

# Substantive Change Application Form

## Competency Based Education & Change in Mode of Delivery

### Distance Education/Correspondence Education

**Directions:** This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to [substantivechange@accjc.org](mailto:substantivechange@accjc.org). Fees must be submitted to ACCJC, P.O. Box 147, Novato, CA 94948

**Date of Inquiry:** November 15, 2022

**Anticipated Start Date:** August 2024 (Fall term)

**Institution Name:** Mt. San Antonio College

**Address:** 1100 N. Grand Avenue

**City:** Walnut

**State:** CA

**Zip:** 91789

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**Title of Application and Description of Proposal:** Developing an Associate of Arts Degree in Kinesiology through Direct Assessment Competency-based Education (CBE).

The proposed CBE Kinesiology program at Mt. SAC will provide students with a modality that helps lead directly to course and degree completion and high wage employment. In this direct-assessment, online CBE model, faculty will assess student learning to determine when a student has completed a competency, rather than basing credit on clock hours. Each of the competencies from this CBE program comes directly from an already-existing course that is a part of the Kinesiology degree or general education requirement. This model will benefit students who can demonstrate prior knowledge and mastery of skills, as well as students who need a more flexible pacing schedule than the traditional academic schedule allows. This will lead to increased numbers of Kinesiology graduates ready to enter the workforce or transfer to a baccalaureate program.

**Will competency-based education program(s) be offered in either distance education or correspondence education? (*check both if applicable*)**

☒ Distance Education

☐ Correspondence Education

## Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

### **Briefly describe the planning process that identified and led to the competency-based education program(s).**

The Chancellor's Office CBE Direct Assessment grant was first introduced at a Mt. San Antonio College (Mt. SAC) Outcomes Committee meeting in 2020 by the Faculty Outcomes Coordinator as an equity-based approach to higher education. This led to interest in learning more about competency-based education (CBE) and participating in the grant. The Faculty Outcomes Coordinator and an administrator introduced CBE and the grant to the campus through a series of virtual roadshow presentations. One of the goals of the presentations was to encourage faculty to consider participating in the grant. Faculty, administrators, and staff from various areas attended these presentations and subsequent meetings, including representatives from the Instruction Office, Counseling, Financial Aid, IT, Academic Senate, Faculty Association, Admissions and Records, Grant Office, School of Continuing Education, Associated Students, Research and Institutional Effectiveness, and student leadership. Two disciplines, Kinesiology and American Sign Language (ASL) expressed an interest in developing a CBE program. A Core Team was formed with faculty, classified professionals, and administrators. This team is responsible for leading the efforts to develop a CBE program at the College. After several more intensive discussions, the Core Team determined that the Kinesiology and Wellness AA would be the best fit for the pilot. This was based on faculty availability and college and Labor Market Information data. A CBE grant application, and later a CBE College Charter (Attachment 1), was submitted to the Chancellor's Office.

There is adequate demand for the Kinesiology and Wellness associate's degree and courses. In 2021-22, there were over 10,800 course enrollments in Kinesiology courses at Mt. SAC, with 505 students being awarded a transferrable associate degree in the field (source: Mt. SAC Student Information System, Banner). At Mt. SAC, Kinesiology is just behind Social Sciences and Business in the awarding of degrees. Although the American Sign Language (ASL) program did not participate in the CBE pilot, the department and faculty still intend to develop and implement CBE once a college model is developed.

In discussing the potential for this program, the campus CBE group identified types of students who would benefit from CBE due to their circumstances and experiences. CBE would benefit adult learners who possess prior related work experience and knowledge and who want to work at an accelerated pace. Students who struggle to sustain in a 16-week term or those who need longer time to pass classes and develop study skills could find success with CBE. One type of student for whom CBE would be a fit is students over 30 years old with family obligations and a need for a flexible learning structure. According to Labor Market Information report (Attachment 2) generated by the Los Angeles County Center of Excellence (COE), there are few students over the age of 30 who enroll in the Kinesiology program. Providing a CBE program in Kinesiology and Wellness could present an opportunity for students in this age group to attain a degree and start a career path.

Important to the planning for the Mt. SAC CBE program was for the Core Team and an expanded cross section of staff and faculty to learn about competency-based learning by attending the Chancellor's Office peer learning sessions. Offered monthly since the June 2021 Chancellor's Office collaborative kick-off, these meetings have included training for all aspects of CBE. Participation in these learning sessions and multiple meetings among Mt. SAC's CBE team were key to a growing understanding and knowledge of CBE and future implementation (Attachment 3; Attachment 4). All these meetings and assistance provided by CBE subject matter experts, including C-BEN, Volta Learning, JFF, the Chancellor's Office, and others led to the development of a Mt. SAC CBE Program Description and Vision

(Attachment 5). This is a set of beliefs that will lead our campus in fully developing the Kinesiology CBE pilot and campus model for future CBE programs.

**Describe how the competency-based education program(s) is consistent with the mission and goals of the institution.**

The proposed CBE Kinesiology program at Mt. SAC will provide students with a modality that helps lead directly to course and degree completion and high wage employment, which fulfills the College mission “to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associates and bachelor’s degrees, for employment, and for the completion of career and transfer pathways.”

