



**PASADENA AREA COMMUNITY COLLEGE DISTRICT
PROCEDURES ON
PREREQUISITES, COREQUISITES,
ADVISORIES ON RECOMMENDED PREPARATION
AND ENROLLMENT LIMITATIONS**

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PROCEDURES TO ESTABLISH PREREQUISITES AND COREQUISITES

Overview

1. Determine type of prerequisite or corequisite desired for course or program and required level(s) of scrutiny.

(see Page 7: LEVELS OF SCRUTINY REQUIRED
FOR PREREQUISITES/COREQUISITES)

2. For course or program prerequisites that required content review, initially complete content review.

(see Page 8: CONTENT REVIEW PROCESS)

3. For prerequisites requiring data collection and analysis, content review must be approved by the Curriculum & Instruction Committee prior to initiating research.

(see Page 14: RESEARCH TO ESTABLISH PREREQUISITES/COREQUISITES)

4. Complete any additional required levels of scrutiny, using appropriate documentation.

(see Pages 15-16: REQUIRED FORMS)

5. Present all required documentation to Curriculum & Instruction Committee for approval.

POLICY OF OPEN COURSES, PREREQUISITES, COREQUISITES, RECOMMENDED PREPARATION AND LIMITATIONS ON ENROLLMENT*

Legal Authority: Title 5, Sections 51006, 5502, 55200-55202, 58106

It is the policy of the Pasadena Area Community college District 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 Pasadena Area Community College District Board of Trustees adopted the following policy in order to provide for the establishing, reviewing and challenging 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 Policies and Procedure

1. 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 55200 (1)-(f) and 58106 of Title 5.
 - b. Procedures for a student to challenge prerequisites, corequisites, limitations on enrollment and circumstances under which a student may exercise the right to make such a change.
 - c. Definitions of advisories on recommended preparation and the right of a student to enroll in a course despite lacking the recommended preparation.

Challenge Process

2. The College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into a course according to a challenge process, as required in and according to provision of Sections 55201(f) and 58106(c)-(e) of Title 5.

Curriculum Review Process

3. The College certifies that the Curriculum & 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.
 - a. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to Sections 55002, 55201, 55202, and 58106 of Title 5 and Sections 1.C.3.a(1)-(4); II.B and II.C of the "Model District Policy."
 - b. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in Section 55201(b)(1) of Title 5.

*Edited to reflect Title 5 regulations.

- c. Provide for a review of each prerequisite, corequisite, or advisory at least every six years, pursuant to Section 55201(b)(3) of Title 5. Any prerequisite or corequisite which is successfully challenged under Section 55201(f), subsections 91), 92) or (3) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.
- d. Provide for a review of each limitation on enrollment at least every six years, pursuant to Section II.C of the "Model District Policy."

Implementing Prerequisites, Corequisites, and Limitations on Enrollment

- 4. The college shall establish 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.

Instructor's Formal Agreement to Teach the Course as Described

- 5. 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(b)(2) of Title 5.

The District recognizes that it is an important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. PCC concurs with the approach expressed in the Model District Policy which had been put forth by the Statewide Academic Senate:

... to develop a model policy that balances access and quality, that seeks to get meaningful information to students, maintain academic quality and integrity while also avoiding the creation of unnecessary obstacles to the achievement of students' goals...

Instructions for Establishing Advisories, Corequisites, Prerequisites and Limitations on Enrollment

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.

Procedures for Establishing Prerequisites & Corequisites

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

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 may agree that students would be much better prepared for Nursing if they had completed Micro 2. In this case, the faculties in Nursing and Life Sciences/Allied Health may wish to establish an advisory. **To establish an advisory, faculty must follow the appropriate process for content review.** Although the review ought to suggest a relationship between the two courses, it need not prove that students are highly unlikely to succeed without that Life Sciences/Allied Health course. Students who do not meet the advisory may not be blocked from enrolling in the course.

