

Instructional Services
DRAFT as of 3/31/09

AP 4020 PROGRAM AND CURRICULUM DEVELOPMENT

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
Accreditation Standard II.A

❖ **From current Palomar BP 302 titled Curriculum Committee (91-15038)**

The Curriculum Committee shall be the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning. The Curriculum Committee shall coordinate, evaluate and review the College District curricula to encourage innovation and excellence in instruction. The Curriculum Committee shall report to the Faculty Senate for ratification of its action and then via the Vice President for Instruction and the Superintendent/President to the Governing Board. ~~GB 5-26-92 Amended~~

Current procedures for the following areas appear in CurricUNET:

- The initiation, review, approval, and evaluation processes and related criteria
- The designated responsibility and authority for initiation, review, and approval of courses (e.g., the Instructional Services Office, Faculty Senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)
- All time lines and limits for the process
- The process for the publication of changes and maintenance of records and
- The use of a range of delivery systems and modes of instruction

Office of Primary Responsibility: Instruction Services

NOTE: This procedure is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **blue ink** is additional language to consider including in this procedure. The language in **black ink** is current Palomar Policy 302 titled Curriculum Committee adopted on 5-26-92. (Although this is a Palomar BP, it seems more procedural in nature and appears to relate best with this procedure.) The language in **green ink** is recommended by the Office of Instruction and the Faculty Senate.

Date Approved:

(Replaces current Palomar BP 302)

Instructional Services
DRAFT as of 4/9/09

AP 4021 DISCONTINUANCE OF CAREER/TECHNICAL PROGRAMS

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130

The procedure for discontinuance of career/technical programs will adhere to Education Code Section 78016 and Title 5 Sections 51022 and 55130. Career/technical programs will be reviewed every two years to ensure they meet legal standards.

The procedure for discontinuing/deactivating an instructional program is as follows:

- Faculty or appropriate administrator writes the justification/reasons for discontinuance and a phase out plan. The phase out plan must include:
 - Title and short description
 - Courses included in the program
 - Justification for discontinuance (obsolete technology, enrollment, etc.)
 - Faculty or staff impact
 - Supplies, equipment disposal plan
- Department members analyze/modify and a majority must concur
- The division dean analyzes, modifies, and concurs with the plan
- The Curriculum Committee approves the deactivation plan
- Faculty Senate approves the actions of the Curriculum Committee and submits to the Governing Board

When programs are eliminated or program requirements are significantly changed, the District will make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Office of Primary Responsibility: Curriculum Committee/Office of Instruction

NOTE: This procedure is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The language in **green ink** is recommended by the Curriculum Committee, Office of Instruction, and the Faculty Senate. The information in **blue ink** is additional language to consider including in this procedure. There does not appear to be a current Palomar Procedure that addresses this issue.

Date Approved:

(This is a new procedure recommended by the

CCLC and the League's legal counsel)

Instructional Services
DRAFT as of 4/11/09

AP 4022 CURRICULAR MATTERS

Reference:

Title 5 Section 55100

The Governing Board relies primarily on the Faculty Senate, through the Curriculum Committee, for developing procedures for and overseeing curricular matters. The Curriculum Committee reports directly and regularly to the Faculty Senate.

- All members of the Curriculum Committee receive training as described in Title 5 Section 55100.
- The Curriculum Committee will coordinate, evaluate, review, and approve individual degree-applicable credit courses offered as part of an educational program approved by the State Chancellor's Office.
- At a minimum, non-degree-applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program:
 - Must be approved by the Curriculum Committee;
 - May not be offered if previously denied separate approval by the State Chancellor's Office unless modified to properly address the reasons for denial;
 - May count for only a limited number of semester units toward satisfying the requirements for a certificate or completion of an associate degree;
 - Must adhere to regulatory limits and/or restrictions on the number of courses that may be linked to one another by prerequisites or co-requisites;
 - Must be reported to the State Chancellor's Office.

Offices of Primary Responsibility: Faculty Senate and Office of Instruction

NOTE: This procedure is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore) based on the Update #13 distributed on 9/21/07 to districts. The language in **green ink** is recommended by the Curriculum Committee, Office of Instruction, and the Faculty Senate. The information in **blue ink** is additional language to consider including in this procedure.

Date Approved:

*(This is a new procedure recommended by the
CC League and the League's legal counsel)*

AP 4045 TUTORIAL SERVICES PROGRAMS

References:

Education Code Section 70902

Palomar College provides tutorial services using resources and techniques appropriate to student needs.

