



# **COURSE REVIEW RESOURCE GUIDE**

**Course Outline Review**

**Prerequisites, Corequisites, and Advisories**

**Content Review**

**General Education**

**Graduation Requirements**

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## Course Review

### Philosophy and Best Practices

One year prior to the scheduled six-year program review, one or more members of the self-study team will conduct a review of all courses and a review of the prerequisites, corequisites, advisories, and limitations that are part of the courses. Additionally, courses that have been approved as meeting an Allan Hancock general education requirement should be reviewed to ensure that the course outline meets the general education category definitions. Courses approved as meeting the multicultural/gender graduation requirement should be reviewed to ensure that the course content meets six of the eleven established criteria for such courses.

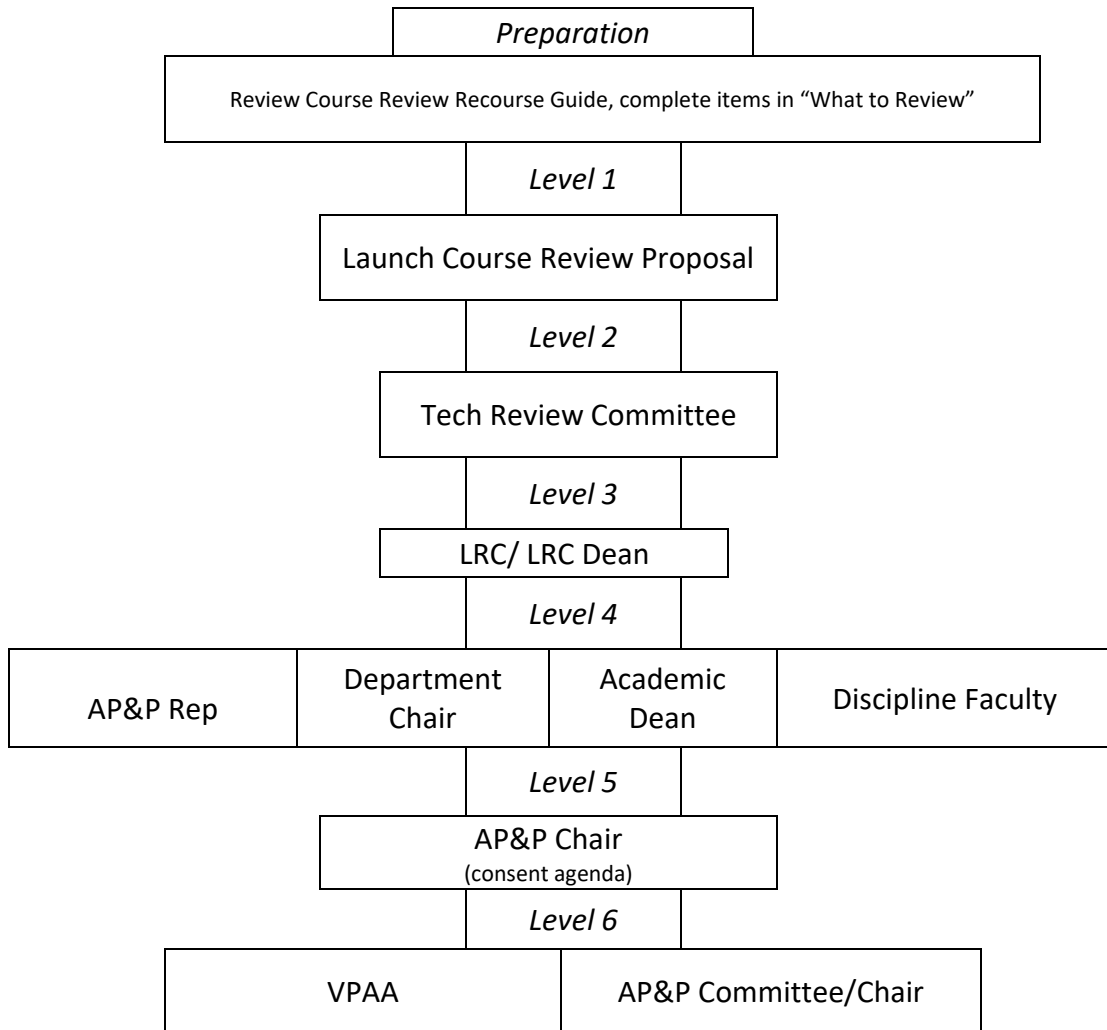
During the review of courses, faculty may find it helpful to consider the following philosophy and best practices.

1. A review and confirmation of the currency of course outlines allow for an update to the review date on the official college course outlines. The currency of the outline supports the maintenance of transfer/articulation agreements with four-year schools. Additionally, the review yields an obvious benefit to the program in preparation for the subsequent year's review by providing needed information regarding course content.
2. Evaluation of the flow of course materials (learning objectives) through a sequence of courses insures academic continuity.
3. Reexamination of prerequisites, corequisites, advisories, and limitations on enrollment guarantees that appropriate access to courses is maintained and improves the likelihood that students will be properly prepared for advanced course work.
4. Content review should examine currency of course material and allow for consideration of course objectives and the alignment of objectives with assignments. Because course outlines only include sample assignments, correlation with syllabi and actual classroom assignments will be necessary to determine if learning outcomes are a reflection of the intended instructional objectives.

Additionally, the "academic move" which asks us to examine outcomes and assessment should be addressed in the process of content review. For studio/lab courses consideration of learning outcomes flows logically from course goals, instructional objectives and assignments, as well as, how we evaluate a student's progress toward those goals. Through curriculum review, by confirming that assignments align with course learning objectives, the assessment of learning outcomes becomes much easier to address.

The completed summary of prerequisites, corequisites and advisories should be included in the self-study program review prepared by the self-study team in the subsequent year.

## Course Review Process



\*content review worksheets, PCA summary, articulation summary, general education worksheets, multicultural and health and wellness worksheets.

## AP&P COURSE REVIEW VERIFICATION

### Currency of Course Offerings

The currency of a course is indicated by the review date entered on the course outline of record (COR). The review date is changed whenever a major modification proposal or course review proposal type is submitted for review to the Academic Policy and Planning Committee. Maintaining currency through completion of scheduled course review cycles is required for

- compliance with accreditation Standard II.A.
- ensuring currency of course offerings for the students served
- providing a skilled workforce
- program maintenance
- maintaining articulation status with 4-year colleges
- compliance with state regulations regarding prerequisites including annual reporting of new requisites.
- automated course approval status with the Chancellor's Office

### Course Review Cycle

Each discipline is scheduled for review one year prior to a scheduled 6-year program review. CTE course requisites require review every two years. The discipline faculty is responsible for maintaining regular review of each course in the discipline, and for submitting completed reviews to AP&P committee using an established CurriQunet Course Review Proposal process. Departments are notified of scheduled reviews annually by April 1. Completed reviews are due by the end of the 2<sup>nd</sup> week in April in the academic year the review is scheduled.

### Course Review Verification

Verification of course review completion, and COR compliance will be verified through recorded AP&P committee actions including separate review/approval of PCA's, distance learning, and general education/graduation requirements. The "Date Reviewed" entered on the COR will be updated after AP&P review. Modifications made during course review will be implemented per the catalog year noted on the COR. If the course review does not result in modifications to the course, the catalog year shown on the COR will remain the same and only the review date will be updated. These dates may also change as a result of a major modification proposal submitted in between course review cycles, nonetheless, the dates represent when the course was last reviewed at AP&P, and the academic year that a modified COR is implemented.

### Course Review Preparation

The following preparations are suggested:

- Review resource guide, related policies and/or regulations.
- Attend or request professional development activity
- Request a discipline list from academic affairs, or use the export feature in CurriQunet to download a list of all courses in the discipline.
- Use the planning worksheet on page 8 to plan out the review.
- Create a course review team that includes all teaching faculty in the discipline including part-time faculty. Include discipline experts as needed to review requisites outside the discipline.