“The College will carry out this commitment through CBE by providing a flexible, engaging, and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, developing critical thinking, and enriching aesthetic and cultural experiences.” Students who participate in the CBE program will complete a degree in Kinesiology and will be prepared to enter the workforce at a high level of skill and compensation, improving their socio-economic standing and providing them with a stable career path, which is evidenced by a wage potential of over \$24 per hour, which is more than a living wage. These outcomes directly meet the mission of Mt. SAC.

As stated in California Education Code 66010.4, “the primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.” Mt. SAC’s CBE program will support the mission of the California Community Colleges by providing additional job opportunities in the field of Kinesiology. By making this opportunity available, Mt. SAC will help produce members of the workforce and contribute to the growth of the local, regional, and state economy.

One of Mt. SAC’s Strategic Priorities is to, “Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.” CBE will provide students with the flexibility to move quickly through academic material that more directly aligns with employer needs and expectations. Students will have access to an accelerated, affordable option for obtaining a degree to advance their careers. Students who complete an associates CBE degree can also transfer to a university to complete a bachelor's degree.

Mt. SAC has a deep commitment to its Strategic Priority to, “Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.” The College has the honor of being federally designated as a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) with an enrollment of 62% Hispanic students and 20% Asian students for the 2020-2021 academic year. The CBE program reflects the work of the College to create an inclusive environment and has a diverse student body that exceeds the state level for nontraditional enrollment.

According to the Los Angeles Center of Excellence (COE) LMI report (Attachment 2), the largest ethnic group in the Mt. SAC Kinesiology program is Hispanic/Latinx (62%), who also have the highest number of degree completions (54%). This group also has a higher unemployment rate (6.5%) than White (6.1%)

and Asian (4.8%). As more Latinos complete a Kinesiology degree, they can find jobs that pay above living wage thus contributing to a lower unemployment rate. The age group with the highest percentage enrolled in a Mt. SAC Kinesiology program is 20-24, with over half of students enrolled being in this age group (53%). There are only 18% of students over the age of 30 seeking a Kinesiology degree, thus demonstrating a gap in enrolling non-traditional age students who may more likely be working adults with family responsibilities. These adult learners need a flexible pathway through CBE Direct Assessment Model. Enrollment and degree attainment for the non-traditional age adult learner is one of the primary motivations for developing a CBE model at Mt. SAC, for which the equity data supports. The proposed CBE program is consistent with Mt. SAC's mission and goals. (COE data sources: Burning Glass, US Census Bureau ACS, DOF Research Division, O-Net, Bureau of Labor Statistics, COMIS, EDD Labor Market Statistics)

**What is the expected impact of the competency-based education program(s)? What benefits will result from the competency-based education program(s)**

We expect this CBE program to have positive effects for many of Mt. SAC's stakeholders. First and foremost, students in the program will benefit by having their prior knowledge and skills properly recognized, even when they cover only a portion of the content from a course. They will also have the flexibility to move through competencies at the pace that is right for them, instead of being tied to the traditional semester. Employers and transfer institutions will also benefit, as this flexible model can increase the number of kinesiology graduates who will be ready to enter the workforce or transfer to a four-year institution. Finally, Mt. SAC faculty can benefit from this program, as the flexibility will allow for further innovation in teaching, as well as opening the door for future CBE programs at Mt. SAC.

Learners will benefit from CBE utilizing the "credit for what you know initiative," meaning that CBE and prior-learning assessments work together seamlessly. This platform is not just about prior knowledge, but also the skills and abilities and individual can demonstrate. Modularized competency content, technology, and a well-designed learning journey will allow people to accelerate their learning by having what they know and can do recognized. This will lead to personalized learning pathways and differentiated instruction in the program.

It will be a way to add to the traditional transcript and use dynamic learning records that outline competencies rather than complete courses. In this model, learning is based on the skills that the learner can demonstrate rather than a theoretical model of what they should know.

As a community college, Mt. SAC serves students with a wide range of backgrounds and experiences. For a student who already has a strong background in a subject area, a CBE program could be ideal for them, as their knowledge and abilities could allow them to learn the concepts faster than would be allowed in a typical semester format. Another type of student who will benefit from a CBE program is one who encounters unavoidable life circumstances that impede their ability to successfully complete a traditionally scheduled course. Faculty are excited to teach in a CBE model like this where an event happening in a student's life that prevents them from working on a course for a short period of time does not make it impossible for them to succeed. Instead, in this CBE model, that student would be able to continue their coursework once their schedule outside of school allows them to do so. As an example, imagine a student named Nadia who suddenly needs to take care of her sick child or parent. In a traditional semester model, if Nadia missed a week or two of class, she may not be able to ever catch back up and might need to drop or end up failing that class. In a CBE Direct Assessment program Nadia could, in consultation with faculty, temporarily "pause" her studies to take care of her family member

and then pick up again right where she left off. In this CBE model, Nadia can be in control of her own pacing, while still meeting her learning objectives.

