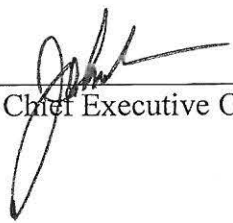# Section A – Organizational/Administrative Practices

District: Mt. San Antonio CC District

College: Mt. San Antonio College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Provide enhanced structures for BSI coordination and program infrastructure across campus ❑ Support reassigned time for a campus BSI faculty coordinator ❑ Augment management for Adult Basic Education program – Assistant Director ❑ Support clerical position for institution-level support of BSI projects (Instruction Office)	A.3.2 A dedicated administrator or lead faculty are clearly identified and accorded responsibility for collegewide coordination of basic skills programs A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services A.1.4 Developmental education is adequately funded and staffed.	January, 2010 Ongoing Ongoing	Academic Senate Chief Instructional Officer Director, ABE Administrator, Instruction Office
Implement plans for optimal coordination and expansion of basic skills learning communities (provide enhanced structure and integration of academic and learner support): program coordinators, faculty liaisons, counselors/educational advisors, classified project specialist in Student Services.	A.5.2 Comprehensive learning systems (e.g. learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	Ongoing	Chief Student Services Officer, Chief Instructional Officer, Bridge Coordinator, Dean, Counseling

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

October 1, 2009

Section B – Program Components

District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Enhance pre-enrollment activities and expand early advisement ☐ Support Preparation for College and Early College High School counselor/educational advisor and related program activities, including advisement, articulation, and student activities	B. 1. 4 Expanded pre-enrollment activities exist for students placed into developmental education courses	October, 2009	Dean, Counseling; Counseling staff; High School Outreach Coordinator; advising staff
☐ Support Early Advisement Specialist, expand pre-enrollment advisement; support student travel for campus visits/workshops	B.3.1 A proactive counseling/advising structure serves students placed into developmental education courses.	Ongoing	
Support academic advisement (hourly counselors) for students in noncredit basic skills programs.	B.3.2 Counseling and instruction are integrated into the developmental education program.	Ongoing	Director, Adult Basic Education
Improve retention/persistence for populations identified as being historically at-risk by providing culturally-sensitive counseling, advising, mentoring and targeted support services.	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental courses D.6.3 The academic and campus climate connects developmental students to the institution, faculty, staff and other students	June, 2010	Dean, Student Services; Counseling staff
Expand counseling/student advisement available to new first-time students and basic skills students with disabilities.	B.3.1 A proactive counseling/advising structure serves students placed into developmental education courses.	June, 2010	Director, DSP&S; Dean, Counseling; Counseling staff
Establish permanent staffing for Basic Skills research/evaluation projects, and establish a research agenda for comprehensive evaluation of action plan elements. Provide supplies/travel budget for this staff.	B.2.2, B.2.3 Formative and summative program evaluation occurs regularly B.2.4 Multiple indices exist to evaluate the efficacy of developmental courses/programs.	Ongoing	Director, Research; Basic Skills Faculty Coordinator; Basic Skills Coordinating Committee; Administrator, Instruction Office

