

## SOLANO COMMUNITY COLLEGE DISTRICT

### PREREQUISITES, COREQUISITES, AND COURSE ADVISORIES

6023

#### PROCEDURES

##### Definitions

- Prerequisites: These are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established. A student's enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.
- Corequisites: These also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. There are two types of corequisites. The first is a course or equivalent preparation that must be taken concurrently with another course. The second is a course or equivalent preparation that may be completed before OR taken concurrently with another course. Both types of co-requisites are listed under "Corequisites," but the second type is followed by the parenthetical phrase "may be taken concurrently." A student's enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied.
- Course advisories signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

#### I. Establishment of Prerequisites, Corequisites, and Course Advisories

##### A. Information in the Catalog and Schedule of Classes

The 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 difference among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges will include 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. Definition of course advisories, the right of a student to choose to take a course without meeting the advisory, and the provisions for exercising that right.

4. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

B. Process for Challenging Prerequisites and Corequisites

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, as defined in 2b, but who provides satisfactory evidence in support of the challenge 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 District shall guarantee a seat for the student and resolve the challenge in a timely manner but not later than three (3) days prior to the beginning of the semester. If the challenge is upheld or the District fails to resolve the challenge in a timely manner, 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 that subsequent term.
2. Grounds for challenge shall include the following:
  - a. Those grounds for challenge specified in Sections-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 honor courses, 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 semester or more in attaining the degree or certificate specified in his or her Individualized Educational Plan. (Students may not challenge on this basis if an appropriate alternative course that meets the degree or certificate requirement is available.)
  - c. The student's enrollment in a course, which has a prerequisite, or corequisite established to protect health and safety does not pose a danger to himself or herself or others.
3. The challenge process:
  - a. For challenges concerning academic qualifications, the initial determination should be made by an instructor who is knowledgeable about the course, who is qualified to teach in the discipline, but preferably not the instructor of the section in which the student wishes to enroll.
  - b. The student, who seeks enrollment in a course which has a prerequisite or corequisite established to protect health and safety, demonstrates to an instructor, but preferably not the instructor of the section, who is knowledgeable about the health and safety requirements of the course that the student does not pose a danger to himself or herself or others.

- c. If the student does not agree with the decision, the student has the right to appeal to an appeal committee. The appeal committee shall consist of the Division Dean, a counselor, and a member of the discipline faculty.
- d. The student must provide evidence as a basis for supporting the challenge. However, where information essential to the 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 Committee Review Process for Courses with Requisites

- 1. The Curriculum Committee and its membership have been established in a manner that is mutually agreeable to the College administration and the Academic Senate and conforms to accreditation standards.
- 2. Prerequisites and corequisites will be established only upon the recommendation of the Curriculum Committee. Certain limitations on enrollment must be established in the same manner. (See II.C. below.)
- 3. Prerequisites, corequisites, and certain limitations on enrollment will be established only if:
  - a. The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the school do all of the following:
    - (1) Approve the course; and, as a separate action, approve any prerequisite, and/or corequisite verifying that the prerequisite or corequisite meets the scrutiny specified in the section under "Levels of Scrutiny" (II.A), and specify which applies;
    - (2) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
    - (3) Approve that the course meets the academic standards required for degree-applicable courses, non-degree-applicable courses, and non-credit courses, respectively.
      - (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree-applicable credit only if all requirements for establishing the appropriate prerequisite have been met.
      - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or

computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree-applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

(c) A course which should have a prerequisite or corequisite as provided in (a) or (b) above but for which one or more of the requirements for establishing a prerequisite have not been met may only:

- i. Be reviewed and approved pursuant to the standards for non-degree-applicable credit, non-credit, or community service; or
- ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

b. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in the faculty review section II. A.

#### D. Curriculum Review

As a regular part of the curriculum review process or at least every five years, or two years in the case of Career and Technical Education courses the College shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or division and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. If the faculty and the Curriculum Committee disagree on continued support, the matter will be sent to the Academic Senate for resolution. Any prerequisite which is successfully challenged under subsections (1), (2) or (3) of Section 55003(p) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

#### E. Implementing Requisites

Implementation of requisites must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class 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 of whether the student has met the condition.

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

Pursuant to Title 5 Section 55003 (b) (2) and (3) for all courses for which prerequisites or corequisites have been established, the College shall require that they be taught in accordance with the course outline, particularly those aspects of the course outline that

are the basis for justifying the establishment of the prerequisite or corequisite and ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with the objectives and other guidelines defined on the course outline of record. The process shall be established by consulting with the Academic Senate and, if appropriate, the bargaining unit.

