



Chancellor's Advisory Council Meeting Agenda - February 22, 2013

District Board Room
1:30-3:30 p.m.

(Note: Physical meeting cancelled, electronic vote conducted on BP/AP 6060)

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Policies <ul style="list-style-type: none"> • BP 6060 Prerequisites/Corequisites (Revised) <i>(Attachment 1)</i> • AP 6060 Prerequisites/Corequisites (New) <i>(Attachment 2)</i> 	D/A	Linda
<p>Distribution: Linda Thor, Karen Chow, Leo Contreras, Robert Cormia, Dolores Davison, Joseline Diaz/ASFC, Araceli Kaliangara, Rich Hansen, Truly Hunter, Reza Kazempour Kevin McElroy, Judy Miner, Blanche Monary, Joe Moreau, Brian Murphy, Leif Nelson, Dorene Novotny, Erin Ortiz, George Robles, Rowena Tomaneng, Pablo Zamorano/DASB</p>		



**FOOTHILL-DE ANZA
Community College District
Office of the Chancellor**

**CHANCELLOR'S ADVISORY COUNCIL
SUMMARY
January 25, 2013**

Present

Linda Thor, Randy Bryant, Karen Chow, Leo Contreras, Robert Cormia, Dolores Davison, Joseline Diaz, Rich Hansen, Truly Hunter, Araceli Kaliangara, Kevin McElroy, Judy Miner, Blanche Monary, Joe Moreau, Brian Murphy, Dorene Novotny, Erin Ortiz, Rowena Tomaneng

I. Welcome

Chancellor Thor welcomed the council and asked members to introduce themselves. She announced that Rowena Tomameng has been honored with the Association for California Community College Administrators' Leadership Award for Administrative Excellence and that Judy Miner has been selected for the Silicon Valley Business Journal's 2013 Women of Influence Award.

II. Approval of November 16, 2012, Meeting Summary

The November 16, 2012, meeting summary was approved without changes.

III. Budget Update

Kevin reviewed the district's budget in light of voter approval of Proposition 30, the Governor's proposed 2013-2014 budget, and the district's estimated enrollment figures for 2012-2013. He noted that although Proposition 30 funds prevented further cuts to community colleges, the district still must close its structural deficit of \$5.7 and remain in compliance with the 50 Percent Law. Kevin stressed the importance of increasing enrollment to avoid cuts to the district's base. He also advised that the Governor's proposed budget for 2013-2014 includes additional apportionment funding and a deferral buy down as well as proposed policy changes to limit state-funded units to 90 per student, adjust the manner in which apportionment funding is calculated, and alter the eligibility requirements for Board of Governors (BOG) fee waivers.

Linda indicated that while enrollment has declined, an analysis Andrew LaManque presented to administrators and supervisors earlier in the day showed that some areas, including online, math, and science classes, are experiencing growth.

IV. Legislative Principles

The Council reviewed and discussed draft 2013-2014 legislative principles. It was suggested that the word "universities" be capitalized in state principle 14 and that the word "preschool" be spelled out in state principle 19. Linda reported that the Board of Trustees will discuss the draft legislative principles at the February 4, 2013, study session.

With regard to state principle three, Rich advised that the Faculty Association's Political Action Committee is reaching out to businesses and asking them to endorse the colleges, which should help provide a base of support should the district decide to seek approval of a parcel tax in the future.

V. Password Change

Joe announced that the district's password protocol has been updated to mirror the latest industry standards for security. He advised that new passwords to access district systems will require a minimum of eight digits consisting of at least one capital and one lower case letter, one number, and one special character. Announcements regarding the impending change will be sent districtwide on February 5, 2013, and February 12, 2013. Users will be prompted to change passwords on February 19, 2013, and at least once per year thereafter.

