

# AR AP 4010 – Academic Calendars

## References:

Education Code Section 79020;  
Title 5 Sections 55700 et seq. and 58142

## Credit Instructional Calendar

The District shall maintain the ~~an~~ academic calendars for the credit instructional program each consisting of two 16-week semesters (fall and spring) which shall include no less than 175 days of instruction and evaluation.

The number of flexible calendar days beyond state requirements and the start and end dates for each semester including Summer and Winter Intersession will be negotiated with the faculty collective bargaining unit, Faculty Association of the Rancho Santiago Community College District (FARSCCD). ~~Summer and winter Intersession dates will also be established through negotiations with FARSCCD.~~

**Non-Credit Instructional Calendar** The non-credit instructional calendar shall consist of a fall and spring semester plus a summer session. Specific start dates and term lengths may vary from year to year. The start and end dates for each semester, including summer, shall be negotiated with each respective faculty collective bargaining unit,

~~and will be negotiated with FARSCCD and the Continuing Education Faculty Association (CEFA).~~

## Holidays

The District will reflect all mandated instructional holidays plus any additional holidays approved by the Board of Trustees.

**Adopted: November 28, 2016**

**Revised February 21, 2018**

# AR-P 4020 Curriculum

**References:** Title 5 Sections 51021, 55000 et. seq. and 55100 et. seq.;

Procedures and requirements attendant to BP 4020 shall be published in the Curriculum and Instruction Handbook, which is maintained by the Curriculum and Instruction Council and the Office of Instructional Services. The Curriculum and Instruction handbook shall include procedures which address:

- initiation, review, approval, and evaluation processes and related criteria
- designated responsibility and authority for initiation, review, and approval of courses and programs (e.g., the academic affairs office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)
- time lines and limits for the processes
- publication of changes and maintenance of records
- use of a range of delivery systems and modes of instruction

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 16 weeks for one semester, or the equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

~~**Responsible Manager:** Vice Presidents of Academic Affairs~~

~~**Revised:** August 10, 2015 (Previously AR 6117)~~

**Revised February 21, 2018**

# ARP 4021 Program Discontinuance

**Reference:** Education Code: 78016, Title 5: 51022 and 55130

The procedures are based on the guiding principles that: 1) considerations of program discontinuance are distinct from program improvement; 2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure [i.e., two semesters of program review and convening of the Program Discontinuance Review Committee of (PDRC)] do not need to go into effect; 3) program discontinuance is an academic and professional matter for local academic senates, and; insofar as the outcome of program discontinuance impacts employment, it is a matter of collective bargaining in all cases. As a result, this procedure will be kept separate from development of Department/Discipline portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/Administrator agreement, the bargaining unit will be notified and given the necessary time to resolve the impact of program discontinuance through collective bargaining. A mutually agreed upon timeline will be established for program discontinuance by the Academic Senate, the chair of the Curriculum and Instruction Council, the appropriate faculty collective bargaining unit, the Division Dean and the Vice President of Academic Affairs. Vital academic considerations include effects on students, balancing the college curriculum, education and budget planning and issues of regional coordination for occupational programs. Qualitative as well as quantitative data shall be collected, evaluated, and used to inform decision making. ~~need to be used as a result. Qualitative data is less statistical and more value-laden. The quality of the breadth and depth of the curriculum, and the teaching and learning process should be taken into consideration. Student satisfaction and how the program is perceived by articulating universities or employing business and industry are factors as well. Quantitative data include weak enrollment trend (e.g., lack of demand); insufficient frequency of course section offerings to assure reasonable availability for students; poor retention; poor term-to-term persistence for those in courses in the major; poor rate for student achievement of program goals; lack of demand in the workforce; or unavailability of transfer major.~~

1. A review process will go into effect when the department chair, in consultation with the discipline faculty, Academic Senate and/or the administrator working directly with ~~the program in consultation with the faculty and~~ the Vice President of Academic Affairs, have determined that a program is in jeopardy. Department/discipline members and the administrator working directly with the program will identify aspects, e.g., qualitative and quantitative data, which apply to the specific program and then do a preliminary analysis of items related to the mission of the college, enrollments trends, workforce-related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements. Then, formal notice, including the factors used to make the determination, will be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the collective bargaining unit, and the Vice President of Academic Affairs.
2. The department/discipline will then work internally for two semesters to review program goals and attempt to ameliorate the situation. Ongoing documentation will be needed. Notice of process will again be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the bargaining unit, the Vice President of Academic Affairs, and the President of the college.
3. After two semesters, a comparative study will be conducted on the quantitative/qualitative factors identified as pertinent to the program. If the situation persists, the area administration, in consultation with the faculty, will ask the District Curriculum and Instruction Council to convene the Program Discontinuance Review Committee to make a recommendation. This committee will hold meetings with provision for public comment, and will have a first and second reading of action items. The membership of this committee will include the District Curriculum and Instruction Council Chair or designee as ex officio member, the affected department chair(s), one faculty member, chosen by the department chair(s) from within the program or related discipline and two from outside the program, (chosen by the Curriculum and Instruction Council Chair with the approval of the Curriculum and Instruction Council), the affected Division Dean/Administrator and the Vice President(s) of Academic Affairs. If a program is shared by both SAC and SCC, the designated committee makeup will include the department chair, faculty and administrators from both colleges.

