Academic Affairs Subcommittee Special Meeting
November 19th, 2021
9:00 AM - 9:10 AM
Members of the public may participate via Zoom using this link:
https://miracosta-edu.zoom.us/j/95175930693
Meeting ID: 951 7593 0693

AGENDA

I. Call to Order

II. Persons Wishing to Address the Committee

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate (or name of committee). **Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Academic Senate (or name of committee) will be given the opportunity to ask questions via Zoom or may submit questions via email at: dbonds@miracosta.edu.** In order to manage the business of the committee efficiently, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

III. New Business

A. Teleconferencing Meetings Pursuant to AB 361 - *Stephenson*

Description: *The Academic Affairs Subcommittee will consider whether to authorize teleconferencing meetings pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. In order to continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. The Academic Affairs Subcommittee will consider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person OR if state and local officials have imposed or recommended measures to promote social distancing. Suspension of the rules are requested to take action at this meeting.*

IV. Adjourn

The *Academic Affairs Subcommittee* meetings are held in meeting rooms that are accessible to persons with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Secretary at 760.795.6873 or 760.757.2121, extension 6873. The California Relay Service (CRS) is available by dialing 711, or 1-800- 735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate and Subcommittees in advance of their meetings may be **requested by emailing** dbonds@miracosta.edu, or by clicking on the Academic Senate's website at https://www.miracosta.edu/governance/academic-senate/index.html. Such writings will also be available at the Senate or Subcommittee meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact dbonds@miracosta.edu.

A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
(A) The legislative body has reconsidered the circumstances of the state of emergency.
(B) Any of the following circumstances exist:
(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.

COLLEGE POLICIES & PROCEDURES ASSESSMENT

Use steps 1–5 to evaluate policies & procedures.

1

STAKEHOLDERS

Who is this for?

- Students?
- Employees?
- Community?

5

RECOMMENDATION

1. Keep?
   a. Can it be more accessible?
   b. Should it live elsewhere?
2. Change?
   a. Repeat steps 1–5.

MiraCosta College

2

PURPOSE

What is this doing or what is this supposed to be doing?

4

REQUIREMENT

Does some governing body (ACCJC, CCCCO, MiraCosta CCD, USDOE), Title 5, or government code require the college to have this?

3

EQUITABLE IMPACT

- Consider groups who have been negatively impacted by this.
- Consider the barriers that exist from this.
- Consider outcomes and other data.
  MiraCosta Dashboards

Additional Resources:

Governance Manual

Board Policy 2410—Board Policies/Administrative Procedures

Administrative Procedure 2410—Board Policies/Administrative Procedures

MiraCosta College-Academic Affairs Subcommittee Regular Meeting
November 19, 2021 – 9:15– 11 a.m., Online via Zoom
https://miracosta-edu.zoom.us/j/95175930693
Meeting ID: 951 7593 0693

I. **Call to Order**

II. **Public Comment**

III. **Changes/Additions to the Agenda**

IV. **Minutes of the October 8, 2021 Regular Meeting: Review and Approval (**attachment**)**

V. **Minutes of the October 8, 2021 Special Meeting: Review and Approval (**attachment**)**

VI. **Reports/Discussion**
   a. **Hiring (**Bonds- 3 min)- Report on the vote for approval of the recommended ranking at the AS.
   b. **Calendar (**Bonds- 2 min)- No report. We will ask for a first draft of the calendar for the February AAC meeting.
   c. **Textbook Affordability (**McFall-10 min**)**
   d. **SURF Updates (**Willis-5 min)
   e. **Updating Syllabus Checklist (**Ali)- We'll consider the requested revisions as New Business and ask for a vote.
   f. **Redesigning the Student Experience**-
      Guided Pathways Presentation (Lindstrom -30 minutes + QA time) (***Time Certain: 9:30am***)

