

Non-Degree Applicable Courses

Developmental Coursework and Unit Limits

Developmental coursework consists of non-degree-applicable basic skills courses. A student's need for developmental coursework is determined using appropriate assessment instruments, methods, or procedures.

Students cannot receive more than 30 semester units for developmental coursework, subject to the following exceptions:

- ▶ A student who is enrolled in one or more courses of English as a Second Language is exempt from this unit limitation.
- ▶ A student who has been officially identified by the college as having a learning disability is exempt from this unit limitation.

Students who need more than 30 units to develop college-level basic skills will be restricted to taking only noncredit courses, non-degree-applicable courses that do not involve remediation, and those degree-applicable credit courses that do not have basic skills prerequisites or advisories on recommended preparation.

The MiraCosta College Community College District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame of their initial attempt in the discipline.

The district shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year time frame or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year time frame.

The district shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the district may use guided placement or self-placement. When using multiple measures, the district shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

- ▶ Low performance on one measure shall be offset by a higher performance on another measure.
- ▶ Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.
- ▶ Any one measure may demonstrate a student's preparedness for transfer-level coursework.
- ▶ The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- ▶ The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the district places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the college shall determine the following:

- ▶ The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade point average and coursework.
- ▶ The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame.

The district may recommend a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the college determines the support will increase their likelihood of passing the transfer-level English or mathematics course.

If the district places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the college shall determine the following:

1. The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.
2. The enrollment will improve the student's probability of completing the first STEM calculus course.
3. The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in Administrative Procedure 4222:

1. Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
2. Students enrolled in a certificate program without English or mathematics requirements.

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3. Students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate.
4. Students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes.
5. Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
6. Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
7. Current high school students in dual enrollment or taking courses not available in their local high school.

A student who demonstrates significant, measurable progress toward the development of skills appropriate to enrollment in college-level courses may request a waiver of the limitations of this procedure. Such a waiver, if granted, will be given for specified periods of time or for specified units pursuant to standards approved by the MiraCosta College Board of Trustees.

If a student who has been placed on academic or progress separation due to lack of progress or substandard grades (see Board Policy/Administrative Procedure 4250 and Administrative Procedure 4255) successfully completes developmental coursework or demonstrates skill levels that assure success in college-level courses, they may petition the Committee on Exceptions for reinstatement to proceed with college-level coursework.

(Source: MCCCD Administrative Procedure 4222. All MiraCosta College board policies and administrative procedures are located on the Board of Trustees webpage (<https://www.miracosta.edu/office-of-the-president/board-of-trustees/board-policies-and-administrative-procedures.html>).)