4. If it is determined by the Program Discontinuance Review Committee that the program should be discontinued, by an absolute majority, there will also be a recommendation for a phase-out period which will vary from program to program to ensure that all students in the program have the opportunity to complete the program, and to ensure that the bargaining unit may resolve contractual impact for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.

**Responsible Manager:** Vice Presidents of Academic Affairs

**Revised August 10, 2015 (Previously AR 6134)**

**Updated February 21, 2018**

# AP 4022 Course Approval

## Reference:

Title 5 Section 55100

Course approval procedures for the colleges are outlined in the Curriculum and Instruction Handbook. Procedures shall include the following:

- 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.
- Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
  - These courses must be approved by the curriculum committee.
  - The individuals on the curriculum committee must have received Title 5 Section 55100 training regarding the rules, regulations, and local policies applicable to the approval of credit and non-credit courses.
  - Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the State Chancellor's Office.
  - Students may only count a limited amount of semester units approved toward satisfying the requirements for a certificate or completion of an associate degree.
  - Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
  - All courses approved must be reported to the State Chancellor's Office.

**New February 21, 2018**

# AP 4025 Philosophy and Criteria for Associate Degree and General Education

## References:

Title 5 Section 55061

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
  - the ability to think and communicate clearly and effectively orally and writing;
  - use mathematics;
  - understand the modes of inquiry of the major disciplines;
  - be aware of other cultures and times;
  - achieve insights gained through experience in thinking about ethical problems; and
  - to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

**New January 19, 2018**

# AP 4030 Academic Freedom

**Reference:** Title 5, Section 51023

In support of BP 4030 Academic Freedom procedures related to academic freedom should address the following best practices from the American Association of University Professors:

- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
- College and university teachers are citizens, members of a learned profession, and officers of an education institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

**New January 19, 2018**

# **AP 4040 Library and Learning Support Services**

## **References:**

Education Code, Sections 78100, 78101 and 78103

Title 5, Section 51023

The District supports the quality of its instructional programs by providing library and other learning support services sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.

The College Librarians will:

- Establish and regularly review procedures for selection and weeding of library resources;
- Develop and maintain a comprehensive collection of library resources (including digital resources), in consultation with classroom faculty;
- Prepare students to deal with controversial subjects by providing materials that present opposing sides of issues as well as the many groups and opinions prevalent in society;
- In the library and through other learning support services, instruct students and assist faculty in the principles of information competency; and
- Review the library collection by using recommended lists of materials for community college libraries, professional journals in disciplines taught at the college and current bibliographic publications.

Objectives in the selection of library resources shall include:

- Providing materials that enrich and support curriculum
- Providing materials that stimulate learning
- Providing materials that represent the diversity of the District.
- Placing principle above personal opinion and reason above prejudice in the selection of materials.

If the content of library materials is questioned or challenged, the questions should be directed in writing to the Dean of the Library, signed by the person raising the question, and should include specific objections, page references, etc. The Dean and the College Librarians will then review the questioned materials and determine if they should remain available in the library. The Dean will provide a response to the individual questioning the materials as well as the Vice President of Academic Affairs.

**New February 21, 2018**



# AP 4050 - Articulation

## References:

Education Code Section 66720-66744;  
Title 5 Sections 51022(b) and 55051

The Articulation Officers of the two colleges of the Rancho Santiago Community College District serve as the principal contact and liaison between the college and four-year institutions as they relate to the articulation of coursework. The articulation of general education requirements (CSU G.E., IGETC), major and course articulation with individual public and private colleges and universities, as well as local community colleges, enhances the student's success in an orderly transition from one institution to another. To make the most effective use of available articulation resources, the Articulation Officers will:

On an annual basis submit and maintain each of the following:

1. List of courses granted elective credit by the California State University(CSU) system
2. List of courses granted C-ID approval by the California State University(CSU) system
3. University of California transfer course agreement (UCTCA)
4. CSU-General Education Breadth course requirements
- 4 IGETC (Intersegmental Transfer General Education Transfer Curriculum) course requirements
- 5 Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) charts outlining their applicability toward CSU-GE and IGETC certification
- 6 Articulation website
- 7 Curriculum additions and changes reported to the Articulation System for Stimulating Inter-Institutional Student Transfer (ASSIST)
- 8 Articulation agreements with CSU, UC and private colleges/universities

Serve as a resource to faculty, as necessary, for each of the following:

1. Awarding of C-ID (Course Identification Numbering System) numbers
2. Associate Degrees for Transfer - development and revision

The Articulation Officers shall serve as a member and resource to the faculty, college Curriculum and Instruction Council, and the District Curriculum and Instruction Council.

