
Administrative Procedure
Chapter 4 – Academic Affairs

AP 4260 PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

Responsibilities

The Vice President, Academic Affairs, will be responsible for administering these procedures with respect to the formulation, validation of courses as prerequisites and publication of prerequisites and corequisites.

The Vice President, Student Services, will be responsible for administering these procedures with respect to the process and enforcement of prerequisites and corequisite provisions associated with course enrollments.

Definitions

- A. **"Open Courses"** means every course, course section, or class shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets course prerequisites.
- B. **"Prerequisite"** means a condition of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite signifies that the skills are essential to the success of the student in that course or program.
- C. **"Corequisite"** means a course in which a student is required to be concurrently enrolled or have already completed as a condition of enrollment in another course.

- D. **“Advisories”** or recommended preparation means the acquisition of a body of knowledge or course skills will be of great advantage to the student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.
- E. **“Content Review”** means a rigorous, systematic process that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.
- F. **“Content Review with Statistical Validation”** means conducting a review and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.
- G. **“Prerequisite Clearance”** means that a student has successfully completed a course at a regionally accredited institution that is deemed similar to the LBCC prerequisite course. Such courses are not officially evaluated and do not appear on the student’s transcript; the clearance is given so that the student may enroll in the target course.
- H. **“Prerequisite Challenge”** means that a student has the skills and knowledge necessary to succeed in the course without the prerequisite. Students may also challenge prerequisites when the prerequisite course is not readily available or they believe the prerequisite is discriminatory or is applied in a discriminatory manner.
- I. **“Transfer Credit”** means that LBCC receives official transcripts from regionally accredited institutions that are evaluated through the established process. If equivalency is given, the coursework is accepted and placed on the student’s official transcript.
- J. **“Pass-Along”** means that a student has completed coursework from regionally accredited out-of-state or private institutions that is not articulated with LBCC courses but may be used to fulfill general education requirements for the California State University and University of California systems.

Establishment of Requisites

- A. Prerequisite or corequisite requirements shall be established by the discipline faculty sponsoring the course or if the college has no full-time faculty member in the discipline, the faculty in the department are responsible for establishing requisites. Courses for which requisites are established will be taught by a qualified instructor and in accordance with the course outline of records,

particularly those aspects of the course outline that are the basis for justifying the establishments of requisites.

- B. Determinations about requisites will be made on a course by course or program by program basis including those establishing communication and computation skill requirements.
- C. Discipline faculty will recommend to the Curriculum Committee the prerequisites, corequisites, and advisories to courses through content review alone or content review with data supplied by Institutional Effectiveness.
- D. Title 5 Section 55003 outlines the rules that govern establishing requisites and advisories to courses not in a sequence and for programs. Prerequisites and corequisites may be established only for any of the following purposes:
 - 1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
 - 2. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within a program) for which the prerequisite is being established; or
 - 3. The corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
 - 4. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.
- E. In accordance with the Fall 2017 Implementation Plan for Establishing Requisites Using Content Review, the level of scrutiny for establishing requisites and advisories on recommended preparation are content review or content review with statistical validation. Content review is rigorous, systematic process, conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills that students need to possess prior to or simultaneously with enrolling in a course. At a minimum, content review shall include the following:
 - 1. Careful review of the course including components such as the course outline record, syllabi, sample exams, assignments, instructional materials, and/or grading criteria;
 - 2. Using the course outline of record of both the parent and proposed requisite course, identification of required skills and knowledge students

must possess prior to enrolling into the parent course and matching those skills to the proposed requisite courses;

3. Documentation that verifies that the above steps were taken.
- F. Courses that have prerequisites, corequisites, and advisories that are required by statute or regulation; or that are part of a closely related lecture-laboratory course pairing within a discipline; or are required by four-year institutions: or where baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite [Title 5 Section 55003 subdivision (e)] are exempt from content review. It is the faculty's responsibility to document the exemption at the time of course submission.
- G. When content review is used to establish requisites in reading, written expression, or mathematics for courses not in a sequence, the Curriculum Committee will do the following:
1. Provide training to the members on the establishment of requisites,
 2. Inform faculty about the procedures regarding the establishment of requisites establishing content review,
 3. Inform faculty to work with Institutional Effectiveness to identify courses that may increase the likelihood of student success with the establishment of a requisite,
 4. Prioritize which courses should be considered for the establishment of a requisite, and
 5. Monitor any disproportionate impact that may occur with the establishment of a requisite through Routine Course Review and Student Learning Outcomes Assessment Review,
 6. Through communication with the Vice President's office, assure that the courses that require requisites and courses that do not require requisites are readily available.

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:
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 five working days. If the challenge is

upheld or the District fails to resolve the challenge within the five 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 student registers for that subsequent term.

B. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5 Section 55003 subdivision (p).
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 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/she/they would be delayed by a semester or more in attaining the degree or certificate specified in his/her/their 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/they does not pose a threat to himself/herself/themselves 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 curriculum review process shall at a minimum be in accordance with all of the following:

- A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
- C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:

1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - a. Approve the course; and,
 - b. As a separate action, approve any prerequisite or co-requisite, only if:
 - i. The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (a) involvement of faculty with appropriate expertise;
 - (b) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (c) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (d) specification of the body of knowledge or skills which are deemed necessary at entry or concurrent with enrollment;
 - (e) identification and review of the prerequisite or co-requisite which develops the body of knowledge or measures skills identified under iv.
 - (f) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - (g) maintain documentation that the above steps were taken.
 - c. 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.
 - d. Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - e. 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 excepting only approval by the curriculum committee.