With a potential increase in attainment of Kinesiology degrees in the region, there will be more workers to fill the demand for job openings in the field. According to COE report (Attachment 2), the employment demand exists for related jobs. There were 1,242 online job postings listed in the past six years for Kinesiology occupations, including athletic training and coaching/instructors. In 2020, there were 10,413 professionals in Los Angeles County employed in the two selected Kinesiology occupations. While the number of jobs related to these two occupations is projected to decrease by 1.68% (175 jobs) through 2025, there will be nearly 1,600 job openings per year through 2025 due to retirements and workers leaving the field. Cumulatively, these occupations rank in the top 15% for growth. The hourly wage for the two selected occupations, weighted by projected annual job openings, is \$24.72, which is higher than the living wage estimate. Both occupation fields have an average median wage above Los Angeles County's living wage for a single adult with no children of \$18.10.

In addition to possessing skills for immediate employment, graduates of Mt. SAC's CBE Kinesiology and Wellness associate degree will be transfer-ready. A CBE AA degree can help students in accelerating their educational journey to achieve a higher degree. Disciplines and pathways for which a CBE AA degree could lead to a bachelor's degree include health sciences, nursing, physical education, physical therapy, recreation, occupational health, and exercise science.

Faculty at Mt. SAC will also benefit from this CBE program, as the flexibility inherent to this type of program will allow for innovation in teaching and course planning. Faculty will be able to integrate competencies together that would typically be found in different courses. By using crosscutting concepts of the degree throughout the learner's journey, faculty can devise innovative ways to contextualize course content to fit with the program as a whole and better align with the learner's course of study. Faculty can also have the freedom to devise innovative approaches to articulate performance expectations, and to allow students multiple ways to satisfy these course expectations.

Mt. SAC intends for this CBE pilot program to create a model for replication at our institution. As said, the American Sign Language department is ready to create a CBE program, once the initial trail has been blazed by this pilot program. Therefore, Mt. SAC is confident that this initial CBE program will lead to other CBE programs being offered in various disciplines across campus. Mt. SAC will also be able to participate in furthering the use of CBE to inform future innovations in California community colleges for both credit and noncredit programs.

**How will the institution assess and validate the quality/efficacy of the competency-based education program(s)? How will the program(s) be incorporated into the college's integrated planning processes?**

Mt. SAC is planning for the implementation of the CBE program, along with ways to assess and validate program quality. Program development and planning is informed by the CBE Core Team, which comprises a project administrator, two faculty leads, and other critical faculty and administrators across the campus. The role of the group is to ensure that the CBE program is current in both technology and curriculum and provides holistic support to students in their learning journey. The Core Team advises the College regarding the instructional model, faculty role, student journey, new and existing technologies, labor market data, professional development, business processes, and innovations to be incorporated in the CBE program.

Planning at Mt. SAC focuses on excellence and innovation in programs, services, and facilities that promote and support student access, equity, and success. All departments and programs are annually assessed through Mt. SAC's Planning for Institutional Effectiveness (PIE) process. Included in the PIE process is the identification of additional resources needed to support the program, including faculty, staff, professional development, and equipment. Once fully implemented, the CBE pilot program will be evaluated through the PIE process on an annual basis. This annual review will also include student and faculty input, particularly during the pilot phase.

Although Mt. SAC possesses a solid culture of integrated planning and assessing institutional effectiveness, the College intends to use C-BEN's eight elements found in their Quality Framework for CBE Programs to effectively gauge program quality of the CBE program. C-BEN is the national experts and are helping to guide the process to ensure effectiveness. Some of the intended elements to monitor for program validation that connect to the College CBE Vision are: 1) speed of completion, 2) number of attempts to reach competency, 3) increase in the number of adult learners over the age of 30 years, 4) comparison of post-program placement outcomes of direct assessment learners to those in the traditional model, 5) employer satisfaction, and 6) employment gains after program completion (6-months, 1-year, 2-year).

During the pilot phase, the CBE program will undergo closer scrutiny and will be evaluated each semester. After the initial design it is anticipated that the Core Team and the participating faculty will frequently, consistently, and collectively review processes and make modifications as needed.

## Standard II: Instructional Programs

|  |
|--|
| <b>What type of approach will be used for the competency-based education program(s)?</b>   |
| <input checked="" type="checkbox"/> Direct assessment approach<br><input type="checkbox"/> Hybrid approach   |
| <b>Describe the college's definition of credit or clock hour.</b>  |
| <p>The credit hour calculation process is in accordance with Mt. SAC <a href="#">Administrative Procedure 4024</a> Units-to-Contact-Hour Relationship, <a href="#">T5 55002.5</a>, and Chancellor's Office attendance accounting procedures. One unit of credit requires a minimum of "18 lecture contact hours plus a minimum of 36 additional hours of related independent student work (total of 54 to 78 hours) OR 54 laboratory or activity contact hours." Following the Chancellor's Office credit hour calculations, Total Student Learning Hours (total contact hours + outside-of-class hours) is divided by the Hours-per-unit Divisor (54) and rounded down to the nearest .5 increment (<a href="#">AP4024</a>).</p>  |
| <b>Describe methodology that will be used to equate direct assessment to credit or clock hours.</b>  |
| <p>In this direct assessment CBE model, faculty will assess student learning to determine when a student has completed a competency, rather than basing credit on clock hours. Each of the competencies from this CBE program comes directly from an already-existing course that is a part of the Kinesiology degree or general education requirement, so the content in the direct assessment program is the same content covered in the credit or clock-hour model. Though the mode of delivery will be different in this CBE program, the material covered is directly equivalent to the traditional courses.</p> <p>To ensure that the content in the direct assessment course is in fact equivalent, faculty in each subject area determine the competencies for their discipline. These competencies are designed to cover the learning outcomes and course topics for the traditional course, with the same level of rigor. Faculty then create competency crosswalks to show how the competencies align with the content of the traditional</p> |