~~❖ From current Palomar College Procedure 418.2 titled Disenrollment Procedures~~

~~TUTORIAL SERVICES~~

~~The Tutorial Center is designed to provide assistance in all academic subjects to Palomar College Students. Students are served on a walk-in basis and must be registered in the course(s) for which they are seeking assistance. Tutors hired to work for the Tutorial Center are carefully selected and trained in tutoring methods and learning strategies to do the best job possible in helping their peers achieve academic success. Services provided include:~~

- ~~• one-on-one tutoring~~
- ~~• group tutoring~~
- ~~• tutor training~~
- ~~• end-of-semester review sessions~~
- ~~• study pamphlets and guides~~
- ~~• tutoring via the Internet at pctutoring@hotmail.com~~
- ~~• specialized tutoring for categorical populations~~

~~Supplemental Instruction (SI) is offered voluntarily by trained SI leaders to students who wish to form student groups. For information on developing SI classes, contact Ruth Barnaba at x2238. The Tutoring Center is located on the first floor of the Library. For more information, call x2448.~~

Office of Primary Responsibility: Instructional Services

NOTE: *The wording in **blue ink** is additional language to consider including in this procedure. The language in **green ink** is recommended by the Office of Instruction and the Faculty Senate. The information in **black ink** is from current Procedure 418.2 titled Disenrollment Procedures with no date.*

Date Approved:

*(Replaces current Palomar College Procedure
418.2)*

Instructional Services
DRAFT as of 4/03/09

AP 4103 WORK EXPERIENCE

References:

Title 5 Sections 55250 et seq.

The District will develop and submit a plan to the State Chancellor's Office, which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work
- A specific description of the respective responsibilities of the District, the student, the employer, and other cooperating agencies
- Guidance services
- A sufficient number of qualified academic personnel to direct the program
- Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives
- The criteria by which students are evaluated, and the basis for awarding grades and credit is described
- Adequate clerical and instructional services

In addition, procedures will address the maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued if required.

Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

❖ **From current Palomar AP 325 titled Worksite Education**

District Support of Worksite Education

- ~~A. The Palomar College Community College District is dedicated to meeting local needs and serving all segments of the community, including local businesses and economic development entities whenever possible and deemed appropriate.~~
- ~~B. The District will make every effort to be a major partner in the economic development activities of the local community. Such economic development activities may come in the form of joint ventures with local, state, and federal economic development entities. When appropriate, Worksite Education may be~~

~~conducted in joint efforts between the college District and such entities and agencies.~~

~~C. Worksite Education is consistent with and complementary to the overall mission of Palomar College. Worksite Education is viewed as another means for meeting the educational and training needs of the College's District's constituencies.~~

~~D. Participation in Worksite Education programs or classes shall be the prerogative of the Palomar College Board of Trustees.~~

Definition of Terms Related to Worksite Education

~~The terms "Worksite Education" or "contract instruction" are used by the legislature, Chancellor's Office, and community college districts to refer to those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college (California Education Code for Worksite Education, 78020(c)).~~

~~A. Credit: Courses offered for community college credit, whether the class generates state apportionments or not.~~

~~B. Noncredit: Courses that meet state criteria for the ten course areas eligible for noncredit apportionment.~~

~~C. Not-For-Credit: Courses and seminars that are custom-designed and funded by public or private entities. These courses and seminars are not eligible for state apportionment.~~

~~D. No Credit: Refers to a grade option in a course. This is not an actual course option.~~

Worksite Education Course Options

~~A. Credit classes open to the general public (eligible for apportionment).~~

~~B. Credit classes closed to the general public (client funded).~~

~~C. Noncredit classes open to the general public (eligible for apportionment).~~

~~D. Noncredit classes closed to the general public (client funded).~~

~~E. Not-for-credit classes closed to the general public (client funded).~~

Contract Programs by Customer Category

~~A. Contracts with Entities: These include educational programs offered under a contract directly between the college District and companies in which the company funds the course. These classes (or educational training workshops) typically are designed to provide short-term skills, education, and training for company employees.~~

~~B. Contracts with Public Entities: These contracts are similar to those above with the exception that the contracting parties are public agencies (such as a city or fire department). These programs are funded from "public agencies'" operating funds. These programs usually involve the actual training of agency employees.~~

~~C. Contracts Supported by Public Training Funds: These include programs offered under contracts between the College District and a public training-fund administrative entity. Public training funds include Job Training Partnership Act (JTPA) and the California Employment Training Panel (ETP). The programs are~~

typically designed for new jobs or to retrain currently-employed persons in new skills. They are frequently occupationally oriented.