The Articulation Officers review and confirm the accuracy and information in the college catalogs pertaining to the transferability of courses, general-education patterns for CSU and UC (specifically IGETC and CSU GE Breadth), C-ID designation of transfer courses, and credits granted for AP, IB, and CLEP in accordance with the CSU and UC guidelines.

College Career Education (CE) staff will ensure that articulation services are made available to college CE faculty and area high schools that participate with the college in offering college credit for courses completed at the high school.

**New February 21, 2018**

# AP 4100 Graduation Requirements for Degrees and Certificates

## References:

Title 5 Sections 55060 et seq.

Rancho Santiago Community College District shall offer Bachelors in Science (Santa Ana College), Associate in Arts or Associate in Science, Certificates of Proficiency and Achievement. Specific course requirements for all degrees and certificates are found in the College Catalog.

Requirements to earn a degree:

- A student must demonstrate competence in reading, in written expression, and in mathematics.
- A definition of “college work” that provides that courses acceptable toward the degree include those that have been properly approved pursuant to Title 5 Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.
- The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.

For the Bachelors in Science degree:

- See requirements outlined in AP 4025B Philosophy and Criteria for Baccalaureate Degree and General Education

For the Associates in Arts or Associates in Science degrees:

- The student must satisfactorily complete at least 60 semester units of college work.
- The work must include at least 18 semester units in general education and at least 18 semester units in a major listed in the Community Colleges “Taxonomy of Programs.”
- The work must include at least 12 semester units of study in residence.

- The students must successfully complete 3 units from the college-approved list of multicultural courses.

For Certificates:

- A minimum grade of “C” is required in each college credit course taken.
- The colleges grant certificates of achievement and certificates of proficiency.
- A student must successfully complete a course of study or curriculum that consists of the required units designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

**New February 21, 2018**

# AP 4101 Independent Study

## References:

Title 5 Sections 55230, 55232, 55234, 55236, 55238, 55240

Independent study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research, or development of skills and competencies. Independent study credit may be earned if available in the discipline.

Transfer credit is indicated as Independent Study 199. Independent study projects are normally for one unit of credit and require a minimum of 54 hours of directed work per unit of credit. Within the 54-hour minimum the instructor meets with each student on a weekly basis for at least one hour or a minimum of 16 hours for each one-unit project. The proposed project must be approved by the supervising instructor and the dean, with notification to the Vice President, Academic Affairs. Recommended projects of more than one unit must also have prior approval from the Vice President, Academic Affairs. Independent study is offered on a pass/no pass basis.

Independent study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rule must be approved by both the division dean of the student's academic major and the division dean to which the student is applying for exception.

To be eligible for independent study a student must be concurrently enrolled in at least one other class at either Santa Ana College or Santiago Canyon College and must show evidence of competence in his or her academic major and the area in which he or she proposes to do independent study.

**New February 21, 2018**

## AP 4102 Career ~~and Technical~~ Education Programs

### References:

Title 5 Sections 55600 et seq.;

2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);

34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

Career ~~and Technical~~ Education Programs are a sequence of courses that prepares students with the knowledge and skills that leads to entry level employment. The Governing Board shall approve all programs identified within this category based on the recommendation of the Curriculum and Instruction Council.

Each Career ~~and Technical~~ Education Program shall have an advisory committee comprised of members from business and industry and other members such as student graduates, and current students. The advisory committee shall meet at a minimum of one time each academic year. The role of the business/industry advisory committee shall be to ensure that students receive the knowledge and skills necessary to enter a specific field of employment. All committee rosters, agendas, and meeting minutes retained on file in the office of the appropriate dean.

Biannual program reviews are completed for all career education programs. Program review documents the viability of programs in relation to the local labor market and job availability and shall follow the same procedures for program review established by the college. Ensuring completion of career education program review is the responsibility of the appropriate dean.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Chancellor will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to

prospective students. The District shall make the required disclosures available to prospective students on its website.

The Chancellor shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

**New March 15, 2018**

## AP 4103 Work- ~~Experience~~ Based Learning

### References:

Title 5 Sections 55250 et seq.

Work-based learning, also known as experiential education, internship, field experience, and cooperative work-experience education is designed to allow students to gain workplace experience and develop skills under the instruction of a faculty member and the oversight of an on-site supervisor.