course. This crosswalk system means that when a student has satisfied each of the competencies that cover the topics of a traditional course, they will then earn the corresponding course credit.

Since students may move at their own pace in a CBE program, a baseline has been established for a reasonable timeline based on the Distance Learning Amendment forms already approved for these courses. Online courses at Mt. SAC must have an approved [Distance Learning Amendment](#), which outlines the methods of instruction and estimated time for each topic covered in the class. The Distance Learning Committee reviews these amendment forms, while ensuring that the number of hours of online coursework aligns with the number of clock hours for an in-person version of the class. The faculty subject matter experts are creating competencies from these online courses, ensuring that the work required for online CBE courses are equivalent to the clock hour requirements as the traditional semester, in-person version of a course, even though students will be assessed based on their level of learning, rather than their time in class.

Equivalencies will be based on a reasonable speed expectation, assuming a learner engages in all content and material. However, the Mt. SAC faculty expect that some learners may move through the material in a course faster than others. This time flexibility is one of the primary benefits of a Direct Assessment CBE program, as freeing students from the seat-time requirements allows learners to move more quickly through course content while others slow down to fully grasp the material, depending on the needs of the individual student.

**What are the program(s) competencies and how does the institution determine they are the appropriate level and complexity congruent with the achievement expected at the relevant degree level for an institution of higher learning?**

The Kinesiology competencies are listed on page 9 of this document. Each competency is based on what the discipline subject matter expert has deemed as an important knowledge, skill, ability, and/or behavior. The delineation for each level of mastery is also described, the “developing”, “developed”, and “highly developed” performance indicators, and assessment strategies are in place. Before moving forward in the program and earning their credential, the student needs to be at least “developed” in a competency before moving to the next competency in the sequence. This will vary by discipline and will be determined by the faculty in that discipline prior to the launch of the program. The competencies have been developed by employers, discipline faculty, and existing course and program objectives. The student learning outcomes (SLOs) are similar to the existing Kinesiology course and program objectives, so the crosswalks to traditional offerings are in place.

**Describe how regular and substantive interaction (RSI) between faculty and student will occur in the competency-based education program(s)?**

Regular and substantive interaction (RSI) is a cornerstone of any online course at Mt. SAC, both for pedagogical and legal reasons. Faculty-to-student and student-to-student interactions help students learn the concepts of a course or competency, deepening their understanding of the material. Mt. SAC’s online courses need to meet the requirements set out by ACCJC’s Accreditation Standards, the California [Title 5 § 55200](#) and the [Federal Title IV changes](#) effective 2021, which state, in part:

- *For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—*
  - a. *Providing direct instruction;*
  - b. *Assessing or providing feedback on a student’s coursework;*

- c. *Providing information or responding to questions about the content of a course or competency;*
- d. *Facilitating a group discussion regarding the content of a course or competency; or,*
- e. *Other instructional activities approved by the institution's or program's accrediting agency.*
- *An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—*
  - a. *Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and*
  - b. *Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.*

Whether a course is taught in a traditional 16–18-week semester or through a CBE model, Mt SAC has a robust plan for assuring that each course meets the RSI requirements. The courses in the proposed CBE program that will be taught fully online have already passed Mt. SAC's rigorous Distance Learning approval procedure. Through this approval process, faculty must present an outline of their online course, indicating how they will satisfy the requirements for RSI, as well as how they will cover all the topics on the Course Outline of Record, by submitting a Distance Learning Amendment for their course. The Distance Learning Committee then assesses the Distance Learning Amendment forms, to ensure that each course meets those requirements.

Faculty also must be certified through the Mt. SAC SPOT (Skills and Pedagogy for Online Teaching) process. To be certified to teach online, faculty must complete the 40-hour SPOT online course which, among other topics, teaches faculty members the importance of meeting the requirements for RSI. Then, after completing the SPOT course, faculty must submit a sample online class to be assessed by a SPOT Faculty Reviewer. This Faculty Reviewer will then ensure that the submitted sample course meets the RSI requirements, among other indicators of a high-quality online course. All online instructors in the Kinesiology CBE program will have completed this rigorous training, so they will have the knowledge and skills to effectively integrate RSI throughout their CBE courses.

