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4 PREREQUISITES AND COREQUISITES  
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7 Prerequisites, corequisite, advisories, and limitations are necessary to ensure that San  
8 Bernardino Community College District (District) students succeed in their coursework and have  
9 access to the courses they require. It is important to have prerequisites in place where they are a  
10 vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites,  
11 co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student  
12 access and success. Therefore, to foster the appropriate balance between these two concerns,  
13 the Education Code requires that prerequisites, co-requisites, advisories, and limitations be  
14 established based solely on content review or content review with statistical validation.  
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16 **A. Information in the Catalog and Schedule of Courses**  
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18 The college shall provide the following explanations both in the college catalog and in  
19 the schedule of courses:  
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- 21 1. Definitions of prerequisites, corequisites, and limitations on enrollment including  
22 the differences among them and the specific prerequisites, corequisites, and  
23 limitations on enrollment that have been established.
- 24 2. Procedures for a student to challenge prerequisites, corequisites, and limitations  
25 on enrollment and circumstances under which a student is encouraged to make  
26 such a challenge. The information about challenges must include, at a minimum,  
27 the specific process including any deadlines, the various types of challenge that  
28 are established in law, and any additional types of challenge permitted by the  
29 college.
- 30 3. Definitions of advisories on recommended preparation, the right of a student to  
31 choose to take a course without meeting the advisory, and circumstances under  
32 which a student is encouraged to exercise that right.
- 33 4. Definitions of contract course, corequisite, noncredit basic skills course, non-  
34 degree-applicable basic skills courses, prerequisite and satisfactory grade.  
35

36 **B. Challenge Process**  
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- 38 1. Any student who does not meet a prerequisite or corequisite or who is not  
39 permitted to enroll due to a limitation on enrollment but who provides satisfactory  
40 evidence may seek entry into the course as follows:
  - 41 a. If space is available in a course when a student files a challenge to the  
42 prerequisite or corequisite, the District shall reserve a seat for the  
43 student and resolve the challenge within five (5) working days. If the  
44 challenge is upheld or the District fails to resolve the challenge within the  
45 five (5) working-day period, the student shall be allowed to enroll in the  
46 course.
  - 47 b. If no space is available in the course when a challenge is filed, the  
48 challenge shall be resolved prior to the beginning of registration for the  
49 next term and, if the challenge is upheld, the student shall be permitted  
50 to enroll if space is available when the students registers for that  
51 subsequent term.
- 52 2. Grounds for challenge shall include the following:
  - 53 a. Those grounds for challenge specified in Title 5, Section 55201(f).
  - 54 b. The student seeks to enroll and has not been allowed to enroll due to a  
55 limitation on enrollment established for a course that involves  
56 intercollegiate competition or public performance, or one or more of the  
57 courses for which enrollment has been limited to a cohort of students.  
58 The student shall be allowed to enroll in such a course if otherwise he or

- 59 she would be delayed by a semester or more in attaining the degree or  
60 certificate specified in his or her educational plan.
- 61 c. The student seeks to enroll in a course that has a prerequisite  
62 established to protect health and safety, and the student demonstrates  
63 that he or she does not pose a threat to himself or herself or others.
- 64 d. The student has the obligation to provide satisfactory evidence that the  
65 challenge should be upheld. However, where facts essential to a  
66 determination of whether the student's challenge should be upheld are or  
67 ought to be in the college's own records, then the college has the  
68 obligation to produce that information.

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70 **C. Curriculum Review Process**

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72 The curriculum review process shall at a minimum be in accordance with all of the  
73 following:

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- 75 1. Establish a curriculum committee and its membership in a manner that is  
76 mutually agreeable to the college administration and the academic senate.
  - 77 2. Establish prerequisites, corequisites, and advisories on recommended  
78 preparation (advisories) only upon the recommendation of the academic senate  
79 except that the academic senate may delegate this task to the curriculum  
80 committee without forfeiting its rights or responsibilities under Section 53200-  
81 53204 and within the limits set forth in Title 5 Section 55003. Certain limitations  
82 on enrollment must be established in the same manner.
  - 83 3. Establish prerequisites, corequisites, advisories on recommended preparation,  
84 and limitations on enrollment only if:
    - 85 a. The faculty in the discipline or, if the college has no faculty member in  
86 the discipline, the faculty in the department does all of the following:
      - 87 (1) Approve the course; and,
      - 88 (2) As a separate action, approve any prerequisite or corequisite,  
89 only if:
        - 90 (a) The prerequisite or corequisite is an appropriate and  
91 rational measure of a student's readiness to enter the  
92 course or program as demonstrated by a content review  
93 including, at a minimum, all of the following:
          - 94 (i) involvement of faculty with appropriate expertise;
          - 95 (ii) consideration of course objectives set by relevant  
96 department(s). The curriculum review process  
97 should be done in a manner that is in accordance  
98 with accreditation standards.
          - 99 (iii) be based on a detailed course syllabus and outline  
100 of record, tests, related instructional materials,  
101 course format, type and number of examinations,  
102 and grading criteria;
          - 103 (iv) specification of the body of knowledge and/or skills  
104 which are deemed necessary at entry and/or  
105 concurrent with enrollment;
          - 106 (v) identification and review of the prerequisite or co-  
107 requisite that develops the body of knowledge  
108 and/or measures skills identified under iv.
          - 109 (vi) matching of the knowledge and skills in the  
110 targeted course (identified under iv.) and those  
111 developed or measured by the prerequisite or co-  
112 requisite (i.e., the course or assessment identified  
113 under v.); and
          - 114 (vii) maintain documentation that the above steps  
115 were taken.