Work-based learning offers business, industry, and organizations the talents and energy of students who contribute to workforce development and strengthen the link between the educational and business communities.

A district plan is developed and submitted to the State Chancellor's Office(\*), which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work.
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies involved in the operations of the program.
- The maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held/internship held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued, if applicable.

A description of how the district will:

- Provide guidance services for students during enrollment in work based learning courses.
- Assign a sufficient number of qualified academic personnel to direct the Program.
- Implement and follow processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described.

- Assure that supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.
- Assure that supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.
- Provide adequate clerical and instructional services.

The plan is developed, reviewed and revised on a regular basis and is submitted to the Board of Trustees for approval prior to being submitted to the Chancellor's Office(\*). The district plan includes this administrative procedure, as well as information on the maintenance of records, type and units of experiential education, and evaluation of student performance.

(\* ) Note: The BOG is discussing a move to local BOT approval of the District Plan. This change may allow for individual college plans to be submitted to the BOT.

**New March 15, 2018**



## **AP 4104 Contract Education**

### **Reference:**

Education Code 78020 - 78023  
Title 5 Section 55170

The Rancho Santiago Community College District may contract for instructional classes to be offered at the request of public or private agencies or groups.

- Upon receipt of an agency/group's request for instruction, and evaluation of available courses is conducted and options for courses and cost are presented to the agency/group.
- A Memorandum of Understanding (MOU) shall be approved by the Board of Trustees which outlines the procedural guidelines and responsibilities for each of the involved parties.
- The District/College shall collect revenue in the amount that is equal to but not less than the actual costs of course offering.
- The attendance of students in Contract Education programs shall not be included for FTES apportionment.
- Faculty teaching credit or non-credit contract education courses shall be compensated and evaluated under the same agreed upon guidelines outlined in the collective bargaining agreement.

**New February 21, 2018**

## AP 4105 Distance Education

### Reference:

Title 5 Sections 55200 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

The Rancho Santiago Community College District supports distance education as part of the Colleges' mission and with approval from the Curriculum and Instruction Councils. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Each section of the course that is delivered through distance education will include regular effective contact between instructor and students. Distance education courses shall be approved as addendums to the course outline of record.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development.

When approving distance education courses, the Curriculum and Instruction Council will certify the following:

**Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

**Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum and Instruction Council approval procedures.

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy. The Vice President of Academic Affairs shall establish procedures for providing a statement of the process in place to protect student privacy.

The Vice President of Academic Affairs shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

**New March 15, 2018**

# AP 4220 Standards of Scholarship-Delegation

**Reference:**

Education Code Sections 70902(d)

Authority and responsibility for implementation of the Standards of Scholarship are delegated to the Vice President of Academic Affairs, Academic Senate, and the Vice President of Student Services.

Standards of Scholarship include:

- Grade point average
- Grading practices
- Grade Changes
- Credit by Examination
- Scholastic and progress probation and dismissal
- Academic Renewal
- Course Repetition
- Limits on Developmental Coursework

*New March 15, 2018*

## **AP 4222 Remedial Coursework**

### **References:**

Title 5 Section 55035;

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

The Colleges' catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

**New March 15, 2018**

## **AP 4225 Course Repetition**

### **References:**

Education Code Section 76224;

Title 5 Sections 55040, 55041, 55042, 55043, 55253, 56029, and 58161

Students may petition for approval to repeat the following types of courses up to a total of four times:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than four semesters. This limit applies even if the student receives a substandard grade or "W" during one or more enrollments or if a student petitions for repetition due to extenuating circumstances. The student may petition through the Office of Admissions and Records.

When a student repeats a course designated as repeatable to alleviate substandard academic work (a "D," "F," "FW," "NP," or "NC"), the previous grade and credit shall be disregarded in the computation of grade point averages. No more than two substandard grades may be alleviated.

When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history.

Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records.

If the District is claiming apportionment under Title 5 Section 58161, students may petition for approval to repeat up to a total of three times in which substandard grades (less than "C," and including "FW," "NP," or "NC") were awarded in one or more enrollments. The District may disregard the first two substandard grades if the student repeats the class two times.

The District will allow course repetition when:

- The course is listed as being exempt from course repetition.
- Requirements to repeat courses are permissible after a significant amount of time [no less than 36 months].
- An institute of higher learning established a recency requirement, which the student will not be able to satisfy without repeating the course. A student may petition for repetition if less than 36 months have elapsed and the student provides documentation that the repetition is necessary for transfer.
- Provisions for repeating a course taken at another accredited college or university for which substandard academic performance is recorded.
- Circumstances under which students may repeat courses in which a C or better grade was earned. Such course repetition requires a finding that extenuating or extraordinary circumstances exist which justify such repetition. Extraordinary circumstances are those which would justify the District providing the student a refund. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions may be included when calculating a student's grade point average.