## What to Review

Following the philosophy and best practices for course review (page 3) discipline faculty will review *each* course in the discipline, including independent project (189/389), CWE (149), cross-listed courses, and special topics (199/399s). The following is completed during a scheduled course review:

- **course outline of record** – course outline is integrated, ensure all areas of the course outline are current and the course is conducted according to the objectives/outcomes stated on the course outline of record.
- **Units/hours** – course hours are appropriate for the units assigned, including outside hours and assignments.
- **DL addendum** – course outline addendum addresses how the objectives/outcomes can be achieved in this modality, includes instructor-initiated contact hours with students and among students, and types of contact.
- **requisite validation** - review prerequisites, corequisites, advisories, and limitation on enrollment using appropriate Validation Process (pages 8 -11) and Worksheet (pages 12 -16)
- **general education/graduation course status** – review courses listed in AHC GE, health and wellness, multicultural gender studies and related criteria to maintain course eligibility (17 - 22).
- **articulation status** - meet with articulation officer to review and document course articulation status. Regular review and submission of CORs to CSU/UC is required to maintain articulation status. CORs with dated textbook editions are not presented for articulation.
- **courses on Sunset List** – discuss potential course deactivation proposals and potential impact to programs in the discipline and/or across disciplines.
- **alignment of SLO'S** – review alignment of course SLO'S with course objectives, and program outcomes where applicable

## CurriQunet Course Review Proposal Instructions

- 1) Make sure each course has been reviewed as described above and the appropriate worksheet(s) are completed for established requisites, advisories, or limitation on enrollment.
- 2) Create a “Course Review Proposal” in CurriQunet for each course in the discipline (if a course is to be dropped, create a “course deactivation proposal” type for that course). Do not use the major or minor modification or any other proposal type during a scheduled course review.
- 3) Review each tab of the course review proposal and make modifications based on initial review and/or as planned, including the following proposal sections:
  - a) **Justification** – For each proposal, enter a “justification” statement (e.g. course review) and a description of all modifications being made. **If no modifications are being made, state no changes.** (page 45)
  - b) **Requisites:** Add, modify, or delete requisites based on completed validation process (CurriQunet Reference starting on page 47)
  - c) **Entrance skills** – add/delete/update per completed content review worksheet (CurriQunet Reference pages 49-53)
  - d) **Requisite justification** (CurriQunet Reference page 54)
  - e) **Attachments** - attach required worksheets and/or data to CurriQunet proposal.
  - f) **General Education**– if applicable complete GE areas and eligibility criteria to maintain GE status.
  - g) **Distance Education** – if the course is DE, make sure DE checkbox in “Cover Screen” is checked, complete “Distance Learning” and “Contact Types” section.
- 4) Launch proposals for AP&P review. The committee will have separate actions when reviewing newly established PCA's and DE proposals.

## Course Review Planning Worksheet

*(this form is not required for review, it may be used to ensure review of all review areas)*

Discipline: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Course to be Reviewed	Requisite Course	GE Category	Graduation Requirement	DE	On Sunset List?	Discipline Faculty Member Assigned to Review

As part of the program evaluation process, the self-study team will review the course outlines supporting the discipline/program curriculum.

1. **COURSES REVIEWED – NO CHANGES** The following course outlines are satisfactory as written and will not require modification. (Create “Course Review” proposal type for each course listed, indicate “no changes made” and launch for AP&P review.)
  
2. **COURSES REVIEWED - MODIFICATIONS NEEDED** The following courses require modification to ensure currency. (Create “Course Review Proposal” type for each course listed, make modifications, and launch for AP&P review, *do not use* major or minor mod proposal types).
  
3. **COURSE DROPS** The “Deactivate / Drop Course” proposal type will be launched for the following course(s):
  
4. **GENERAL EDUCATION** The following courses were reviewed to re-establish **AHC general education** category requirements to ensure course reflects established criteria. (Complete GE section in CurriQunet Course Review Proposal for each course listed.)
  
5. **MULTICULTURAL GENDER STUDIES REQUIREMENT** The following courses were reviewed to re-establish the **multicultural/gender studies graduation** requirement to ensure course content reflects established criteria.
  
6. **HEALTH AND WELLNESS REQUIREMENT** The following course(s) were reviewed to re-establish the health and wellness graduation requirement to ensure course content reflects established criteria.

Note: a proposal will need to be launched for APP review even if there are no course modifications being made.

## **Prerequisites, Corequisites, Advisories, and Limitation on Enrollment**

## PREREQUISITES, COREQUISITES, ADVISORIES (PCA's) and LIMITATIONS ON ENROLLMENT

### Establishing PCA's

The establishment of a prerequisite, corequisite, or advisory occurs during course development and reviewed regularly during course review cycles. Prerequisites or corequisites may be established only for any of the following purposes:

- (1) the prerequisite or corequisite is required by statute or regulation, or required by institutions for which the college has transfer agreements; or
- (2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established; or
- (3) the corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or
- (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

### Prerequisite Validation

A prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. Compliant processes and relevant information and/or data must be used to establish prerequisites, corequisites, or advisories<sup>1</sup>. The type of requisite will determine the level of scrutiny to be used. Use the flow chart on the following pages to determine validation process (level of scrutiny) for establishing new requisites:

- Content review, or
- Content review with statistical validation

### Regular Review and Validation

Once established, regular review to ensure PCA's remain necessary and appropriate will occur as follows:

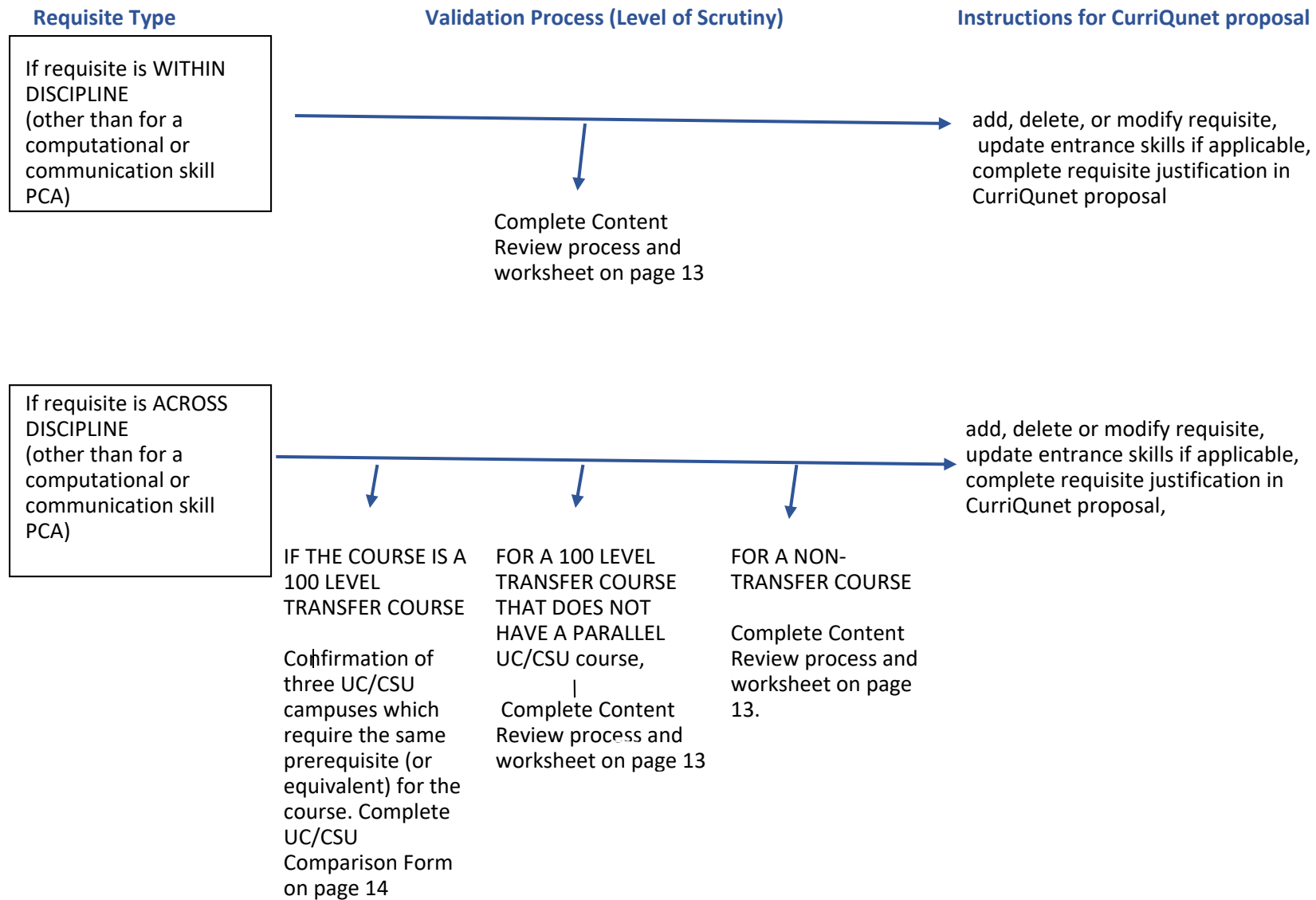
- every 6 years: review requisites, advisories, and limitation on enrollment or
- every 2 years: review CTE requisites, advisories, limitation on enrollment

Circumstances may have caused the need for some change to established PCA's. In most cases, course entrance requirements will remain as stated; however, a level of scrutiny and/or data must be analyzed to determine if the adopted requisite statement is appropriate or requires some modification. Use the flow charts on the following pages to determine validation process (level of scrutiny) for re-validating requisites.

