City and Miramar Colleges
 - SOCO 110 is offered online at City College
 - SOCO 125 is offered online at City College
 - SPEE 180 is offered online at City and Miramar Colleges

The Four Mesa College General Education Requirements:

- A. Language and Rationality:
 - A1. English Composition (one course):
 - ENGL 101 is offered online at Mesa College
 - BUSE 119 is offered online at Mesa College
 - ENGL 205 is offered online at City College
 - NOTE: If necessary to prepare for these courses, the following Basic Skills English Classes are offered:
 - ENGL 51 and ENGL 56 are offered online at Mesa College
 - A2. Communication and Analytical Thinking (one course):
 - CISC 181 is offered online at Mesa College
 - MATH 116 is offered online at Mesa College
 - MATH 118 is offered online at Mesa College
 - MATH 119 is offered online at Mesa College
 - There are eleven other courses that fulfill this requirement that are offered online by City and/or Miramar Colleges, including BUSE 101, MATH 95, MATH 96, MATH 104, MATH 107, MATH 107L, MATH 121, MATH 141, PSYC 258, SPEE 103, and SPEE 180
- B. Natural Sciences (one course):
 - ANTH 102 is offered online at Mesa College

- BIOL 107 is offered online at Mesa College
- BIOL 110 is offered online at Mesa College
- BIOL 120 is offered online at Mesa College
- ASTR 101 is offered online at Mesa College
- CHEM 100 is offered online at Mesa College
- CHEM 200 is offered online at Mesa College
- GEOL 100 is offered online at Mesa College
- PHYN100 is offered online at Mesa College
- PHYN120 is offered online at Mesa College
- C. Humanities (one course):
 - ARTF 111 is offered online at Mesa College
 - DRAM 105 is offered online at Mesa College
 - DRAM 150 is offered online at Mesa College
 - DRAM 151 is offered online at Mesa College
 - MUSI 100 is offered online at Mesa College
 - MUSI 109 is offered online at Mesa College
 - ARTF 100 is offered online at Miramar College
 - HIST 100 is offered online at City and Miramar Colleges
 - HIST 101 is offered online at City College
 - HIST 105 is offered online at Miramar College
 - HIST 106 is offered online at Miramar College
- D. Social and Behavioral Sciences (one course):
 - ANTH 103 is offered online at Mesa College
 - ANTH 107 is offered online at Mesa College
 - BUSE 100 is offered online at Mesa College
 - BUSE 140 is offered online at Mesa College
 - CHIC 141A is offered online at Mesa College
 - CHIC 141B is offered online at Mesa College
 - ECON 120 is offered online at Mesa College
 - ECON 121 is offered online at Mesa College
 - PSYC 101 is offered online at Mesa College
 - There are nine other courses that fulfill this requirement that offered online at City and/or Miramar Colleges, including HIST 105, HIST 106, HIST 109, HIST 110, JOUR 202, POLI 101, POLI 102, PSYC 133, PSYC 135, SOC 101, SOCO 110, and SOCO 125)

Appendix B

Major Requirements for Associate Degree in Business Administration At San Diego Mesa College (and their online status) Per San Diego Mesa College Catalog, 2006-2007

The A.S. in Business Administration *requires* the following major courses:

- Select one of the following:
 - BUSE 100 (offered online at Mesa College)
 - MARK 100 (offered online at Miramar College)
- BUSE 119 (offered online at Mesa College)
- BUSE 140 (offered online at Mesa College)
- ACCT 116A (offered online at Mesa College)
- ACCT 116B (offered online at Mesa College)
- CISC 181 (offered online at Mesa College)
- ECON 120 (offered online at Mesa College)
- ECON 121 (offered online at Mesa College)
- ENGL 101 (offered online at Mesa College)
- MATH 119 (offered online at Mesa College)

It also recommends the following electives:

- BUSE 101 (offered online at City and Miramar Colleges)
- BUSE 143
- BUSE 270
- MARK 100 (offered online at Miramar College)

Mesa College offers online courses for all but one of the required courses for the A.S. in Business Administration; however this course is offered online by Miramar (MARK 100). Mesa does not offer any of the electives, but Miramar and City offer two of the four (BUSE 101 and MARK 100).

Appendix C

Major Requirements for Associate in Science Degree in Accounting At San Diego Mesa College (and their online status) Per San Diego Mesa College Catalog, 2006-2007

The A.S. in Accounting requires the following courses:

- ACCT 116A (offered online at Mesa College)
- ACCT 116B (offered online at Mesa College)
- ACCT 150 (offered online at City and Miramar Colleges)
- ACCT 201A
- ACCT 201B
- BUSE 100 (offered online at Mesa College)
- BUSE 140 (offered online at Mesa College)
- CISC 181 (offered online at Mesa College)
- ECON 120 (offered online at Mesa College)
- ECON 121 (offered online at Mesa College)
- Select one of the following:
 - ACCT 120 (offered online at City College)
 - ACCT 125
 - ACCT 135

It also recommends the following electives:

- ACCT 120 (offered online at City College)
- ACCT 121
- ACCT 125
- ACCT 135
- ACCT 186
- ACCT 270
- BUSE 150 (offered online at Miramar College)
- BUSE 155 (approved for Mesa, but not currently taught)
- BUSE 201 (offered online at Miramar College)
- CBTE 140 (offered online at Mesa College)
- CBTE 140A (offered online at Mesa College)
- PSYC 101 ((offered online at Mesa College)
- SPEE 135

This degree is missing two required courses in online format (ACCT 201A and ACCT 201B), and needs two more courses for the specialty area selection (ACCT 125, 135).