Establishing and maintaining regular substantive interaction is an important aspect of delivering an online and hybrid course. It is not only a Title 5 requirement but is also a practice that encourages and facilitates student-centered instruction and increases student-learning outcomes. The instructor of record is the individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency. Instructors of record are responsible for meeting RSI guidelines. RSI cannot be achieved by tutors, counselors, student assistants, or automated publisher setup.

Per [Faculty Association Contract Article 13.A.4](#), the Distance Learning Committee created a [Regular Substantive Interaction \(RSI\) Rubric](#) which is still in the recommendations stage but follows the principles that promote RSI and comply with federal and state regulatory guidelines.

For example, in the CPR competency there are instructional videos for proper CPR skills and abilities, i.e., hand placement, body position, and steps for care, demonstrated by the instructor along with verbal explanations of the steps. The student will be required to provide a video demonstration of



themselves performing CPR and the instructor will give feedback on the demonstration. The student will then need to explain each step of the CPR process and what some of the common “pitfalls” may be for someone providing care, such as inadequate depth for compression or not keeping an airway open. See below for the Kinesiology competencies:

| Domain              | Competency | Definition  | Level of Mastery   |                                 |  | Assessment Strategy   |  |
|---------------------|------------|---|--|---------------------------------|--|---|--|
|                     |            |   | Developing   | Developed                       | Highly Developed   | Formative   | Summative  |
| Health and Wellness | CPR        | I can assess the need to perform fundamental CPR skills and demonstrate correct use of CPR. | I can assess the need for CPR and demonstrate CPR correctly. | I can explain the steps of CPR. | I can explain situations in which CPR would be necessary for an adult, child, or infant. Demonstrates CPR correctly- I can explain how the use of CPR may be different in special circumstances. | Create a scenario from your experience when “Check, Call, Care” should be used. What would you look for in your situation and why? Provide a video skills demonstration with explanation on proper CPR usage for an adult, child, or infant. Since an AED is not readily available, please describe how AED use would be incorporated. Create a poster that an eating establishment would be able to display that provides the steps on how to care | Written test from the American Red Cross text and a skills practical covering CPR/AED for adult, child, infant, choking for adult, child, infant, and direct pressure bandaging. |

| Domain              | Competency                                 | Definition  | Level of Mastery  |   |  | Assessment Strategy   |   |
|---------------------|--|---|---|---|--|---|---|
|                     |  |   | Developing  | Developed   | Highly Developed   | Formative   | Summative   |
|                     |  |   |   |   |  | for a patron who is choking. Be sure to include any differences in treating a child or infant and when to call emergency services |   |
| Health and Wellness | Emergency Response including first aid     | I can apply and demonstrate first aid techniques.                             | I can demonstrate direct pressure bandaging and splints correctly. I understand what the needs are for specific first aid techniques. | I am able to explain the technique while performing the skill. I recognize situations where these first aid techniques would be used and why they may not be appropriate. | I demonstrate a variety of first aid techniques along with pressure bandaging and splinting. I recognize situations where specific first aid techniques would be used and can explain why. I also recognize and explain situations when techniques may not be used and give alternatives. I am able to explain the steps of the demonstration to have others understand. | Explain and demonstrate direct pressure bandaging along with proper PPE disposal.   | Written test from the American Red Cross text and a skills practical direct pressure bandaging. |
| Health and Wellness | Individual social and psychological impact | I can examine and identify the effects and benefits of a healthy lifestyle on | I understand the psychological and physiological benefits of physical   | While working with a client or athlete I can identify the benefits and progress of my clients and   | I can contribute to developing research on wellness and the overall benefits of  | Progress journal  | Written paper discussing findings   |

| Domain                           | Competency                    | Definition  | Level of Mastery   |   |   | Assessment Strategy   |   |
|----------------------------------|-------------------------------|---|--|---|---|---|---|
|                                  |                               |   | Developing   | Developed   | Highly Developed  | Formative   | Summative   |
|                                  |                               | self-image, self-esteem and general well-being.   | activity and the potential social benefits.  | athletes and have them recognize their advancement in wellness/training.  | activity/exercise.  |   |   |
| Health and Wellness              | Sports and Exercise Nutrition | I can develop and implement a sports nutrition plan for individuals who are elite athletes to those just beginning exercise. I can examine micronutrients and macronutrients and apply that knowledge on how to use tools such as food labels and FDA guidelines to help athletes and clients personalize food choices. | I develop a nutritional plan to cover the daily nutritional intake of individuals participating at an elite level to those just beginning to be active. I know how macro and micro nutrients affect the body and can help develop eating plans for clients/athletes. | I synthesize nutritional plans that include calorie break downs for each meal and give examples. Plans include information on the importance of consuming foods and hydrating depending on activity levels. | I provide explanations of daily calorie consumption, when to increase or decrease calories based on needs. I can give a detailed description of what a daily/weekly meal plan looks like for every level of activity, including the elite athlete, adolescent aged athlete, older person exercising, etc. | Create a table for meals and snacks for the following groups: a 40-year-old individual beginning exercise, an 18-year-old individual elite athlete in a specific sport (you pick the sport), and a 30-year-old individual former athlete that would like to maintain their build. | Write a nutritional plan from the tables you created. Why did you make the choices you made for the individual? Include scholarly resources to help support your plans. |
| Kinesiology Concepts             | Intro to Kinesiology          | I can describe and demonstrate the foundations of physical activity and exercise.   | I explain how the scientific process informs our understanding of physical activity  | I describe the underlying scientific foundations of physical activity.  | I can explain, demonstrate, and critically evaluate information about physical activity from a scientific basis.  |   |   |
| Kinesiology Concepts (Synthesis) | Develop safe and effective    | I can ensure safe practice and maintain   | I determine what guidelines  | I explain progressions and object   | I identify potential issues in  | Skill development   | Create a poster to be used  |

