

MiraCosta College
Academic Affairs Committee Regular Meeting
October 9, 2026
9:00 – 11:00 am, OC3515



[Link for remote viewing and public comment](#)

Meeting ID: 335 291 8795

- I. **Call to Order**
- II. **Roll Call**
- III. **Public Comment**
- IV. **Changes/Additions to the Agenda**
- V. **Minutes of the September 11 Regular Meeting: Review and Approval (attachment)**
- VI. **Check-In: Icebreaker – The Importance of Books in Our Lives**
- VII. **Reports**
 - a. **Hiring** (Ante-Contreras)
 - b. **Calendar** (Ante-Contreras)
 - c. **Textbook Affordability** (Pescarmona)
 - d. **SURF Updates** (Pescarmona)
 - e. **Updating Syllabus Checklist** (Ante-Contreras) – AI conversation
 - f. **Redesigning the Student Experience** (Lindstrom)
- VIII. **New Business**
 - a. **Recommended Prioritization of Full-time Faculty Requests** (Ante-Contreras)
Description: The hiring prioritization workgroup will present their recommendation to the entire committee for review and discussion. Please read the attached document and be ready to vote, so AAC can forward to the Academic Senate in accordance with the hiring timeline
 - b. **Discussion about Hiring Prioritization Taskforce Process** (Ante-Contreras)
Description: A discussion of the composition of the taskforce and number and modality of meetings
- IX. **Old Business**
 - a. **AP/BP Taskforce Assignments Revisit**
Description: Revisit the taskforce assignments to add some BPs/APs that need attention – Academic Calendar, Copyright, Discontinuance, and Academic Freedom
 - b. **AP 4235 Credit for Prior Learning**
Description: Changes have made to reorganize information and include Title V language based on changes. Additional language noting CPC's role in the CPL curriculum approval process also added.
- X. **Adjournment**

Next Meeting: November 13, 2026

AB 2449 sunsets on January 1, 2026. Unless new legislation extends or replaces these provisions, the Academic Senate and its subcommittees will revert to the traditional Brown Act teleconferencing rules, which require publicly posted remote locations, physical accessibility to the public, and quorum attendance at the noticed meeting location. Accordingly, meetings are conducted in person, with remote access for public observation or comment provided when available. If you require disability-related accommodations, please contact the Academic Senate Administrative Assistant at 760-795-6873. In compliance with Government Code §54957.5, non-exempt materials distributed to a majority of the Academic Senate will be available at the Office of the Academic Senate President and on the Academic Senate website. Records related to agenda items may be requested from Arielle Locke at 760-795-6873 or alocke@miracosta.edu.

**MiraCosta College
Academic Affairs Committee
Meeting Minutes**

September 11, 2026

9:00 – 11:00 am, OC3515

I. **Call to Order** – 9:05am

- I. **Roll Call** – Daniel Ante-Contreras (Chair), Kyle Arriola, Jonathan Marquis, Lauren McFall, Giana Carey, Kris Peck, Shawn Firouzian, Tracy Williams, Shafin Ali, Robert Kelley, Adrean Askerneese, Julie Cord, Sarah Martinez (Student), Denée Pescarmona

Remote- Nate Scharff, Ariana Solis, Zhenya Lindstrom, Darleen Burke

Absent – Kathy Rodriguez

II. **Public Comment** – None

III. **Changes/Additions to the Agenda** – None

IV. **Minutes of the May 8, 2026 Regular Meeting: Review and Approval** (attachment)

[Ali, Askerneese, Arriola] Motion. Approved. [Cord, Williams] Abstain

V. **Check-In:** Icebreaker Questions or Exploring Student Experience

Members used the Time for Payback game to discuss students' experience regarding college costs, financial challenges, registration, employment, and student debt. The activity highlighted barriers students may face and connected these issues to AAC's role in improving the overall student experience.

VI. **Orientation for AAC Members**

Ante- Contreras reviewed the Academic Affairs Committee (AAC) responsibilities and composition with new members, meeting schedule, and assigned reports. He explained AAC's role in prioritizing full-time faculty hiring requests and the timeline. He also provided an update on the academic calendar, noting that both calendars that were reviewed were submitted last year were approved by the Academic Senate, with one approved by the Board and the second awaiting Board review. Additional topics included the SURF report, the Syllabus Checklist, which was updated in the spring and will be reviewed again next spring, and the AP/BP scheduled for review throughout the academic year.

