

Glendale Community College District

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Administrative Regulation

**COURSE PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION**

It is the policy of Glendale Community College that, unless specifically exempted by statute or regulation, every course, course section, or class, the attendance of which is to be reported for state aid, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets course prerequisites, corequisites, and enrollment limitations.

The Glendale Community College Board of Trustees adopted the following policy in order to provide for the establishment, review, and challenge of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with academic standards. The Board recognizes that ensuring high academic standards and providing a learning environment that encourages student success and fosters student access are of utmost importance. Therefore, the Board adopted this policy which calls for careful scrutiny in establishing prerequisites, corequisites, and advisories on recommended preparation and which provides for student challenges.

**College Procedures and Policies**

The college shall provide the following explanations in both the College Catalog and the Schedule of Classes:

- a. 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 55003 and 58106 of Title 5.
- b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may exercise the right to make such a challenge.
- c. Definitions of advisories on recommended preparation and the right of a student to enroll in a course despite lacking the recommended preparation.
- d. Definitions of contract course, co-requisite, noncredit basic skills course, nondegree-applicable basic skills courses, prerequisite, and satisfactory grade.

**Challenge Process**

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

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1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within ten (10) working days. If the challenge is upheld or the District fails to resolve the challenge within the ten (10) working-day period, the student shall be allowed to enroll in the course.
2. 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 students registers for that subsequent term.

b. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5 Section 55003, as follows.

Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- (2) The prerequisite or corequisite is in violation of this section;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
- (6) Such other grounds for challenge as may be established by the district governing board.

In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

2. 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

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- 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 semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
  4. 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.

#### **Curriculum Review Process**

The college certifies that the Curriculum and Instruction Committee has been established by mutual agreement of the administration and the Faculty Senate, as required in Section 55002(a)(1) of Title 5. The Curriculum and Instruction Committee shall:

- a. Establish prerequisites, corequisites, advisories on recommended preparation, limitations on enrollment pursuant to Sections 55002, 55201, 55202 and 58106 of Title 5 and the Glendale Community College District Board Policy 4260.
- b. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in Section 55201 (b) (1) of Title 5.
- c. Provide for a review of each prerequisite, corequisite, or advisory at least every six years, pursuant to Sections 55201 (c)(3) and 55003(b)(4) of Title 5. For vocational courses or programs which are delineated with an asterisk in the Taxonomy of Programs Handbook, Title 5 requires prerequisites and corequisites to be reviewed every two years.
- d. A prerequisite or corequisite which is successfully challenged under Section 55201 (f), subsections (1), (2) or (3) or Section 55003 (p) or (q) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.
- e. Provide for a review of each course in which there is a limitation on enrollment such as in intercollegiate competition courses, honor courses, performance

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courses or courses in which enrollment may be limited due to legal requirements imposed by statute, regulation, and/or contract. This review should be conducted at least every six years, pursuant to the Glendale Community College District Board Policy 4260.

- f. Ensure that pursuant to Title 5 Section 55003 (b) (4) all vocational course and program prerequisites are reviewed every two years.

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

The college has established 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 there is a pending challenge or for which further information is needed before final determination of whether the student has met the condition(s), pursuant to Section 55202(g) of Title 5. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor.

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

The college shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline, particularly those aspects of the course that are the basis for justifying the establishment of the prerequisite or corequisite, pursuant to Section 55201 (c) (2) of Title 5.

#### **Instructions for Establishing Advisories on Recommended Preparation, Corequisites, Prerequisites, and Limitations on Enrollment**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendation in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

**Deciding Whether to Set a Prerequisite or Corequisite, or an Advisory on Recommended Preparation.** Once faculty in a discipline decide students without a prerequisite or corequisite are highly unlikely to succeed in a course, then an appropriate prerequisite or corequisite must be established. Prerequisites must be taken before enrollment in the course, and corequisites are taken concurrently with the course. Students without the prerequisite or corequisite are blocked from enrolling in the course. If faculty wish to advise students regarding skills or courses that will aid with success in the course without blocking enrollment, the faculty should follow the Procedures for Establishing Advisories on Recommended Preparation below.