Approval of Worksite Education

Course Curriculum and Course Offerings

- A. All new or revised Worksite Education credit, noncredit, or not-for-credit courses and course offerings must be affiliated with a department and are approved by the department responsible for that discipline. Credit and noncredit courses are also approved by the curriculum committee.
- B. All new or revised credit, noncredit, or not-for-credit Worksite Education courses and course offerings which are affiliated with more than one department are approved collectively by those departments. In cases where those departments cannot reach agreement, the course will be referred to the appropriate Dean and the Vice President for Instruction.
- C. All Worksite Education courses and course offerings shall be approved by the Governing Board before the course is offered by Palomar College.

Approval of Worksite Education Faculty

- A. Faculty in all credit and noncredit Worksite Education classes shall be selected and hired according to procedures existing in the Palomar Community College District for the selection of instructors for credit classes (Ed Code, 78022(a)).
- B. All faculty who teach not-for-credit Worksite Education courses shall be approved by the department responsible for that discipline.

Salary and Remuneration for Worksite Education Faculty

Faculty teaching credit and noncredit Worksite Education courses shall be compensated in the same manner as comparable faculty in the regular non-Worksite Education program (Ed Code, 78022(b)).

Faculty teaching not-for-credit Worksite Education courses shall be compensated at the negotiated rate, to be no less than the current hourly rate for adjunct faculty.

Load Status of Worksite Education Faculty

Credit, noncredit, and not-for-credit Worksite Education courses will not be used to determine the load status for part-time, temporary, or full-time faculty.

Payroll and Personnel Procedures for Worksite Education Faculty

Existing District payroll and personnel procedures will be used for faculty who teach Worksite Education courses.

Evaluation of Worksite Education Faculty

Evaluation of faculty who teach Worksite Education courses will follow the same student-evaluation procedures that are used to evaluate adjunct faculty.

Financial Support of Worksite Education

The College ~~District~~ shall recover, from all revenue sources including any combination of public and private sources, an amount no less than the actual costs, including administrative costs, incurred in providing Worksite Education programs or training. Any start-up costs reallocated from departmental or divisional budgets shall be recovered from contract revenue (Ed Code, 78021).

Distribution of Worksite Education Fees

A portion of income will be distributed to the department and division involved in each Worksite Education course offering, and income shall not supplant general funds.

Operation of the Worksite Education Program

- A. Overall administrative responsibility for the operation of the Worksite Education program will rest with the Assistant Superintendent/Vice President for Instruction.
- B. The Manager of Worksite Education shall administer the program, with the following as his/her primary responsibilities:
 - 1. Serves as the contact point and/or develops the contractual relationships between the District and the clients.
 - 2. Expedites the delivery of educational services by serving as the liaison between the client and the District educational programs and services.
 - 3. Assures the delivery of quality education and services to the contracting client. This
 - 4. includes planning, organizing, staffing, directing, and coordinating the functions and operations of the appropriate areas of the College ~~District~~.
 - 5. Follows the standard guidelines for establishing a contract that have been developed by the Instruction Office.

Office of Primary Responsibility: [Instructional Services](#)

NOTE: This procedure is **legally required** if the District offers work experience. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **blue ink** is additional language to consider including in this procedure. The language in **black ink** is current Palomar AP 325 titled Worksite Education with no date indicated. The language in **green ink** is recommended by the Office of Instruction and the Faculty Senate.

Date Approved:

(Replaces current Palomar Procedure 325)

Instructional Services
DRAFT as of 4/9/09

AP 4260 PRE-REQUISITES AND CO-REQUISITES

References:

Title 5 Sections 55000 et seq.

The following provides for the establishing, reviewing, and challenging of pre-requisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If pre-requisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns.