- 116 (b) The prerequisite or corequisite meets the scrutiny  
117 specified in one of the procedures for review of individual  
118 courses (see below), and specify which.
- 119 (3) Approve any limitation on enrollment that is being established for  
120 an honors course or section, for a course that includes  
121 intercollegiate competition or public performance, or so that a  
122 cohort of students will be enrolled in two or more courses, and, in  
123 a separate action, specify which.
- 124 (4) Approve that the course meets the academic standards required  
125 for degree applicable courses, non-degree applicable courses,  
126 non-credit courses, or community service respectively.
- 127 (5) Review the course outline to determine if a student would be  
128 highly unlikely to receive a satisfactory grade unless the student  
129 had knowledge or skills not taught in the course. If the student  
130 would need knowledge or skills not taught in the course itself,  
131 then the course may be approved for degree applicable credit  
132 only if all requirements for establishing the appropriate  
133 prerequisite have been met excepting only approval by the  
134 curriculum committee.
- 135 (6) Review the course outline to determine whether receiving a  
136 satisfactory grade is dependent on skills in communication or  
137 computation. If receiving a satisfactory grade is sufficiently  
138 dependent on such skills, then the course may be approved for  
139 degree applicable credit only if all requirements have been met  
140 for establishing a prerequisite or corequisite of not less than  
141 eligibility for enrollment to a degree-applicable course in English  
142 or mathematics, respectively.
- 143 (a) A course which should have a prerequisite or corequisite  
144 as provided in (5) or (6) but for which one or more of the  
145 requirements for establishing a prerequisite have not  
146 been met may only:
- 147 (1) Be reviewed and approved pursuant to the  
148 standards for non-degree applicable credit,  
149 non-credit, or community service; or
- 150 (2) Be revised and reviewed as required to meet the  
151 criteria for establishing the necessary  
152 prerequisites or co-requisites.
- 153 (b) The curriculum committee also reviews the course and  
154 prerequisite in a manner that meets each of the  
155 requirements specified above.
- 156 (c) If the District chooses to use content review as defined  
157 in Title 5 of the Code of California Regulations Section  
158 55000© to define prerequisites and corequisites in  
159 reading, written expression, or mathematics for courses  
160 that are degree applicable and are not in a sequence, it  
161 must adopt a plan consistent with Title 5 of the Code of  
162 California Regulations Section 55003(c).
- 163 4. Program Curriculum Review. As a regular part of the curriculum review process  
164 or at least every six years, the college shall review each prerequisite, corequisite,  
165 or advisory to establish that each is still supported by the faculty in the discipline  
166 or department and by the curriculum committee and is still in compliance with all  
167 other provisions of this policy and with the law. Any prerequisite or corequisite  
168 that is still supported shall be reviewed promptly thereafter to assure that it is in  
169 compliance with all other provisions of this policy and with the law.
- 170 5. Implementing Prerequisites, Corequisites, and Limitations on Enrollment.  
171 Implementation of prerequisites, corequisites, and limitations on enrollment must  
172 be done in a consistent manner and not left exclusively to the classroom  
173 instructor. Every attempt shall be made to enforce all conditions a student must  
174 meet to be enrolled in the course through the registration process so that a

175 student is not permitted to enroll unless he or she has met all the conditions or  
176 has met all except those for which he or she has a pending challenge or for  
177 which further information is needed before final determination is possible of  
178 whether the student has met the condition.

- 179 6. Instructor's Formal Agreement to Teach the Course as Described. Each college  
180 shall establish a procedure so that courses for which prerequisites or  
181 corequisites are established will be taught in accordance with the course outline,  
182 particularly those aspects of the course outline that are the basis for justifying the  
183 establishment of the prerequisite or corequisite. The process shall be established  
184 by consulting collegially with the local academic senate and, if appropriate, the  
185 local bargaining unit.