| Domain                                 | Competency  | Definition  | Level of Mastery   |   |  | Assessment Strategy   |  |
|--|---|---|--|---|--|---|--|
|  |   |   | Developing   | Developed   | Highly Developed   | Formative   | Summative  |
|  | exercise programs   | fitness to practice   | should be applied to the evaluation of physical activity and skill demonstrations.   | manipulation skills. I can also explain why these should be considered when planning a program of physical development.   | developing skills and develop guidelines to be applied to various physical activity applications. I am able to demonstrate skills and maintain a level of fitness.                           | t progression   | at a school, gym, or other location for exercise based on the skill progression you provided.                        |
| Human Movement (Comprehension)         | Biomechanics and exercise physiology                              | I can identify basic information on human movement  | I understand the skills required and muscles engaged to perform specific movements related to activity.                    | I can identify the motor development, learning, and control of all kinesiology practices. I can explain and demonstrate the basics of biomechanics and exercise physiology, as well as identify the fundamentals of physical fitness. | I can analyze and discuss the proper body mechanics for maximum performance for athletes or clients.   |   |  |
| Professionalism, Ethics, and Standards | Historical, ethical, and philosophical foundations of kinesiology | I can describe and demonstrate the sociocultural, historical, and ethical foundations of kinesiology. | I describe societal factors that influence activity. I explain trends and ethical decisions that have influenced the past. | I describe current thoughts on physical activity and how these positions are influenced by society, history, culture, and ethics.   | I describe the sociocultural and historical factors that influence physical activity. I demonstrate an appreciation for these factors as well as cultural diversity and ethical decisions. I | Create a timeline that demonstrates the progress of activity/fitness for a decade of your choice. Be sure to show the trends or "fads" of the decade. | From your work on your timeline, explain the trends during that time, if those trends pushed in the present, and how |

| Domain   | Competency                        | Definition  | Level of Mastery   |   |   | Assessment Strategy |  |
|--|-----------------------------------|---|--|---|---|---------------------|--|
|  |                                   |   | Developing   | Developed   | Highly Developed  | Formative           | Summative                                    |
|  |                                   |   |  |   | critically evaluate scholarly work related to cultural, historical, and philosophical dimensions of physical activity.                        |                     | you see that decade reflected in the future. |
| Professionalism, Ethics, and Standards             | Pathways and career opportunities | I can research and explain the various pathways and career opportunities I have as a kinesiology major. | I explain the various career opportunities.  | I explain and demonstrate understanding of the kinesiology major and how the major relates to a career  | I articulate through explanation and research the ways in which kinesiology supports career paths and can demonstrate how it has helped them. |                     |  |
| Professionalism, Ethics, and Standards             | Legal and Regulatory Compliance   | I can conduct my operations in compliance of state and federal legal and regulatory requirements.       | I know the laws and regulations at the state and federal level that apply to the field of kinesiology, exercise science, sports medicine, physical education and other related discipline. | I evaluate my actions against the legal and regulatory requirements and make appropriate choices to ensure compliance with the laws. When situations require, I can weigh the risk of compliance against the benefit of action and make a reasonable judgement. | I can advocate for changes in the legal and regulatory environment that would better serve my clients and athletes.                           |                     |  |
| Professionalism, Ethics, and Standards (Knowledge) | Industry Knowledge                | I understand the field of kinesiology and its   | I know of the key influences in the field of kinesiology,  | I monitor trends from similar or competitive  | I contribute new learnings to the field of kinesiology by   |                     |  |

