



SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4 – Instructional Services

5500.1 - CURRICULUM AND PROGRAM REVIEW PROCESS

I INTRODUCTION AND DEFINITIONS

When a college Academic Affairs Committee decides, based on a content review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge and skills not taught in the course, then the course shall have prerequisites established, reviewed, and applied following this procedure. If success is dependent upon communication and/or computational skills, then the course shall require a pre/corequisite of eligibility for enrollment in associate degree credit courses in English and/or mathematics, as appropriate.

The college may establish an Advisory on Recommended Preparation or a Limitation on Enrollment as specified in this procedure.

"Prerequisite" means a condition of enrollment that a student is required to meet to show current readiness for enrollment in a course or program.

"Corequisite" means a condition of enrollment consisting of a course that a student is required to take simultaneously with another course.

"Advisory on Recommended Preparation" means a condition of enrollment that the student is advised, but not required, to meet prior to, or concurrent with, enrollment in a course or program.

"Limitation on Enrollment" means a policy or process, other than a course pre/corequisite(s), that places conditions on students enrolling in a course or program and thereby limits enrollment in the course or program.

"Academic Affairs Committee" means the campus committee established through the shared governance process and representing faculty, administration, and other interested parties that has overall responsibility for academic and curricular matters.

II REVIEW PROCESS

The faculty, as well as the Academic Affairs Committee, must approve each course pre/corequisite as a separate action from the approval of the course. The Academic Affairs Committee on each campus shall be responsible for the review/approval process. This process shall, at a minimum:

1. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only upon recommendation of the academic senate unless the academic senate has delegated this task to a curriculum committee or the Academic Affairs Committee.
2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if faculty in the discipline or, if the college has no faculty member in the discipline, faculty in the department do all of the following:
 - a. Approve the course.
 - b. Approve, as a separate action, any pre/corequisite and certify that the pre/corequisite is an appropriate and rational measure of a student's readiness to enter the course or program, as proved by a content review that:
 - 1 involves faculty with appropriate subject area expertise.
 - 2 considers the course objectives set by the department.
 - 3 is based on review of a detailed course syllabus and outline of record, related instructional materials, course format, type and number of examinations, grading criteria, and classroom research data if available or required.
 - 4 specifies the body of knowledge and/or skills necessary at entry and/or with concurrent enrollment.
 - 5 identifies and reviews the pre/corequisite course that develops the body of knowledge and/or measures identified skills.
 - 6 matches the knowledge and skills in the targeted course and those developed or measured by the pre/corequisite.
 - 7 certifies that the pre/corequisite meets a level of scrutiny specified in paragraph 1. a., under section REVIEW OF INDIVIDUAL COURSES and specifies which.
 - 8 maintains documentation that Steps b. 1) through b. 7) above have been taken.
 - c. Approve, as a separate action, any advisories on recommended preparation (See paragraph 3, under section REVIEW OF INDIVIDUAL COURSES).
 - d. Approve, as a separate action, any limitation on enrollment that is being established for the course (See paragraph 4, under section

REVIEW OF INDIVIDUAL COURSES).

- e. Certify that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service, as appropriate, by:
 - 1 reviewing the course outline to determine the likelihood of a student receiving a satisfactory grade without possessing certain knowledge or skills not taught in the course. If receiving a satisfactory grade is determined to be sufficiently dependent upon such knowledge or skills, the course may be approved for degree applicable credit if all requirements for establishing the appropriate pre/corequisite have been met.
 - 2 reviewing the course outline to decide whether receiving a satisfactory grade is dependent upon such knowledge or skills of communication or computation. If receiving a satisfactory grade is sufficiently dependent upon such skills, the course may be approved for degree applicable credit if all requirements for establishing an appropriate pre/corequisite have been met. The pre/corequisite must not be more restrictive than eligibility for enrollment in a degree applicable course in English or mathematics, as appropriate.
- f. A course that could be degree applicable and should have a pre/corequisite, but for which one or more of the requirements for establishing a prerequisite have for any reason not been met, either by not following the above procedure or otherwise, shall only:
 - 1 be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit courses, or community service; or
 - 2 be reviewed as required to meet the criteria for establishing the necessary degree applicable credit if all pre/corequisites are met.
3. Establish pre/corequisites, advisories on recommended preparation, and limitations on enrollment only upon approval of the Academic Affairs Committee.
4. Establish a procedure to ensure that each course for which pre/corequisites are established will be taught following the course outline, particularly those parts of the course outline that form the basis for establishing the pre/corequisite.

III IMPLEMENTING PREREQUISITES, COREQUISITES, ADVISORIES, AND LIMITATIONS ON ENROLLMENT

Application of pre/corequisites, advisories, and limitations on enrollment will be consistent 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 class at registration so that a student is not allowed to enroll unless all conditions for enrollment have been met, except those for which the student has a pending challenge or for which further information is needed.

IV PROGRAM REVIEW

As a regular part of the Program Review process, or at least every six years, the college shall review each prerequisite, corequisite, advisory, or limitation on enrollment to determine that each is still: 1) supported by faculty in the discipline or department, 2) supported by the Academic Affairs Committee, and 3) meeting all other provisions of this policy and the law. Pre/corequisites established before October 31, 1993 shall be reviewed by July 1, 1996. Any successfully challenged pre/corequisite shall be promptly reviewed to assure that it complies with this policy and with the law.

V REVIEW OF INDIVIDUAL COURSES

If the student's enrollment in a course or program is contingent upon having met the proposed pre/corequisite(s), then such a pre/corequisite must be established per this Procedure. An advisory on recommended preparation does not prevent students from registering in the course. Advisories must be identified as such in the schedule and catalog and do not require levels of scrutiny as defined in paragraph 1. a. below.