Appendix D

**Summary of All Mesa College Degrees and Certificates
Offering 50% or More of Major Courses Online
Effective 5/31/07
(this list is for Mesa offerings only, not City or Miramar)**

DEGREES

<i>Discipline Including T.O.P. and Degree</i>	<i>Percent of Major Courses Offered Online</i>
Accounting (0502.00) A.S.	62%
Business Administration (0505.00) A.S.	100%
Business Management (0506.00) A.S.	62%
Marketing (0509.00) A.S.	53%
Real Estate (0511.00) A.S.	68%
Computer Business Technology: Microcomputer Applications (0514.00) A.S.	71%
Computer Business Technology: Information Management Technology (0514.00) A.S.	76%
Computer Business Technology: Administrative Assistant (0514.00) A.S.	73%
Multimedia (0614.10) A.S.	81%
Computer Information Systems (0702.00) A.S.	100%
English (1506.00) A.A.	50%
Physical Sciences (1901.00) A.S.	51%
Anthropology (2202.00) A.A.	50%
Geographic Information Systems (2206.10) A.S.	59%
Liberal Arts and Science, General Selected Studies (4901.00) A.A. Individualized Major	50%+ Varies by major
Transfer Studies: Liberal Arts (4901.10) A.A.	50%+ Varies by major
Transfer Studies: Transfer Studies (4901.10) A.A.	50%+ Varies by major

CERTIFICATES

<i>Certificate Title Including T.O.P.</i>	<i>Percent of Courses Offered Online</i>
Accounting (0502.00)	61%
Accounting: Governmental/Nonprofit (0502.00)	78%
Business Administration (0505.00)	100%
Business Management (0506.00)	91%
Marketing and Distribution (0509.00)	53%
Real Estate (0511.00)	64%
Real Estate Salesperson's License (0511.00)	100%
Computer Business Technology: Keyboarder/Word Processor (0514.00)	89%
Computer Business Technology: Microcomputer Applications (0514.00)	65%
Computer Business Technology: Information Management Technology (0514.00)	76%
Computer Business Technology: Administrative Assistant (0514.00)	84%
Computer Business Technology: General Office Clerk 90514.00)	91%
Multimedia Survey (0614.10)	82%
Multimedia --Interactive Media Production (0614.10)	57%
Electronic Game Design –Video Game Development (0614.20)	60%
Website Design and Development –New Media Publishing (0614.30)	100%
Multimedia –Digital Video (0614.40)	82%
Computer Information Systems (0702.00)	100%
Computer and Information Science: Computer Programming (0707.10)	80%
Family and Consumer Sciences: General Skills for Success (1301.00)	66%
Child Development: Early Care and Education Home Daycare (1305.00)	50%
Physical Sciences, General (1901.00)	51%

Appendix E

Spreadsheet of All Distance Education Courses Listed in SDCCD CurricUNET Database Which Were Offered Online Between Fall, 2005-Spring 2007 In San Diego Community College District

This spreadsheet contains the original five fields from CurricUNET, plus eight more fields added by the lead writer. The fields identify:

- **CIC Date (internal)**
- **Course and Number**
- **Campus where course is approved**
- **Effective term of the course**
- **Whether or not the class has been offered online in the past two years at Mesa College**
- **Whether or not the class has been offered online in the past two years at City or Miramar Colleges**
- **Whether it fulfills a Mesa GE or District Requirement for Graduation**
- **Whether it fulfills a requirement for the Associate in Science in Business Administration at Mesa College**
- **Whether it fulfills a requirement for the Associate in Science in Accounting at Mesa College**
- **Whether it fulfills a requirement for IGETC certification at San Diego Mesa College**

The spreadsheet appears in two formats:

- **Appendix E.1: Filtered by the field for “Fulfills GE for A.S.”**
- **Appendix E.2: Filtered to sort alphabetically by “Course”**

CIC DATE (FYI only)	COURSE	NUMBER	APPROVED CAMPUS			Last Revised 11/13/06	Offered in Fall, Spring or Summer 2005-6 @ Mesa	Offered in Fall or Spring 2006-7 @ Mesa	Offered in Fall, Spring or Summer 2005-6 @ C or MMR	Offered in Fall or Spring 2006- 7 @ C or MMR	Fulfills GE for A.S.	Req. for A.S. Business Admin.	Req. for A.S. Acct'ing	Fulfills GE for IGETC @ Mesa
						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
8/26/1999	HEAL	101	X	X	X	994, 062 (C)	X	X	C,MMR	C,MMR	4: Health Ed			
2/23/2006	PHYE	123		X		062 (M)		X			5: PE; Can be repeated 4 times			
5/25/2000	ENGL	101	X	X	X	004		X	C	C	A.1 Eng Comp	X		1A. Eng Comp
3/13/2003	ENGL	105			X	034 (MM)					A.1 Eng Comp			1A. Eng Comp
5/9/2002	ENGL	205	X			024 (C)			C	C	A.1 Eng Comp			1B. Crit Thinking
4/11/2002	BUSE	119		X	X	022 (MM), (052 M)	X	X	MMR	C,MMR	A.1:Eng Comp	X	X	
6/8/1995	BUSE	101	X	X	X	954 (C), 024 (MM), (052 M)			C,MMR	C,MMR	A.2:Comm & AT	Elective		
10/14/1999	CISC	181	X	X	X	001 (M), 001 (MM), 061 (C)	X	X	C,MMR	C,MMR	A.2:Comm & AT	X	X	
12/8/2005	PSYC	258	X			061 (C)				C	A2. Comm & AT			2.Math reasoning
5/23/2002	SPEE	103			X	024 (MM)				MMR	A2. Comm & AT			1C. Oral Comm
1/27/2000	MATH	119	X	X	X	001	X	X	C,MMR	C,MMR	A2: Comm & AT			2.Math reasoning
4/28/2005	MATH	118	X	X	X	054 (M), 062 (C), 071 (MM)	X	X		C,MMR	A2: Comm & AT			
11/8/2001	MATH	116	X	X	X	021, 071 (M)		X	MMR	C,MMR	A2: Comm & AT			2.Math reasoning
3/14/2002	MATH	121	X	X	X	022			C,	C,MMR	A2: Comm & AT			2.Math reasoning
3/27/2003	MATH	141	X	X	X	032			C,MMR	C,MMR	A2: Comm & AT			2.Math reasoning
1/27/2000	MATH	107	X	X		001			C	C	A2: Comm & AT			
1/27/2000	MATH	107L	X	X		001			C	C	A2: Comm & AT			
10/22/1998	MATH	095	X	X	X	994 Being taught at ECC for 061			C,MMR	C,MMR	A2: Comm & AT			
10/22/1998	MATH	096	X	X	X	994			C,MMR	C,MMR	A2: Comm & AT			
1/27/2000	MATH	104	X	X	X	001			C,MMR	C,MMR	A2: Comm & AT			
1/27/2000	MATH	108	X	X		001					A2: Comm & AT			
1/27/2000	MATH	108L	X	X		001					A2: Comm & AT			
6/27/2002	MATH	122			X	024 (MM)					A2: Comm & AT			
12/9/2004	CHIC	141A	X	X		051 (C), 071 (M)		X	C		Amer Instit; Multicult; D.Soc. Behav;			4C. Soc and Behav
10/14/2004	CHIC	141B	X	X		051 (C), 071 (M)		X	C		Amer Instit; Multicult; D.Soc. Behav;			4F. Soc and Behav
5/11/2000	HIST	110	X	X	X	002, 061 (C)			C	C,MMR	American Instit; & D. Soc & Behav			4F.Soc & Behav
5/11/2000	HIST	109	X	X	X	002, 061 (C)			C,MMR	C,MMR	American Instit; & D. Soc & Behav			4F.Soc & Behav

