VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE PROCEDURE
Chapter 4, Instruction

AP 4222 Remedial Coursework

References:

Education Code Sections 78212.5 and 78213;
Title 5 Section 55035;
ACCJC Accreditation Standard 2

Definition and limitations

Remedial coursework consists of pre-collegiate basic skills courses.

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

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

Maximize Probability for Completion

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.

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 timeframe.

Measures for Placement

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 apply 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.

Placements in Courses Not Required for Certificate, Degree, or Transfer
If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the Academic Senate, or its designee, 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 Academic Senate, or its designee, determines the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

Placements in Preparation for Calculus
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 the Academic Senate, or its designee, 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.

Exemptions
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, students enrolled in adult education programs who are enrolled in coursework other than mathematics or English, current high school students in dual enrollment or taking courses not available in their local high school are exempt from the limitations of this procedure.

Waiver
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.

Catalog Requirement
The District 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.

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