The following exceptions to the number of times students may repeat a course apply:

- Students may not enroll in a course more than three times, except in limited circumstances, described below. Enrollments include any combination of withdrawals and repetitions.
- Students may repeat an cooperative work experience course pursuant to District policy any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).
- Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029. The District will disregard previous grades in computing the student's GPA each time the course is repeated.
- Students may repeat a course any number of times where it is required for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, regardless of whether the student recorded substandard work.
- Students may petition to repeat a course needed for employment or licensing because of a significant change in the industry or licensure standards. Students may take these courses any number of times.

All course repetition petitions shall be submitted to the Office of Admissions and Records. The Colleges shall develop and implement a mechanism to allow it to properly monitor course repetition.

**New March 15, 2018**



## **AP 4226 Multiple and Overlapping Enrollments**

### **Reference:**

Title 5 Section 55007

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

- A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:
- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- The student provides an instructor-approved schedule of specific days and times when the student will make up the coursework.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.
- The appropriate Academic Dean and Vice President of Academic Affairs approves the overlapping schedule.

**New March 15, 2018**

## **AP 4227 Repeatable Courses**

### **References:**

Title 5 Sections 55040, 55041, 55253, and 56029

Only the following types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

The Colleges will identify and designate such repeatable courses in its catalog.

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times, even if they received a grade of C or better; however, the grade received by the student each time will be included in calculations of the student's grade point average.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than four semesters. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

Students are allowed to repeat an occupational work experience course if a college only offers one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course. Where only one occupational work experience course is offered subject to the above conditions, students may be permitted to repeat this course any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).

**New March 15, 2018**

## **AP 4228 Course Repetition – Significant Lapse of Time**

### **Reference:**

Title 5 Section 55043

Students may be permitted or required to repeat courses in which a “C” or better grade was earned where there was a significant lapse of time [36 months] since the grade was obtained and:

- The College has defined “significant lapse of time” or has established a recency prerequisite for a course or program; or
- An institution of higher education to which a student wishes to transfer has established a recency requirement that the student cannot satisfy without repeating the course.

When a student needs to repeat an activity course due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition due to significant lapse of time may be permitted or required by the College.

When a course is repeated due to a significant lapse of time, the College may disregard the previous grade and credit when computing a student’s grade point average.

**New March 15, 2018**

## **AP 4229 Course Repetition – Variable Units**

### **Reference:**

Title 5 Section 55044

Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless:

- The course is required for legally mandated training; or
- The course is a special class for students with disabilities which needs to be repeated; or
- Repetition of the course is justified by extenuating circumstances; or
- The student wishes to repeat the course to alleviate substandard work.

Whenever a student enrolls in a physical education activity course offered for open-entry/open exit, the enrollment will count as a repetition of the course.

**New March 15, 2018**

# AP 4230 Grading and Academic Record Symbols

## Reference:

Title 5 Section 55023

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

### Evaluative Symbols:

A – Excellent (Grade Point = 4)

B – Good (Grade Point = 3)

C – Satisfactory (Grade Point = 2)

D – Less than satisfactory (Grade Point = 1)

F – Failing (Grade Point = 0)

P – Passing (At least satisfactory – units awarded not counted in GPA)

NP – No Pass (Less than satisfactory, or failing – units not counted in GPA)

SP – Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

### Non-Evaluative Symbols:

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

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

**RD – Report Delayed:** The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances

beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

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

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

# **AP 4231 Grade Changes**

## **References:**

Education Code Sections 76224 and 76232;  
Title 5 Section 55025

## **Changing Grades**

The instructor of the course shall determine the grade to be awarded to each student.

The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

If the procedure requires that a student first request a grade change from the instructor, provisions shall be made to allow another faculty member to substitute for the instructor if the student has filed a discrimination complaint, if the instructor is not available or where the College determines that it is possible that there may have been gross misconduct by the original instructor.

In the case of fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the Vice President of Academic Affairs.

In all cases, the instructor who first awarded the grade will be given written notice of the change.

## **Security of Grade Records**

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Vice President of Student Services. Only employees of the District may be authorized to change grades.

Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Vice President of Student Services immediately. The Vice President of Student Services shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the College will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any educational institution to which the student has transferred; 4) the accreditation agency; and 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

The following procedure shall be followed should a student wish to request a grade change:

1. Student shall meet with the instructor to discuss the grade.
2. If the issue is not resolved and the student believes that the grade is based on mistake, fraud, bad faith, or incompetency (EC 76224), he/she may appeal in writing to the Dean. Such an appeal must be made within a one year period following the semester in which the grade was assigned. The Student Grade Grievance Form for the written appeal may be found in any instructional Dean's office or the Student Services Office of the college.
3. The student may be requested to set-up an appointment with the appropriate Dean to discuss the written grievance.
4. The appropriate Dean will review the allegations with the instructor.
5. The Dean will review the issue and will notify the student and instructor in writing of his/her decision.
6. The decision of the Dean is final.