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**Procedures for Establishing Advisories on Recommended Preparation**

Advisories on Recommended Preparation are established to inform students of skills or courses they are expected to have for success in a course. For example, faculty has agreed that students would be much better prepared for Speech Communication 100 if

they have completed English 101. Therefore, it is recommended that they prepare for Speech Communication 100 by completing English 101. To establish an advisory on recommended preparation, faculty must follow the appropriate process for content review and include, on the course outline of record, the entry expectations which students are advised to have met. Although the content review ought to suggest a relationship between the two courses, it need not prove that students are highly unlikely to succeed without a course. Students who do not meet the advisory may not be blocked from enrolling in the course.

**Procedures for Establishing Prerequisites & Corequisites**

Discipline faculty should determine what type of prerequisite is appropriate for the course or program by looking at the “Levels of Scrutiny Required for Prerequisites/Corequisites Summary” below. Each row outlines the procedure for setting a particular type of a prerequisite and gives an example in the third column.

**Levels of Scrutiny Required for Prerequisites/Corequisites**

The different types of prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment require different levels of scrutiny:

- a. Courses in a discipline sequence require Content Review (e.g., the establishment of a prerequisite of Accounting 101 for Accounting 102).
- b. Courses out of the same discipline (not communication or mathematical competency) require Content Review plus documentation that one or more UC/CSU requires the equivalent requisite course; or Content Review plus documentation that three regionally accredited baccalaureate institutions require the equivalent requisite course; or Content Review plus statistical evaluation; or documentation that the requisite course is required by statute or regulation; or documentation that the requisite course is part of a closely-related lecture-laboratory course pairing within a discipline (ref. Title 5 Section 55003(e)) (e.g., the establishment of a prerequisite of Chemistry 101 for Biology 102).
- c. A prerequisite of course eligibility for a course out of the same discipline (communication or mathematical competency) requires Content Review plus documentation that one or more UC/CSU requires the equivalent requisite course; or Content Review plus documentation that three regionally accredited baccalaureate institutions require the equivalent requisite course; or review plus

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statistical evaluation; or documentation that the requisite course is required by statute or regulation (ref. Title 5 Section 55003(e)) (e.g., the establishment of a prerequisite of eligibility for English 100 or ESL 151 for History 110).

- d. Placement requires Content Review plus the use of a student's high school GPA as defined by the college's placement process and state regulation and/or the Guided Placement Survey provided by the college.
- e. Program prerequisites require Content Review plus statistical evaluation of the prerequisite (e.g., the establishment of a prerequisite of Biology 120 for the Nursing program).
- f. Health and safety prerequisites require Content Review for the level of health and safety skills necessary (e.g., the establishment of a prerequisite of English 120 or ESL 151 for Chemistry 101).
- g. Measures of readiness prerequisites require Content Review plus statistical evaluation (e.g., the establishment of a prerequisite of typing ability for Office Administration 101).
- h. A prerequisite based on outside accreditation requirements requires documentation of the prerequisite as determined by a professional group or state board (e.g., the establishment of a prerequisite of Alcohol/Drug Studies 105 for Alcohol/Drug Studies 119).
- i. Limitations on enrollment for performance courses and intercollegiate athletic courses require documentation that the limitation is not an impediment to completing the degree or certificate, a disproportionate impact study, and the requirement that seats are allocated to students judged most qualified based on clear criteria (e.g., the ability to play a musical instrument for Music 146).
- j. Limitations on enrollment for honors courses require that other sections be available and that seats in honors courses are allocated to students judged most qualified based on clear criteria (e.g., Scholars Program courses such as Spanish 124H).
- k. Limitations on enrollment based on transfer credit or transfer requirements require documentation of an intersegmental agreement such as IGETC Critical Thinking and are typically writing requirements (e.g., English 101 for English 102).
- l. Advisories on recommended preparation require Content Review (e.g., a recommended preparation of eligibility for English 101 for Philosophy 101).

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**Content Review Process**

The purpose of content review is to clarify the skills and concepts developed in a (target) course, to identify possible gaps in skill development between a course and its prerequisite(s), corequisite(s) and advisories on recommended preparation and to assure smooth transition between the prerequisite(s) and the subsequent course. The method of Content Review is to establish entrance criteria for a (target) course needing a prerequisite, corequisite, or advisory on recommended preparation and to compare those entrance criteria with the exit criteria for the prerequisite course.

A course prerequisite, corequisite, or advisory on recommended preparation represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular course is dependent on possessing certain abilities, skills, and/or knowledge prior to undertaking the course. In determining course objectives, various assumptions are made about the entering students' abilities, skills, and knowledge. The classification of these assumptions and the review of a prerequisite requires that a judgment procedure be undertaken, in coordination with departmental colleagues and the Division Chair (and occasionally the faculty and/or Chair of another Division).