VII. **Subcommittee Memberships: Updating Academic and Board Policies (AP/BP), Calendar Development, Textbook Affordability, SURF Updates, Syllabus Checklist, Prioritization of FT Faculty Hire Requests.**

Ante- Contreras provided an overview of the AAC subcommittees/workgroups, including their meeting schedules and the types of items discussed by each group. He then asked committee members to select the workgroups they would like to participate in.

VIII. **Reports**

- a. **Hiring** (Ante-Contreras) – Ante- Contreras reviewed the 21 full-time faculty hiring requests

submitted by 17 departments. He explained that the workgroup will meet the following week to review and rank the requests, and that faculty members who are not part of the workgroup may also participate to provide departmental representation. Committee members discussed the submissions and asked questions regarding the prioritization process. Ante- Contreras and Kelley clarified the difference between replacement requests, which may be related to an anticipated vacancy such as retirement, and growth requests, which identify a need for additional faculty. The committee also discussed tax revenue and how it may affect the number of faculty positions that can be hired.

- b. **Calendar** (Ante-Contreras) – Ante- Contreras reported that the committee will likely prepare one academic calendar this year, rather than two, with the goal of approving the 2029–30 calendar in the spring. A question was raised about including course drop dates on the academic calendar. It was explained that a single drop date on the general academic calendar could be inaccurate because courses have different lengths and start date.
- c. **Textbook Affordability** (McFall/ Pescarmona) –The committee discussed textbook costs, the future of the bookstore, and ways to improve students’ access to affordable course materials. More than 50% of current course sections are designated ZTC/LTC. Members explored expanding affordable course materials, technology and laptop lending, supplies vending, Library resources, and alternatives to the current bookstore. The work group will continue developing a long-term strategy for materials affordability.
- d. **SURF Updates** (Pescarmona) – Pescarmona provided an update on the migration of PeopleSoft/SURF to the cloud, with expected downtime during the October 16–18 weekend. It will be safer. Discussions regarding the classes that are fully online and AI and might require proctor exams.
- e. **Updating Syllabus Checklist** (Ante-Contreras) – Ante- Contreras mentioned that a new lead is needed for the Syllabus Checklist. The committee will create a new workgroup to review and update the checklist and address any necessary changes.
- f. **Redesigning the Student Experience** (Lindstrom) – Updated will be provided next meeting.

IX. New Business

- a. **BP 4010: Academic Calendar**

Ante-Contreras explained the changes stating that the changes were made to reference Title IV. Minor changes.

Motion [Arriola and Ali] Approved.

All approved – Passed.

X. Old Business

- a. **AP / BP 5505 Academic Integrity**

The committee reviewed updates to the Academic Integrity AP and BP. Changes primarily involved references and formatting.

Motion [Cord, Firouzian]

All Approved – Passed

- b. **AP 4235 Credit for Prior Learning**

The status quo will remain in place for now. The committee has 180 days to review, develop, and implement the changes required under the new Title 5 regulations.

XI. Adjournment – 10:47am

RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 25, 2026

In this hiring cycle, 16 departments and programs requested a total of 21 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 17 and September 25, 2026, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The taskforce's rationales for ranking the number we were suggested to justify are provided. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shawn Firouzian, Math	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Lauren McFall, Library
Rhonda Welch-Scalco, Child Development	Giana Carey, Nursing
Denée Pescarmona, VP Instruction	Alketa Wojcik, VP Student Services
Adrean Askerneese, Counseling	Julie Cord, Non-Credit Social Sciences
Robert Kelley, Psychology	Shafin Ali, Economics
Kyle Arriola, Chemistry	