## **AP 4232 Pass/No Pass**

### **Reference:**

Title 5 Section 55022

Courses may be offered in either or both of the following categories:

- Courses in which all students are evaluated on a "pass-no pass" basis.
- Courses in which each student may elect on registration, or within 30% of class meeting, to take the course on a "pass-no pass" basis.

A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted.

A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "no pass" grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

The following guidelines apply to courses taken for pass-no pass as designated by each College Catalog:

- Courses in the student's major field may not be taken under the Pass/No Pass policy except as designated.
- Honors courses cannot be taken for Pass/No Pass.
- Courses that meet major requirements must be taken for a letter grade. Also, Pass/No Pass grades could have a negative effect on scholarships and international students. In addition, students who plan to pursue graduate or professional studies later are advised to be selective in opting for courses on a Pass/No Pass basis.
- A maximum of 6 Pass/No Pass units may be carried during any one semester.
- A maximum of 12 Pass/No Pass units is allowed for any degree program. This does not include units taken under credit by examination or assessment.
- Pass/No Pass petitions are available at the Admissions and Records Offices. The Pass/No Pass petition must be signed by a counselor and be submitted between the first and fifth week of the fall and spring terms (for full semester classes) or thirty percent (30%) of the class meeting dates (for short term classes), whichever is less.
- Pass/No Pass status cannot be changed back to a letter grade after the deadline has passed.
- Pass indicates a "C" or better.

- Pass/No Pass grades are accepted for certification in all areas. However, letter grades may be recommended or required for specific courses in a given major. Each CSU campus may also limit the total number of units graded Pass.
- For a certificate a Pass/No Pass course is acceptable if it is required for the certificate and (a) offered on a Pass/No Pass basis only or (b) if the Pass/No Pass is earned on the basis of credit by examination.
- For Associate Degrees, units earned at a regionally accredited college or university on a Pass/ No Pass basis will be counted toward the degree requirements of the college, to a maximum of 15 units.
- Every university has a limitation on the number of courses/units that can be taken for Pass/No Pass and applied to graduation and may require General Education taken Pass/No Pass to be retaken for a letter grade.

## **AP 4235 Credit by Examination**

### **Reference:**

Title 5 Section 55050

Credit by Examination may be obtained by one of the following methods:

- Achievement of a score of 3, 4 or 5 on an Advanced Placement Examination administered by the College Entrance Examination Board. Students should submit official copies of Advanced Placement Examinations test scores to the Office of Admissions and Records for evaluation.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.

Determination of Eligibility to Take the Examination:

- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

In addition,

- Course eligible for Credit by Exam must appear in the College Catalog – Credit by Exam section.
- The student's academic record clearly indicates that the credit was earned by examination.
- Limits on the number of units that may be applied to the Associate degree.

**New March 15, 2018**

## AP 4240 Academic Renewal

### Reference:

Title 5 Section 55046

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance.

- To be eligible, the student must have completed at least 15 units with a 3.0 G.P.A or 24 units with a 2.0 G.P.A. or higher in sessions subsequent to the substandard work. All lower division units from all colleges attended will be counted from the semester immediately following the substandard work. These semesters cannot contain any substandard grades.
- The substandard academic renewal work will not count toward graduation or certification, and the permanent academic record shall be annotated in such a manner that all work remains legible. Up to 30 units below “C” work at the Colleges may be disregarded in the computation of the grade point average.
- After an associate degree, certificate or general education certification is posted, academic renewal without course repetition is not accepted. Subsequent awards and certification are not eligible for academic renewal. Students approved for Academic Renewal Without Course Repetition are not eligible for Academic Honors.
- Academic Renewal Without Course Repetition is solely the policy of the Rancho Santiago Community College District and may not necessarily be followed by other institutions.
- Academic Renewal Without Course Repetition may be granted only once by either College, but not both. For courses designated as non-repeatable (Title 5, §55041), only the first two substandard grades may be excluded in computing the student’s grade-point average (Title 5, §55042(c)).

The petition is submitted to Admissions and Records.

## **AP 4250      Probation, Dismissal and Readmission**

### **References:**

Title 5 Sections 55030, 55031, 55032, 55033, and 55034

Rancho Santiago Community College District has established the following policy for probation, dismissal and readmission.

