
**Kern Community College District
Administrative Procedure
Chapter 4 – Academic Affairs**

**AP 4222
Coursework**

~~Non-degree Applicable Basic Skills Courses~~ Remedial

~~Rely Primarily Upon the Advice and Judgment~~

~~Accreditation Related~~

References:

Education Code Section s 78212.5 and 78213;
Title 5 Section 55035:
ACCJC Accreditation Standard 2.H.A.4

~~NOTE: This procedure is legally required.~~

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. Students approaching the 30-unit limit shall be informed regarding their academic and/or progress status. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

The following students are exempted from the limitation on remedial coursework, ~~non-degree applicable basic skills courses.~~

- Students currently enrolled in one (1) or more courses of English as a Second Language.
- Students identified by the College Disabled Student Program as having a learning disability.

The College President or designee may waive the 30-unit limit on remedial

~~coursework~~ non-degree applicable basic skills courses for any student demonstrating significant and measurable progress toward the development of college-level skills. The waiver may be granted for a maximum of 15 semester units, which must be completed within ~~two~~ (2) consecutive academic years.

~~Students who have exhausted the 30-unit limitation, unless provided with a waiver, shall be referred for further remedial work to appropriate adult non-credit education services provided by a college, adult school, or other appropriate local providers.~~

The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

~~No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students during the same semester that they take a transfer-level English or mathematics course. But only if the Vice President of Instruction determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The Vice President of Instruction shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.~~

The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year timeline.

The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the District may use guided placement or self-placement. When using multiple measures,

the District shall multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

1. Low performance on one measure shall be offset by a higher performance on another measure;
2. Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it;
3. Any one measure may demonstrate a student's preparedness for transfer-level coursework;
4. The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and
5. The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the District places and enrolls students into a transfer-level mathematics or English coursework that does not satisfy a requirement of a student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Vice President of Instruction shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade point average and coursework, and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the Vice President of Instruction determines the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

If the District places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the Vice President of Instruction shall determine that (1) the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation, (2) the enrollment will improve the student's probability of completing the first STEM calculus course, and (3) the enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

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 who have not graduated from a United States high school or been issued a high school equivalency certificate, students enrolled in a certificate program without English or mathematics requirements, students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate, students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes, students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate or taking courses not available in their local high school 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.

College 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.

~~A student's need for non-degree applicable basic skills courses shall be determined using appropriate assessment instruments, methods or procedures.~~

~~As defined in Section 55000 of Title 5, non-degree applicable basic skills courses are those courses in reading, writing, computation, and English as a Second Language which are designated by the District as non-degree applicable credit courses pursuant to subdivision (b) of Section 55002 of Title 5.~~

~~Beginning Fall 1990, students shall not receive more than thirty (30) semester units of credit for non-degree applicable basic skills courses within the Kern Community College District, except as noted below.~~