| Domain           | Competency  | Definition   | Level of Mastery  |  |  | Assessment Strategy |           |
|------------------|---|--|---|--|--|---------------------|-----------|
|                  |   |  | Developing  | Developed  | Highly Developed   | Formative           | Summative |
|                  |   | unique dimensions in both sports medicine and coaching. I stay current on trends and issues in the field.  | and I frequently read the latest happenings in the field.   | organizations to enhance my own operations. I evaluate trends to determine lasting changes to the field that should be adopted in my practice.   | releasing the results of my own work through blogs, written contributions, etc. I attend professional conferences when available.  |                     |           |
| Applied Learning | Kinesiology in Practice including problem solving and judgement | I can demonstrate my skills as a kinesiology professional in both an individual sport and team sport context. I can communicate with clients/athletes in a way that connects with the individual. I can demonstrate problem-solving and professional judgement in all aspects of kinesiology disciplines | I understand the differences in kinesiology practice based on an individual or team sport context. I recognize that individuals prefer different ways of communicating and I know how the methods for adjusting my communication style are based on the individual I am working with. | I can apply the skills learned through kinesiology practice and modify said skills based on athlete. I can predict changes in client's or athlete's needs based on past experiences. I can differentiate communication styles from person to person. | I can use the skills learned through kinesiology practice to help modify activities for athletes or clients. I can construct methods to help athletes and clients see desired progress and monitor their progress. I can use various learning modalities and communication styles to convey theories, ideas and practices with my clients or athletes. |                     |           |
| Applied Learning | Wellness in Practice  | I can set goals and make positive changes. I can understand and evaluate the five  | I can breakdown and relate elements of wellness such as stress, coping mechanisms, goal setting,  | I can generate plans for my clients or athletes to use wellness as a part of their life. I can relate all the components of  | I can contribute to the wellness field with information on synthesized plans. I can share my findings from   |                     |           |

| Domain           | Competency        | Definition  | Level of Mastery  |  |  | Assessment Strategy |           |
|------------------|-------------------|---|---|--|--|---------------------|-----------|
|                  |                   |   | Developing  | Developed  | Highly Developed   | Formative           | Summative |
|                  |                   | components of health-related fitness. I can identify sources of stress and the tools to manage it.  | motivation, and health-related fitness components to ways to live a long life.  | wellness to help them make positive choices and understand the reasoning behind those choices.   | work with clients and athletes to develop more resources in the field.   |                     |           |
| Applied Learning | Lifelong learning | I can develop and enhance my own body of knowledge. I can demonstrate commitment to self-evaluation and lifelong learning, which includes self-development, career development, industry knowledge, and making connections with others in my chosen kinesiology discipline. | I understand the importance of life-long learning in my development as a professional in the field of kinesiology. I can engage with others to continue to broaden my knowledge and make connections. | I can collect resources to help enhance my body of knowledge in my chosen kinesiology discipline. I can demonstrate my expanding experience base and career development. | I can evaluate my work against others in the kinesiology field. I can collect information that is useful in my practice and modify where progress was not apparent. I can explain my findings to others in the field and collaborate with others to further connections and development. |                     |           |
| Elected Pathway  | Coaching/Teaching | I can apply coaching principles and skills to maximize the full potential of the individual and team.   | I have knowledge of coaching principles and skill sets. (Creation of practice plans including approach to development of skill set as well as maintenance. Tools for motivation,                      | I can identify and apply varying coaching principles and skills within the rules and regulations that govern my discipline.  | I can contribute to local communities through practice and coaching methods to develop highly adaptive athletes.   |                     |           |

| Domain          | Competency      | Definition  | Level of Mastery   |  |  | Assessment Strategy |           |
|-----------------|-----------------|---|--|--|--|---------------------|-----------|
|                 |                 |   | Developing   | Developed  | Highly Developed   | Formative           | Summative |
|                 |                 |   | behavioral coping methods for success and failure, identify and make plans to utilize collective team strengths) |  |  |                     |           |
| Elected Pathway | Sports Medicine | I can support an athlete to continue participating in physical activity to include team and individual sport. | I have knowledge of the factors that will impact an athlete's ability to perform.                                | I can analyze and evaluate an athlete's physical condition, environmental factors, etc. and apply appropriate support and preventive measures for their success. | I develop methods to prevent injury and critically analyze and add information to case studies and theories. I formulate the proper usage of therapeutic modalities and how they affect athletic injury treatment. |                     |           |



### Standard III: Resources

#### Human Resources:

##### **How does the institution ensure faculty responsible for the competency-based education program(s) has the appropriate academic qualifications?**

Mt. SAC's Policies and Administrative Procedures guide the hiring process to ensure that faculty have the appropriate academic qualifications and experience. Furthermore, the recruitment and selection of faculty is in strict compliance with state and federal regulations. The hiring process leads to the selection of experienced and knowledgeable faculty who can teach and support students in achieving their academic goals. ([BP 7120 Recruitment & Hiring](#), [AP 7120 Recruitment & Hiring - Faculty](#))

Mt. SAC Board Policy dictates that faculty shall meet the minimum qualifications established by the Board of Governors as presented in the Minimum Qualifications for Faculty and Administrators in California Community Colleges or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors. ([BP 7211 Minimum Qualifications & Equivalencies](#)) The Board of Governors accepts the recommendations of the Academic Senate as the appropriate equivalencies to the State's minimum qualifications. Equivalencies must be "at least equivalent" to the State Minimum Qualifications. ([AP 7211 Minimum Qualifications & Equivalencies](#)) Faculty must also be certified to teach online by completing the 40-hour SPOT (Skills and Pedagogy for Online Teaching) online course. Then, after completing the SPOT course, faculty must submit a sample online class to be assessed by a SPOT Faculty Reviewer.