CIC DATE (FYI only)	COURSE	NUMBER	APPROVED CAMPUS			Last Revised 11/13/06	Offered in Fall, Spring or Summer 2005-6 @ Mesa	Offered in Fall or Spring 2006-7 @ Mesa	Offered in Fall, Spring or Summer 2005-6 @ C or MMR	Offered in Fall or Spring 2006- 7 @ C or MMR	Fulfills GE for A.S.	Req. for A.S. Business Admin.	Req. for A.S. Acct'ing	Fulfills GE for IGETC @ Mesa
						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
2/24/2005	POLI	102	X		X	054 (C), 054 (MM)			MMR	C,MMR	American Instit; & D. Soc and Behav			4I. Soc & Behav
5/13/2004	ANTH	102	X	X	X	044 (M), 062 (C), 071 (MM)	X	X		C	B1.Nat Sci/LS			5B. Biol Sci
5/13/2004	BIOL	110		X		044 (M)	X	X			B1.Nat Sci/LS			5B. Biol Sci
5/13/2004	BIOL	120		X		044 (M)	X	X			B1.Nat Sci/LS			5B. Biol Sci
10/26/2006	BIOL	107			X	071 (MM)		X			B1.Nat Sci/LS			5B. Biol Sci
5/10/2001	BIOL	130			X	014 (MM)			MMR	MMR	B1.Nat Sci/LS			5B. Biol Sci
5/13/2004	CHEM	100	X	X	X	024 (MM), 044 (M), 061 (C)	X	X	MMR	C,MMR	B2. Nat Sci/PS			5A. Phys Sci
5/26/1994	GEOL	100	X	X		994 (C), 052 (M)	X	X			B2. Nat Sci/PS			5A. Phys Sci
3/10/2005	PHYN	100		X		054 (M)	X	X			B2. Nat Sci/PS			5A. Phys Sci
3/9/2006	PHYN	120		X	X	064 (M), 071 (MM)		X			B2. Nat Sci/PS			5A. Phys Sci
10/23/2003	CHEM	100L			X	041 (MM)			MMR	MMR	B2. Nat Sci/PS (Lab)			5A. Phys Sci
6/8/1995	ASTR	101	X	X		954 (C), 054 (M)	X	X			B2.Nat Sci/PS			5A. Phys Sci
1/20/2005	CHEM	200		X		054 (M)	X	X			B2.Nat Sci/PS			5A. Phys Sci
4/28/2005	DRAM	105	X	X		052 (C), 054 (M)	X	X	C	C	C. Humanities			3A.Art & Hum
3/23/2006	HIST	101	X		X	062 (C), 071 (MM)				C	C. Humanities			3B.Art & Hum & 4F.Soc & Behav
3/23/2006	HIST	100	X		X	062 (C), 071 (MM)				C,MMR	C. Humanities			3B.Art & Hum & 4F.Soc & Behav
11/9/2000	MUSI	100	X	X	X	011	X	X		C	C. Humanities			3A. Art & Hum
12/8/2005	HIST	105			X	062 (MM)				MMR	C. Humanities & D. Soc & Behav			3B.Art & Hum & 4F.Soc & Behav
12/8/2005	HIST	106			X	064 (MM)				MMR	C. Humanities & D. Soc & Behav			3B.Art & Hum & 4F.Soc & Behav
4/27/2006	MUSI	109	X			062 (C)		X			C. Humanities; & Multicultural			3A. Art & Hum
2/23/2006	ARTF	111		X	X	062 (MM), 064 (M)		X			C.Humanities			3A. Art & Hum
4/25/2002	ARTF	100			X	022 (MM)			MMR	MMR	C.Humanities			3A. Art & Hum
3/9/2006	ARTF	110			X	062 (MM)					C.Humanities			3A. Art & Hum
4/27/2006	DRAM	150		X		064 (M)		X			C: Humanities			3A.Art & Hum
5/25/2005	DRAM	151		X		071 (M)		X			C: Humanities			3A.Art & Hum
12/9/2004	JOUR	202			X	054 (MM)			MMR	MMR	D. Soc & Behav			4G: Soc & Behav
12/8/2005	SOCO	110	X			062 (C)				C	D. Soc & Behav; & Multicultural			4J. Soc & Behav
5/23/2002	SOCO	101	X		X	062 (C), 024 (MM)			C	C	D. Soc & Behav; & Multicultural			4J. Soc & Behav