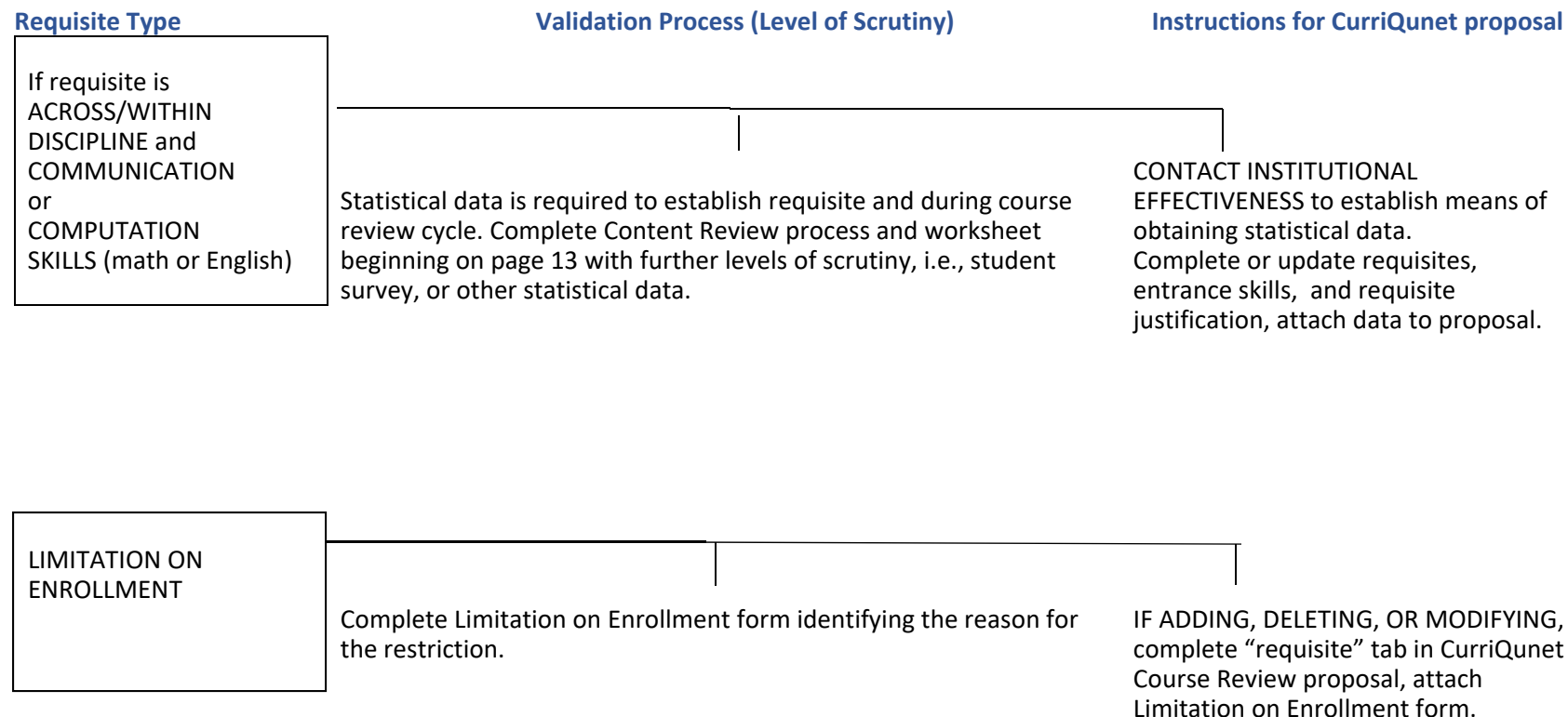
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<sup>1</sup>CCR 55003(b)(4) Policies for Prerequisites, Co-requisites, Advisories, on Recommended Preparation, BP/AP 4260 Prerequisites, Corequisites, and Advisories

## PREREQUISITES, COREQUISITES, ADVISORIES and LIMITATIONS FLOW CHART



## PREREQUISITES, COREQUISITES, ADVISORIES FLOW CHART



### Requisites Exempt from Content Review

A prerequisite or corequisite need not be scrutinized using content review if

1. It is required by statute or regulation (complete Requisite Justification in CurriQunet proposal and attach supporting documentation)
2. It is part of a closely-related lecture-laboratory course pairing within a discipline (complete Requisite Justification in CurriQunet proposal)
3. It is required by four-year institutions (complete UC/CSU comparison form and attach to proposal, complete Requisite Justification in CurriQunet proposal)
4. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite (complete Requisite Justification in course review proposal)
5. it is a corequisite that has been recommended through placement guidelines approved by the Chancellor (complete Requisite Justification in CurriQunet proposal).

## **PCA Worksheets and Forms**

## CONTENT REVIEW WORKSHEET

Course Prefix and Number \_\_\_\_\_

Department \_\_\_\_\_ Responsible Instructor \_\_\_\_\_

Requisite Course: \_\_\_\_\_ Requisite Type: \_\_\_\_\_  
Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

\_\_\_\_\_  
\_\_\_\_\_

### Materials needed:

1. Curriculum Review Instructions: BP/AP 4260 Prerequisites, Corequisites, and Advisories
2. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. IRP reports reflecting student success based on completion and noncompletion of prerequisite course.

### Process:

- |   |  |
|---|--|
| 1. <u>Examine objectives of course being reviewed.</u><br>Are objectives current? _____<br>Will student successfully completing this course have a reasonable chance of success in subsequent course? _____ | 3. <u>Examine the evaluation tools used within the course.</u><br>Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____ |
| 2. <u>Examine objectives of preceding (requisite) course.</u> Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____                                 | 4. <u>Examine the text used for the course</u><br>Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____                                     |

### Based on the attached documentation, it is the recommendation of the faculty that:

- \_\_\_ The prerequisite/corequisite/advisory is appropriate. (circle one)
- \_\_\_ The prerequisite/corequisite/advisory should be deleted. (circle one)
- \_\_\_ The prerequisite/corequisite/advisory should be modified. (circle one)
- \_\_\_ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

### Completion of Content Review

1. Log the results (add, delete, or modify requisite) on PCA Summary Form for program review document.
2. Attach this completed form to CurriQunet Course Review Proposal
3. If requisite is new, modified, or being deleted, complete related sections in Course Review Proposal: Requisites, Requisite Justification, and Entrance Skills.

**PREREQUISITES, COREQUISITES, ADVISORIES**

**UC/CSU COMPARISON SHEET**

**Course Prefix and Number** \_\_\_\_\_

**Department** \_\_\_\_\_ **Responsible Instructor** \_\_\_\_\_

**Prerequisite being reviewed:** \_\_\_\_\_

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<b>Institution</b>	<b>Name of Parallel Course</b>	<b>Prerequisite of Parallel Course</b>
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_____	_____	_____
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_____	_____	_____
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_____	_____	_____
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The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

**Completion of Content Review**

1. Log this review on PCA Summary Form for program review document
2. Attach this form to CurriQunet Course Review proposal, Requisite Justification section

**PREREQUISITES, COREQUISITES, ADVISORIES  
LIMITATION ON ENROLLMENT**

Course Prefix and Number \_\_\_\_\_

Department \_\_\_\_\_ Responsible Instructor \_\_\_\_\_

Prerequisite being reviewed: \_\_\_\_\_

Use one form for each prerequisite/corequisite/advisory if the course has more than one

\_\_\_\_ The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

\_\_\_\_\_

\_\_\_\_ The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No.      Name of Course

\_\_\_\_\_

Prefix & No.      Name of Course

\_\_\_\_\_

Attach this form to CurriQunet Course Review proposal, Requisite Justification section if completed.

**REVIEW SUMMARY OF PREREQUISITES, COREQUISITES, AND ADVISORIES**  
(to be included in comprehensive program review document)

1. List all courses in discipline which included a review of any of the following: prerequisites corequisite, advisory, or limitation one enrollment.
2. Be sure content review results and actions are made in the course outline of record via CurriQunet course review proposal.

<b>Course Prefix &amp; No</b>	<b>CURRENT REQUISITE COURSE AND REQUISITE TYPE</b> (Prerequisite/Coreq/A dvisory/Limitation on Enrollment)	<b>VALIDATION PROCESS (LEVEL OF SCRUTINY)</b> (Content Review, Content Review w/ Statistical data, UC/CSU Comparison, Student Survey – list all that apply)	<b>CONTENT REVIEW RESULTS</b> (i.e., current PCA is established, or should be dropped/modified or new PCA is established)	<b>ACTION TO BE TAKEN (CurriQunet Course Review Proposal)</b> (re-align/modify entrance skills, add new, etc.)	<b>ACTION TO BE TAKEN (CurriQunet Course Review Proposal)</b> (re-align/modify entrance skills, add new, etc.)
<i>(example)</i> ACCT 200	<i>Prerequisite: ACCT 100</i>	<i>Content Review</i>	<i>Should be dropped</i>	<i>Remove entrance skills from COR</i>	

Submit completed form in comprehensive program review document.

## **General Education and Graduation Criteria Worksheets**

## **GENERAL EDUCATION COURSES**

The purpose of these reviews is to ensure that existing GE courses continue to meet the standards for general education and graduation requirement areas. Courses are updated, modified, and language and content are refined, often times without consideration of the specific criteria and standards for such courses. Review of the criteria as part of course review will ensure that the outlines are still in compliance with the standards/criteria.