LEVELS OF SCRUTINY REQUIRED FOR PREREQUISITES/COREQUISITES AND LIMITATIONS ON ENROLLMENT

I. COURSE PREREQUISITE	<u>Level(s) of Scrutiny Required</u>	<u>PCC Example</u>
<u>Prerequisite/Corequisite Type</u>		
a. Course in a sequence in a discipline	Content review	Chem 1A for Chem 1B
b. Course for vocational discipline	Content review	Art 53A for Print 280
c. Course other than Math, English, or ESL or eligibility for same, for another course out of discipline	Content review Optional: Equivalent at 3 UC/CSU to strengthen case	CIS 10 or Eltrn 112
d. Math, English, or ESL course or eligibility for same, for a course outside Math, English, or ESL	Content review + Data collection & analysis	Math 131 for Chem 1A Math 5B for Engr 16
e. Assessment process (For use within same discipline sequence)	Content review + Test approved by Chancellor's office (if applicable) + Validated cut-off scores (if applicable) + Multiple Measures + Disproportionate impact study All information shown in Level(s) of Scrutiny	English 100 or assessment process for English 1A
f. Assessment process (For use outside the Assessment Skill Area)	Required category (e) + Data collection and analysis	Math 131 or assessment process for Chem 1A
g. Non-course prerequisites (GPA, recency, etc.)	Content review + Data collection and analysis	Chem 105 within last three years for Micro 2
h. Health and safety	Content review for health & safety skills (not for "highly unlikely to succeed")	Ability to swim 500 yards in 10 minutes for Peact 4
i. Imposed by law or contract	Determined by Board of Trustees/CO	Age 18 or older for EmMed 101A
j. Recommended preparation	Content review (likely to improve chances of success)	Math 125 for Econ 1A R/LSP for numerous courses
II. PROGRAM PREREQUISITE	Establish as for course prerequisites above for one required course in the program.	Micro 2 for Nurs 21 and Nursing Program CPR/BLS card for Dental Hygiene Program
III. LIMITATION ON ENROLLMENT	Subjective/Objective Criteria	
k. Performance courses	Other sections/courses are available to meet degree/certificate requirements + Disproportionate impact study	Casting subject to audition for Thart 29
l. Honors courses	Other sections/courses are available to meet degree/certificate requirements + Disproportionate impact study	Currently not applicable
m. Blocks of courses or sections	Other sections/courses are available to meet degree/certificate requirements	PACE, Puente, EOPS Learning Communities
n. Health and Safety	A course or classroom characteristic with health and safety implications that would limit enrollment + Not discriminatory method of selection	Limit number of students to safe facility capacity in a lab course
IV. COREQUISITES	The same as prerequisites. Show necessary integration of skills of each course for student to be successful	Music 9A-G

CONTENT REVIEW PROCESS

The purpose of content review is to clarify the skills and concepts developed in a course, to identify possible gaps in skill development between a course and its prerequisite(s), 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 course needing a prerequisite and to compare them with the exit criteria for the prerequisite course.

A course prerequisite represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular outcome 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 the Department Chairperson and the Curriculum & Instruction Representative.

STEP 1: Define entrance expectations in the outcome course.

A. Faculty with appropriate expertise (should include full- or part-time faculty who teach the outcome course) should review the outcome course outline, syllabus, texts and reading assignments, tests, and any other course materials used.

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 outcome course. For an advisory on recommended preparation, the Entering Skills are those which, in the professional judgment of the faculty, will enrich or depend the student's knowledge obtained from the course but without which the student may still succeed in the course.

C. In coordination with the Department Chairperson, these same faculty should then meet, discuss their Entering Skills 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 "Prerequisite Skills" ("Upon entering 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 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 outcome course or assessment processes that measure such skills should be identified. For courses in the curriculum these exit skills are listed in the TMOs section of the course outline of record ("Upon completion of the course the student should be able to ...").

STEP 3: Compare the TMOs for the prerequisite course and the entering skills for the outcome course.