1. Transfer Center Director: Replacement

Transfer Centers represent a core institutional commitment to student success and are grounded in California Community College Title 5 regulatory standards. Following the 1985–1989 Transfer Center Pilot Program, the Board of Governors adopted Minimum Standards for Transfer Centers under Title 5, Section 51027, in July 1991. These standards require each community college to identify transfer as a primary institutional mission and place priority emphasis on preparing and transferring students who are underrepresented in higher education, including low-income and historically underserved student

populations. The Transfer Center serves as the college's central hub for transfer activity, coordinating efforts that otherwise would be fragmented across counseling, admissions,

academic departments, and student support programs. Its responsibilities include targeted outreach; coordinated transfer counseling; academic planning and articulation; monitoring students through transfer; assistance with university applications and transitions; coordination of university visits; and administration of major transfer initiatives such as Transfer Admission Guarantees (TAG), Transfer Success Pathways, and Associate Degrees for Transfer (ADT). The Center also serves as the college's primary liaison with four-year institutions and a point of contact for complex transfer cases. The vacancy in MiraCosta College's Transfer Center Coordinator position directly affects the college's ability to maintain these required functions and meet Title 5 minimum program standards. The coordinator provides dedicated leadership for the Transfer Center Plan, chairs the Transfer Center Advisory Committee, coordinates with the Articulation Officer and Counseling Department, trains counselors and staff regarding evolving university and state requirements, monitors transfer trends, and leads required annual reporting to the Chancellor's Office and institutional leadership. These responsibilities extend well beyond a typical counseling caseload and require dedicated faculty leadership. The scope of the position has also expanded significantly due to additional statewide programs and reporting requirements, including Transfer Center Plans, Dual Enrollment, Vision-Aligned Reporting, Transfer Success Pathways, UC Dual Admission, Transfer Admission Guarantee, and Associate Degrees for Transfer. Without a dedicated coordinator, these responsibilities risk delays, reduced coordination, and diminished capacity to respond effectively to changing transfer requirements and student needs. Statewide Transfer Center Coordinators/Directors recommend, at minimum, one full-time counseling faculty coordinator/director, with additional counseling faculty and classified staff based on program size and scope. MiraCosta's Transfer Center Coordinator position was established consistent with this model. Filling the vacancy is therefore essential to maintaining regulatory compliance, ensuring continuity of transfer services, coordinating institutional transfer efforts, and sustaining equitable access to four-year educational opportunities for all students.

2. Math: Replacement

The combination of sustained enrollment growth, strong course demand reflected in high fill rates and growing waitlists, significant reliance on overload and associate faculty, and expanding curricular requirements provide compelling evidence that an additional full-time mathematics faculty member is needed to effectively serve students while maintaining instructional quality and access. The Math Department is committed to continuous improvement of its curriculum, instruction, and student outcomes. Dedicated full-time faculty play a critical role in sustaining this work through ongoing review, assessment, and revision of course offerings within two active curriculum committees within the Math department. These efforts are designed to enhance student success and proficiency while ensuring compliance with state legislation, including AB 705, AB 1111, AB 1705, and AB 928. There is additionally a need for continued focus on equitable support strategies, including strengthening foundational skill development, expanding targeted support services, improving engagement in online courses, and addressing the specific needs of disproportionately impacted student populations.

3. Letters: Replacement

The Letters Department requests a full-time faculty position to replace Jose Jara. The Letters department has high fill rates (98.9%) and has needed to add sections to meet student enrollment

demand. This replacement position request is an opportunity to enhance equity-minded curriculum and practices to increase student success rates, especially for disproportionately impacted student groups.

4. Psychology: Replacement

The Psychology department requests a full-time faculty replacement. The department serves a large body of students and is significantly understaffed. In terms of enrollment, two psychology courses rank among the college's ten highest-enrolled courses: PSYC C1000 (Introduction to Psychology) is 3rd and PSYC 104 (Statistics for Behavioral Science) is 10th. In terms of degrees, Psychology accounted for 165 (9.5%) of the 1,742 Associate of Arts degrees MiraCosta awarded in 2025–26. Approximately 63.5% of psychology courses are taught by part-time instructors, compared with 49.6% in English (transfer), 56.9% in Communication, and 38.9% in Mathematics.