#### 186 **D. Review of Individual Courses**

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189 If the student's enrollment in a course or program is to be contingent on his or her having  
190 met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite  
191 must be established as follows. If enrollment is not blocked, then what is being  
192 established is not a prerequisite or corequisite but, rather, an advisory on recommended  
193 preparation and must be identified as such in the schedule and catalog. Establishing  
194 advisories does not require all the following steps.

- 195 1. Levels of Scrutiny. Prerequisites and corequisites must meet the requirements of  
196 at least one of the following subsections:

- 197 a. The Standard Prerequisites or Corequisites. The college may establish  
198 satisfactory completion of a course as prerequisite or co-requisite for  
199 another course provided that, in addition to obtaining the review of the  
200 faculty in the discipline or department and the curriculum committee as  
201 provided above, the college specifies as part of the course outline of  
202 record at least three of the campuses of the University of California and  
203 the California State University which reflect in their catalogs that they  
204 offer the equivalent course with the equivalent prerequisite(s) or  
205 corequisite(s). Any combination of University of California campuses and  
206 California State University campuses is acceptable in satisfaction of this  
207 requirement.

208 Sequential Courses Within and Across Disciplines. A course may be  
209 established as a prerequisite or corequisite for another course provided  
210 that, in addition to the review by faculty in the department or discipline  
211 and by the curriculum committee as described above, skills, concepts,  
212 and/or information taught in the first course are presupposed in the  
213 second course, and a list of the specific skills and/or knowledge a  
214 student must possess in order to be ready to take the second course is  
215 included in its outline of courses.

- 216 b. Courses in Communication or Computation Skills. Prerequisites  
217 establishing communication or computational skill requirements may not  
218 be established across the entire curriculum unless established on a  
219 course-by-course basis. A course in communication or computation  
220 skills, or eligibility for enrollment in such a course, may be established as  
221 a prerequisite or co-requisite for any course other than another course in  
222 communication or computation skills if, in addition to the review by the  
223 faculty in the discipline or department and by the curriculum committee  
224 as provided above, the following is also done:

- 225 (1) A list of the specific skills a student must possess in order to be  
226 ready to take the course is included in the course outline of  
227 record; and

- 228 (2) Research is conducted as provided above. The prerequisite or  
229 corequisite may be established for a period of not more than  
230 two years while the research is being conducted provided that a  
231 determination is made that a student who lacks the particular  
232 skills is highly unlikely to receive a satisfactory grade because a

233 sufficient percentage of the grade is directly dependent on these skills.  
234 This determination must be approved both by the faculty in the discipline  
235 and by the curriculum committee as provided above and must be based  
236 on a review of the syllabus as well as samples of tests and other  
237 assignments on which the grade is based.

238 c. Cut Scores and Prerequisites. Whether or not research is  
239 required to establish a prerequisite, data collected to validate  
240 assessment instruments and cut scores is always relevant to reviewing  
241 the prerequisites for the associated courses. If such data are insufficient  
242 to establish the cut scores, any course prerequisites established for the  
243 same course or courses may not be printed in subsequent catalogs and  
244 schedules nor enforced in subsequent semesters until the problems are  
245 resolved, and sufficient data exist to establish the cut scores. In such a  
246 case, the collection of these data shall be done in the manner prescribed  
247 above in addition to other requirements of law. Such a prerequisite may  
248 be changed to an advisory on recommended preparation while  
249 the problems are being resolved.

250 d. Programs. In order to establish a prerequisite for a program, the  
251 proposed prerequisite must be approved as provided for a course  
252 prerequisite in regard to at least one course that is required as part of the  
253 program.

254 e. Health and Safety. A prerequisite or corequisite may be established  
255 provided that, in addition to the review by faculty in the department or  
256 division and by the curriculum committee as provided above:

257 (1) The course for which the prerequisite is proposed is one in which  
258 the student might endanger his or her own health and safety or  
259 the health and safety of others; and

260 (2) The prerequisite is that the student possesses what is necessary  
261 to protect his or her health and safety and the health and safety  
262 of others before entering the course.

263 f. Recency and Other Measures of Readiness: Recency and other  
264 measures of readiness may be established as a prerequisite or co-  
265 requisite only if, in addition to the review by the faculty in the discipline or  
266 department and by the curriculum committee as provided above, the  
267 following is also done:

268 (1) A list of the specific skills a student must possess in order to be  
269 ready to take the course is included in the course outline of  
270 record.

271 (2) Data are gathered according to sound research practices in at  
272 least one of the following areas:

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274 (a) The extent to which students, those currently enrolled in  
275 the course or those who have completed it, believe the  
276 proposed prerequisite or corequisite is necessary.

277 (b) Comparison of the faculty members' appraisal of  
278 students' readiness for the course to whether students  
279 met the proposed prerequisite or co-requisite. The  
280 faculty appraisal could be done at any time in the  
281 semester that the college determined was appropriate  
282 and based on independent assignments, quizzes and  
283 exams, participation in courses or other indicators that  
284 the student was or was not ready to take the course.