VII. **New Business**
   a. **Updating Syllabus Checklist** (Ali/Bonds -15 minutes)
   We will discuss the current revisions to the Syllabus Checklist. Please read this document and bring your feedback to our discussion. Hopefully, we can vote to approve this document so it can be posted for use in the 2022 Spring Semester.
   b. **AP/BP 4230 Grading and Academic Record Symbols** (Bonds-10 minutes)
   Description: The CCLC has recommended that we designate a particular symbol to document credit for prior learning on student transcripts. We need to discuss sending out a survey to colleagues to determine preferences for (+/-) grading symbols. (Note we cannot use C-). We're opening the discussion so it can return in the spring before AAC forwards the updated AP/BP documents to the Academic Senate.
   c. **BP 4235 Credit for Prior Learning** (Bonds-5 minutes)
   Description: The CCLC has recommended that students' academic records clearly annotate credit earned though examinations (IB, AP, or other college level exam). We're opening the discussion so it can return in the spring before AAC forwards the updated BP document to the Academic Senate.
   d. **AP 4236 Advanced Placement Credit** (Bonds-5 minutes)
   Description: The CCLC has recommended that students' academic records clearly annotate credit earned though AP examinations. We're opening the discussion so it can return in the spring before AAC forwards the updated AP document to the Academic Senate

VIII. **Information**

Next Meeting: December 10, 2021, 9:00 a.m.-11:00 a.m., Online via Zoom

---

October 8, 2021
9:15 a.m. – 11:00 a.m. ZOOM

Members Present: Shafin Ali, Daniel Ante-Contreras, David Bonds (Chair), Julie Cord, Anne Fleming, Claudia Flores, Yana Gardiner, Tricia Hoste, Stacey Hull, Joseph King, John Makevich, Lauren McFall, David McField, Thong Nguyen, Ghada Osman, Kris Peck, Denee Pescarmona, Beth Powell, Steve Torok, Alexis Tucker Sade, Rosa Viramontes, Rick White, Heidi Willis

Members Absent: Adrean Askerneese, Dave Massey

I. **Call to Order** – 9:15 a.m.

II. **Public Comments** – None

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

IV. **Minutes from September 10, 2021** – Ante-Contreras/Gardiner [MSP] Approve the September 10, 2021 minutes with two minor name spelling corrections.

V. **Reports/Discussion**
   a. **Hiring:** There is a tight timeline, so whatever is voted on today needs to get forwarded to Academic Senate so that they can get it on their agenda for the following week.

   b. **Calendar:** Bonds reported that it's possible a subcommittee of AAC could participate in a calendar discussion forum. As talks advance he'll certainly have more information.

   c. **Textbook Affordability:** McFall thanked Hoste for her participation on the committee as she moves on and welcome to a new member, Rick White. McFall is hoping to receive money for ZTC initiatives.

   d. **Surf Updates:** Willis asked that if anyone hears about any problems/issues/struggles that students might be having using SURF to please let her know….bring the issue to this meeting.

   e. **Updating the Syllabus Checklist:** Ali updated the links. Peck helped with updating the recommended language for disability accommodations. Ali briefly suggested information about a fluid syllabus.

   f. **Redesigning the Student Experience:** Pescarmona reported that the team is meeting to converse about a flex day in spring to do some deeper work into redesigning this around the ACP's.

VI. **New Business**
   a. **Updating the Syllabus Checklist:** Much of this discussion took place in the reports above.

   b. **Recommended Rankings of Full-time Requests:** Bonds thanked everyone who participated in this process. It's never an easy one. There was discussion surrounding the fact that two counseling positions (one growth/one replacement) ranked higher than two replacement positions in two other departments. It was concerning to some that the "growth" counseling position is more of a state mandate that could easily change at any moment.