Courses that have been approved as meeting a general education requirement should continue to meet the seven criteria established for general education courses and meet the appropriate category definitions. In the event the course does not meet the seven established criteria or if the outline does not reflect the inclusion of appropriate objectives, the course outline should be modified.

## **MULTICULTURAL/GENDER GRADUATION REQUIREMENT**

Courses that have been approved as meeting the multicultural/gender graduation requirement should meet six of the eleven established criteria. In the event the course outlines do not reflect how the course meets such criteria, the course outline should be modified.

## **HEALTH & WELLNESS**

The purpose of the Health and Wellness graduation requirement is to promote awareness and understanding of the significance/importance of the lifelong process of actively increasing the quality of one's decision making such that it leads towards a more positive, comprehensive state of well-being, which is by far, above and beyond a state of merely being free from illness, injury, and/or disease.

## ALLAN HANCOCK COLLEGE GENERAL EDUCATION WORKSHEET

### CATEGORIES (See definitions following criteria)

- (1) Natural Sciences
- (2a) Social Science
- (2b) American History or Government
- (3) Humanities
- (4a) English Composition
- (4b) Communication & Analytical Thinking
- (5) Living Skills

Course must meet all criteria below.

CRITERIA	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<b>Level:</b> The course level is beyond the minimal public high school level subject matter requirements in our service district.		
<b>Scope:</b> The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.		
<b>Integrity:</b> The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.		
<b>Generality:</b> The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.		
<b>Critical Thinking:</b> The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.		
<b>Continuing Study:</b> The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.		
<b>Cultural Diversity:</b> The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter; b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.		

<p><b>Category 1 Natural Sciences (3 units)</b>  Courses approved for this area must impart knowledge of the facts and principles that form the foundations of living and non-living systems. Courses must emphasize experimental methodology, the testing of hypothesis, the power of systematic questioning, and the influence of the scientific method on the world's civilizations.</p> <p>Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.</li> <li>2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.</li> <li>3. formulate ideas and concepts in addition to using those of others.</li> <li>4. use college-level mathematical concepts and methods, where appropriate, to understand, analyze, and explain issues in quantitative terms.</li> <li>5. apply their knowledge and skills to new and varied situations.</li> </ol>		
<p><b>Category 2 (6 units)</b>  <b>A. Social Science (3 units)</b>  <b>Courses approved for this area must deal with human behavior in relation to human social, political and economic institutions. The courses will ensure opportunities for students to develop understanding of the perspectives and methods of the disciplines. Problems and issues in these disciplines should be examined in their contemporary, historical, and geographical settings.</b></p> <p>Students completing courses in category <b>2A</b> will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.</li> <li>2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.</li> <li>3. find and evaluate information by selection and using appropriate research methods and tools.</li> <li>4. develop individual responsibility, personal integrity, and respect for diverse people and culture.</li> <li>5. understand ethical issues that will enhance their capacity for making sound judgments and decisions.</li> </ol> <p><b>B. Amer Hist/Government (3 units)</b>  Students completing courses in category <b>2B</b> will demonstrate an ability to meet outcomes 1-5 above and take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world</p>		
<p><b>Category 3 Humanities (3 units)</b>  Courses in this category must encourage students to analyze and appreciate western and non-western works of philosophical, historical, literary, aesthetic and cultural importance. Students will be encouraged to develop an independent and critical aesthetic perspective.</p> <p>Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. communicate effectively in many different situations involving diverse people and viewpoints.</li> <li>2. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.</li> <li>3. apply their knowledge and skills to new and varied situations.</li> <li>4. find and evaluate information by selecting and using appropriate research methods and tools.</li> <li>5. produce or respond to artistic and creative expression.</li> </ol>		

<p><b>Category 4 Language and Rationality (6 units)</b></p> <p><b>4A.</b> Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.</p> <p>Students completing courses in this category <b>4A</b> will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. communicate effectively in many different situations, involving diverse people and viewpoints.</li> <li>2. listen actively and analyze the substance of others' comments.</li> <li>3. read effectively and analytically.</li> <li>4. find and evaluate information by selecting and using appropriate research methods and tools.</li> </ol> <p><b>4B: Courses approved for this category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses.</b></p> <p><b>For mathematical concepts</b> and quantitative reasoning, courses must not merely require computational skills, but should encourage the understanding of basic mathematical concepts. Courses may not restrict topics to one discipline. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure.</p> <p>Students completing courses in category <b>4B</b> will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.</li> <li>2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.</li> <li>3. communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions.</li> </ol>		
<p><b>Category 5 Living Skills (3 units)]</b></p> <p>Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.</p> <p>Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>1. exhibit habits of intellectual exploration, personal responsibility and wellbeing.</li> <li>2. work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.</li> <li>3. interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</li> <li>4. participate effectively in teams to make decisions and seek consensus.</li> </ol>		

## ALLAN HANCOCK COLLEGE MULTICULTURAL/GENDER WORKSHEET

Course must be offered for 3 units and meet at least six of the eleven criteria.

CRITERIA	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<b>Study the history or experience of under-represented groups.</b>		
<b>Identify specific contributions by underrepresented groups to cultures and traditions.</b>		
<b>Explore ethnic or gender relationships in daily life.</b>		
<b>Increase students' knowledge and understanding of other cultures.</b>		
<b>Develop an awareness of racism or sexism.</b>		
<b>Promote critical thinking about issues relevant to under-represented groups.</b>		
<b>Identify theories and practices of accommodation, assimilation, integration, and pluralism.</b>		
<b>Acquaint students with multicultural societies.</b>		
<b>Recognize artistic achievements and aesthetic values of non-western cultures.</b>		
<b>Provide opportunities for students to recognize their own attitude toward cultural diversity.</b>		
<b>Encourage an understanding view of cultural diversity.</b>		

## HEALTH AND WELLNESS GRADUATION REQUIREMENT

### Statement of Purpose

The purpose of the Health and Wellness graduation requirement is to promote awareness and understanding of the significance/importance of the lifelong process of actively increasing the quality of one's decision making such that it leads towards a more positive, comprehensive state of well-being, which is by far, above and beyond a state of merely being free from illness, injury, and/or disease.

This graduation requirement encompasses two distinct areas.

- Area 1 - Physical Activity (Performance Based Courses)
- Area 2 – Health Education or First Aid Safety (Lecture Based Courses)

A course submitted for this graduation requirement will be submitted for consideration for either Area 1, or Area 2.

### Health and Wellness Definitions

#### Health:

A multi-dimensional state of being, which encompasses aspects of: physical, psychological, social, intellectual, spiritual, and environmental health, that indicate more than merely being absent of illness or disease.

#### Wellness:

A dynamic state of being that spans a continuum, and requires one to actively become aware of the decision-making process that leads towards a more positive and balanced existence.

#### Physical Activity:

Individual performance involving physical movement, action, and motion focusing on a particular set of skills, for the purpose of positively, directly elevating one's aptitude and abilities in the particular set of skills, with the intention of raising one's overall health-related level of fitness, i.e. strength, flexibility, and endurance.

### Guiding Principles for Health and Wellness: Area 1 - Physical Activity

A course that satisfies the Health and Wellness requirement for Area 1 - Physical Activity **must meet at least six** of the following criteria. The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus.

CRITERIA Area 1 - Physical Activity (Performance Based Courses)	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
1. Identify the lifelong benefits of physical activity.		
2. Identify specific techniques relevant to physical activity.		
3. Explore the importance of physical activity in daily life.		
4. Increase students' knowledge and understanding of the benefits of physical activity.		
5. Develop an awareness of proper methods for increasing physical fitness.		
6. Promote critical thinking about issues relevant to physical activity.		
7. Identify practices of adaptation, modification, and integration leading towards better levels of physical activity.		
8. Recognize artistic achievements and aesthetic values of physical activity.		
9. Provide opportunities for students to recognize their own attitude towards physical activity.		
10. Encourage an understanding view of physical activity.		

### Guiding Principles for Health and Wellness: Area 2 – Health Education or First Aid Safety

A course that satisfies the Health and Wellness requirement for Area 2 - Health Education or First Aid Safety **must meet at least six** of the following criteria. The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus.

CRITERIA Area 2 – Health Education or First Aid Safety (Lecture Based Courses)	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
1. Study the history or experience of health related issues.		
2. Identify specific impacts one has on one's own state of health.		
3. Explore the individual decision making process in daily life impacting wellness.		
4. Increase students' knowledge and understanding of health and wellness.		
5. Develop an awareness of health and wellness.		
6. Promote critical thinking about issues relevant to health and wellness.		
7. Identify theories and practices of adaptation, modification, and integration leading towards better levels of wellness.		
8. Acquaint students with societal distinctions of health and wellness.		
9. Provide opportunities for students to recognize their own attitude towards health and wellness.		
10. Encourage an understanding of the behavior modification process.		

## **Noncredit Course Review**

### Noncredit Categories

Regular review of noncredit courses uses the same cycle as credit courses. The review areas include only those appropriate for noncredit courses (excluding GE review, articulation, etc.). Noncredit courses are classified into ten legislated instructional areas.