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

October 1, 2009

Section C – Faculty and Staff Development

District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Plan/develop a permanent, centralized Teaching & Learning Center to provide sustained, peer-led professional learning opportunities for developmental education faculty and staff: ❑ Provide widespread communication regarding TLC programs and services ❑ Support offerings, including Dev Ed Faculty Certificate Program and expanded support for faculty inquiry groups ❑ Support Dev Ed-related professional growth (travel, workshops, speakers, etc.)	C.3.2 Developmental education staff development activities are not based on "one-shot" workshops, but are comprehensive and ongoing. C.3.3 Staff development activities are adequately funded, ongoing, and coordinated by specific designated staff as part of their core responsibilities A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	TLC offerings established in Fall 2009, and ongoing	Chief Instructional Officer, Academic Senate, Basic Skills Coordinating Committee, Professional Development Council
Support professional development for basic skills adjunct faculty, including mentoring, attendance at workshops/meetings, and department-level training of adjunct in specific curricular outcomes and assessment criteria.	C.5.2 Opportunities exist for colleagues across disciplines to foster a "culture of teaching" which in turn develops a "community of scholars". A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	Ongoing	Department Chairs (English, Math, LERN, AmLa, noncredit); Professional Development Council
Provide support for Mt. SAC faculty to participate in statewide BSI network workshops, colloquia, and institutes (travel, mileage.)	C4.1 Peer mentoring staff development is employed	Beginning August 2009 and ongoing	Administrator, Instruction Office; Basic Skills Faculty Coordinator
Provide ongoing support for faculty development for Learning Communities: faculty peer mentoring for curricular design and support, introductory workshops/retreats for beginning LC faculty, professional development related to instruction/student services integration.	C.5.2 Opportunities exist for colleagues across disciplines to foster a "culture of teaching" which in turn develops a "community of scholars". C4.1 Peer mentoring staff development is employed	Sept. 2008 and ongoing	Dean, Counseling; Learning Communities Counselor/ Coordinator; LC faculty liaisons;

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

October 1, 2009

Section D – Instructional Practices

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Improve general tutorial services/academic support capacity for basic skills students ❑ Support personnel for expanded support in the Learning Assistance Center and Language Learning Labs; provide service hours for weekend students ❑ Expand capacity of Math Learning Lab; support full-time Math Learning Lab Coordinator (MARC) and augment tutoring hours ❑ Expand hourly coordination and augment tutoring hours for the Writing Center ❑ Purchase recommended technology, software and student engagement devices to promote active learning and individualized instruction ❑ Purchase library books and electronic materials for use by basic skills students	D.10.5 Tutoring is available and accessible in response to student needs/desires. D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g. problem-based learning, appropriate use of technology, etc.) D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	Ongoing Expanded tutoring hours (MARC and Writing Center) by September 2009 June, 2010 June, 2010	Dean, Library & Learning Resources, Director, Learning Assistance Center; Director, ESL programs; Dean, Natural Sciences; Dean, Humanities & Soc Sci.; Director, Writing Center
Enhance academic support for basic skills students in learning communities ❑ Provide additional tutorial/peer advisor support, support field trips/experiential learning, provide textbook loan program for Learning Community participants ❑ Expand Learning Communities support to Health Careers Bridge students (basic skills development in program prerequisites)	D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	Ongoing Support program structure by January, 2010	Learning Communities Counselor/Coordinator; LC faculty liaisons
Support tutors for WIN (athletes' basic skills), and non-credit ESL faculty tutors for AmLa	D.10.5 Tutoring is available and accessible in response to student needs/desires.	Ongoing	Director, Adult Basic Education; AmLa Department Chair
Expand instructional support (small group pull-out, tutors) and counseling for students in non-credit basic skills courses.	D.10.5 Tutoring is available and accessible in response to student needs/desires D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	Ongoing	Director, Adult Basic Education

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

October 1, 2009

EXPENDITURE PLAN TEMPLATE
Page 1 of 2 (A-G)

ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on September 30, 2009)

District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

CATEGORY	2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	$153,737.39
B. Student Assessment	$0
C. Advisement and Counseling Services	$286,901.16
D. Supplemental Instruction and Tutoring	$377,374.98
E. Articulation	$2,328.97
F. Instructional Materials and Equipment	$89,432.30
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	$308,279.21
TOTAL	$1,218,054.00

Signature, Chief Executive Officer

Date: __10/6/09__

Signature, Academic Senate President

Date: __7-Oct-09__

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District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: A. _Program and Curriculum Planning and Development._