5. Business: Growth

The Business Department is requesting a full-time faculty replacement following the promotion of Dr. Annie Ngo to Dean in January 2026. This vacancy, combined with Dr. Suganya Sankaranarayanan's reduced teaching load due to her Department Chair responsibilities, has created significant instructional and leadership gaps. The department currently has only three full-time faculty members and relies on associate faculty to teach 78.7% of its 122 scheduled sections for Fall 2026 and Spring 2027. Of the nine sections of Business Statistics (BUS 204) offered in Fall 2026, only two are taught by full-time faculty. This is particularly concerning given the course's importance as a general education transfer course and the potential reduction in future offerings if associate faculty become unavailable. The replacement faculty member would also provide leadership for the growing Supply Chain Management (SCM) program, which offers certificate and degree pathways for students seeking employment, career advancement, or transfer to four-year institutions. The program has demonstrated substantial growth, with SCM degrees increasing from 1 to 18 and certificates from 1 to 21 between 2022–2023 and 2025–2026. The hire would help sustain this growth, strengthen partnerships with North County employers, and support the college's institutional goals of workforce development, equitable access, and student success. The Business Department has maintained an 88% retention rate and a 78% course success rate, both above college averages. With a WSCH/FTEF ratio of 426 compared to the college-wide ratio of 338, the department demonstrates substantial instructional efficiency despite its limited full-time staffing. Replacing this position would help maintain essential transfer courses, strengthen faculty oversight, and support continued growth in a program that serves both transfer students and the regional workforce.

6. Counseling – Business/Tech ACP: Replacement

The Counseling Department requests replacement of the full-time counselor position vacated when Ticey Hosley transferred into the permanent Articulation Officer position in Fall 2025. This position provides general academic, career, and personal counseling and serves as the Counseling Lead for the Business & Technology Academic and Career Pathway (ACP). This position was not eliminated; it was vacated through a lateral transfer. The students, general counseling responsibilities, and ACP Counseling Lead assignment all remain. The department is

currently operating with two vacant full-time counseling positions, with coverage being provided through associate faculty and hourly Guided Pathways funding. That coverage is not stable. The college is considering reallocating approximately \$400,000 currently supporting ACP counseling. If that funding is reduced, the department would lose its primary means of covering these vacancies. The District/Faculty Assembly Agreement also creates a structural need for full-time counseling faculty. Appendix 5.1 provides 1.2 FTE of reassigned time each semester for ACP Counseling Leads, allocated across five to six assignments at 0.2 FTE each. Associate counselors cannot hold reassigned time, so each vacancy reduces the pool of full-time faculty available to support this structure while also meeting direct student demand. Counseling demand has continued to increase. As of March 2026, the department provided 50,565 counseling services to credit and non-credit students year-to-date. Comprehensive Student Education Plans (CSEP) increased 24.6 percent from FY23 to FY25, and Academic/Progress Notice and Pause-related services increased approximately 87 percent between Fall 2024 and Fall 2025. Detailed data are provided in Area 5. The Business & Technology ACP did not lose its counseling lead. The assignment was maintained by moving another full-time counselor from general counseling into the role. While the pathway work continues, the loss of that counselor further reduced general counseling capacity. If this position is not replaced and hourly funding is reduced, students could face longer appointment wait times, reduced capacity during key application and filing periods, and slower access to Academic/Progress Notice and Pause counseling.

7. Ethnic Studies: Growth

Ethnic Studies is requesting FT faculty hire with a specialization in Chicana/o Studies needed to better serve students and meet increased demand for Area 6 Ethnic Studies course offerings. Our department has an ongoing equity and enrollment need for a new full-time faculty member specializing in Chicana/o Studies. Our student population is approximately 43% self-identified as Latinx, yet only

approximately 24% of faculty identify as Latinx. This creates an opportunity and institutional responsibility to ensure our academic programs and faculty expertise support and respond to the educational and community needs of the students we serve. Our department was created because of student organizing and activism in San Francisco in 1968 and as a result of the events in 2020 that led to various state and local resolutions in education, including AB 1460, new Ethnic Studies requirements, and ASCCC resolutions 9.03 and 9.04 on Ethnic Studies. A new full-time hire would build on MiraCosta's investment in Ethnic Studies over the past five years. MiraCosta has already demonstrated institutional commitment to creating and building our Ethnic Studies program, established in Fall 2022. We are now at the stage where we need investment to build disciplinary capacity to develop and sustain Chicana/o Studies. A new Ethnic Studies hire specializing in Chicana/o Studies would support our department's goals as outlined in our recent Program Review which include increasing capacity to increase the number of sections we can offer to meet student need for the new Area 6 Ethnic Studies requirement. This new hire would also align with MiraCosta's institutional goals of providing equitable access (Goal 1) collaborating with the community (Goal 2), preparing students to be active global citizens (Goal 2), providing a culturally competent, adaptive, innovative, and relevant teaching and learning environment (Goal 3) and demonstrating responsible stewardship and sustainability of college and community resources (Goal 4). Our department has engaged in regular dialogue about the need for this new hire across a dozen meetings and reached unanimous agreement on