   A straw poll was taken to see how many would swap the Philosophy faculty position with the generalist counseling position. The straw poll resulted in the majority wanting to keep the current order or they abstained.
   [Hull/Torok] MSP – Approve and forward Recommended Rankings of Full-Time Faculty Requests – Draft dated Oct 1, 2021

VII. **Information –** November meeting will be on Nov. 19, 2021. Communicate with Bonds if you are unable to attend

VIII. **Adjournment:** 11:00 a.m.

October 8, 2021
9:00 a.m. ZOOM

Members Present: Shafin Ali Daniel Ante-Contreras, David Bonds (Chair), Julie Cord, Anne Fleming, Claudia Flores, Yana Gardiner, Tricia Hoste, Stacey Hull, Joseph King, John Makevich, Lauren McFall, David McField, Thong Nguyen, Ghada Osman, Kris Peck, Denee Pescarmona, Beth Powell, Steve Torok, Alexis Tucker Sade, Rosa Viramontes, Rick White, Heidi Willis

Members Absent: Adrean Askerneese, Dave Massey,

I.   **Call to Order** – 9:00 a.m.

II.   **Public Comments** – None

III. **New Business**
      a. **Teleconferencing Meetings:** AAC will consider whether to authorize teleconferencing meetings pursuant to AB 361. **[McField/Ali] MSP for AAC to continue to meet online.**

IV.   **Adjournment: 9:15 a.m.**

Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does <u>not</u> constitute a binding contract with students – a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

This checklist offers items you may consider in designing the style, tone, and components of your syllabus. *Required items are identified in italics*; others are offered as suggestions.

Instructors are encouraged to consult with the department chair and/or course lead instructor to determine if other discipline or course-specific elements should be included.

About the Class

- *Course prefix and number (example: CHEM 101)*
- Section number
- *Semester and year*
- Course name
- Meeting days, times, and locations
- *Any onsite meetings, if this is a hybrid class*

About the Instructor

- *Name*
- *Contact information (at minimum, email address and/or phone number)*
- Office hours
- Response time to email or voicemail messages

About Attendance

- Policy on late arrivals or early exits
- Definition of excessive absences (as the instructor, you are responsible for establishing attendance standards appropriate to your discipline and pedagogy, and communicating them to your students*)

About Dropping

- Policy on dropping students from your class (it is the student's responsibility to drop or withdraw, unless you state you will do so upon certain conditions, such as excessive absences*)

NOTE: It is strongly encouraged to clear your roster by dropping students who have stopped attending class regularly by the 75% withdrawal date.

About Coursework and Grading

- Grading/evaluation structure
- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating**
- Academic integrity
- Participation (if it is included in grading)
- Circumstances for Incomplete grade

About Your Expectations

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect

About the Course Content

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- *Student Learning Outcomes (from Course Outline of Record)*
- *Program Learning Outcomes (as applicable)*
- *Institutional Core Competencies* (see "Important Links" below)
- *Required materials: (materials fees, textbook (full-title), edition(s) and/or copyright year(s), and other course materials)* (ISBN # is suggested, not required)
- *Field trips or alternative assignments*
- Assignments
- Calendar
- Tips for success in this course

Additional requirements for online or hybrid courses ***

- *Policy describing the frequency and timeliness of instructor-initiated contact*
- *Policy describing how, where, when instructor provides feedback*
- *Description of how, where, when course documents are made available to students*
- *Support services available to online students.*

About Support Services

- SAS statement (see recommended language below)
- Academic support services
- Student support services

Important dates

- 75% withdrawal deadline
- Final exam date and time

Recommended Language for Your Syllabus

Disability Accommodations

If you have a disability or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you're encouraged to contact the Student Accessibility Services (SAS) office (formerly known as Disabled Students Programs and Services or DSPS). The SAS office can be reached at (760) 795-6658 or sas@miracosta.edu. The SAS office will help you determine what accommodations are available for you. If you're requesting my assistance utilizing any authorized accommodations, please contact me as soon as possible.

Accessibility Statement

I have made every attempt to ensure this course is accessible for all students. If you encounter any accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so that we can investigate the matter further and provide equally effective alternatives, if needed.

Incomplete Grade

Students seeking a grade of Incomplete must consult with me no later than the week prior to finals (you may wish to specify a date within this week). A grade of Incomplete will only be considered for unforeseeable, emergency and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & Records by (specify date). The petition form is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the MiraCosta College catalog or schedule for more detailed information.