A student's academic standing and progress is calculated at the end of the fall and spring semesters (calculations are not done after the summer session or intersession), based only on the college units and cumulative RSCCD grade point average (GPA). Academic and Progress Probation calculations begin after a student has attempted 12 units or more at both colleges. Students are placed on Academic Probation when their RSCCD Total GPA for all coursework falls below 2.0. Students are placed on Progress Probation when the percentage of coursework from both colleges has an entry of "W", "I", "NP", and "NC" which reaches or exceeds fifty percent (50%) of the coursework attempted.

### **Academic Probation and Dismissal:**

- (A1) Students placed on academic probation for the first time (first semester under a RSCCD Total GPA of 2.0) are required to attend a counseling intervention workshop. An e-mail notification is sent to the student and a registration hold is placed on the student record until the completion of the workshop.
- (A2) Students who have two consecutive semesters with a RSCCD Total GPA below 2.0 will lose priority registration for the next registration opportunity. Their registration date will be after all new applicants.
- (AD) Students who have three consecutive semesters with a RSCCD Total GPA of below 2.0 at the end of the spring semester are dismissed. Students who are dismissed have a hold placed on their records and an e-mail is sent notifying them of their status.
- Students cannot register for classes at either College for one full semester. When students returns after "sitting out" one semester, they will return on academic probation and will continue to lose registration priority until their RSCCD Total GPA is at or above a 2.0.

Students who have three consecutive semesters with a RSCCD total GPA of 2.0 at the end of the fall semester are "subject to dismissal" and a hold is placed on their student record. Since they have already registered for the spring semester they are given a grace period to improve their RSCCD Total GPA. If the RSCCD Total GPA remains below a 2.0 at the end of the spring semester, they will be academically dismissed and will not be able to register for classes at either College for one full semester.

When they return after “sitting out” one semester, they will return on academic probation and will continue to lose registration priority until their RSCCD Total GPA is at or above a 2.0.

**Progress Probation and Dismissal:**

- (P1) Students placed on Progress Probation for the first time (first semester where the total of W, NP, or I grades is 50% or more of all grades earned) will be notified and provided intervention services.
- (P2) Students who have two consecutive semesters of progress probation will lose priority registration for the next registration opportunity. Their registration date will be after all new applicants.
- (PD) Progress Dismissal Students who have three consecutive semesters with less than 50% of their coursework earning a grade at the end of the spring semester are dismissed. Students who are dismissed have a hold placed on their records and an e-mail is sent notifying them of their status. A student cannot register for classes at either College for one full semester.

When the student returns after “sitting out” one semester, the student will return on progress probation and will continue to lose registration priority. Students who have three consecutive semesters with less than 50% of their coursework earning a grade at the end of the fall semester are “subject to dismissal” and a hold is placed on their student record. Since the student has already registered for the spring semester, they are given a grace period to improve their course completion rate. If the percentage of completed coursework remains below 50% at the end of the spring semester, they will be dismissed and will not be able to register for classes at either College for one full semester.

When the student returns after “sitting out” one semester, the student will return on progress probation and will continue to lose registration priority. Registration priority shall be lost at the first registration opportunity after a student is placed on academic or progress probation or any combination thereof for two consecutive terms.

**New March 15, 2018**

## **AP 4300 Field Trips and Excursions**

### **Reference:**

Title 5 Section 55220

The Colleges may conduct field trips and excursions in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students, unless otherwise prohibited by the California Community College Chancellor's Office.

The Colleges shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The Colleges, at the discretion of the College President, shall transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

The College may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the College President. The College may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The College shall coordinate efforts of community services groups to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a Field Trip/Excursion Liability Form.

**New March 15, 2018**

## **AP 4400 Community Services**

### **References:**

Education Code Sections 78300 et seq.;  
Title 5 Sections 55002 and 55160(b)

Community Services course offerings are established and maintained in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to, classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. These offerings will be shared with the College Curriculum and Instruction Council on a regular basis.

Offerings are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

Offerings are open for the admission of adults and of those minors as in the judgment of the governing board may profit.

General fund moneys are not expended to establish and maintain community service offerings.

Students enrolled in community service offerings may be charged a fee not to exceed the cost of maintaining community service classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

**New March 15, 2018**



## **AR 4410 Educational Research**

Any individual who desires to conduct educational research of any of the following categories, must obtain approval from the district research department:

1. Research using District staff or students as human subjects, that is, as subjects of interviews, questionnaires, or other direct sources of information.
2. Research that requires any assistance of the District, its departments or staff.
3. Research that is to be published identifying the District and/or its colleges and for which the author desires District/College recognition, support, or approval.