this request. The chair has discussed how this hire would advance our department's goals. With a new Chicana/o Studies faculty member, we can write new courses at MiraCosta that align with the new Chicana/o Studies ADT and develop our department's first degree program. We have many students interested in a degree in Ethnic Studies from MiraCosta, and this new hire would provide our students with the opportunity to earn a degree from our college while they pursue other goals, including transferring. With our majority Hispanic/Latinx student population, a new Ethnic Studies hire with a Chicana/o Studies specialization would provide a dedicated faculty member to build out programming and new curriculum focused on these populations and their history.

8. Library – Systems and Collections: Replacement

The Library requests a full-time faculty position to replace Glorian Sipman. The Systems & Collections Librarian is a highly specialized and essential college role that supports the infrastructure underlying nearly every library service and acquires resources that support every discipline. Areas of responsibility include: library systems, cataloging, collection development, acquisitions, and textbook affordability initiatives.

9. Nursing – LVN to RN: Growth

Nursing and Allied Health (NAAH) is requesting a full-time nursing faculty member dedicated to the LVN-to-RN program. As the program transitions to a stand-alone cohort model, incorporating a groundbreaking apprenticeship program, specialized faculty leadership is essential to support the unique educational, academic, and professional needs of licensed vocational nurses advancing their nursing education. A dedicated faculty member will promote equitable access to resources, provide targeted student support and mentoring, facilitate successful progression and retention, and ensure program quality and compliance. NAAH Program success and retention rates are constantly above the college averages. For the 2024/2025 academic year the NAAH course success rate was 86% compared to the MiraCosta success rate of 75%. NAAH's retention rate was 94% compared to MiraCosta's retention rate of 87%. Full time faculty members are key to this success. The NAAH Department is actively working to close equity gaps by providing targeted academic, clinical, and holistic support services designed to promote student success and retention. Recognizing that nursing students often face significant academic, financial, and personal challenges, NAAH has developed a comprehensive support structure that supplements the resources available through MiraCosta College.

10. Dance: Growth

This request is to restore the full-time Dance faculty position left vacant by the May 2025 retirement of one of the program's two full-time faculty members. The program currently offers 32 sections, several of them stacked; of these, the one full-time member teaches 7 and associate faculty teach the remaining 25. This request directly supports the Dance Instructor Certificate of Achievement, an existing Career Education program and workforce credential within the Dance program. The current catalog describes the certificate as preparing students to teach dance in private studios, recreational facilities, gyms, and community dance programs. Alongside the program's AA degree, the certificate gives students both a transfer path and an established,

employment-focused pathway. A second full-time member is what lets the discipline lead its program, staff its certificate, and keep building rather than concentrate all of it on one person.

11. Communications – Course Coordinator: Growth

Recent statewide changes to the Common Course Numbering system and the Cal-GETC transfer requirements for oral communication have impacted our course offerings and enrollment numbers. Whereas our Department previously offered 3 courses meeting the oral communication requirement, C1000, COMM1004, and COMM106, there is now only one course that satisfies this need, C1000. This means that all students transferring to CSU or UC need to take 1000, whereas previously UC transfers did not. Furthermore, required changes in the statewide Course Outline of Record need to be implemented consistently. Our request for a new hire is a direct response to these changes. We are requesting to hire a full-time faculty member who will function as a Basic Course Coordinator. The purpose of requesting this new hire is to assist with the course management trends related to C1000: Public Speaking, the impact of the new Common Course Numbering system, and the Cal-GETC oral communication requirements related to our program. College planning and comparative data analysis demonstrate that Communication Studies has a growing instructional need that distinguishes it from comparable disciplines. COMM's current 56.9% part-time faculty ratio is comparable to Business (59.6%), History (53.5%), Psychology (63.5%), and Sociology (41.2%). The proposed hire would reduce COMM's part-time ratio to 48.3%, well within the range of these programs.