Academic and Career Pathways

Academic and Career Pathways (ACPs) are collections of majors with related courses that fit within a career area. ACPs help guide you toward fulfilling careers through academic programs and integrated experiences and support services. You can narrow down your choice of major and begin developing an educational plan that leads to degree or certificate completion or transfer. You will also join a community of diverse individuals working toward similar academic and career goals. For more information, please visit the ACP Website.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. More information regarding the library may be found at their webpage: https://library.miracosta.edu/home

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are connected to the Internet at all times, and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to

monitor every computer at all times. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

College Support Services

The Tutoring and Academic Support Center (TASC), Math Learning Center, Nordson STEM Learning Center and Writing Center (WC) assist students by providing individual and group tutoring, drop-in appointments, learning communities, self-help materials, and student success workshops. Services are free and available to all students during day and evening hours at all MiraCosta College campuses. I recommend you take advantage of these academic support services. Additional student support services are also available including academic counseling, veterans' services, Financial Aid, Scholarships, and Career Center.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees including educational trainings, scholarships for LGBTQIA+ students and their active allies, and the Out@MiraCosta online directory. Visit MiraCosta College LGBTQIA+ Equity to learn more about LGBTQIA+ equity efforts, to view contact information for LGBTQIA+ student services specialists or to speak with someone about an incident of bias.

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. Please know that MiraCosta College Health Services offers personal counseling sessions. For a session, call 760-795-6675 or stop by room 3326 at the Oceanside campus, or call 760-944-4449 x7747 or stop by room 922 at the San Elijo campus. There is no additional fee for these sessions for credit students, and the content of the session is confidential.

In a crisis situation, or after hours, call Campus Police at 760-795-6640 or 6911 from an on-campus phone, local police at 911, or The Up2SD Crisis Line at 888-724-7240, or text the word "Courage" to the crisis text line at 741741.

UPRISE Program (Undocumented Student Rise in Solidarity and Empowerment)

Option 1:
I am an unapologetic and unafraid Ally Educator to undocumented students and their families. I will not inquire about your status, and it is entirely at your discretion to disclose information if you feel comfortable doing so. You can always contact me if you have questions or concerns about your status or would like guidance toward resources to ensure your success while at Mira Costa College.
Did you know we have a program dedicated to Undocumented and Mixed Status Students? UPRISE (Undocumented Student Rise in Solidarity and Empowerment) provides legal consultations, mental health counseling, academic and career counseling, entrepreneurship trainings, peer network events, and more. Students and their loved ones can contact UPRISE for more information: Please visit the UPRISE website for more information.

Option 2:
MiraCosta College affirms that we accept, support, and stand with all undocumented and mixed status students, staff, faculty, community members, loved ones, and their families. The district remains dedicated to their personal and educational success. MiraCosta College is deeply committed to supporting a campus climate and environment that is welcoming and safe for our undocumented and mixed status students, staff, faculty, community members, loved ones, and their families.
Did you know we have a program dedicated to Undocumented and Mixed Status Students? UPRISE (Undocumented Student Rise in Solidarity and Empowerment) provides legal consultations, mental health counseling, academic and career counseling, entrepreneurship trainings, peer network events, and more. Students and their loved ones can contact UPRISE for more information: Please visit the UPRISE website for more information.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Course Repetition*

The maximum number of enrollments for regular courses is THREE. All grades, including withdrawals (W), are included in the count.

References

*MCC AP 5075; Title 5, §§55024, 58004, 58161
** MCC AP 5500, AP 5520
***MCC AP 4105; Title 5, §55200 et seq.