A research protocol with which to seek approval is available from the District Research Department for the research requestor to complete. Approval of the research protocol will require the following:

1. That the proposed research effort be supportive of the mission and goals of the District and Colleges.
2. If students or staff are used as direct sources of information, such as for questionnaires, interviews, and focus groups, their participation is: a) voluntary, and b) confidential and anonymous. Further, human subjects can request and easily obtain: a) reports of findings, and b) any necessary accompanying counseling, information, and support. The purpose of the research effort will be clearly explained to the respondents, as well as the fact that the research is not being conducted by the District or the Colleges.
3. All data collection instruments, including surveys and interview questions, will be approved by the Research Department in advance and be clearly identified as approved instruments.
4. The Research Department finds the research purpose and methods to be valid, reliable, and superior in quality.

Requestors must request approval from the District Research Department before beginning any research. Requests will be reviewed within 30 days.

**Revised August 10, 2015 (Previously AR 6125)**

**Updated March 15, 2018**

# AR 4260 Course Prerequisites, Corequisites, and Advisories

References: Title 5 Sections 55000 et seq.

The Rancho Santiago Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between two concerns.

## I. COLLEGE POLICIES AND PROCEDURES

### A. Information in the Catalog and Schedule of Classes

The following explanations will appear both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines and the various types of challenge that are established in law.
3. Define advisories on recommended preparation and the right of a student to choose to take a course without meeting the advisory.

### B. Challenge Process

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. The student can obtain Prerequisite/Corequisite Challenge Form from a division office. The student completes the form, providing a reason and evidence for the challenge, and submits it to the appropriate Division Dean.

2. The challenge will be reviewed by a committee consisting of the Division Dean, or designee, department chair, or designee, and one department or division representative or designee.
3. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge in a timely manner. 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 student registers for that subsequent term.
4. Grounds for challenge shall include the following: a. Those grounds for challenge specified in Section 55201(e) of Title 5. b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more to the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan. c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

### **C. Curriculum Review Process**

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) upon the recommendation of the Curriculum and Instruction Council. Certain limitations on enrollment must be established in the same manner. See II.C. below.
2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a. The faculty in the discipline or, if there is 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 prerequisites, or corequisites, only if
    - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or

program; and 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 departments(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 instruction materials, course format, type and number of examinations, and grading criteria.
  - iv. specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
  - v. identification and review of the prerequisite or corequisite 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 corequisite (i.e., the course or assessment identified under v.); and
  - vii. maintain documentation that the above steps were taken.
- (b) The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.1.a. through II.A.1.g. and specify which.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (a) 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 and Instruction Council.
- (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication. 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 corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics respectively.

(c) A course which should have a prerequisite or corequisite as proved in (a) or (b) 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; (Section 55002) or
- (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

i. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of the requirements specified in Title 5, Section 55002(a)(1).

#### **D. Program Review**

As a regular part of the curriculum review process or at least every six years, the faculty shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum and Instruction Council and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

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

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class 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.

#### **F. Instructor's Formal Agreement to Teach the Course as Described**

By accepting employment with the district, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the established of the prerequisite or corequisite.

### **II. 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), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but rather, an advisory on recommended reparation and must be identified as such in the class schedule and catalog. Establishing advisories does not require all the following steps. (See II.B. below)

## **A. Prerequisites and Corequisites**

### **1. Levels of Scrutiny**

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

#### **a. The Standard Prerequisites or Corequisites**

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

#### **b. Sequential Courses Within and Across Disciplines**

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum and Instruction Council as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

#### **c. Courses in Communication or Computation Skills**

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in

such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A.1.g.
- (3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

**d. Cut Scores and Prerequisites**

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and class schedules or reinforced in subsequent semesters until the problems are resolved, and subsequent data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g. of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

**e. Programs**

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

**f. Health and Safety**

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

**g. Recency and Other Measures of Readiness**

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- (2) Data are gathered according to sound research practices in at least one of the following areas:
  - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.
  - (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
  - (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
  - (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to



validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.

- (3) The standard or any comparison done pursuant to II.A.1.g. shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite only by the following the process described in this policy and any applicable college policies.
- (4) If the Curriculum and Instruction Council has determined that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than one year while research is being conducted and a determination is being made, provided that
  - (a) All other requirements for establishing the prerequisite or corequisite have already been met; and
  - (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any one course.
  - (c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must reviewed. (See I.D. above)

## **2. Additional Rules**

Title 5, Section 55202 specified additional rules which are to be considered part of this document as though reproduced here.

## **B. 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 and Instruction Council as provided in I.C. above. Such recommended standards of readiness are called advisory prerequisites.

### **C. 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 and Instruction Council specified above including the requirement to review them again at least every six years. The following requirements must also be met in order to establish these particular limitations on enrollment.

#### **1. Performance Courses**

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. 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
- b. The College includes in the course outline or 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.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented 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. (See also Sections 55502(e) and 55512)

#### **2. 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 and Instruction Council 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.

### **3. 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 student. 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 and Instruction Council as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the course, 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.

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