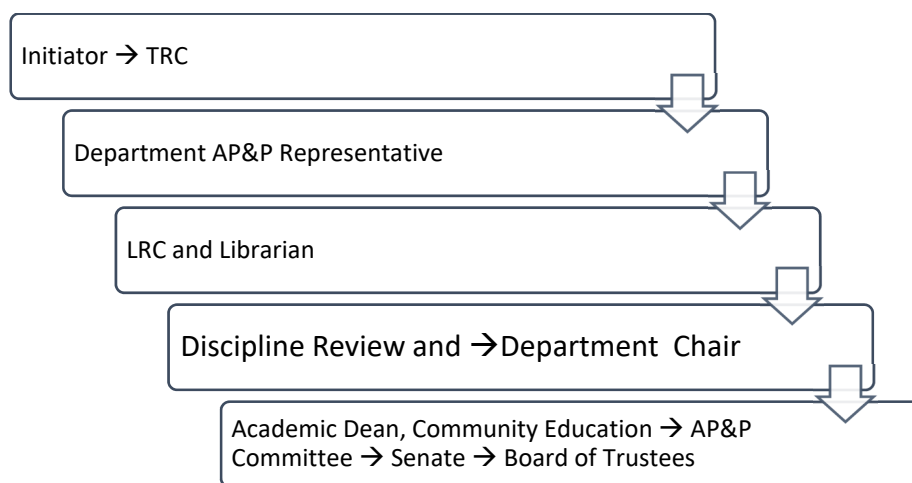
1. English as a Second Language
2. Immigrant
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Course for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

In addition to these ten eligible areas, Title 5 authorizes community colleges to claim apportionment for **supervised tutoring and learning assistance** under noncredit. Apportionment for supplemental learning assistance may be claimed for both credit and noncredit supplemental courses, as long as the credit supplemental course corresponds to a “parent” credit course, and likewise a noncredit supplemental course must be paired in support of a “parent” noncredit course.

### Development, Review and Modification of Noncredit Curriculum

Discipline faculty teaching credit courses identify noncredit courses and programs (disciplines) that are within the purview of the respective discipline. The discipline faculty and the respective faculty in noncredit review noncredit courses and programs at the department chair level.

The academic dean, community education review noncredit course and program proposals.



# Draft

Noncredit Disciplines	Related Credit Discipline	Credit Department Review	NC Review
Noncredit English as a Second Language NESL Vocational English as a Second Language- VESL	ESL	Languages and Communication	NC Dean
Citizenship CITZ	None		NC Dean
Basic Skills BASK	MATH ENGL	Math English	NC Dean
Health and Safety HEAL HLTH	HED NURS	Health Sciences	NC Dean
Disabled Adults DISA	LS	Learning Assistance	NC Dean
Parenting PARN	ECS	Applied Behavioral Sciences	NC Dean
Home Economics HOEC	FASH CA FSN INTD	Applied Behavioral Sciences	NC Dean
Courses for Older Adults OLDR	ART MUS	Fine Arts	NC Dean
Short-Term Vocational PHTO VOCE	ACCT, AG, CBIS, CBOT, ECS	Business Applied Behavioral Sciences	NC Dean
Workforce Preparation WKPR	PD	Counseling	NC Dean

## Student Data

## **STUDENT DATA COLLECTION**

Student input regarding the discipline/program can be obtained in different ways. Contact personnel in Institutional Research and Planning to assist you with the collection of student data

Faculty may choose to use an SGID approach or meet with students in focus groups, or conduct a student survey. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self-study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology.

**PROGRAM REVIEW**  
**Student Survey Example**

Please answer the following questions as they pertain to your experience in this course and all other courses in **\*\*PROGRAM\*\***.

**Please indicate how satisfied you are, in general, with the following aspects of your **\*\*PROGRAM\*\*****

Please fill in the bubbles completely with a pen or pencil

Like this: ● Not like this: ✓ ✗ /

	No	Highly		Moderately		Not at all	
		Satisfied		Satisfied		Satisfied	
	Opinion						
1. Quality of instruction within the program	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
2. The way textbooks and other materials used in courses within the program help me learn	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
3. Advice about the program from counselors	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
4. The way this program meets your educational goals	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
5. Contribution towards your intellectual growth	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
6. Clarity of course goals and learning objectives	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
7. Feedback and assessment of progress towards learning objectives	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
8. The availability of courses offered in the program	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
9. The content of courses offered in <b>**PROGRAM**</b>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
10. The coordination of courses offered in <b>**PROGRAM**</b> and courses offered in other departments that may be required for your major	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
11. The physical facilities and space (e.g., classrooms, labs)	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
12. Instructional equipment (e.g., computers, lab equipment)	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
13. Presentation of classes via the college's Blackboard course management system	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
14. Course assistance through tutorial services (e.g. through the Tutorial Center, Math Lab, Writing Center)	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
15. Availability of appropriate resources in the libraries	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

**OPTIONAL QUESTIONS:**

1. Which of the following best describes your reason for taking this and other courses in **\*\*PROGRAM\*\*?**
2. ☐ Recommended by a counselor ☐ To meet general education requirements  
☐ Recommended by a friend ☐ Offered at a convenient time  
☐ Other
3. Compared to the beginning of the semester, your attitude about **\*\*PROGRAM\*\*** has  
☐ Improved ☐ Remained the same ☐ Decreased
4. I would recommend taking courses in **\*\*PROGRAM\*\***  
☐ Strongly agree ☐ uncertain ☐ strongly disagree  
☐ Agree ☐ disagree
5. I plan on taking additional courses in **\*\*PROGRAM\*\***  
☐ Strongly agree ☐ Uncertain ☐ Strongly Disagree  
☐ Agree ☐ Disagree
6. Which of the following courses have you taken in **\*\*\*\*PROGRAM\*\*?**  
A  
B  
C  
D  
E
7. In which of the following courses are you currently enrolled?  
A  
B  
C  
D  
E

#### Background Questions

How many units have you completed prior to this semester?

- ☐ 0-15 ☐ 31-45 ☐ 61 or more
  - ☐ 16-30 ☐ 46-60
2. In how many units are you currently enrolled?  
☐ less than 5 ☐ 5 to 8.5 ☐ 9 to 11.5 ☐ 12 or more
  3. What is your final academic goal?  
☐ Certificate ☐ Bachelors ☐ Not certain  
☐ AA/AS ☐ Masters or higher

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

**STUDENT DATA SUMMARY**  
(for comprehensive review document)

Instructions: Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data. Retain this completed survey for inclusion in the 6-year program review document.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

## **APPENDIX**

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**Allan Hancock Joint Community College District**  
**Board Policy**  
Chapter 4 – Academic Affairs

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## **BP 4260 PREREQUISITES, COREQUISITES, ADVISORIES**

The District is authorized to establish pre-requisites, co-requisites and advisories on recommended preparation for courses in the curriculum through recommendations made by the Academic Policy and Planning Committee and as approved by the Board of Trustees. All such pre-requisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

References: Title 5 Sections 55000 et seq.

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**Adopted: 2/04**

**Revised: 7/19/94**

**Revised: 5/19/15**

*(Replaces Board Policy 79)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 4 – Academic Affairs

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## **AP 4260 PREREQUISITES, COREQUISITES, ADVISORIES**

Prerequisites, co-requisites, advisories, and enrollment limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and enrollment limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and enrollment limitations be established based solely on content review or content review with statistical validation.

### **A. 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 college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college 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 prerequisite or co-requisite, only if:
      - (a) The prerequisite 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 prerequisite 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 prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
  - (vii) Maintain documentation that the above steps were taken.
- (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 prerequisite 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 prerequisite 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 prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite 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 prerequisites or co-requisites.
- c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
- d) If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite 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. Advisories on Recommended Preparation**

The college 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 college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

#### **2. 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 college may establish audition or try-outs 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 college 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 college 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 at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college 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.

**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 college 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.

**Program Review.** As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, 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 prerequisite 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.

**Instructor's Formal Agreement to Teach the Course as Described.** Each college shall establish a procedure so that courses for which prerequisites 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 prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

## **AP 4260.2 PREREQUISITES, COREQUISITES, ADVISORIES**

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success.

### **1. Information in the Catalog and Schedule of Courses**

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, 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 college.
- 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, non-credit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### **2. Challenge Process**

- A. A student who does not meet a prerequisite 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. 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 college's own records, then the college has the obligation to produce that information.
- B. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question.

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within seven (7) working days. If the challenge is upheld or the District fails to resolve the challenge within the seven (7) 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.

C. Grounds for challenge are:

1. Those grounds for challenge specified in Title 5 Section 55003.
  - (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
  - (2) The prerequisite or corequisite is in violation of Title 5 Section 55003;
  - (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
  - (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
  - (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available;

In the case of a challenge under subdivision p) (3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327

### **3. Implementing Prerequisites, Corequisites, and Limitations on Enrollment**

The college shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or 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 pursuant to Section 52003 of Title 5.