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Provide a campuswide BSI Faculty Coordinator (faculty reassigned time) to provide leadership, coordination, and project monitoring/assistance, including overall program planning and development.	A.1 Developmental education is a clearly stated institutional priority A.3 The Developmental education program is centralized or highly coordinated
Expansion of Learning Communities program - Support a Project Specialist (classified) to coordinate logistics of the Learning Communities programs (scheduling, faculty assignment, assignment/monitoring of peer advisors, general program assistance).	A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academics and student support services
Expansion of Learning Communities program – Provide 20% reassigned time each to 1 faculty from each of three departments (Math, English, LAC) to serve as faculty liaisons for program planning for expanded Learning Communities.	A.3 The Developmental education program is centralized or highly coordinated A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academics and student support services
Expansion of Learning Communities program – Non-instructional hours for mentor and mentee faculty pairs for development/implementation of new Learning Communities offerings. Also support costs of 1- to 2-day planning retreat and 1/2 day "Introduction to Learning Communities" workshop for faculty who are interested (but not yet committed) to learning community development.	A.6 Faculty who are knowledgeable and enthusiastic about developmental education are recruited to teach in the program C.4 Staff development is flexible, varied, and responsive to the needs of individual faculty, diverse student populations and coordinated programs/services
Non-instructional hours for study to examine barriers to ESL-to-credit student transitions, and recommend remedies.	D.3 The developmental education program addresses holistic development of all aspects of the student

September 10, 2009

Augment program planning/coordination for non-credit basic skills: Assistant Director, Basic Skills (primary responsibility for curriculum development/oversight).	A.3 The developmental education program is centralized or highly coordinated

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Signature, Chief Executive Officer

    Date: _____

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Signature, Academic Senate President

    Date: _____

Page 2B

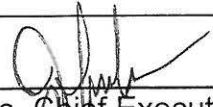**District**:   **Mt. San Antonio CC District** _____

College: Mt. San Antonio College _____

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

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EXPENDITURE CATEGORY: B. *Student Assessment.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
None	N/A

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Signature, Chief Executive Officer

    Date: 10/6/09

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Signature, Academic Senate President

    Date: 1-OCT-09

September 10, 2009

District: __**Mt. San Antonio CC District**__

College: ___Mt. San Antonio College___

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

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EXPENDITURE CATEGORY: C. *Advisement and Counseling Services.*

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Expansion of Learning Communities – Support a full-time Counselor for Learning Communities/First-Year Experience program	A.3 The developmental education program is centralized or highly coordinated
Support ASPIRE program – mentoring, advisement, student travel, recognition, supplies and support activities designed to improve connection and persistence for students in historically high-risk populations	D.4 Culturally responsive teaching theory and practices are applied in developmental instructional programs and services D.9 Faculty and advisors closely monitor student performance
Expand hourly counseling support for basic skills students with disabilities	D.9 Faculty and advisors closely monitor student performance
Enhance early advisement programs: Ongoing salary/benefits to support 2.5 Early Advisement Specialists. Expanded capability for pre-enrollment advisement and work with incoming high school students.	B.1 Orientation, assessment and placement are mandatory for all new students A.4 Institutional policies facilitate student completion of developmental courses as early as possible in the educational sequence
Enhance early advisement programs: Support salary/benefits of Educational Advisors for Preparation for College Program and Early College High School Counselor (pre-college bridge for underprepared students and students in the Early College High School). Also fund student travel/transportation for campus visits, tours, and participation in events and workshops.	B.1 Orientation, assessment and placement are mandatory for all new students A.4 Institutional policies facilitate student completion of developmental courses as early as possible in the educational sequence
Expanded orientation for first-time college students placed in basic skills – augmented hourly counseling and advisement, supplies, and field trips designed to address academic preparedness and college success strategies.	B. 3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs

September 10, 2009

Expanded advisement for noncredit basic skill students – provide hourly counselors for noncredit program students to provide academic and personal guidance as well as educational planning.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs
Expansion of Learning Communities – fund hourly peer advisors to support each link of the expanded learning communities effort.	A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services
Expand Learning Communities – hourly counseling to support a Health Careers Bridge learning community (structure for students to complete basic skills prerequisites for program admission)	D.3 Developmental education program addresses holistic development of all aspects of the student D.5 A high degree of structure is provided in developmental education courses