285 (c) Comparison of students' performance at any point in the  
286 course with completion of the proposed prerequisite or  
287 co-requisite.

288 (d) Comparison of student performance in the course to  
289 their scores on assessment instruments in the manner  
290 required to validate an assessment instrument and cut  
291 scores for the course in question as described above.

- 292 (3) The standard for any comparison done shall be that a student is  
293 highly unlikely to receive a satisfactory grade in the course  
294 unless the student has met the proposed prerequisite or  
295 corequisite. The research design, appropriate, shall be  
296 developed by research personnel, discipline faculty, and  
297 representatives of the academic senate. If the evidence fails to  
298 meet the standard established, each college may establish the  
299 proposed prerequisite or co-requisite as a recommended  
300 preparation and may seek to establish it as a prerequisite or  
301 corequisite only by following the process described in this policy  
302 and any applicable college policies.
- 303 (4) If the curriculum committee has determined as provided in these  
304 procedures that a new course needs to have a prerequisite or  
305 corequisite, then the prerequisite or corequisite may be  
306 established for a single period of not more than two years while  
307 research is being conducted and a determination is being made,  
308 provided that:
- 309 (a) All other requirements for establishing the prerequisite or  
310 corequisite have already been met; and
- 311 (b) Students are informed that they may enroll in the course  
312 although they do not meet the prerequisite. However,  
313 students who lack the prerequisite may not constitute  
314 more than 20% of those enrolled in any section of the  
315 course.
- 316 Prerequisites and corequisites that are exempt from review at the time  
317 they are, or were, established are not eligible for this exception, and the  
318 research must be conducted during the six years before they must be  
319 reviewed.

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321 **E. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be**  
322 **considered part of this document as though reproduced here.**

- 323 1. Advisories on Recommended Preparation. The college may recommend that a  
324 student meet a standard of readiness at entry only if recommended by the faculty  
325 in the discipline or department and by the curriculum committee as provided in  
326 above. This process is required whether the college used to describe such  
327 recommendations in its catalog or schedule as "prerequisites," or  
328 "recommended," or by any other term.
- 329 2. Limitations on Enrollment. The types of limitation on enrollment specified below  
330 may only be established through the curriculum review process by the discipline  
331 or department faculty and the curriculum committee specified above including the  
332 requirement to review them again at least every six years; for example, as part of  
333 program review. The following requirements must also be met in order to  
334 establish these particular limitations on enrollment.
- 335 3. Performance Courses. The college may establish audition or try-out as a  
336 limitation on enrollment for courses that include public performance or  
337 intercollegiate competition such as but not limited to band, orchestra, theater,  
338 competitive speech, chorus, journalism, dance, and intercollegiate athletics  
339 provided that:
- 340 a. For any certificate or associate degree requirement which can be met by  
341 taking this course, there is another course or courses which satisfy the  
342 same requirement; and
- 343 b. The college includes in the course outline of record a list of each  
344 certificate or associate degree requirement that the course meets and of  
345 the other course or courses which meet the same requirement.

346 Limitations on enrollment established as provided for performance courses shall  
347 be reviewed during program review or at least every six years to determine  
348 whether the audition or try-out process is having a disproportionate impact on  
349 any historically under-represented group and, if so, a plan shall be adopted to  
350 seek to remedy the disproportionate impact. If disproportionate impact has been

351 found, the limitation on enrollment may not be printed in subsequent catalogs or  
352 schedules nor enforced in any subsequent term until such a plan has been  
353 endorsed by the department and the college administration and put into effect.  
354 4. Honors Courses. A limitation on enrollment for an honors course or an honors  
355 section of a course may be established if, in addition to the review by the faculty  
356 in the discipline or department and by the curriculum committee as provided  
357 above, there is another section or another course or courses at the college which  
358 satisfy the same requirements. If the limitation is for an honors course and not  
359 only for an honors section, the college must also include in the course outline of  
360 record a list of each certificate or associate degree requirement that the course  
361 meets and of the other course or courses which meet the same associate degree  
362 or certificate requirement.  
363 5. Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses  
364 are two or more courses or sections for which enrollment is limited in order to  
365 create a cohort of students. Such a limitation on enrollment may be established  
366 if, in addition to review by the faculty in the discipline or department and by the  
367 curriculum committee as provided above, there is another section or another  
368 course or courses that satisfy the same requirement. If the cohort is created  
369 through limitations on enrollment in the courses rather than limitations on specific  
370 sections of courses, then the college must include in the course outline of record  
371 a list of each certificate or associate degree requirement that the course meets  
372 and of the other course or courses which satisfy the same associate degree or  
373 certificate requirement.  
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378 Reference:  
379 Title 5, Sections 55000 et seq.  
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