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			C	M	MM	EFFECTIVE TERM/ COMMENTS								
12/8/2005	SOCO	125	X			062 (C)				C	D. Soc & Behav; & Multicultural			
12/8/2005	ANTH	107	X	X		062 (C), 062 (M)		X		C	D.Soc. Behav Sc			4A. Soc & Behav
5/25/2000	BUSE	140	X	X	X	002	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	
4/25/2002	BUSE	100	X	X	X	022 (MM), (052 M)		X	MMR	MMR	D.Soc. Behav Sc	X	X	
5/26/1994	CHIL	101	X	X	X	061 (MM), 062 (M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc			4G. Soc and Behav
8/17/2005	CHIL	141	X	X	X	054 (C), 061 (MM), 071 (M)			C,	C,MMR	D.Soc. Behav Sc			
5/14/1998	ECON	120	X	X	X	984 (C), 022 (MM), 051(M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	4B. Soc & Behav
6/15/1998	ECON	121	X	X	X	984 (MM), 051 (C, M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	4B. Soc & Behav
12/8/2005	PSYC	101	X	X	X	062 (C), 042 (MM), 062 (M)	X	X	MMR	C,MMR	D.Soc. Behav Sc			4I. Soc & Behav
1/20/2005	PSYC	245		X	X	052 (MM), 071 (M)				MMR	D.Soc. Behav Sc			4I. Soc & Behav
10/10/2002	PSYC	135			X	024 (MM)			MMR	MMR	D.Soc. Behav Sc			
5/26/2005	PSYC	133			X	054 (MM)				MMR	D.Soc. Behav Sc			
2/23/2006	AMSL	104		X		064 (M)					D.Soc. Behav Sc; & Multicultural			
12/8/2005	ANTH	103	X	X	X	062 (C), 062 (M), 071 (MM)		X	C	C	D.Soc. Behav Sc; & Multicultural			4A. Soc & Behav
5/13/2004	SPEE	180	X		X	044 (MM) 051 (C)			C,MMR	C,MMR	Multicultural;A2. Comm & AT			
5/24/2001	ACCT	116B	X	X	X	014 (MM), 052 (C), 054 (M)	X	X	C,MMR	C,MMR		X	X	
4/11/2002	ACCT	116A	X	X	X	022 (M,MM), 052 (C)	X	X	C,MMR	C, MMR		X	X	
11/11/2004	ACCT	150	X	X	X	051 (M), 052 (C, MM)			MMR	C,MMR			X	
11/11/2004	ACCT	120			X	052 (C)				C,MMR			Required as a choice, also Elective	
5/23/2002	ADJU	102			X	024 (MM)			MMR	MMR				
5/27/2004	ADJU	161			X	044 (MM)			MMR	MMR				
5/23/2002	ADJU	101			X	024 (MM)			MMR	MMR				
9/9/2004	ADJU	106			X	051 (MM)			MMR	MMR				
9/11/2003	ADJU	160			X	034 (MM)			MMR	MMR				

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
9/23/2004	ADJU	201			X	051 (MM)			MMR	MMR				
9/23/2004	ADJU	210			X	051 (MM)			MMR	MMR				
8/17/2005	ARTG	125	X			061 (C)				C				
4/13/2000	BIOL	105		X	X	004			MMR	MMR				
5/9/2002	BIOL	106			X	024 (MM)			MMR	MMR				
10/14/2004	BUSE	201			X	024 (MM)			MMR	MMR			Elective	
9/11/2003	BUSE	150		X	X	034 (MM), 052 (M)				MMR			Elective	
2/25/1999	CBTE	200	X	X	X	994	X	X	C	C				
5/23/2002	CBTE	114	X	X	X	024 (M)	X	X	C,	C				
2/25/1999	CBTE	122	X	X	X	994	X	X	C,	C				
4/13/2000	CBTE	164	X	X	X	002	X	X	C,	C				
5/23/2002	CBTE	095	X	X		024 (M), 062 (C)	X	X		C				
2/25/1999	CBTE	161	X	X	X	994	X	X	C,	C,MMR				
2/25/1999	CBTE	205	X	X	X	994	X	X	C,	C,MMR				
2/25/1999	CBTE	101	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	120	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	140	X	X	X	994	X	X	C,MMR	C,MMR			Elective	
2/25/1999	CBTE	151	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	162	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	170	X	X	X	994	X	X	C,MMR	C,MMR				
5/23/2002	CBTE	180	X	X	X	024	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	210	X	X	X	994, 061 (C)	X	X	MMR	C,MMR				
2/25/1999	CBTE	126		X	X	994	X	X	MMR	MMR				
2/25/1999	CBTE	102		X		994	X	X						
2/25/1999	CBTE	103		X		994	X	X						
2/25/1999	CBTE	140A		X		994	X	X					Elective	
2/25/1999	CBTE	190	X	X		994	X	X						
5/25/2006	CBTE	165		X		064 (C)		X						
5/25/2006	CBTE	177		X		064 (C)		X						
3/10/2005	CBTE	051	X			052 (C)			C	C				
2/25/1999	CBTE	198A	X	X	X	994			C	C				
4/13/2000	CBTE	160A	X	X	X	004			C,	C				
2/25/1999	CBTE	222	X			994 (C)				C				
4/13/2000	CBTE	163	X		X	002			MMR	MMR				
3/23/2006	CBTE	127			X	062 (MM)				MMR				
2/8/2001	CBTE	173	X	X	X	014				MMR				
8/17/2005	CHIL	180	X		X	054 (C), 061 (MM)			C,	C				
8/17/2005	CHIL	175	X		X	054			C,MMR	MMR				
12/8/2005	CHIL	188	X		X	062 (MM)				MMR				