12. Accounting: Growth

This hire request seeks a full time NEW faculty position in the Accounting Program. The Certificate of Achievement in Accounting has consistently been in the top five certificates received by students for many years. This certificate includes courses in tax, computerized accounting, payroll, and other more generalized accounting courses. Another short-term and long-term goal in hiring an additional faculty member is the need for a full-time faculty member who is a CPA. We have numerous requests of the program, often received through academic counseling, from students looking to take courses to fulfill the CPA educational requirements. This proposed full-time faculty hire will affect the breadth and diversity of our curricular offerings and programs at our college by allowing us to continue to maintain and grow our successful accounting courses and certifications within the accounting program and business department.

13. Counseling – ASE Programs: Growth

14. Nursing – MAP: Growth

15. Psychology: Growth 1

16. Biotechnology: Growth

17. Spanish: Growth

18. Letters: Growth

19. MTEC: Growth

20. Communications – Fast Track ADT: Growth

21. Psychology: Growth 2

AAC hiring prioritization workgroup checklist

- Workgroup should consist of 10-15 members, 2 administrators (VPI and VPSS) and 8-13 faculty (primarily full-time, but up to one associate faculty member*) with diverse representation of campus departments and programs. Departments should be limited to one member on the workgroup, especially if that department is requesting a hire.
 - Inclusion of representation from counseling, non-credit, and career education (may need to be recruited from outside of AAC depending on committee composition)
- Meetings can be in-person or on Zoom, with preference for the former
- The workgroup will have two meetings during the prioritization process: one meeting during week 5 that will run ~3-4 hours and one meeting during week 6 that will run ~2-3 hours.
- Workgroup chair collects prioritization from each member before 1st discussion meeting but will not share with the workgroup if that is the member's preference
- 1st discussion is organized so time is dedicated to each plan
- Workgroup members will not advocate for any position during discussions
- Confirm retirement/resignation positions have been submitted in Workday
- Create separate lists for district and non-district funded positions
- At the end of the first discussion meeting, members will have an opportunity to adjust prioritization based on discussions. Questions will also be generated for plan authors, with the Chair sending those questions for responses before the second meeting.
- Rationales for requested positions within a certain possible funding range determined by college administration will be included in the recommended prioritization forwarded to the academic senate

*If an associate faculty member is included, priority for the workgroup will be given to the associate faculty member on AAC. If that person is unavailable, the Chair can seek another associate faculty member from a different Academic Senate subcommittee. Associate faculty members in a department submitting a hiring request should not be part of the workgroup.

Credit for prior learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. Knowledge and skills may be gained through:

- Military training
- State and federal government training
- Work experience
- Industry certifications^[BG1] ^[db2], and licenses
- Apprenticeships and internships^[BG3] ^[db4]
- Validated volunteer and civic activities (e.g. Peace Corps)

CPL may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. An authorized assessment is a process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

Students who are veterans or active-duty active-duty members of the armed forces, who hold industry recognized credentials, or who requesting credit for a course based on their prior learning must submit a petition within SURF for each course they are seeking credit will be referred to the college's appropriate authority for assessment upon completion of their educational plan.

Units earned for by CPL cannot be counted for federal financial aid payment purposes but may be counted for pace of progression and maximum unit calculations. Units earned by CPL are not applicable to meeting unit-load requirements for purposes of financial aid, Selective Service deferment, Veterans, Veterans benefits, or Social Security benefits.

Units earned for CPL cannot be counted towards the 12 units in residency for a degree, priority registration, or academic standing.

Determination of Eligibility for Credit for Prior Learning

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to the student's prior learning and only for courses listed in the MiraCosta College Catalog. The Courses and Programs Committee controls the process for selecting a course for CPL credit. This process is required. Procedures for the determination of CPL can be found in the Courses and Programs Committee Handbook. Students seeking credit for prior learning must also have an education plan on file with MiraCosta College

Commented [1]: These are the changes given by Darlene

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Inclusion of specific language related to use of noncredit for CPL.

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Commented [3]: I suggest more specificity regarding the college's appropriate authority

Commented [4R3]: Prospective students are reaching out the Veteran's Center and Registered Nurse Program Director prior to the development of an educational plan

Commented [5]: We seem to use units and credits interchangeably. Should we standardize that?

Commented [6R5]: I think we should delete the first sentence. The second sentence is now all encompassing.