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Approved: 2/04  
Revised: 7/19/94  
Revised: 4/21/15  
Revised: 11/13/18

*(Replaces Administrative Procedure 7940.01*

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**Allan Hancock Joint Community College District****Administrative Procedure****Chapter 4 – Academic Affairs**

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**AP 4022 COURSE APPROVAL**

For curricular purposes, a course shall be defined as “an organized pattern of instruction on a specified subject offered by a community college” and an educational program shall be defined as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” (Title 5 Section §58050)

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the State Chancellor’s Office shall include the following:

- The creation of a course proposal by discipline faculty which states development criteria for the proposed course, including: appropriateness to the mission of the college; demonstrated need for the course within the college community; adherence to Title 5 curriculum standards; provision of adequate resources to realistically maintain and sustain the program or course at the level of quality described in the proposal; and guarantee that the course is designed so as to not conflict with any law, including state and federal laws, both statutes and regulations.

An initial review of a course proposal(s) takes place which includes:

- the discipline faculty,
- coordinator and/or department chair,
- dean,
- articulation officer,
- library/Learning Resources ,
- Technical Review
- adaptive technology Internet access specialist and DL coordinator for DL proposals, when the course is being proposed as a distance learning course

Then, the Academic Policy and Planning (AP&P) Committee formally reviews course proposal(s). The review includes two readings by AP&P. After this level of review has been completed, all course proposals are recommended by AP&P to the Academic Senate for ratification and are then forwarded to the Board of Trustees for approval. After this approval has been granted, the Academic Affairs Office submits the course proposal(s) to the State Chancellor’s Office Curriculum Inventory for statewide review and final approval.

Effective fall 2007, and until December 31, 2013, the Academic Policy and Planning Committee and the Governing Board also approved non-degree applicable credit courses and degree-applicable

credit courses that were not part of a state-approved educational program (aka “stand-alone” courses). Additional requirements for these types of courses included:

- The AP&P Committee received annual training provided for in Title 5 Section 55100 regarding local approval of stand-alone courses. This training occurred within the first three weeks of each fall semester in compliance with Title 5 Section 55100.
- If a stand-alone course was denied approval by the State Chancellor’s Office, the reason for denial was reviewed by the course initiator in collaboration with the AP&P Committee Chair. At that time, a determination was made as to whether to resolve the issue causing the course denial, or to pull the course from the State Chancellor’s Office approval process. No course shall be offered at the college, credit or non-credit, unless it has approval from the State Chancellor’s Office.
- Students may count no more than 18 units of stand-alone semester units toward satisfying the requirements for a certificate or completion of an associate degree.
- When 18 or more semester units of non-degree-applicable courses in the same TOP code are linked to each other via prerequisites or co-requisites, such courses are submitted to the State Chancellor’s Office for approval as a program. The AP&P Committee will observe regulatory limits on the number of stand-alone courses that may be linked to one another by prerequisites or co-requisites.

Effective January 1, 2013, the Board of Trustees, upon the recommendations of the AP&P Committee and the Academic Senate, shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

All approved courses will be reported to the State Chancellor’s Office Curriculum Inventory.

### **Noncredit Courses**

All noncredit courses are submitted to the Board of Trustees according to the following procedure:

- A. Courses and their affiliated student learning outcomes are proposed by faculty.
- B. Courses are reviewed by the appropriate credit department chair when applicable, noncredit support supervisor, and dean of Community Education.
- C. Courses are evaluated, reviewed for compliance with local and state standards, and approved by AP&P.
- D. All courses approved by AP&P are recommended to the Academic Senate for ratification and are then forwarded to the Board of Trustees for approval.

**Reference:** Title 5 Section §55100

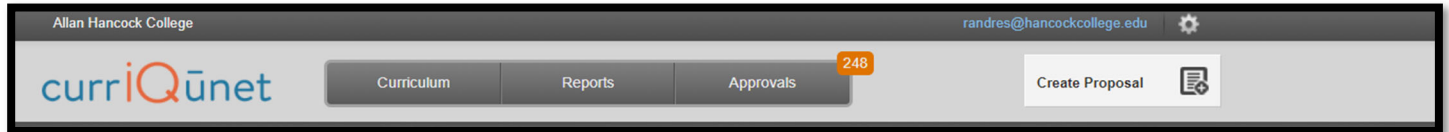
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**Approved: 12/13/16**

## **CURRIQUNET REFERENCE**

## Create Proposal

1. After log-in, click on “Create Proposal” in upper right corner to create course review proposal.



2. Select “Course Review” proposal type from down. If the course is noncredit, be sure to select the “Noncredit Course Review” proposal type from the drop down list.

A screenshot of the 'Create Proposal' form. The title 'Create Proposal' is at the top left. Below it, instructional text states: 'This page allows you to initiate a draft proposal. Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer. To create a proposal, follow the steps below.' A vertical list of steps is on the left: '1. Select Proposal Type' (highlighted in blue), '2. Complete Proposal Requirements', and '3. Review and Submit'. The main area is titled 'Proposal Type' and contains a dropdown menu with 'Course Review' selected. Below the dropdown is a scrollable list of options: 'Credit Courses' (with sub-items: 'Agency Mandate', 'Corrections', 'Course Drop/Deactivate Course', 'Course Outcomes Change Only'), and 'Noncredit Course Review' (highlighted in blue).A screenshot of the 'Course Search Results' section. It features a scrollable list of accounting courses: 'ACCT 100 - Accounting for Entrepreneurs' (highlighted in blue), 'ACCT 105 - Introduction to Accounting', 'ACCT 131 - Financial Accounting 1', 'ACCT 132 - Financial Accounting 2', 'ACCT 140 - Managerial Accounting', 'ACCT 150 - Introduction to Accounting Information Systems', 'ACCT 160 - Introduction Financial Statement Analysis', and 'ACCT 170 - Introduction to Tax Accounting'. At the bottom right, there are three buttons: 'Previous', 'Next', and 'Create Proposal'.

3. Select the subject” from the drop down list and then click “search” to see a list of all courses with same subject. Or, you may enter the course title if you know the exact title.
4. Select the course to review and then click on “Create Proposal”.

## Course Review Proposal Tips

- Create a proposal for each course in the discipline but do not launch until they are all ready to launch. If the same edits are being made to multiple courses, it is best to launch only 1 or 2 proposals only. If there are errors in the two launched proposals then you will be able to correct the error in the remaining proposals and then launch. Otherwise they should be all be launched at the same time.
- Launch program proposals at the same time any related course proposals are launched.

## Course Proposal Navigation

### Justification

1. Enter a justification statement in the Proposal Information Screen. Include the modifications that are being made, or state “no changes”.

**Course Review: ACCT 100 - Accounting for Entrepreneurs** [Reset CB Codes](#)

Status: Draft Course Review: ACCT 100 - Accounting for Entrepreneurs Remaining Launch Requirements: 0 Launch Delete Draft

**Proposal Information Screen**

**Justification for Need**  
What need does the new course/course modification serve? For course modifications, specify how the outline will be modified.

*[Rich text editor toolbar with Source, Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Image, Table, Undo, Redo, Search, and other icons]*

Words: 0, Characters: 0

**Proposal Information**

Proposal Date \*

Proposed Start Year

Semester

Enrollment Projections

College Now

Level

How did you determine demand for this course and what is the basis for enrollment projections? Attach supporting data.

*[Text area for justification]*

Fields marked with \* are required

**Sidebar Navigation:**

- Proposal Information Screen
- Library Resources
- Feasibility Analysis (Deans page)
- Co-Contributor
- Comparable Transfer Course
- Discipline
- Cover Screen **1/1**
- Course Attributes
- Requisites
- Requisite Justification
- Entrance Skills
- Course Content
- Student Learning Outcomes
- Objectives
- Methods of Instruction

The gray blocks on the right represent areas of the proposal to review and/or edit. Make sure to save changes as they are made in each area. For detailed CurriQunet information refer to the complete CurriQunet User Guide.

Add, modify, or remove requisites based on completed validation process and/or worksheet.  
If adding a new requisite, advisory or limitation, click on "add item".

Use the drop down arrows to select the appropriate type of requisite from the drown down list.

47

In the example below, Math 521 has been selected as a prerequisite course. Remember to “save”

## Requisites

Last updated by Rebecca Andres on 5/27/2021 at 11:21 AM

**Prerequisites, Corequisites, and Advisories**

- Any course requiring another course as a requisite must demonstrate the need through one of several methods.
- Validation, when required, at a minimum must include content review.
- For pre- and co requisites, the course outline must document entry skills without which student success is highly unlikely.
- For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.
- Be aware that requisites may have implications for articulated courses.

New communication or computational requisites must complete content review with statistical analysis. Requisite may be approved while data is gathered.

Enter one Requisite at a time. In order to submit this proposal you must attach your Content Review Form on the Attached Files.