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
2/24/2005	CISC	193	X	X		052	X	X		C				
1/27/2000	CISC	186	X	X	X	002	X	X	C,MMR	C,MMR				
4/13/2000	CISC	192	X	X	X	002	X	X	C,MMR	C,MMR				
4/13/2000	CISC	190	X	X	X	002	X	X	MMR	C,MMR				
5/12/2005	CISC	182		X				X						
9/23/2004	CISC	210	X			051 (C)			C	C				
4/28/2005	CISC	114	X						C,	C				
4/11/2002	CISC	128	X			024 (C)			C,	C				
4/28/2005	CISC	130	X			052 (C)			C,	C				
4/28/2005	CISC	132	X			052 (C)			C,	C				
9/8/2005	DRAM	136	X			061 (C)			C	C				
9/8/2005	DRAM	137	X			061 (C)				C				
5/12/2005	DSPS	020	X		X	054			C,MMR	MMR				
5/11/2000	EDUC	200	X	X	X	001(M,MM), 054 (C)	X	X	C,	MMR				
3/27/2003	EDUC	203		X	X	034 (M), 071 (MM)	X	X						
10/11/2001	ENGL	056	X	X	X	021(MM), 044 (M)		X		C				
5/25/2000	ENGL	051	X	X	X	004		X	MMR	C,MMR				
5/23/2002	ENGL	043			X	034 (MM)			MMR	MMR				
12/8/2005	FIPT	103			X	061 (MM)				MMR				
12/8/2005	FIPT	105			X	061 (MM)				MMR				
12/8/2005	FIPT	109			X	061 (MM)				MMR				
4/27/2006	FIPT	111			X	062 (MM)				MMR				
1/22/2004	HEAL	190		X	X	041 (MM), 051 (M)	X	X	MMR	MMR				
12/8/2005	HUMS	110	X			062 (C)			C					
2/10/2005	INWT	140	X			052 (C)			C					
3/13/2003	INWT	090 A	X			034 (C)			C					
3/13/2003	INWT	090 B	X			034 (C)			C					
3/13/2003	INWT	090 C	X			034 (C)			C					
3/13/2003	INWT	090 D	X			034 (C)			C					
3/13/2003	INWT	090 E	X			034 (C)			C					
3/13/2003	INWT	090 F	X			034 (C)			C					
4/14/2005	INWT	100	X			054 (C)			C					
10/23/2003	LIBS	101	X		X	041 (MM), 064 (C)			MMR	MMR				
9/27/2002	MARK	100			X	031 (MM)			MMR	MMR		X; or elective if take Buse100	X	

CIC DATE (FYI only)	COURSE	NUMBER	APPROVED CAMPUS			Last Revised 11/13/06	Offered in Fall, Spring or Summer 2005-6 @ Mesa	Offered in Fall or Spring 2006-7 @ Mesa	Offered in Fall, Spring or Summer 2005-6 @ C or MMR	Offered in Fall or Spring 2006- 7 @ C or MMR	Fulfills GE for A.S.	Req. for A.S. Business Admin.	Req. for A.S. Acct'ing	Fulfills GE for IGETC @ Mesa
						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
5/13/2004	MATH	035	X	X	X	044 (M), (051 MM), 061 (C)	X	X	MMR	C,MMR				
4/27/2006	MATH	015A		X	X	062 (M), 071 (MM)		X		MMR				
4/27/2006	MATH	015B		X	X	062 (M), 071 (MM)		X		MMR				
4/27/2006	MATH	015C		X	X	062 (M), 071 (MM)		X		MMR				
5/25/2006	MATH	015D		X	X	064 (M), 071 (MM)		X		MMR				
9/14/2006	MATH	032	X		X	071 (C, MM)				MMR				
1/20/2005	MSFT	080	X			051 (C)			C	C				
3/11/2004	MSFT	130	X			042 (C)			C	C				
2/24/2005	MSFT	138	X			052 (C)			C	C				
5/27/2004	MSFT	132	X			054 (C)				C				
12/9/2004	MSFT	136	X			051 (C)				C				
12/9/2004	MSFT	134	X			051 (C)			C					
4/28/2005	MSFT	140	X			054 (C)			C					
8/13/1998	MULT	101		X		054 (M)	X	X						
2/26/2004	MULT	112	X	X	X	042, 054 (M)	X	X						
4/14/2005	MULT	114		X		054 (M)	X	X						
2/8/2001	MULT	120		X		014 (M)	X	X						
4/11/2002	MULT	121		X		022 (M)	X	X						
11/29/2001	MULT	122		X		024 (M)	X	X						
5/13/2004	MULT	137		X		044 (M)	X	X						
5/24/2001	PERG	130		X	X	014	X	X	MMR	MMR				
10/10/2002	PERG	140		X	X	031	X	X		MMR				
10/10/2002	PERG	127		X	X	024 (MM), 064 (M)		X	MMR	MMR				
9/23/2004	PERG	065		X		051 (M)	X							
12/14/2000	PHYE	241	X	X	X	011		X						
1/25/2006	POLI	101		X	X	062 (M, MM)				MMR				4H. Soc & Behav
12/8/2005	REAL	101	X	X		071 (C), 061 (M)	X	X						
4/27/2006	SOCO	223			X	064 (MM)				MMR				