**STEP 1: Define entrance expectations in the target course.**

- a. Faculty with appropriate expertise (should include full- or part-time faculty who teach the target course) should review the target course outline, syllabus, texts and reading assignments, methods of evaluation, and any other course materials used. In this policy, the "target course" refers to the course for which the limitation on enrollment is being proposed. For example, if faculty in the English Division were considering adding an advisory on recommended preparation of HIST 117 for ENGL 101, in this fictitious example ENGL 101 would be considered the "target course."
- b. Each of these same faculty members should compile a list of "entering skills" based on the above review. For a prerequisite or corequisite, the entering skills are those without which, in the professional judgment of the faculty, the student is highly unlikely to succeed in the target course. For an advisory on recommended preparation, the entering skills are those which, in the professional judgment of the faculty, will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the target course. Please note, in general, this list of entering skills is drawn directly from the exit standards from the course outlines of courses which are proposed as prerequisites, corequisites, advisories on recommended preparations. Faculty compiling this list of skills may choose to use the entire list of exit standards from proposed prerequisites, corequisites, or advisories on recommended preparation or to select only the specific exit standards which they feel are necessary to

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student's success in the course. Faculty member's lists of skills may also draw from other sources, especially in the case of performance courses or other courses in which the limitation on enrollment is less specific to students' prior successful completion of a specific course.

- c. In coordination with the Division Chair, these same faculty should then meet, discuss their lists, resolve any differences, and compile a final list by consensus. This list of skills is documented in the course outline of record in a section entitled "Prerequisites Skills" ("Upon entering the course the student should be able to ...") "Corequisite Skills" (While enrolled in the course the student should be able to...) or "Advisory Skills" ("Upon entering the course it is recommended that the student be able to ...").

**STEP 2: Identify means of obtaining abilities, skills and knowledge.**

Once the entrance expectations are clarified, the discipline-related faculty should then suggest how the necessary abilities, skills, and knowledge can be obtained or assessed. Courses in the college's curriculum that provide the exit skills needed for entrance into the target course or assessment processes that measure such skills should be identified. For courses in the curriculum, these exit standards are listed as the "Course Entry Expectations" section of the target course outline of record. In other words, if the English Division was to propose adding HIST 117 as an advisory on recommended preparation for ENGL 101, the exit standards for HIST 117 would become a part of the course entry expectations for ENGL 101 on its course outline.

**STEP 3: Compare Outcomes from the prerequisite/corequisite/advisory on recommended preparation course and the entering skills necessary for the target course.**

- a. To compare the exit standards of the prerequisite/corequisite/advisory course with the entry expectations of the target course, it is suggested that the "Content Review Form" be used with the entering skills across the top and exit skills down the side. At points where the two match, a notation can be made in the matrix. The discipline-related faculty should then examine the matrix to determine if the entering skills are provided by the prerequisite course. The question to be raised is, "Are the exit standards of the prerequisite course much lower, about the same, or much greater than the entering skills of the target course?"
  1. If entering skills of the target course are substantially the same as the exit standards for the prerequisite/corequisite/advisory course, then the choice of prerequisite, corequisite, or advisory on recommended preparation is valid.
  2. If the prerequisite/corequisite/advisory exit criteria are greater or more diverse than the entering expectations of the target course, the discipline-related



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faculty should carefully consider whether requiring the course as a prerequisite is justified.

3. If the prerequisite/corequisite/advisory course's outcomes exit standards do not clearly match the entering skills listed by the discipline related faculty of the target course, a discussion between the faculty from the different divisions or departments may be helpful.

It may be that differing perceptions about the curriculum can be resolved, or that gaps which have been identified in the students' preparation can be corrected by modifying the curriculum of either the prerequisite course or the target course.

- b. Upon completion of the content review by the discipline-related faculty, additional levels of scrutiny are pursued as necessary (such as the requirements of one baccalaureate institution and/or statistical validation) in conjunction with the Articulation Officer or the Research & Planning Unit. When all materials have been completed and in coordination with the Division Chair, the revised course outline of record containing the prerequisite skills section is submitted to the Curriculum and Instruction Committee along with the completed forms.

Reference:

- Title 5 Sections 55000 et seq.

See Board Policy 4260

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