### Requisites

Requisite Type \* Prerequisite

Subject MATH - Mathematics

Requisite Course MATH 521 - Foundations of Mathematics (Active)

Non Course Requirement (Do not enter AHC courses into textbox)

Source

**B** *I* U ~~S~~ x<sub>2</sub> x<sup>2</sup> **Styles** **Format** **Font** **Size**

Once the requisite is saved, additional requisite courses may be added. Use the “condition” drop down menu to include “and”, “or” to prerequisite language.

Go to “Entrance Skills” to add the prerequisite course in Entrance Skills.

Once the selection is saved, you will be able to “add” additional requisites. Go to “Entrance Skills” to add this course in entrance skills area.

## Entrance Skills

Select “add” to add the requisite course to this area. Each requisite needs to be added to this area with the exception of Limitation on Enrollment.

### Entrance Skills

*If you have any issues with this page Consider the following:*

- If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Requisites tab.
- If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab.
- If there are no Requisite Course Objectives listed make sure that:
  - A Requisite Course has been selected at the top of the page.
  - The Requisite Course that has been selected has objectives entered on its Objectives tab.

**Entrance Skills** ☒ Show Details + Add Item

There are no entrance skills to display.

---

### Entrance Skills Other (Legacy)

Source

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In the example below, Math 521 has been added. The objective to objective review means that the entrance skills have been validated by mapping the requisite course objectives to the course proposal objectives.

## Entrance Skills

If you have any issues with this page Consider the following:

- If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Requisites tab.
- If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab.
- If there are no Requisite Course Objectives listed make sure that:
  - A Requisite Course has been selected at the top of the page.
  - The Requisite Course that has been selected has objectives entered on its Objectives tab.

Entrance Skills

Requisite Course

MATH 521 - Foundations of Mathematics (Active)

Content Review Type

Objective to Objective

Objective to Objective

Non Course Entrance Skills

Course Content

Source | [Icons]

[Icons]

B I U S x<sub>2</sub> x<sup>2</sup> [Icon] I<sub>x</sub> Styles Format Font Size A- A-

In the example objective to objective, *calculating with fractions, decimals, and percent's* has been identified as a requisite skill needed to *demonstrate knowledge and application of basic financial accounting procedures*.

Non Course

Entrance Skills

Course Content

Source

**B** *I* U ~~S~~  $\times_2$   $\times^2$  *I\_x*

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### Current Course Objectives

- ☐ recognize and use the vocabulary of accounting
- ☐ evaluate business events in terms of the accounting implications
- ☐ demonstrate knowledge and application of basic financial accounting procedures
- ☐ read, analyze, and interpret a balance sheet, income statement and statement of cash flows
- ☐ demonstrate knowledge and application of break-even analysis
- ☐ prepare a budget and pro forma financial statements
- ☐ demonstrate knowledge and application of working capital management
- ☐ demonstrate knowledge and application of the capital budgeting process

**Requisite Course Objective(s)**

- ☐ state, use and identify the basic real number axioms.
- ☐ evaluate and simplify variable expressions.
- ☐ solve linear equations in one variable.
- ☐ solve and graph solutions to linear inequalities in one variable.
- ☐ graph linear equations in two variables using slope and intercept methods.
- ☐ add, subtract, multiply and divide polynomials.

In the example objective to objective, *calculating with fractions, decimals, and percent's* has been identified as a requisite skill needed to *demonstrate knowledge and application of basic financial accounting procedures*

### Current Course Objectives

- ☐ recognize and use the vocabulary of accounting
- ☐ evaluate business events in terms of the accounting implications
- ☒ demonstrate knowledge and application of basic financial accounting procedures
- ☒ read, analyze, and interpret a balance sheet, income statement and statement of cash flows
- ☐ demonstrate knowledge and application of break-even analysis
- ☒ prepare a budget and pro forma financial statements
- ☐ demonstrate knowledge and application of working capital management
- ☐ demonstrate knowledge and application of the capital budgeting process

---

### Requisite Content

Source | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons]

[Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons] | [Icons]

B I U S x<sub>2</sub> x<sup>2</sup> | Styles Format Font Size A- A+

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### Requisite Course Objective(s)

- ☒ use rounding, approximation, and numerical evaluation to assess the reasonableness of numerical answers.
- ☒ convert between fractions, decimals, and percents.
- ☒ calculate with fractions, decimals, and percents.
- ☐ perform operations with signed numbers.
- ☒ use ratios and rates to compare quantities.
- ☐ use proportions to solve problems.

Open the course outline to review how the entrance skills for the course are identified on the COR. Since "current course objectives are already displayed in another section of the COR, they do not need to appear in Entrance Skills on the COR. To remove current course objectives from entrance skills, "edit entrance skills.

---

**Discipline Placement:** Accounting (Masters Required)

**Department:** Business Education

**Prefix and Number:** ACCT 100

**Catalog Course Title:** Accounting for Entrepreneurs

**Banner Course Title:** Accounting for Entrepreneurs

---

### Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

---

### Number of Times Course may be Repeated

None

### Grading Method

Letter Grade or Pass/No Pass

---

### Requisites

#### Prerequisite

MATH 521 Foundations of Mathematics

---

### Entrance Skills

Upon entering this course, the student should be able to:

MATH 521 - Foundations of Mathematics

#### Current Course Objectives:

- demonstrate knowledge and application of basic financial accounting procedures
- read, analyze, and interpret a balance sheet, income statement and statement of cash flows
- prepare a budget and pro forma financial statements

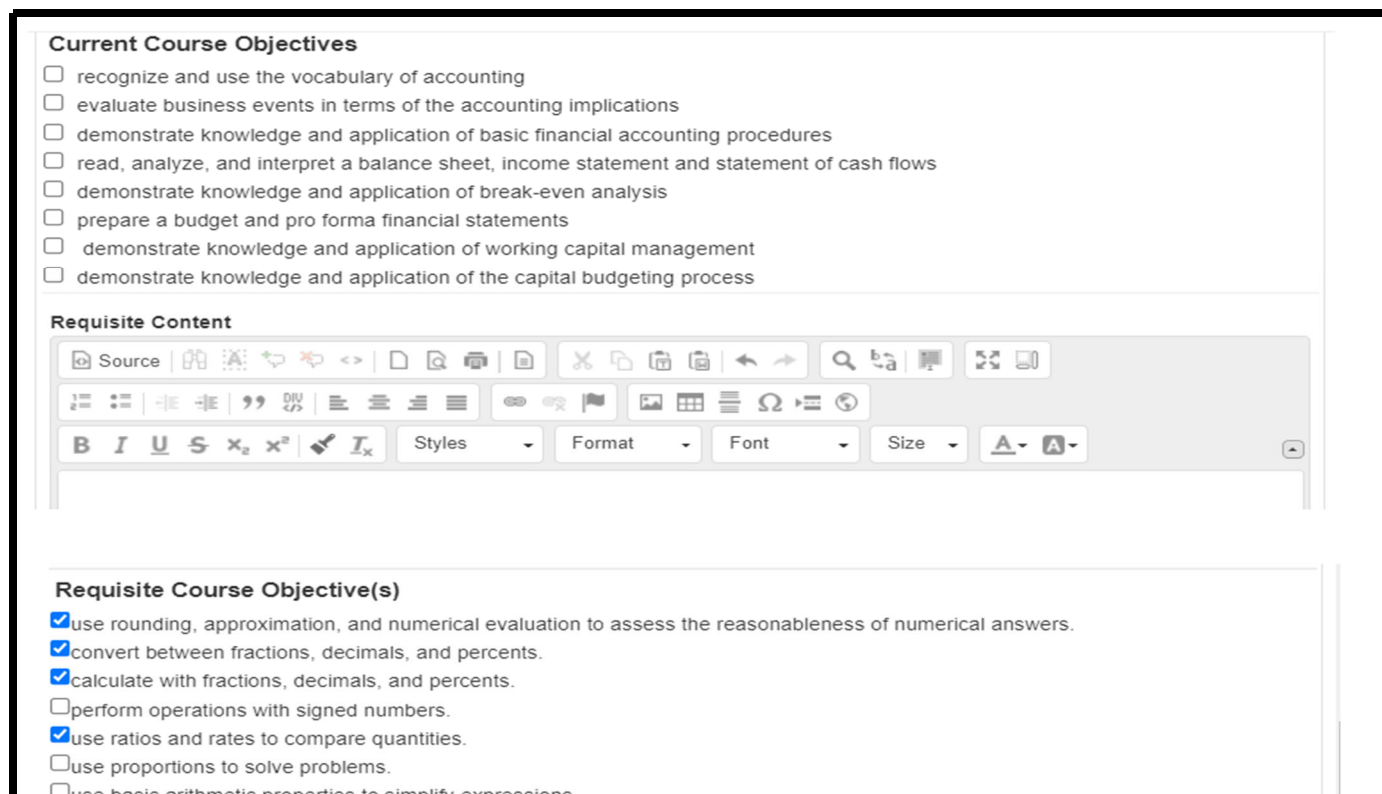
#### Requisite Course Objectives:

- use rounding, approximation, and numerical evaluation to assess the reasonableness of numerical answers.
- convert between fractions, decimals, and percents.
- calculate with fractions, decimals, and percents.
- use ratios and rates to compare quantities.