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
5/24/2001	ACCT	116B	X	X	X	014 (MM), 052 (C), 054 (M)	X	X	C,MMR	C,MMR		X	X	
4/11/2002	ACCT	116A	X	X	X	022 (M,MM), 052 (C)	X	X	C,MMR	C, MMR		X	X	
11/11/2004	ACCT	150	X	X	X	051 (M), 052 (C, MM)			MMR	C,MMR			X	
11/11/2004	ACCT	120			X	052 (C)				C,MMR			Required as a choice, also Elective	
5/23/2002	ADJU	102			X	024 (MM)			MMR	MMR				
5/27/2004	ADJU	161			X	044 (MM)			MMR	MMR				
5/23/2002	ADJU	101			X	024 (MM)			MMR	MMR				
9/9/2004	ADJU	106			X	051 (MM)			MMR	MMR				
9/11/2003	ADJU	160			X	034 (MM)			MMR	MMR				
9/23/2004	ADJU	201			X	051 (MM)			MMR	MMR				
9/23/2004	ADJU	210			X	051 (MM)			MMR	MMR				
2/23/2006	AMSL	104		X		064 (M)					D.Soc. Behav Sc; & Multicultural			
5/13/2004	ANTH	102	X	X	X	044 (M), 062 (C), 071 (MM)	X	X		C	B1.Nat Sci/LS			5B. Biol Sci
12/8/2005	ANTH	107	X	X		062 (C), 062 (M)		X		C	D.Soc. Behav Sc			4A. Soc & Behav
12/8/2005	ANTH	103	X	X	X	062 (C), 062 (M), 071 (MM)		X	C	C	D.Soc. Behav Sc; & Multicultural			4A. Soc & Behav
2/23/2006	ARTF	111		X	X	062 (MM), 064 (M)		X			C.Humanities			3A. Art & Hum
4/25/2002	ARTF	100			X	022 (MM)			MMR	MMR	C.Humanities			3A. Art & Hum
3/9/2006	ARTF	110			X	062 (MM)					C.Humanities			3A. Art & Hum
8/17/2005	ARTG	125	X			061 (C)				C				
6/8/1995	ASTR	101	X	X		954 (C), 054 (M)	X	X			B2.Nat Sci/PS			5A. Phys Sci
5/13/2004	BIOL	110		X		044 (M)	X	X			B1.Nat Sci/LS			5B. Biol Sci
5/13/2004	BIOL	120		X		044 (M)	X	X			B1.Nat Sci/LS			5B. Biol Sci
10/26/2006	BIOL	107			X	071 (MM)		X			B1.Nat Sci/LS			5B. Biol Sci
5/10/2001	BIOL	130			X	014 (MM)			MMR	MMR	B1.Nat Sci/LS			5B. Biol Sci
4/13/2000	BIOL	105		X	X	004			MMR	MMR				
5/9/2002	BIOL	106			X	024 (MM)			MMR	MMR				
4/11/2002	BUSE	119		X	X	022 (MM), (052 M)	X	X	MMR	C,MMR	A.1:Eng Comp	X	X	
6/8/1995	BUSE	101	X	X	X	954 (C), 024 (MM), (052 M)			C,MMR	C,MMR	A.2:Comm & AT	Elective		

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
5/25/2000	BUSE	140	X	X	X	002	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	
4/25/2002	BUSE	100	X	X	X	022 (MM), (052 M)		X	MMR	MMR	D.Soc. Behav Sc	X	X	
10/14/2004	BUSE	201			X	024 (MM)			MMR	MMR			Elective	
9/11/2003	BUSE	150		X	X	034 (MM), 052 (M)				MMR			Elective	
2/25/1999	CBTE	200	X	X	X	994	X	X	C	C				
5/23/2002	CBTE	114	X	X	X	024 (M)	X	X	C,	C				
2/25/1999	CBTE	122	X	X	X	994	X	X	C,	C				
4/13/2000	CBTE	164	X	X	X	002	X	X	C,	C				
5/23/2002	CBTE	095	X	X		024 (M), 062 (C)	X	X		C				
2/25/1999	CBTE	161	X	X	X	994	X	X	C,	C,MMR				
2/25/1999	CBTE	205	X	X	X	994	X	X	C,	C,MMR				
2/25/1999	CBTE	101	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	120	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	140	X	X	X	994	X	X	C,MMR	C,MMR			Elective	
2/25/1999	CBTE	151	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	162	X	X	X	994	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	170	X	X	X	994	X	X	C,MMR	C,MMR				
5/23/2002	CBTE	180	X	X	X	024	X	X	C,MMR	C,MMR				
2/25/1999	CBTE	210	X	X	X	994, 061 (C)	X	X	MMR	C,MMR				
2/25/1999	CBTE	126		X	X	994	X	X	MMR	MMR				
2/25/1999	CBTE	102		X		994	X	X						
2/25/1999	CBTE	103		X		994	X	X						
2/25/1999	CBTE	140A		X		994	X	X					Elective	
2/25/1999	CBTE	190	X	X		994	X	X						
5/25/2006	CBTE	165		X		064 (C)		X						
5/25/2006	CBTE	177		X		064 (C)		X						
3/10/2005	CBTE	051	X			052 (C)			C	C				
2/25/1999	CBTE	198A	X	X	X	994			C	C				
4/13/2000	CBTE	160A	X	X	X	004			C,	C				
2/25/1999	CBTE	222	X			994 (C)				C				
4/13/2000	CBTE	163	X		X	002			MMR	MMR				
3/23/2006	CBTE	127			X	062 (MM)				MMR				
2/8/2001	CBTE	173	X	X	X	014				MMR				
5/13/2004	CHEM	100	X	X	X	024 (MM), 044 (M), 061 (C)	X	X	MMR	C,MMR	B2. Nat Sci/PS			5A. Phys Sci
10/23/2003	CHEM	100L			X	041 (MM)			MMR	MMR	B2. Nat Sci/PS (Lab)			5A. Phys Sci
1/20/2005	CHEM	200		X		054 (M)	X	X			B2.Nat Sci/PS			5A. Phys Sci