Commented [7R5]: Done :)

Award of credit will be made to general education or program requirements when possible and to electives for students who do not require additional general education or program credits to meet their goals. ~~Units for which credit is given shall not be counted in determining the 12 units in residence required for an associate degree.~~

CPL will be offered only under the following conditions:

1. The department has identified the course as eligible for CPL within the course management system.
2. An instructor designated by the department eligible to reviews the CPL petition for the course and agrees that the petition is appropriate. The instructor is responsible for verifying and selecting an appropriate assessment method.
3. The student must be active in the college's student information system and in good standing (see Administrative Procedure 4250: Academic and Progress Notice).
4. A CPL assessment may be petitioned only one time for a specific course and will not be given for a course previously completed unsatisfactorily (D, F, or NP).
5. The deadline for submitting a completed CPL petition in the student information system is the thirty (30) percent deadline of a regular semester or the third week of classes during summer intersession.
6. Students have until the seventy-five (75) percent deadline to withdraw their petition for CPL in writing to the Admissions and Records office; after that, they must take the exam or they will automatically be issued a grade of "F."
- 4-7. CPL will not be offered for a course the student is currently enrolled in or for a course that is a prerequisite to a more advanced course in the same subject for which the student has already received college credit.

Commented [8]: are these conditions applicable to the other options?

Commented [9R8]: Yes, I believe so.

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Commented [10]: This is a violation of Title 5. Students have the right to decline the grade earned through CPL assessment. This must be removed.

Approved Methods for Awarding Credit for Prior Learning

Students may demonstrate proficiency in a course eligible for CPL and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on any of the following approved standardized examinations: Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP).
- Evaluation of Joint Services Transcripts (JST).
- Satisfactory completion of an institutional examination, commonly known as credit by exam, administered by discipline faculty.

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~~Effective Date: 5/19/09, 1/8/16, 12/3/20, 8/31/23~~

~~References: Title 5, §55050~~

~~CCLC Update: #14, 2/08, #36, 4/20~~

~~Steering: AAC / AS~~

- Evaluation of industry-recognized credential documentation.
- Evaluation of a student portfolio or other assessment approved or conducted by designees of the college.

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~~AP, IB, CLEP, JST, and credit by exam can be used by MiraCosta College to certify specific CSU and/or UC general education requirements.~~

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Commented [12R11]: Agreed. just looking at it.

A. Credit for Standardized Examinations

1. Advanced Placement (AP) Examination Program: MiraCosta College grants credit to high school students who attain scores of 3, 4, or 5 on AP exams administered by the College Entrance Examination Board. The Advanced Placement Guide published in the MiraCosta College Catalog identifies how specific AP exams can be used as CPL. (See Administrative Procedure 4236: Advanced Placement Credit.)
2. International Baccalaureate (IB) Examination Program: MiraCosta College grants credit toward the associate degree for most high level IB exams passed with a minimum score of 5. However, individual departments may also determine course equivalency. The International Baccalaureate Guide published in the MiraCosta College Catalog identifies how specific exams can be used as CPL. ~~To receive credit, e.~~ Official IB transcripts must be on file in the Admissions and Records Office to receive credit.
3. College Level Examination Program (CLEP): MiraCosta College grants credit for successful completion of certain CLEP general examinations and subject examinations with a minimum score of 50. The CLEP Guide published in the MiraCosta College Catalog identifies how specific exams can be used as CPL. ~~To receive credit, e~~ Official CLEP transcripts must be on file in the Admissions and Records Office to receive credit.

B. Credit for U.S. Military Service/Training

~~MiraCosta College grants experience credit of three elective units for submission of any DD214, 295, or other military transcript. Additionally, active-duty active-duty military personnel and U.S. military veterans may satisfy the Self-Development general education (GE) requirement from MiraCosta College's GE pattern (Plan A) or the California State University GE Breadth pattern (Plan B) through submission of a military transcript. Cal GETC shall be used for new incoming credit students, dually enrolled high school students, and concurrently enrolled high school students beginning Fall 2025 who plan to transfer to either a CSU or UC campus. Cal GETC is the new lower division general education transfer pattern that will begin fall 2025 for California Community College students transferring to the CSU or the UC. Students who have~~

~~catalog rights prior to Fall 2025 may elect to complete Cal-GETC but it is not required. For students who begin at a California community college in Fall 2025 or beyond, Cal-GETC will be the singular GE pattern attached to ADT degrees.~~

Military service school training will be evaluated and awarded associate degree credit in accordance with the recommendations contained in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Forces. In most circumstances, the units awarded will be elective credit. Students may also receive credit for USAFI/Dantes subject standardized tests and USAFI courses by submitting an official transcript to the Admissions and Records Office. Students should submit a verified copy of their DD214/military transcript to the Admissions and Records Office for evaluation.