1. Information in the Catalog and Schedule of Classes

The District shall provide the following explanations both in the District catalog and in the schedule of classes:

- A. Definitions of pre-requisites, co-requisites, and limitations on enrollment including the differences among them and the specific pre-requisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge pre-requisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the District.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, pre-requisite, and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1. If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
1. Those grounds for challenge specified in Title 5 Section 55201(f).
 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.
 3. The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
 4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information.
- C. Curriculum Review Process
- The curriculum review process shall at a minimum be in accordance with all of the following:
1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the District administration and the Faculty Senate.
 2. Establish pre-requisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204. Certain limitations on enrollment must be established in the same manner.
 3. Establish pre-requisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the District has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any pre-requisite or co-requisite, only if:
 - (a) The pre-requisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the

course or program as demonstrated by a content review including, at a minimum, all of the following:

- (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) identification and review of the pre-requisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the pre-requisite or co-requisite (i.e., the course or assessment identified under v.); and
 - (vii) maintain documentation that the above steps were taken.
- (b) The pre-requisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate pre-requisite have been met excepting only approval by the curriculum committee.
 - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for

- degree applicable credit only if all requirements have been met for establishing a pre-requisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a pre-requisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a pre-requisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary pre-requisites or co-requisites.
 - c) The curriculum committee also reviews the course and pre-requisite in a manner that meets each of the requirements specified above.
3. **Program Review:** As a regular part of the program review process or at least every six years, the District shall review each pre-requisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any pre-requisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
4. **Implementing Pre-requisites, Co-requisites, and Limitations on Enrollment:** Implementation of pre-requisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions or has met all except those for which he/she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
5. **Instructor's Formal Agreement to Teach the Course as Described:** The District shall establish a procedure so that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the pre-requisite or co-requisite. The process shall be established by consulting collegially with the local Faculty Senate and, if appropriate, the local bargaining unit.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his/her having met the proposed pre-requisite(s) or co-requisite(s), then such a pre-requisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a pre-requisite or co-requisite but, rather, an advisory on

recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps:

1. Pre-requisites and Co-requisites

A. **Levels of Scrutiny:** Pre-requisites and co-requisites must meet the requirements of at least one of the following subsections:

1. **The Standard Pre-requisites or Co-requisites:** The District may establish satisfactory completion of a course as pre-requisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the District specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent pre-requisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

2. **Sequential Courses Within and Across Disciplines:** A course may be established as a pre-requisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

3. **Courses in Communication or Computation Skills:** Pre-requisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a pre-requisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- b) Research is conducted as provided above.

The pre-requisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

4. **Cut Scores and Pre-requisites:** Whether or not research is required to establish a pre-requisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the pre-requisites for the associated courses. If such data are insufficient to establish the cut scores, any course pre-requisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a pre-requisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. **Programs:** In order to establish a pre-requisite for a program, the proposed pre-requisite must be approved as provided for a course pre-requisite in regard to at least one course that is required as part of the program.
6. **Health and Safety:** A pre-requisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the pre-requisite is proposed is one in which the student might endanger his/her own health and safety or the health and safety of others; and
 - b) The pre-requisite is that the student possesses what is necessary to protect his/her health and safety and the health and safety of others before entering the course.
7. **Recency and Other Measures of Readiness:** Recency and other measures of readiness may be established as a pre-requisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
 - b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed pre-requisite or co-requisite is necessary.
 - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed pre-requisite or co-requisite. The faculty appraisal could be done at any time in the semester that the District determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
 - (3) Comparison of students' performance at any point in the course with completion of the proposed pre-requisite or co-requisite.

- (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed pre-requisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Faculty Senate. If the evidence fails to meet the standard established, the District may establish the proposed pre-requisite or co-requisite as a recommended preparation and may seek to establish it as a pre-requisite or co-requisite only by following the process described in this policy and any applicable District policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a pre-requisite or co-requisite, then the pre-requisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
- (1) All other requirements for establishing the pre-requisite or co-requisite have already been met; and
 - (2) Students are informed that they may enroll in the course although they do not meet the pre-requisite. However, students who lack the pre-requisite may not constitute more than 20% of those enrolled in any section of the course.

Pre-requisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

B. **Additional Rules:** Title 5 Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

2. Advisories on Recommended Preparation:

The District may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the District used to describe such recommendations in its catalog or schedule as "pre-requisites," or "recommended," or by any other term.

3. Limitations on Enrollment:

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. **Performance Courses:** The District may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 2. The District includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the District administration and put into effect.
- B. **Honors Courses:** A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses in the District which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the District must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.
- C. **Blocks of Courses or Sections:** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the District must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Office of Primary Responsibility: [Instructional Services](#)

NOTE: *This procedure is **legally required**. The language in **red ink** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **blue ink** is*

*additional language to consider including in this procedure. The language in **green ink** is recommended by the Office of Instruction and the Faculty Senate.*

Date Approved:

(This is a new procedure recommended by the CCLC and the League's legal counsel)