VI. Policies

Board Policy (BP) and Administrative Procedure (AP) 3440 Service Animals (New)

Linda explained that the district is legally required to have a policy and procedure in place concerning service animals and that legal counsel has vetted the draft documents. After discussion, Dorene agreed to add language that specifically indicates that the policy and procedure do not apply to employee Americans with Disabilities Act accommodations. The Council approved the procedure by consensus, and Linda advised that the policy will be presented to the Board of Trustees for first reading at the March 4, 2013, meeting.

Board Policy 3500 Alcohol on Campus (New) and Administrative Procedures 3500 Alcohol on Campus (Revised) and 3501 Alcohol off Campus (Revised)

Kevin explained that the district's administrative procedures regarding alcohol use have been revised to reflect changes to Business and Professions Code section 25608. The revisions add a Special Events exception that will permit consumption of wine and beer at district-approved events held by outside groups (e.g. Chamber of Commerce mixers, weddings, private parties) where the attendees are not primarily students. Kevin noted that since the events will require approval of the Board of Trustees, a new board policy has been developed. He also reported that legal counsel has reviewed the policy and procedures. The Council approved the revised procedures by consensus, and Linda advised that the policy will be presented to the Board of Trustees for first reading at the March 4, 2013, meeting.

Board Policy and Administrative Procedure 5050 Disclosure of Student Records (Revised)

Joe presented proposed revisions to policies and procedures related to disclosure of student records, which were recommended to bring the district in line with federal and state regulations. The policy changes include changing the name of board policy 5050 from "Furnishing Information Concerning Students" to "Disclosure of Student Records" and merging board policies 5045 and 5048 into the revised policy. Procedural changes include changing the name of "AP 5045 The Family Educational Right and Privacy Act" to "AP 5050 Disclosure of Student Records" and altering several sections of AP 3260 Electronic Information Security. The Council approved the revised procedures by consensus, and Linda advised that the policy revisions will be presented to the Board of Trustees for first reading at the March 4, 2013, meeting.

VII. Other Information and Updates

Blanche indicated that she has been presented with a position reduction list and that notifications are in process. She indicated that the classified union is working with the district to find other solutions, such as moving affected employees into vacant positions.

Erin spoke about working collaboratively with the Foothill College Academic Senate and the Central Services Classified Senate; announced that the Foothill, De Anza, and Central Services classified senates are planning a joint conference on April 26, 2013; and asked for increased support of the March in March being held in Sacramento on March 4, 2013.

Joseline reported that Foothill College students will vote from January 28, to January 31, 2013, on whether to implement a fee to fund the Santa Clara Valley Transit Authority (VTA) Eco-Pass Program.

Karen announced that De Anza College plans to hold the 8th annual Partners in Learning conference on March 8, 2013, from 8:30 a.m. to 4:00 p.m.

Rich reported that the Faculty Association is focusing on three big issues: the budget, CalSTRS unfunded liability, and accreditation. He indicated that there is concern across the state about what is happening with San Francisco City College's accreditation status and the special trustee's focus on negotiations between the administration and unions.

Truly indicated that the Multicultural Staff Association's focus for 2012-2013 is to be more visible, increase membership, improve collaboration with other shared governance groups, hold a follow up meeting with the Chancellor, and examine equity in the district.

Dorene advised that administrators and supervisors were given information earlier in the day about the position elimination process and were reminded to be patient and sensitive with employees both directly and indirectly impacted. Brian spoke about efforts to cope with the staffing cuts under development at De Anza College and suggested that training be provided to help employees handle stress and find ways to get the work done.

Judy announced plans for an open house for the new Physical Sciences and Engineering Center on February 26, 2013, from 4:30 – 6:30 p.m.

Chancellor Thor adjourned the meeting at 3:35 p.m.

Prerequisites/Corequisites

AP 6060

The Foothill-De Anza Community College District adopts the following procedures in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, and advisories on recommended preparation. The procedures have been developed and will be implemented pursuant to the standards set by Title 5, which mandates primary reliance on faculty for the establishment of prerequisites.