C. Credit by Exam

Credit by exam is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of a course. The determination to offer credit by exam rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit will be granted. A maximum of 15 units will be granted as credit by exam at MiraCosta College.

Commented [13]: The self-development area is going away. This can all be deleted.

Commented [14]: Cindy Dudley thought that this portion starting with "Additionally" needs to be removed. I don't know enough about how it works, so please either delete or advise.

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Credit by exam will be offered only under the following conditions:

- ~~2. A departmental or program credit by exam policy is on file with Student Services.~~
- ~~3. An instructor designated by the department eligible to give credit by exam in the course and agrees that the credit examination is appropriate. The instructor is responsible for selecting an appropriate exam.~~
- ~~4. The student must be currently enrolled at the college and in good standing (see Administrative Procedure 4250: Academic and Progress Notice).~~
- ~~5. An examination may be taken only one time for a specific subject and will not be given in a subject previously completed unsatisfactorily (D, F, or NP).~~
- ~~6. The deadline for returning a completed CPL Assessment petition to the Admissions and Records Office is the thirty (30) percent deadline of a regular semester or the third week of classes during summer intersession.~~
- ~~7. Students have until the seventy five (75) percent deadline to withdraw their intent to take the exam in writing to the Admissions and Records office; after that, they must take the exam or they will automatically be issued a grade of "F."~~
- ~~8. Credit by exam will not be offered for a course the student is currently enrolled in or for a course that is a prerequisite to a more advanced~~

Commented [15]: are these conditions applicable to the other options?

Commented [16R15]: Yes, I moved most of them to eligibility. Number six runs counter to the new Title 5. Students have the right to review and decline the final grade.

~~course in the same subject for which the student has already received college credit.~~

~~9. A maximum of 15 units will be granted as credit by exam at MiraCosta College. Note: This does not include credit for standardized examinations~~

~~10. Credit by exam will reflect on the student's permanent record.~~

~~Credits acquired by examination are not applicable to meeting unit-load requirements for purposes of financial aid, Selective Service deferment, Veterans, Veterans benefits, or Social Security benefits.~~

D. Credit Using Industry-Recognized Credentials

The determination to offer CPL using industry-recognized credential documentation rests solely on the discretion of the discipline faculty. Students shall receive credit if the discipline faculty who normally teach the course for which credit is to be granted determine the industry certification adequately measures mastery of the course outcomes as set forth in the course outline of record.

~~Students who wish to demonstrate proficiency in a course eligible for CPL using industry certification and receive college credit must file a CPL Assessment petition to the Admissions and Records Office by thirty (30) percent deadline of a regular semester or the third week of classes during summer intersession.~~

Commented [17]: Repetitious.

E. Credit Using Other Assessments

The determination to offer CPL using other types of assessment rests solely on the discretion of the discipline faculty. The nature and content of other types of assessment, such as student portfolios or skills demonstrations, shall be determined by faculty in the discipline who normally teach the course for which credit is to be granted. Students shall receive credit if the faculty determine that the assessment adequately measures sufficient mastery of the course outcomes as set forth in the course outline of record.

~~Students who wish to demonstrate proficiency in a course eligible for CPL and receive college credit using a faculty approved assessment method must file a CPL Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.~~

Commented [18]: Repeated from above.

Prior Learning Assessment Grading Policy

- A. Grading shall be according to the regular grading system in accordance with AP 4230: Grading and Academic Record Symbols.
- B. Students shall be offered a "Pass/No Pass" option, in accordance with AP 4232: Pass/No Pass, if that option is ordinarily available for the course.
- C. Students shall be given the opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to

AP 4230: Grading and Academic Record Symbols and AP 4231: Grade Changes.

Transcription of Credit for Prior Learning

The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning. Credit earned through an advanced placement exam will be specifically notated as such.