- G. If a prerequisite is a precollegiate course in reading, written expression or mathematics the College will ensure that courses designed to teach the required skills are offered with reasonable frequency and the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course. The College will monitor progress on student equity by conducting an evaluation 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, or disability and where there is a disproportionate impact the College will, in consultation with the Chancellor, develop and implement a plan setting forth steps to correct the disproportionate impact.

## II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, a course advisory and must be identified as such in the schedule and catalog.

### A. Prerequisites and Corequisites

#### 1. Levels of Scrutiny

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

##### a. Requisites Requiring No Additional Scrutiny

- (1) The requisite is required by statute or regulation; or
- (2) The requisite is part of a closely-related lecture-laboratory course pairing within a discipline; or
- (3) The requisite is required by four-year institutions as defined in II.A.1.b.; or
- (4) Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation prerequisite as defined in II.A.1.b.

##### b. The Standard Prerequisites or Corequisites

The College may establish satisfactory completion of a course as prerequisite

or corequisite as provided in II.A.1.a. if, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s) or that a particular communication or computation prerequisite is required to grant credit for the course. Any combination of University of California campuses and California State University campuses is acceptable of to satisfy this requirement.

- c. Content Review (See Appendix 'A': "Establishing and Revalidating Requisites and Advisories: Review Form")

(1) Sequential Courses Within a Discipline

A course may be established as a prerequisite or corequisite for another course provided that,

- i. faculty in the department or discipline and the Curriculum Committee review the content of both classes to ensure that skills, concepts, and/or information taught in the first course are presupposed in the second course, and
- ii. a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

(2) Courses Not in a Sequence

Faculty can choose either content review or content review with statistical validation to determine if the prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program. While faculty can choose whether to use statistical validation during their content review, the Curriculum Committee can request statistical validation with content review if they believe this information is needed. In either case, the content review must involve all of the following:

- i. Involvement of faculty with appropriate expertise;
- ii. Consideration of course objectives by relevant discipline(s) to determine if the prerequisite or corequisite is required to achieve the objectives;
- iii. Be based on a detailed course outline of record, related instructional materials, course format, type of examinations, and methods of student evaluation;
- iv. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
- v. Identification of which courses develop and/or measure the

skills identified under (iv) above;

- vi. Matching of the knowledge and skills in the targeted course (identified under (iv) above) and those developed or measured by the prerequisite or corequisite (identified under (v) above); and
- vii. Maintenance of documentation that the above steps were taken using documentation forms developed by the Curriculum Committee.

d. Content Review with Statistical Validation

A faculty member may choose to validate a co/prerequisite using content review with statistical validation, and the Curriculum Committee can require faculty to use statistical validation if this information is deemed essential to validation of a co/prerequisite. Content review with statistical validation is defined as conducting a content review and including the additional compilation of data which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. (Title 5 Section 55003(f).) For new courses, the prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted and the final determination is made, provided all other requirements for establishing the prerequisite or corequisite have been made. Data should be collected according to sound research practices and include at least one of the following (to be determined by the relevant faculty and the Curriculum Committee):

- (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.
- (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
- (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
- (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

e. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to

reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law. Such a prerequisite may be changed to a course advisory while the problems are being resolved.

f. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program. Requirements related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program that is subject to approval by a state agency other than the Chancellor's Office and the conditions listed in Title 5 Section 55003(g) are satisfied.

g. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

h. Recency and Other Measures of Readiness

- i. Recency and other measures of readiness may be established as a prerequisite or corequisite only if the review by the faculty in the discipline or department and by the Curriculum Committee is conducted as above in II. A. 1.a. through d.

j. Curriculum Committee Training

The Curriculum Committee will establish training for its members and any interested individuals covering content review and content review with statistical validation. This training is to be done annually before any prerequisites or corequisites can be established using c. or d. of this section.

2. Additional Rules

Title 5, Section 55003 specifies additional rules which are to be considered part of

this document as though reproduced here. (See attachment A.)

B. Course Advisories

The College may recommend that a student meet a standard of readiness (course advisory) at entry only if recommended by the faculty in the discipline or division and by the Curriculum Committee. Faculty should conduct a content review at a level similar to that described for courses in a sequence in II. A. 1. c. (1).

See Governing Board Policy 6023, *Prerequisites, Corequisites, and Course Advisories*

**REFERENCES/**

**AUTHORITY:** Title 5, Section 55000 and 55003

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