Important Links

MCC AP 4105 Distance Education

MCC AP 5075 Course Adds and Drops

MCC AP 5520 Student Conduct Procedures

MCC AP 5500 Standards of Student Conduct

About The STEM Learning Center: https://www.miracosta.edu/student-services/stem/index.html

Academic Counseling: https://www.miracosta.edu/student-services/counseling/index.html

Academic Proctoring Center: https://www.miracosta.edu/student-services/testing-services/academic-proctoring-center/index.html

Health Services: https://www.miracosta.edu/student-services/health-services/index.html

LGBTQIA+ Resources: www.miracosta.edu/lgbt

Math Learning Center: https://www.miracosta.edu/student-services/math-learning-center/index.html

MiraCosta College Core Competencies: http://miracosta.edu/governance/oac/slo.html

MiraCosta College Library: http://library.miracosta.edu/homepage

Student Accessibility Services (SAS): https://www.miracosta.edu/student-services/sas/index.html

Student Learning Outcomes: https://www.miracosta.edu/governance/oac/slo.html

Student Resources: https://www.miracosta.edu/student-services/index.html

Tutoring & Academic Support Center: https://www.miracosta.edu/student-services/tutoring-and-support/index.html

Veterans Services: https://www.miracosta.edu/student-services/veterans-services/index.html

Writing Center: https://www.miracosta.edu/student-services/writing-center/index.html

Courses shall be graded using the grading system established by Title 5 as follows:

Evaluative Symbols

Symbol	Definition	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Less than satisfactory	1.0
F	Failing	0.0
P	Passing (at least satisfactory)	
NP	No Pass (less than satisfactory or failing)	
SP	Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).	

Nonevaluative Symbols

Symbol	Definition
I	Incomplete
IP	In Progress
RD	Report Delayed
W	Withdrawal
MW	Military Withdrawal
EW	Excused Withdrawal
[tbd symbol]	Credit for Prior Learning

I – Incomplete: Incomplete academic work for unforeseeable, emergency, and justifiable reasons. The condition for the removal of the "I" shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress: The "IP" symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that

assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" symbol shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student's permanent record for the course.

RD – Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W – Withdrawal: The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The "MW" symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The "EW" symbol may be used to denote withdrawal in accordance with Title 5 Section 55024. [CD1]

[Symbol] – Credit for Prior Learning: The "[Symbol]" symbol may be used to denote credit earned through successful completion of an International Baccalaureate examination, College Level Examination Program examination, Advanced Placement examination, or another experience, examination, or assessment of prior learning, if the District determines that such prior learning satisfies the District's standards for measuring competencies comparable to those achieved in baccalaureate or general education level courses. Standards for satisfactory completion of a prior learning experience, examination, or assessment will be approved by the faculty in the appropriate discipline for which prior learning credit is earned. [CD2]

The superintendent/president shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

A.   Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.

B.   The installation of security measures to protect grade records and grade storage systems from unauthorized access.

C.   Limitations on access to grade records and grade storage systems.

D.   Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

E.   Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see Board Policy 3310, Records Retention and Destruction; Administrative Procedure 4231, Grade Changes; and Board Policy/Administrative Procedure 5040, Student Records.

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog and made available to students.

The grading system shall include the "**[*Symbol*]**" for credit earned through successful competition of prior learning examinations, experiences, or assessments, pursuant to standards articulated in the District's administrative procedures and approved by the faculty in the appropriate discipline for which prior learning credit is earned.

See Administrative Procedure 4230.

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment or examination[CD1]. The superintendent/ president shall establish administrative procedures to implement this policy.

The district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. The policy shall be posted on the college website and published in the college catalog.

See Administrative Procedure 4235.

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

Course-to-course equivalency for AP examination is determined by the appropriate discipline faculty.

If the district does not offer a course similar in content to an AP examination, the district will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

A student's academic record will be annotated to reflect credit earned through an AP examination.

The district shall post its Advanced Placement Credit procedure on the MiraCosta College website and in the college catalog.

Effective Date:	10/4/18
Periodic Review:	---
Reference Update:	12/17
References:	Education Code 79500
	Title 5 §55052
CCLC Update:	#31, 12/17, #39, 10/21
Steering:	AAC