



Santiago Canyon College

What happens here matters.

curriculum and instruction
handbook

2017-2018



Santiago Canyon College

Curriculum and Instruction Handbook

(revised Fall 2017)

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TITLE 5 LEVELS OF SCRUTINY FOR PREREQUISITES

Type of Prerequisite or Corequisite	Levels of Scrutiny Required to Apply Prerequisites	Title 5 reference	Example
1. Advisories	Content review validates the content of the required course provides necessary skills and/or knowledge alone. <i>No requirement to prove student is unlikely to succeed.</i>	§ 55003(b)(1)	Developmental Writing course <i>advised</i> for Latino/a Literature course
2. Course within the same discipline	Content review validates the content of the required course provides necessary skills and/or knowledge <i>such that not meeting the requirement makes a student unlikely to succeed.</i> *see content review notes below	§55003(c)(2)	Requiring the first semester of a physics, calculus, biology, etc prior to the second semester course in a series. <i>Note: the requirement is based on likelihood to fail not to succeed.</i>
3. Course outside of discipline closely related but not English or math	Content review validates that skills, concepts, or information in one course are necessary for success in a subsequent target course.	§55003(c)(2)	Introduction to Physics as a prerequisite for Introduction to Engineering required by CSU
4. Health or safety	Review of safety needs for the student or others	§55003(c)(4)	Negative TB test and proof of immunization for Child Development course
5. Required by statute or regulation	No level of scrutiny required (may require disproportionate impact study) Determined by local board as applicable	§55003(d)(1) §55003(e)(2)	Paramedic licensure or certification necessary for Continuing Education courses in Paramedic Program
6. Closely related lecture- laboratory pairing within a discipline	No level of scrutiny required	§55003(d)(2)	Chemistry laboratory associated with Chemistry lecture or a Ceramics lab required to support a ceramics lecture
7. Required by a four year transfer institution	No level of scrutiny but documentation of transfer institutions requiring this prerequisite removes the need to validate with statistics	§55003(d)(3) §55003(e)(1)	Intermediate Algebra required by a CSU for Biology majors course
8. Computational or writing course in a discipline outside of communication or computation	Content review validates that skills of English or math course are necessary for success in subject area course <ul style="list-style-type: none"> Scrutiny includes data collection and analysis <i>showing the student is highly unlikely to succeed.</i> A disproportionate impact study is conducted. Established on a course by course basis not across an entire curriculum Multiple measures established to meet requirement 	§55003(e) §55003(g) §55003(h)	Basic Reading course required for an Introduction to Sociology course
9. Placement based on skills assessment	Content review validating skills in course and those tested in assessment Use of a CCCCO approved assessment instrument Validated cut-off scores for the assessment placement Incorporation of multiple measures A disproportionate impact study is conducted.	§55003(e)(2) (B) §55003(h)	Placement in to English or mathematics courses based on assessment testing. College level reading skills (or a comparable course) as a prerequisite to a biology course or any general education course.
10. Program prerequisites	Content review by at least 6 districts with the same program A disproportionate impact study is conducted.	§ 55003(e)(2) (A) & (B)	Transfer-level English as a prerequisite for admission to Dental Hygiene Program
11. Other Prerequisites (GPA, recency of course taken)	Content review by at least 6 districts with the same program A disproportionate impact study is conducted.	§ 55003(e)(2) (A) & (B)	2.5 GPA as a prerequisite to the Respiratory Therapy Program

OTHER LIMITATIONS ON ENROLLMENT

Type of Prerequisite or Corequisite	Levels of Scrutiny Required to Apply Prerequisites	Title 5 reference	Example
12. Performance courses	Other courses can meet degree/certificate requirements	§58106(b)(3)	Audition for Dance Production course
13. Honors courses	Board adopts fair and equitable procedures allocating available seats to those students judged most qualified <ul style="list-style-type: none"> • Other sections/courses can meet degree/certificate requirements 	§58106(b)(3)	Honors Psychology is offered along with general Psychology
14. Blocks of courses or sections (co-hort programs)	a reasonable percentage of all sections of the course do not have such restrictions	§58106(b)(4)	Puente, Learning Communities

§ 55000. Definitions (c) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

Content Review (per the Model District Policy for Applying Prerequisites 1993, page 5) to establish prerequisites or corequisites: An official process where faculty experts review course syllabi, content, course outline of record, tests, related instructional materials, course format, type and number of examinations, grading criteria, objectives, exit competencies and student learning outcomes of a proposed course, in order to determine and justify whether successful students will attain required knowledge or skills necessary for the target prerequisite or corequisite course. Thorough documentation of this process must be maintained.

Note: All restrictions to enrollment must be clear in college publications §55003(f), require multiple measures §55003(h) and a process for students challenging the requirements §55003(m).

This handout is an updated summary of the levels of scrutiny produced from multiple previous handouts and Title 5 updates by Tess Hansen (Foothill College) and Janet Fulks (Bakersfield College) from the 2008-2009 ASCCC Curriculum Committee.