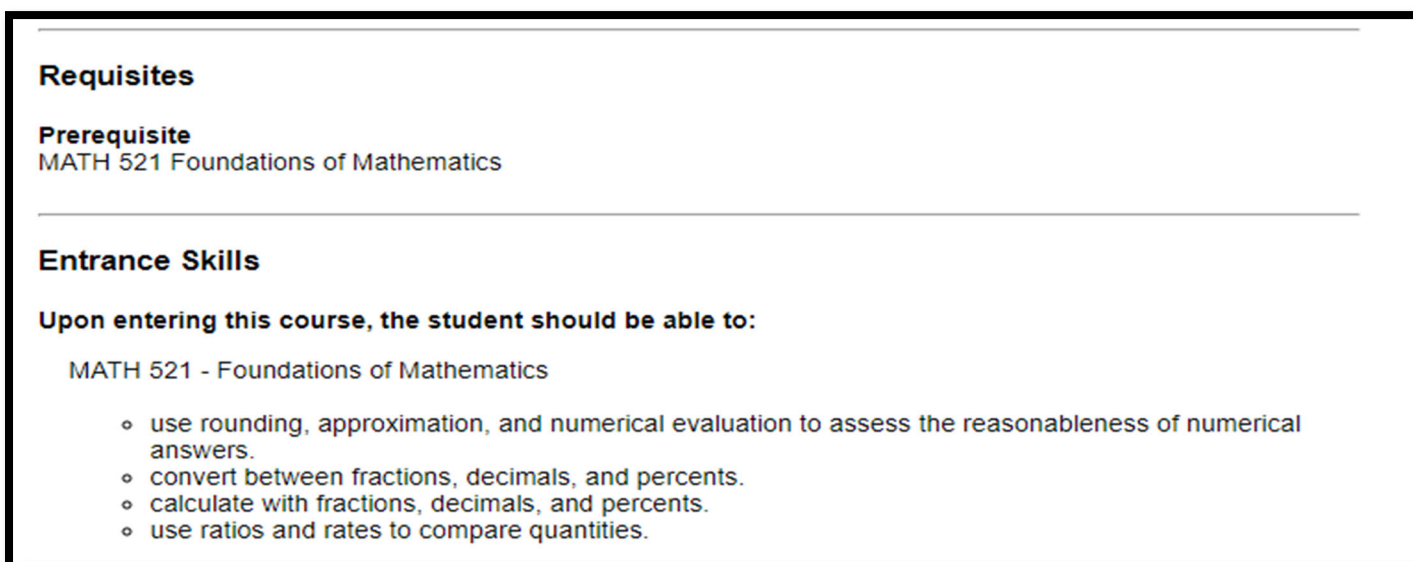
To edit entrance skills, click on the pencil icon.



Uncheck the “current course objectives” and then save.



Updated COR with current course objectives unchecked.



## Requisite Justification

A check must be placed on this screen in order to complete this section

### Requisite Justification

*Requisites must be validated at time of establishment and then regularly during scheduled program/course review cycles via "Content Review".  
Reference: [Course Review Resource Guide, BP/AP 4260](#).*

☐ Requisites have been entered on the Requisites Page

Check the appropriate requisite proposal type below and follow the instructions included with that item, or, if any of the exemptions are applicable to the proposed requisite, also check that item and follow those instructions instead.

For the math 521 example in this guide, it is a new prerequisite and so the content review worksheet in this guide must be attached to the proposal.

### Requisite Justification

*Last updated by Rebecca Andres on 5/26/2021 at 8:33 PM*

*Requisites must be validated at time of establishment and then regularly during scheduled program/course review cycles via "Content Review".  
Reference: [Course Review Resource Guide, BP/AP 4260](#).*

☒ Requisites have been entered on the Requisites Page

#### Proposal

- ☒ New or modified prerequisite, corequisite, or advisory (must complete content review process and attach [Content Review Worksheet](#))
- ☐ Re-establish existing requisite per scheduled Course Review (must complete content review process and attach a current [Content Review Worksheet](#))
- ☐ New or modified limitation on enrollment (must complete and attach [Limitation on Enrollment form](#))
- ☐ Remove requisite/advisory/limitation on enrollment

#### Content Review Process [AP 4260](#)

Pre/Corequisite analysis is based upon content review, by the discipline faculty, of identified skills in the course outline and in the preceding course outline, review of syllabi, sample tests and assignments, and student's chances for success.

Content review completed?

*Must complete Content Review Worksheet and attach to proposal in "Attached Files".*

#### Exempt from Content Review

- ☐ Requisite is required by four-year institutions (if checked, must attach [CSU/UC Comparison Worksheet](#)).
- ☐ Requisite required by statute or regulation (If checked, the supporting statute or regulation document must be attached.)
- ☐ Requisite is part of a closely-related lecture-laboratory course pairing within a discipline. Related course:
- ☐ Necessary for the health and safety of the student.
- ☐ Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite (if checked, must attach supporting document).
- ☐ CCC Chancellor's Office recommended placement guidelines for corequisites.

## ATTACHMENT 1

### BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES FINAL REVISIONS TO TITLE 5 REGULATIONS: OF CURRICULUM AND INSTRUCTION

1. Section 55002 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

#### **§ 55002. Standards and Criteria for Courses.**

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of

expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.

(D) Prerequisites and Corequisites. Except as provided in section 55522, ~~When~~ the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently

outside-of-class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(c) **Noncredit Course.** A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

- (1) is approved by the district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
- (6) may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

2. Section 55003 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

**§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.**

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article and subchapter 6, article 1. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.

(2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.

(4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the

district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites or corequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether noncredit, credit, basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites and corequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation, or expressly required by institutions for which the college has transfer agreements; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the

course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation;~~or~~

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline;~~or~~

(3) it is required by four-year institutions;~~or~~

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite;~~or~~

(5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section ~~55521(a)(3)~~ 55522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

3. Section 55063 of article 6 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

**§ 55063. Minimum Requirements for the Associate Degree.**

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 20019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining

a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 200~~1~~<sup>9</sup> term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of the specified a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural

anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement ~~include~~ including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

4. Section 55500 of article 1 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

**§ 55500. Scope and Intent.**

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Student Success Act of 2012, codified as Education Code sections 78210, et seq., which recognizes that student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success. The purpose of this subchapter is to implement the Student Success and Support Program to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section ~~78216~~ 78222 for the period of time during which such funds are received.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections ~~78210-78218~~, 78210, 78211, 78212, 78213, 78214, 78215, 78216, 78218, 78219, 78220, 78221 and 78222, Education Code.

5. Section 55522 of article 3 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

**§ 55522. English and Mathematics Placement and Assessment.**

(a) Scope and intent.

(1) For students with a goal of transfer to a four-year institution, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year;

(2) For students with a goal of earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) within one-year;

(3) Minimize disproportionate impacts on students caused by traditional placement practices.

#### (b) Placement Data

(1) Districts shall use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning). Such data includes the following elements:

(A) High school coursework;

(B) High school grades;

(C) High school grade point average; and

(D) High school equivalency exams approved by the California Department of Education or equivalent exams from other states.

(2) If high school performance data is unavailable from student transcripts or electronic data sources, districts must accept self-reported high school performance data.

#### (c) Placement Methods

(1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below:

(A) Any Chancellor's Office placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data.

(i) A district placement method using localized research may utilize multiple measures to increase a student's placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures.

(ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of adoption of the method. The Chancellor shall regularly publish throughput rates achieved by direct placement into transfer-level courses (or college-level courses where appropriate), based upon the best available research at the time of publication.

(C) A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement, including self-placement, shall not:

(i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or

(ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(2) Placement methods authorized by this section shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English, mathematics (or quantitative reasoning) within one year. Placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless:

(A) the student is highly unlikely to succeed in the transfer-level course; and

(B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one-year.

(3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

(4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3).

(5) Any placement for the fall semester or quarter of 2019 must comply with this section and California Education Code section 78213.

(ad) Assessment

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics (or quantitative reasoning), or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics (or quantitative reasoning), or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(be) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(~~ef~~) Community college districts shall not, except as provided in subdivision (~~dg~~), do any of the following:

- (1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 55522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
- (2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
- (3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; ~~or~~
- (4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or
- (5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(~~dg~~) Notwithstanding the provisions of subdivision (~~ef~~)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine “ability to benefit” in the process of establishing a student's eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d).

(~~eh~~) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (~~ef~~) or the provisions of sections 55003 or 55522, a community college district may use an assessment test to select students for its nursing program, provided that:

- (1) the district complies with all other provisions of this subchapter;
- (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and
- (3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

(i) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report all of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office:

(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity; and

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, colleges shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

(j) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code.