Signature, Chief Executive Officer

Date: 10/6/09

Signature, Academic Senate President

Date: 1-Oct-09

September 10, 2009

District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

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EXPENDITURE CATEGORY: D. _Supplemental Instruction and Tutoring_

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Expand tutoring capacity – Ongoing salary/benefits to continue 2.475 FTE of supervisory personnel for the Learning Assistance Center and Language Learning lab hired with last year's funding.	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Expand tutoring capacity – Provide funding for hourly personnel to extend operating hours of Learning Assistance Center and Library for weekend students. Provide additional tutors for expanded LAC hours, as well as for recently expanded Math Activities Resource Center and the Writing Center	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Expand tutoring capacity – ongoing salary/benefits to continue 1 full-time supervisor for expanded Math Activities Resource Center	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed
Expand tutoring capacity – Continue 50% noncredit instructor to provide additional tutorial support in the Writing Center.	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed
Expansion of Learning Communities – provide trained Supplemental Instructors assigned to each new link of expanded learning communities program, including support for Health Careers Bridge community	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Expansion of Learning Communities: Tutors/SI's for English Bridge	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Expand tutoring capacity – Noncredit instructional faculty hours for small group "pull out" sessions with students needing intensive, one-on-one instruction to remain on pace in multi-level group instructional setting.	D.9 Faculty and advisors closely monitor student performance

September 10, 2009

Expand tutoring capacity – Continue additional tutors, expanded hours for WIN program (student athletes in basic skills courses)	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Expand tutoring capacity – Hire noncredit ESL faculty as advanced level tutors for students in the AmLa (credit ESL) program. Non-credit ESL faculty have specialized training in language acquisition.	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors
Academic Assistance for improving basic communications skills – Support operational and instructional assistants for Speech Communications Center; including coaching, videotaping, and access to instructional resource materials	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed

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Signature, Chief Executive Officer
Date: 10/6/09

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Signature, Academic Senate President
Date: 1-Oct-09

September 10, 2009

District: __Mt. San Antonio CC District__

College: ___Mt. San Antonio College___

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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Note: *The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.*

EXPENDITURE CATEGORY: E. *Articulation*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Articulation – Support cross-departmental faculty dialogues and non-instructional hours to align curricula and assessments	D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
Articulation – Support hourly personnel to work with Early College High School and Preparation for College project on curricular alignment and establishing expectations for pre-collegiate academic preparation	A.4 Institutional policies facilitate student completion of developmental coursework as early as possible in the educational sequence. D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

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Signature, Chief Executive Officer

Date: _10/6/09_

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Signature, Academic Senate President

Date: _1-OCT-03_

September 10, 2009

District: __Mt. San Antonio CC District__

College: __Mt. San Antonio College__

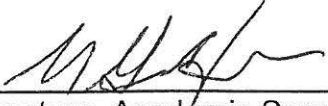# 2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

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EXPENDITURE CATEGORY: F. *Instructional Materials and Equipment*

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Purchase recommended technology, software and student engagement devices to promote active learning, individualized instruction, and effective group instruction.	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity D.2 Curricula and practices that have proven to be effective within specific disciplines are employed
Expansion of Learning Communities – purchase instructional materials as needed to support learning communities (i.e. manipulatives, journals, portfolio supplies, etc.)	D.3 The developmental education program addresses holistic development of all aspects of the student A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and support services
Expansion of Learning Communities – purchase basic skills course textbooks for loaner program to students who enroll in learning communities. Purchase various certificates of recognition for student accomplishments.	B.4 Financial aid is disseminated to support developmental students
Enhanced early advisement programs – provide books, instructional supplies for precollege students to assist preparation in basic skills	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity
Expand tutoring capacity – purchase textbooks for use by tutors.	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors

September 10, 2009

Enhance faculty development – purchase books and supplies for faculty who participate in professional development modules (Developmental Faculty Certificate Program, levels 1 – 3).	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited to teach in the program
Purchase additional books, learning aides, and electronic resources for the library for use by basic skills students.	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity

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Signature, Chief Executive Officer

Date: 10/6/09
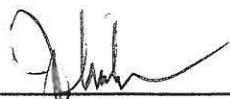
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Signature, Academic Senate President

Date: 1-Oct-09

September 10, 2009

District: **Mt. San Antonio CC District**

College: Mt. San Antonio College

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: G. *Other Purposes* directly related to the enhancement of basic skills, ESL instruction, and related student programs.	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Continue salary/benefits for full-time project monitor (clerical) to provide institutional coordination of basic skills projects and budgets. Provide office supplies for this position.	A.1 Developmental education is a clearly stated institutional priority
Nominal cost of food for on-campus meetings in support on ongoing faculty dialogue series (establishing shared developmental philosophy and mission, focus groups to identify methods of improving communication and cross-disciplinary coordination.)	A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program A.3 The developmental education program is centralized or highly coordinated
Non-instructional hours for adjunct faculty to participate in adjunct faculty mentoring meetings with full-time department colleagues. Also hourly rate for F/T faculty to develop and coordinate delivery of department-specific adjunct faculty mentoring workshops.	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited to teach in the program C.2 The faculty play a primary role in needs assessment, planning and implementation of staff development programs in support of basic skills programs
Enhance professional development - Instructional hours for 4 faculty to deliver a total of 6 modules per semester of the Developmental Education Faculty Certificate program (levels 1 – 3). Capacity to provide 16 weeks of training to up to 120 faculty on campus each semester.	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited to teach in the program
Enhance professional development - Provide funding for speaker for Annual Developmental Education Conference	C.4 Staff development is flexible, varied, and responsive to the needs of individual faculty, students, and programs/services
Enhance professional development – Provide salary/reassigned time for a coordinator to plan and direct implementation of a new Teaching & Learning Center focused on providing instructional support and professional development for basic skills faculty.	C.3 Staff development programs are structured and supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning

September 10, 2009

Enhance professional development – provide various non-instructional supplies/materials for professional learning activities coordinated via the TLC, including support for materials supplied to Faculty Inquiry Groups	C.3 Staff development programs are structured and supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning
Enhance professional development – provide support for faculty/staff travel to workshops, conferences, etc. to further professional learning related to basic skills, including participation in statewide BSI workshops and events. Provide funding for speakers and expert consultants to come to campus to speak/work on basic skills projects & enhancements.	C.2 The faculty play a primary role in needs assessment, planning and implementation of staff development programs in support of basic skills programs
Enhance professional development – non-instructional hours faculty to develop and participate in structured faculty inquiry groups (project-based implementation of identified instructional interventions, with action research to evaluate impacts.)	C.2 The faculty play a primary role in needs assessment, planning and implementation of staff development programs in support of basic skills programs C.4 Staff development is flexible, varied, and responsive to the needs of individual faculty, students, and programs/services
Dedicated research staffing and project assistance for basic skills – Continue salary/benefits for full-time Basic Skills Educational Research Assessment Analyst and additional hourly research staff to conduct longitudinal analysis of institutional outcomes for basic skills students and to provide evaluation support for department-initiated basic skills projects and interventions.	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice
Provide office supplies, equipment for Basic Skills Research staff	A.1 Developmental education is a clearly stated institutional priority
Expand Learning Communities, Enhanced Precollege Advisement – support transportation and costs of local field trips for students in Learning Communities and Early College cohorts	D.3 The developmental education program addresses holistic development of all aspects of the student

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Signature, Chief Executive Officer

Date: 10/6/09

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Signature, Academic Senate President

Date: 1-Oct-09

September 10, 2009