A. College Policies and Procedures

Each College shall provide the following explanations both in the College Catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Sections 55000 and 55003 (a)-(g) of Title 5.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at minimum, the specific process including any deadlines, the various types of challenge that are established by law, and any additional types of challenge permitted by the college
3. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

Pursuant to Title 5 section 55003(k), the determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by title 5 section 55521(a)(3). Each College shall establish procedures by which 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. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge

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The Board of Trustees 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 a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

within the five (5) working-day period, the student shall be allowed to enroll in the course. 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 the subsequent term.

2. Grounds for challenge shall include the following:

- a. Those grounds for challenge specified in Section [55003\(p\)](#) 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 of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a quarter or more in attaining the degree or certificate specified in his or her Student Education 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.

3. Each college shall formally establish a challenge process including:

- a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.
- b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
- c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

[4. In the case of a challenge under Title 5 section 55003\(p\)\(3\), that the prerequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to Title 5 section 59327.](#)

C. Curriculum Review Process

The District certifies that each College's Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

1. Establish prerequisites and corequisites only for one of the four purposes allowed in Section 55003(d) of Title 5, which are

a. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

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

c. the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

d. the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

2. Establish prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment pursuant to Sections 55002, 55003, and 58106 of Title 5 only if

a. The faculty in the discipline or, if the college has no faculty member in the disciplines, the faculty in the department or division do all of the following:

(1) Approve the course; and,

(2) As a separate action, and only on a course-by-course basis, approve any prerequisite or corequisite, only if:

(a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

(i) involvement of faculty with appropriate expertise;

(ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

(v) identification and review of the prerequisite or 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 measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and
- (vii) maintain documentation that the above steps were taken.

3. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in [section 55003](#) of Title 5. [These include content review \(Title 5 Section 55003\(c\)\), or content review with statistical validation \(section 55003\(f-g\)\). Pursuant to 55003\(e\), a prerequisite or corequisite need not be scrutinized using one of these measures only if](#)

- [a. it is required by statute or regulation; or](#)
- [b. it is part of a closely-related lecture-laboratory course pairing within a discipline;](#)
- [or](#)
- [c. it is required by four-year institutions.; or](#)
- [d. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.](#)

4. Ensure that no exit test is be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course (Title 5 Section 55003(n)).

5. Ensure that as a regular part of the Program Review process or at least every six years, the college reviews each prerequisite, corequisite, advisory or limitation on enrollment pursuant to Section [55003\(b\)\(3\)](#) of Title 5 to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or 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 the law.

D. Monitoring the Impact of Prerequisites and Corequisites

Pursuant to section 55003(l) of Title 5, if a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

1. ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and corequisites. A corequisite shall be waived for any student for whom space in the corequisite course is not available; and
2. ensure that each college to monitor student equity in accordance with Title 5 section 54220 and FHDA Board Policy 5600. Such monitoring will include evaluations to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age, disability, or economic circumstances. Where there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

E. Limitations on Enrollment

Pursuant to Title 5 section 58106, each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions. However, enrollment may be permitted pending challenge or verification that the student has met the prerequisite or corequisite. If the challenge is denied or if verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded pursuant to Section 55003(a) of Title 5.

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

1. Performance Courses

Each 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 during program review or at least every six years to determine whether the audition or try out process is having a disproportionate impact on any historically 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 or enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

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 committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

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 students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

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F. Instructor's Formal Agreement to Teach the Course As Described

Each College shall enforce its established procedures whereby all courses that have prerequisites, corequisites or advisories will be taught in accordance with the course outline.

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G. Reporting to the State

The District will report the establishment of prerequisites, corequisites and advisories to the Chancellor's Office pursuant to 55003(i).

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Approved 6/6/94

Amended 3/2/98

Amended 6/12

Title 5 sections Referenced:

53200: Definitions

54220: Student Equity Plans

55002: Standards and Criteria for Courses

55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation

55201: REPEALED

55521: Prohibited Practices (under Subchapter 6 – Matriculation Programs)

58106: Limitations on Enrollment

59327: Informal Resolution (under Subchapter 5 – Nondiscrimination)



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1:30-3:30 p.m.