- f. 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 co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
2. A course which should have a prerequisite or co-requisite as provided in (e.) or (f.) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - a. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - b. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
 4. If the District chooses to use content review as defined in Title 5 Section 55000 subdivision (f) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 Section 55003 subdivision (c).

D. Program Review

As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this procedure, the related policy, and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this procedure, the related policy, and with the law.

Implementation

The Curriculum Committee is charged with the responsibility for establishing prerequisites, corequisites, and advisories to courses during the approval process, according to the standards and criteria established in Title 5 Section 55002. The standards for the approval of requisites is outlined in the Fall 2017 Implementation Plan for Establishing Requisites Using Content Review. Periodic review of requisites for CTE courses and programs shall be every two years to ensure they remain necessary and appropriate and all other course and program requisites will be reviewed every six years.

Implementation of prerequisites, co-requisites, and limitations on enrollment 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 course through the registration process so that a student is not permitted to enroll unless he/she/they has met all the conditions or has met all except those for which he/she/they has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

Instructor's Formal Agreement to Teach the Course as Described. Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will 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 co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

Review of Individual Courses

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

Advisories on Recommended Preparation

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 recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

Performance Courses – The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- A. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- B. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
 - 1. Course prerequisites shall not limit enrollment registration in the course unless that limitation is specifically authorized by law.
 - 2. Registration opportunities for all courses will be in accordance with board approved enrollment priorities and are provided to students who meet the prerequisite and corequisite provisions established through the curriculum review and recommendation process.
 - 3. The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

Honors Courses – A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections – Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Guidelines for Prerequisites and Corequisites

- A. Academic prerequisites for a course must be clearly related to the course content and academic foundation of the course.
- B. Where demonstrated ability or technical performance to a level of proficiency is established for activity or laboratory courses, implementation of prerequisites, corequisites, and limitations on enrollment must be done consistently and not left exclusively to the classroom instructor.
- C. A corequisite may not be required unless the objectives of the course are clearly complementary and the interrelation of the units of instruction is evident.
- D. Basic skills prerequisites, the satisfaction of which is established through relevant multiple measures, must rely upon instruments selected in accordance with the provisions of the California Code of Regulations.

Prerequisite and Corequisite Challenge Process

- A. In accordance with Title 5 Section 55003 subdivisions (p) and (q), Student Challenge of Prerequisite or Corequisites, students may challenge a prerequisite or corequisite for a course. A prerequisite or corequisite cannot be disregarded but students can demonstrate that they meet the prerequisite or corequisite on the following criteria, and course eligibility may be granted.
- B. The challenge must be based on at least one of the following specific grounds:
 - 1. The student took the course at another institution. The College will accept prerequisite or corequisite courses from regionally accredited colleges and universities in the United States. Long Beach City College reserves the right to evaluate work completed at other regionally accredited colleges and universities. Transfers with acceptable grades in the

prerequisite or corequisite course will be granted eligibility for the target course insofar as the work corresponds with the prerequisite or corequisite curriculum of this institution. Each applicant should submit to Admissions and Records an official transcript of their records from all colleges and universities previously attended. It is the student's responsibility to request the evaluation of official transcripts from other colleges.

- (a) These course units will be granted a prerequisite or corequisite clearance. To determine prerequisite or corequisite clearance, the course must be easily identifiable as the same course taught at Long Beach City College by a commonly used course prefix, title and course outline of record description. To be verified, sufficient information, including prerequisite information, must be available from the accredited college or university to substantiate granting course equivalency and course credit. The College reserves the right to deny acceptance of any course for the purpose of target course eligibility. The equivalencies for courses within disciplines taught at Long Beach City College shall be determined by discipline faculty and certified by their department. Once certified, the equivalencies will be recorded by Admissions and Records as an equivalent and may be assumed for other students from the same institution, unless the department revokes their certification. Courses within disciplines not taught at Long Beach City College will be applied in the same manner as prescribed by the institution of origin as determined by that institution's college catalog.
 - (b) If the course is determined acceptable preparation, the department chair will complete a Prerequisite Challenge Form verifying this acceptance and will submit this paperwork to Admissions and Records. Department chairs should consult with discipline faculty if the course is not in their discipline. The form used for course equivalence and waiver requests shall be made widely available to students.
2. A student may also request a prerequisite or corequisite challenge to demonstrate that the student has the knowledge or ability equivalent to the prerequisite or corequisite for the course in question but has not formally met the established prerequisite or corequisite.
- (a) To determine the appropriateness of the substitution of knowledge or ability for a prerequisite or corequisite, the student will go to the department of the target course. The department chair will determine if the student has the knowledge or ability required to be successful in the class based on licensure, work experience, military service, and/or other factors. Department chairs should consult with discipline faculty if the target course is not in the chair's discipline. If the knowledge or ability is determined acceptable as a substitution for a required prerequisite or corequisite, the department chair will complete a waiver

form verifying this acceptance and will submit this paperwork to the area dean and then to Admissions and Records. The form used for course equivalencies and waiver requests shall be made widely available to students on the college website.

3. If the prerequisite or corequisite course had not been made reasonably available, and if waiting until the prerequisite or corequisite is offered will create an undue delay in meeting educational goals, the student may meet with the Dean of Enrollment Services.
4. If the prerequisite or corequisite is being applied in a discriminatory manner, the student may meet with the Dean of Enrollment Services.
5. If the prerequisite violates the provisions of the State Education Code, the student may meet with the Dean of Enrollment Services.

Publication

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, corequisites, and limitations on enrollment, including the differences among them and the specified prerequisites, corequisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, corequisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.
- E. Definitions of noncredit basic skills course, non-degree-applicable basic skills courses, and satisfactory grade.

Also see BP 4260 Prerequisites, Co-requisites, and Advisories.

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(Replaces LBCC Administrative Regulation 4010)