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
12/9/2004	CHIC	141A	X	X		051 (C), 071 (M)		X	C		Amer Instit; Multicult; D.Soc. Behav;			4C. Soc and Behav
10/14/2004	CHIC	141B	X	X		051 (C), 071 (M)		X	C		Amer Instit; Multicult; D.Soc. Behav;			4F. Soc and Behav
5/26/1994	CHIL	101	X	X	X	061 (MM), 062 (M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc			4G. Soc and Behav
8/17/2005	CHIL	141	X	X	X	054 (C), 061 (MM), 071 (M)			C,	C,MMR	D.Soc. Behav Sc			
8/17/2005	CHIL	180	X		X	054 (C), 061 (MM)			C,	C				
8/17/2005	CHIL	175	X		X	054			C,MMR	MMR				
12/8/2005	CHIL	188	X		X	062 (MM)				MMR				
10/14/1999	CISC	181	X	X	X	001 (M), 001 (MM), 061 (C)	X	X	C,MMR	C,MMR	A.2:Comm & AT	X	X	
2/24/2005	CISC	193	X	X		052	X	X		C				
1/27/2000	CISC	186	X	X	X	002	X	X	C,MMR	C,MMR				
4/13/2000	CISC	192	X	X	X	002	X	X	C,MMR	C,MMR				
4/13/2000	CISC	190	X	X	X	002	X	X	MMR	C,MMR				
5/12/2005	CISC	182		X				X						
9/23/2004	CISC	210	X			051 (C)			C	C				
4/28/2005	CISC	114	X						C,	C				
4/11/2002	CISC	128	X			024 (C)			C,	C				
4/28/2005	CISC	130	X			052 (C)			C,	C				
4/28/2005	CISC	132	X			052 (C)			C,	C				
4/28/2005	DRAM	105	X	X		052 (C), 054 (M)	X	X	C	C	C. Humanities			3A.Art & Hum
4/27/2006	DRAM	150		X		064 (M)		X			C: Humanities			3A.Art & Hum
5/25/2005	DRAM	151		X		071 (M)		X			C: Humanities			3A.Art & Hum
9/8/2005	DRAM	136	X			061 (C)			C	C				
9/8/2005	DRAM	137	X			061 (C)				C				
5/12/2005	DSPS	020	X		X	054			C,MMR	MMR				
5/14/1998	ECON	120	X	X	X	984 (C), 022 (MM), 051(M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	4B. Soc & Behav
6/15/1998	ECON	121	X	X	X	984 (MM), 051 (C, M)	X	X	C,MMR	C,MMR	D.Soc. Behav Sc	X	X	4B. Soc & Behav
5/11/2000	EDUC	200	X	X	X	001(M,MM), 054 (C)	X	X	C,	MMR				
3/27/2003	EDUC	203		X	X	034 (M), 071 (MM)	X	X						
5/25/2000	ENGL	101	X	X	X	004		X	C	C	A.1 Eng Comp	X		1A. Eng Comp
3/13/2003	ENGL	105			X	034 (MM)					A.1 Eng Comp			1A. Eng Comp

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
5/9/2002	ENGL	205	X			024 (C)			C	C	A.1 Eng Comp			1B. Crit Thinking
10/11/2001	ENGL	056	X	X	X	021(MM), 044 (M)		X		C				
5/25/2000	ENGL	051	X	X	X	004		X	MMR	C,MMR				
5/23/2002	ENGL	043			X	034 (MM)			MMR	MMR				
12/8/2005	FIPT	103			X	061 (MM)				MMR				
12/8/2005	FIPT	105			X	061 (MM)				MMR				
12/8/2005	FIPT	109			X	061 (MM)				MMR				
4/27/2006	FIPT	111			X	062 (MM)				MMR				
5/26/1994	GEOL	100	X	X		994 (C), 052 (M)	X	X			B2. Nat Sci/PS			5A. Phys Sci
8/26/1999	HEAL	101	X	X	X	994, 062 (C)	X	X	C,MMR	C,MMR	4: Health Ed			
1/22/2004	HEAL	190		X	X	041 (MM), 051 (M)	X	X	MMR	MMR				
5/11/2000	HIST	110	X	X	X	002, 061 (C)			C	C,MMR	American Instit; & D. Soc & Behav			4F.Soc & Behav
5/11/2000	HIST	109	X	X	X	002, 061 (C)			C,MMR	C,MMR	American Instit; & D. Soc & Behav			4F.Soc & Behav
3/23/2006	HIST	101	X		X	062 (C), 071 (MM)				C	C. Humanities			3B.Art & Hum & 4F.Soc & Behav
3/23/2006	HIST	100	X		X	062 (C), 071 (MM)				C,MMR	C. Humanities			3B.Art & Hum & 4F.Soc & Behav
12/8/2005	HIST	105			X	062 (MM)				MMR	C. Humanities & D. Soc & Behav			3B.Art & Hum & 4F.Soc & Behav
12/8/2005	HIST	106			X	064 (MM)				MMR	C. Humanities & D. Soc & Behav			3B.Art & Hum & 4F.Soc & Behav
12/8/2005	HUMS	110	X			062 (C)			C					
2/10/2005	INWT	140	X			052 (C)			C					
3/13/2003	INWT	090 A	X			034 (C)			C					
3/13/2003	INWT	090 B	X			034 (C)			C					
3/13/2003	INWT	090 C	X			034 (C)			C					
3/13/2003	INWT	090 D	X			034 (C)			C					
3/13/2003	INWT	090 E	X			034 (C)			C					
3/13/2003	INWT	090 F	X			034 (C)			C					
4/14/2005	INWT	100	X			054 (C)			C					
12/9/2004	JOUR	202			X	054 (MM)			MMR	MMR	D. Soc & Behav			4G: Soc & Behav
10/23/2003	LIBS	101	X		X	041 (MM), 064 (C)			MMR	MMR				
9/27/2002	MARK	100			X	031 (MM)						X; or elective if take Buse100	X	
1/27/2000	MATH	119	X	X	X	001	X	X	C,MMR	C,MMR	A2: Comm & AT			2.Math reasoning