1. Establishment of Prerequisites and Corequisites

a. Levels of Scrutiny

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

1 Standard Prerequisites or Corequisites

Satisfactory completion of a course may be established as pre/corequisite to another course if its course outline names at least three campuses of the University of California and/or the California State University which 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.

2 Sequential Courses Within and Across Disciplines

A course may be established as a pre/corequisite for another course if the review finds that 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 to be ready to take the second course is included in its course outline.

3 Corequisites Within Disciplines

A course may be established as a corequisite for another course if the review finds that both are closely related lecture/laboratory courses paired within the same discipline and a student not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program.

4 Courses Required by Statute or Regulation

A course may be established as pre/corequisite to another course if the review finds that statute or regulation expressly authorizes or requires the pre/corequisite.

5 Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements must be decided on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a

pre/corequisite for any course, other than another course in communication or computation skills, provided that.

- a a list of the specific skills or knowledge a student must possess to be ready to take the course is included in its course outline;
- b data proving that the pre/corequisite is justified are gathered and presented to the Academic Affairs Committee (See paragraph 1. b. above);
- c the pre/corequisite is established for not more than two years while research is being conducted and establishment of this temporary pre/corequisite follows the procedure outlined in section REVIEW PROCESS.

6 Cut Scores and Prerequisites

Pre/corequisites based on assessment instruments must be validated by data. Unless cut scores are validated by data, pre/corequisites based on assessment instruments may not be printed or enforced until sufficient data exist to establish the cut scores. Data shall be collected in the manner prescribed in 1. b. above.

7 Program Pre/corequisite

Program pre/corequisite(s) must be approved in the same manner as provided for course pre/corequisite(s). Each program prerequisite must appear as a prerequisite for at least one required course in the program.

8 Health and Safety

A prerequisite identifying health or safety requirements may be established if, in addition to the review by faculty in the department or division and approval by the Academic Affairs Committee as provided under section REVIEW PROCESS:

- a) the course is one in which the student might endanger his or her own health and safety or the health and safety of others, and
- b) the prerequisite requires a student to possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

9 Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as pre/corequisite(s) if:

- a) the review finds that skills, concepts, and/or information obtained through recency or other measures of readiness are presupposed in the second course;
- b) a list of skills and/or knowledge a student must possess to be ready to take the second course is included in its course outline; and
- c) data proving that the pre/corequisite is justified are gathered and presented to the Academic Affairs Committee (See paragraph 1. b. above).

g. Research Methods

Data acquired through research are required to establish or validate certain pre/corequisites. The standard for any comparison, and the

unlikely to receive a satisfactory grade in the course unless the student has met the proposed pre/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.

- 1 Data are to be gathered according to sound research practices in one or more of the following areas.
 - a) The extent to which students who have completed the course or those who are currently enrolled in the course believe the proposed pre/corequisite is necessary.
 - b) Comparison of the faculty members' appraisal of students' readiness for the course to whether the students met the proposed pre/corequisite. The faculty appraisal could be conducted at any time and should be 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, at any point in the course, of performance of students who have completed the proposed pre/corequisite to that of students who have not.
 - d) Comparison of student performance in the course to their scores on assessment instruments (to establish cut scores as needed)
- 2 If the Academic Affairs Committee has decided, as provided under section REVIEW OF COURSE REQUIREMENTS, that a new, substantially revised, or existing course requires a pre/corequisite, an advisory pre/corequisite will be established while research is being conducted and a final determination is being made. If the proposed prerequisite is validated, the advisory will be changed to a prerequisite provided all other requirements for establishing the pre/corequisite are met.
- 3) The prerequisite will meet validation requirements when the following two standards are met:
 - a) The proportion of students who meet the prerequisite and succeed (receive a grade of C- or better) is greater than the proportion of students who do not meet the prerequisite by ratio of 2:1
 - b) Fewer than 33% of the students without the prerequisite succeed in the course.
- 4) For new or revised courses, two to four semesters of data collection are required, beginning with the first course offering or when there are 100 valid cases, whichever comes first. For existing courses, two semesters of data collection will be required if the data are not sufficient for a valid analysis or four semesters of data collection will be required.

2. Additional Rules

Title 5, Section 55202, specifies additional rules as follows.

- a. Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- b. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum

unless established on a course-by-course basis.

- c. The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.
 - d. If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.
 - e. Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.
 - f. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
 - g. The determination of whether a student meets a prerequisite shall be made before his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.
3. **Advisories on Recommended Preparation**

Each college may establish advisories which recommend that a student meet a standard of readiness at entry as provided under section REVIEW PROCESS. This is required whether described as "prerequisite(s)," "recommended," or by any other term.
 4. **Limitations on Enrollment**

Limitations on enrollment may be established as provided under section REVIEW PROCESS if the following requirements are also met.

 - a. **Performance Courses**

Each college may establish an audition, or tryout, 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 if:

- 1 for any certificate or associate degree requirement that can be met by taking this course or another course or courses that satisfy the same graduation requirement: and
- 2 limitations on enrollment established on performance courses are reviewed during program review at least every six years, to decide whether the audition or tryout process is having a disproportionate impact on any group. If disproportionate impact has been found, the limitation on enrollment is reviewed to decide if a plan needs to be implemented to remedy the impact. Any such plan must be endorsed by the department and the college administration and promptly put into effect.

b. Honors Courses

A limitation on enrollment for an honors course, or an honors section of a course, may be established if there is another section or another course at the college that satisfies the same graduation requirement.

c. Blocks of Courses or Sections

Blocks of courses for which enrollment is limited to create a cohort of students may be established if there is another section or another course at the college that satisfies the same graduation requirements.

Adopted: October 9, 2001

SUPERSEDES:
12/14/99