In addition to the required experience and meeting minimum qualifications, faculty have received training on the CBEN's Quality Framework and on competency-based curriculum and assessment development through several Chancellor's Office, C-BEN trainings and technical assistance meetings, Jobs for the Future (JFF) trainings, and ongoing CBE peer workgroups. Faculty will remain informed of new research-based developments in the field.

#### Financial Resources:

##### **Describe potential impacts, if any, on institutional resources as a result of the competency-based education program(s).**

Mt. SAC received a grant for \$515,000 from the state Chancellor's Office to support the planning and development of this pilot CBE program. Full implementation of CBE for the pilot and other future CBE programs will require a substantial amount of ongoing funding.

The greatest ongoing cost for any CBE program is faculty. Faculty costs may be higher for a CBE program, particularly if the Mt. SAC model includes multiple faculty roles. In addition to faculty salaries, ongoing funds will be necessary for professional development, training, and communities of practice to maintain currency in CBE teaching and learning. There would also be a need for instructional equipment, including anatomy labs.

In addition to the specific instructional costs, investments that support the expansion of the learning management system (LMS) will most likely be needed to ensure that CBE students' unique journey is considered. Full-time staffing in IT, such as programmers, would be needed to oversee CBE-related IT processes, including Mt. SAC's data system and Canvas. It is possible that the Mt. SAC student data system will not be able to incorporate CBE, so funding for a new system application or a consultant may be needed. Consultant fees may also be needed to develop a dashboard that tracks student success.

Finally, specialized staffing dedicated to serving CBE students will also be critical for the Financial Aid Office to ensure that financial aid awards are accurate and that there is compliance with Title V federal financial aid guidelines.

Some of these ongoing costs may be offset by increased FTES and student retention in the initial CBE program and future CBE programs.

#### **Standard IV: Leadership and Governance**

##### **What leadership and governance oversight exists at the college to ensure the continued academic quality and institutional effectiveness are maintained and sustained with competency-based education programs?**

Mt. SAC has an established leadership and governance structure in place to ensure academic quality and institutional effectiveness are sustained and maintained. Board policy requires that governance committees, operational committees, and Academic Senate committees and task forces are structured to include appropriate representation by faculty, management, classified staff, and students when matters are being considered that are within their purview. ([BP 3255 Participation in Local Decision-Making](#)) Policy and procedures authorize administrator, faculty, and staff participation in decision-making processes. ([AB 3255 Participation in Local Decision-Making](#)) Each constituency of the College has responsibility and expertise in specific areas, and the decision-making structure is designed to bring the multiple segments of the College together to participate in decisions related to their areas of interest and expertise. Mt. SAC implements a shared governance structure that has at its foundation shared responsibility and collaboration to ensure academic quality and institutional effectiveness are sustained and maintained.

In addition to the governance structure, the College's commitment to the CBE Program has led to the establishment of a CBE Core Team and work group to provide leadership and guidance. This CBE work group has helped educate stakeholders on and raise awareness of the CBE program, as well as plan the implementation process of the program. The CBE workgroup is composed of representative faculty and administrators. The CBE program and the work of the CBE group is periodically reported to and discussed by the College's President's Cabinet. ([PC Notes 6.22.2021](#))

Faculty across campus have also been working together in building a CBE program that fits with Mt. SAC's existing curriculum model. A lead faculty member in the Kinesiology department has worked with the other program faculty to build competencies that encompass the learning required of students within the degree. Mt. SAC also has a Faculty CBE Coordinator, who works with the general education departments to identify courses that would work well in a CBE mode. Each department involved in this CBE program has voted to approve these courses being taught in a CBE mode, helping ensure that the course content is appropriate for this type of program.

In addition to the individual faculty members and departments that have signed off on this work, the Mt. SAC Academic Senate has also approved this pilot CBE program (Attachment 6). This approval helps show that the proposed CBE program aligns with the curriculum and expectations of the College. The Faculty Association, as the bargaining unit for faculty on campus, has also been involved in the discussions about the design and implementation of this CBE program. As the CBE team continues to move toward offering this program to students, the Faculty Association will work with the District to negotiate a faculty model and framework that works for both faculty members and the district.

The Mt. SAC CBE team has engaged in multiple meetings focused on the development, planning, and implementation of CBE. Campus stakeholders are leaders committed to understanding and being part of the decision-making for the program. This is evidenced by meetings notes from some of the faculty and manager meetings (Attachment 7).

#### **Evidence**

**Please include any relevant documentation (evidence) that will help the Committee understand the proposed competency-based education program(s).**

Attachment 1: CBE Implementation Team Charter with Workplan  
Attachment 2: Equity and LMI for CBE Mt. SAC Kinesiology\_March 2022  
Attachment 3: Mt. SAC CBE Collaborative Contact Info  
Attachment 4: Mt. SAC CBE Team Meetings and Schedules  
Attachment 5: Mt. SAC CBE Program Description and Vision Statements\_Revised 10.26.22  
Attachment 6: Academic Senate Meeting Minutes 12.10.20 – CBE Action (page 3)  
Attachment 7: Mt. SAC Faculty and Manager CBE Meeting Notes - October 2022 Meetings