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
4/28/2005	MATH	118	X	X	X	054 (M), 062 (C), 071 (MM)	X	X		C,MMR	A2: Comm & AT			
11/8/2001	MATH	116	X	X	X	021, 071 (M)		X	MMR	C,MMR	A2: Comm & AT			2.Math reasoning
3/14/2002	MATH	121	X	X	X	022			C,	C,MMR	A2: Comm & AT			2.Math reasoning
3/27/2003	MATH	141	X	X	X	032			C,MMR	C,MMR	A2: Comm & AT			2.Math reasoning
1/27/2000	MATH	107	X	X		001			C	C	A2: Comm & AT			
1/27/2000	MATH	107L	X	X		001			C	C	A2: Comm & AT			
10/22/1998	MATH	095	X	X	X	994 Being taught at ECC for 061			C,MMR	C,MMR	A2: Comm & AT			
10/22/1998	MATH	096	X	X	X	994			C,MMR	C,MMR	A2: Comm & AT			
1/27/2000	MATH	104	X	X	X	001			C,MMR	C,MMR	A2: Comm & AT			
1/27/2000	MATH	108	X	X		001					A2: Comm & AT			
1/27/2000	MATH	108L	X	X		001					A2: Comm & AT			
6/27/2002	MATH	122			X	024 (MM)					A2: Comm & AT			
5/13/2004	MATH	035	X	X	X	044 (M), (051 MM), 061 (C)	X	X	MMR	C,MMR				
4/27/2006	MATH	015A		X	X	062 (M), 071 (MM)		X		MMR				
4/27/2006	MATH	015B		X	X	062 (M), 071 (MM)		X		MMR				
4/27/2006	MATH	015C		X	X	062 (M), 071 (MM)		X		MMR				
5/25/2006	MATH	015D		X	X	064 (M), 071 (MM)		X		MMR				
9/14/2006	MATH	032	X		X	071 (C, MM)				MMR				
1/20/2005	MSFT	080	X			051 (C)			C	C				
3/11/2004	MSFT	130	X			042 (C)			C	C				
2/24/2005	MSFT	138	X			052 (C)			C	C				
5/27/2004	MSFT	132	X			054 (C)				C				
12/9/2004	MSFT	136	X			051 (C)				C				
12/9/2004	MSFT	134	X			051 (C)			C					
4/28/2005	MSFT	140	X			054 (C)			C					
8/13/1998	MULT	101		X		054 (M)	X	X						
2/26/2004	MULT	112	X	X	X	042, 054 (M)	X	X						
4/14/2005	MULT	114		X		054 (M)	X	X						
2/8/2001	MULT	120		X		014 (M)	X	X						
4/11/2002	MULT	121		X		022 (M)	X	X						
11/29/2001	MULT	122		X		024 (M)	X	X						
5/13/2004	MULT	137		X		044 (M)	X	X						
11/9/2000	MUSI	100	X	X	X	011	X	X		C	C. Humanities			3A. Art & Hum
4/27/2006	MUSI	109	X			062 (C)		X			C. Humanities; & Multicultural			3A. Art & Hum
5/24/2001	PERG	130		X	X	014	X	X	MMR	MMR				

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						EFFECTIVE TERM/ COMMENTS								
			C	M	MM									
10/10/2002	PERG	140		X	X	031	X	X		MMR				
10/10/2002	PERG	127		X	X	024 (MM), 064 (M)		X	MMR	MMR				
9/23/2004	PERG	065		X		051 (M)	X							
2/23/2006	PHYE	123		X		062 (M)					5: PE; Can be repeated 4 times			
12/14/2000	PHYE	241	X	X	X	011		X						
3/10/2005	PHYN	100		X		054 (M)	X	X			B2. Nat Sci/PS			5A. Phys Sci
3/9/2006	PHYN	120		X	X	064 (M), 071 (MM)		X			B2. Nat Sci/PS			5A. Phys Sci
2/24/2005	POLI	102	X		X	054 (C), 054 (MM)			MMR	C,MMR	American Instit; & D. Soc and Behav			4I. Soc & Behav
1/25/2006	POLI	101		X	X	062 (M, MM)				MMR				4H. Soc & Behav
12/8/2005	PSYC	101	X	X	X	062 (C), 042 (MM), 062 (M)	X	X	MMR	C,MMR	D.Soc. Behav Sc			4I. Soc & Behav
12/8/2005	PSYC	258	X			061 (C)				C	A2. Comm & AT			2.Math reasoning
1/20/2005	PSYC	245		X	X	052 (MM), 071 (M)				MMR	D.Soc. Behav Sc			4I. Soc & Behav
10/10/2002	PSYC	135			X	024 (MM)			MMR	MMR	D.Soc. Behav Sc			
5/26/2005	PSYC	133			X	054 (MM)				MMR	D.Soc. Behav Sc			
12/8/2005	REAL	101	X	X		071 (C), 061 (M)	X	X						
12/8/2005	SOCO	110	X			062 (C)				C	D. Soc & Behav; & Multicultural			4J. Soc & Behav
5/23/2002	SOCO	101	X		X	062 (C), 024 (MM)			C	C	D. Soc & Behav; & Multicultural			4J. Soc & Behav
12/8/2005	SOCO	125	X			062 (C)				C	D. Soc & Behav; & Multicultural			
4/27/2006	SOCO	223			X	064 (MM)				MMR				
5/23/2002	SPEE	103			X	024 (MM)				MMR	A2. Comm & AT			1C. Oral Comm
5/13/2004	SPEE	180	X		X	044 (MM) 051 (C)			C,MMR	C,MMR	Multicultural;A2. Comm & AT			