(Note: Physical meeting cancelled, electronic vote conducted on BP/AP 6060)

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Prerequisites/Corequisites 6060

The Foothill-De Anza Community College District is authorized to establish prerequisites, corequisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, corequisites and advisories shall be established in accordance with the standards set in Title 5. Any prerequisites, corequisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or corequisite may be challenged by a student on grounds permitted by law. Prerequisites, corequisites and advisories shall be identified in District publications available to students.

Approved 6/6/94
Amended 3/2/98
Amended 11/12

[See FHDA Administrative Policy 6060](#)

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The Board of Trustees 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 a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

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A. College Policies and Procedures

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2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
3. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

Each College shall establish procedures by which 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. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. 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 the subsequent term.
2. 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 of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a quarter or more in attaining the degree or certificate specified in his or her Student Education 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.

3. Each college shall formally establish a challenge process including:
 - a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.
 - b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
 - c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The District certifies that each College's Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

- . Establish prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment pursuant to Sections 55002, and 58106 of Title 5 only if
 - a. The faculty in the discipline or, if the college has no faculty member in the disciplines, the faculty in the department or division do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or corequisite, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) identification and review of the prerequisite or 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 measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and
 - (vii) maintain documentation that the above steps were taken.
2. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Section () of Title 5.
 3. 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 pursuant to Section 55201(b)(3) of Title 5 to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or 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 the law.

. Limitations on Enrollment

Each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible pursuant to Section 55202(g) of Title 5.

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

1. Performance Courses

Each 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 during program review or at least every six years to determine whether the audition or try out process is having a disproportionate impact on any historically 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 or enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

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 committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

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 students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

. Instructor's Formal Agreement to Teach the Course As Described

Each College shall enforce its established procedures whereby all courses which are or have prerequisites, corequisites or advisories will be taught in accordance with the course outline.

Prerequisites/Corequisites

AP 6060

The Foothill-De Anza Community College District adopts the following procedures in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, and advisories on recommended preparation. The procedures have been developed and will be implemented pursuant to the standards set by Title 5, which mandates primary reliance on faculty for the establishment of prerequisites.

A. College Policies and Procedures

Each College shall provide the following explanations both in the College Catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Sections 55000 and 55003 (a)-(g) of Title 5.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at minimum, the specific process including any deadlines, the various types of challenge that are established by law, and any additional types of challenge permitted by the college
3. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

Pursuant to Title 5 section 55003(k), the determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by title 5 section 55521(a)(3). Each College shall establish procedures by which 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. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge

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The Board of Trustees 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 a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

within the five (5) working-day period, the student shall be allowed to enroll in the course. 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 the subsequent term.

2. Grounds for challenge shall include the following:

- a. Those grounds for challenge specified in Section [55003\(p\)](#) 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 of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a quarter or more in attaining the degree or certificate specified in his or her Student Education 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.

3. Each college shall formally establish a challenge process including:

- a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.
- b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
- c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

[4. In the case of a challenge under Title 5 section 55003\(p\)\(3\), that the prerequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to Title 5 section 59327.](#)

C. Curriculum Review Process

The District certifies that each College's Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

1. Establish prerequisites and corequisites only for one of the four purposes allowed in Section 55003(d) of Title 5, which are

a. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

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

c. the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

d. the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

2. Establish prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment pursuant to Sections 55002, 55003, and 58106 of Title 5 only if

a. The faculty in the discipline or, if the college has no faculty member in the disciplines, the faculty in the department or division do all of the following:

(1) Approve the course; and,

(2) As a separate action, and only on a course-by-course basis, approve any prerequisite or corequisite, only if:

(a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

(i) involvement of faculty with appropriate expertise;

(ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

(v) identification and review of the prerequisite or 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 measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and
- (vii) maintain documentation that the above steps were taken.

3. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in [section 55003](#) of Title 5. [These include content review \(Title 5 Section 55003\(c\)\), or content review with statistical validation \(section 55003\(f-g\)\). Pursuant to 55003\(e\), a prerequisite or corequisite need not be scrutinized using one of these measures only if](#)

- [a. it is required by statute or regulation; or](#)
- [b. it is part of a closely-related lecture-laboratory course pairing within a discipline;](#)
- [or](#)
- [c. it is required by four-year institutions.; or](#)
- [d. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.](#)

4. Ensure that no exit test is be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course (Title 5 Section 55003(n)).

5. Ensure that as a regular part of the Program Review process or at least every six years, the college reviews each prerequisite, corequisite, advisory or limitation on enrollment pursuant to Section [55003\(b\)\(3\)](#) of Title 5 to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or 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 the law.

D. Monitoring the Impact of Prerequisites and Corequisites

Pursuant to section 55003(l) of Title 5, if a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

1. ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and corequisites. A corequisite shall be waived for any student for whom space in the corequisite course is not available; and
2. ensure that each college to monitor student equity in accordance with Title 5 section 54220 and FHDA Board Policy 5600. Such monitoring will include evaluations to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age, disability, or economic circumstances. Where there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

E. Limitations on Enrollment

Pursuant to Title 5 section 58106, each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions. However, enrollment may be permitted pending challenge or verification that the student has met the prerequisite or corequisite. If the challenge is denied or if verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded pursuant to Section 55003(a) of Title 5.

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

1. Performance Courses

Each 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 during program review or at least every six years to determine whether the audition or try out process is having a disproportionate impact on any historically 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 or enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

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 committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

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 students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

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F. Instructor's Formal Agreement to Teach the Course As Described

Each College shall enforce its established procedures whereby all courses that have prerequisites, corequisites or advisories will be taught in accordance with the course outline.

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G. Reporting to the State

The District will report the establishment of prerequisites, corequisites and advisories to the Chancellor's Office pursuant to 55003(i).

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Approved 6/6/94
Amended 3/2/98
Amended 6/12

Title 5 sections Referenced:
53200: Definitions
54220: Student Equity Plans
55002: Standards and Criteria for Courses
55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55201: REPEALED
55521: Prohibited Practices (under Subchapter 6 – Matriculation Programs)
58106: Limitations on Enrollment
59327: Informal Resolution (under Subchapter 5 – Nondiscrimination)

Prerequisites/Corequisites 6060

The Foothill-De Anza Community College District is authorized to establish prerequisites, corequisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, corequisites and advisories shall be established in accordance with the standards set in Title 5. Any prerequisites, corequisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or corequisite may be challenged by a student on grounds permitted by law. Prerequisites, corequisites and advisories shall be identified in District publications available to students.

Approved 6/6/94
Amended 3/2/98
Amended 11/12

[See FHDA Administrative Policy 6060](#)

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The Board of Trustees 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 a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

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Deleted: A. College Policies and Procedures

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1. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have [... [1]

A. College Policies and Procedures

Each College shall provide the following explanations both in the College Catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Section(a)-(c) of Title 5.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
3. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

Each College shall establish procedures by which 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. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. 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 the subsequent term.
2. 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 of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a quarter or more in attaining the degree or certificate specified in his or her Student Education 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.

3. Each college shall formally establish a challenge process including:
 - a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.
 - b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
 - c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The District certifies that each College's Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

- . Establish prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment pursuant to Sections 55002, and 58106 of Title 5 only if
 - a. The faculty in the discipline or, if the college has no faculty member in the disciplines, the faculty in the department or division do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or corequisite, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) identification and review of the prerequisite or 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 measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and
 - (vii) maintain documentation that the above steps were taken.
2. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Section () of Title 5.
 3. 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 pursuant to Section 55201(b)(3) of Title 5 to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or 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 the law.

. Limitations on Enrollment

Each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible pursuant to Section 55202(g) of Title 5.

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

1. Performance Courses

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- 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 during program review or at least every six years to determine whether the audition or try out process is having a disproportionate impact on any historically 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 or enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

2. Honors Courses

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