A. To compare the TMOs of the prerequisite course with the entering skills of the outcome course, it is suggested that the “Prerequisite Skills Matrix – Optional Worksheet” 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 skills of the prerequisite course much lower, about the same, or much greater than the entering skills of the outcome course?”

1. If the entering skills of the outcome course are substantially the same as the TMOs for the prerequisite course, then the choice is a good one.
2. If the prerequisite exit criteria are greater or more diverse than the entering expectations of the outcome course, the discipline-related faculty should carefully consider whether requiring the course as a prerequisite is justified.
3. If the TMOs do not clearly match the entering skills listed by the discipline-related faculty of the outcome course, a discussion between the groups 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 outcome course.

B. Upon completion of the content review by the discipline-related faculty, in coordination with the Department Chairperson, the revised course outline of record containing the prerequisite skills section is submitted to the Curriculum & Instruction Committee along with the optional matrix form to facilitate their review of the process and approval of the recommended prerequisite.

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION COURSE
CONTENT REVIEW FORM**

**Course Names & Numbers _____ (Prerequisite/Corequisite)
_____ (Outcome Course/Corequisite)**

Copies of the complete TMOs for the
prerequisite course and outcome course(s) are attached.

Prerequisite, Corequisite, Recommended Skills	Outcome Course Skills
TMOs Demonstrating Skills Relationships (List Completely)	

SKILLS MATRIX

OPTIONAL WORKSHEET

Entering Skills of Outcome Course

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Exit	1.									
Skills	2.									
Of	3.									
Proposed	4.									
Prerequisite,	5.									
Corequisite,	6.									
Or	7.									
Recommended	8.									
Preparation	9.									
Advisories	10.									

UC/CSU PREREQUISITE/COREQUISITE OPTIONAL SUPPORT FORM

The establishment of a prerequisite/corequisite (other than math, English, or ESL) for a course in another discipline may be supported by identifying three University of California or California State University campuses that offer the equivalent course with the equivalent prerequisite. The existence of such course sequences demonstrates that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Examples are standard science or foreign language class prerequisites. Any combination of University of California campuses and California State University campuses is acceptable.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the College Articulation Officer or Specialist; UC and CSU catalogs are located in the Transfer Center.

Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

PACCD Outcome Course: _____

PACCD Prerequisite Course: _____

Three UC and/or CSU campuses:

1. _____

2. _____

3. _____

Proposed by Discipline Faculty: _____

Date: _____

Department Chair: _____

Date: _____

**PASADENA CITY COLLEGE
INSTITUTIONAL PLANNING AND RESEARCH OFFICE
PREREQUISITE/COREQUISITE RESEARCH ASSISTANCE REQUEST FORM**

This form should be completed by the faculty member(s) proposing to establish:

- a) A communication and/or computation skills development course as a prerequisite/corequisite for an outcome course in another academic discipline (e.g., Math 131 for Chem 1A; Eligibility for Engl 1A for Polsc 2), or
- b) An assessment process (which might or might not include a test) as a prerequisite for an outcome course, or
- c) Any other non-course prerequisite, such as recency or GPA, for an outcome course.

Please read the reverse side of this form for the steps to follow in making this request. Print or type responses to the items below, obtain the required approvals, and submit the completed form to the Institutional Planning and Research office (IPRO), Room C211, **at least six weeks before the beginning of the term within which data will be collected**).

Name of requester: _____ Date submitted: _____

Division: _____

Office/Room No.: _____ Telephone _____

Desired delivery date: _____

Outcome course number/number: _____

Has establishment of proposed prerequisites been discussed with all affected faculty? YES NO

a) Communication/computation skills development (check one) prerequisite corequisite course

Exact language for course description (e.g., "Prerequisite: Math 125"):

b) Assessment process prerequisite

Specify multiple measures to be applied (use additional sheets as needed):

c) Other non-course prerequisite

Exact language for course description (e.g., "GPA of 2.0 or better in DA courses"):

Select one or two of the following outcome measures for data collection and subsequent analysis:

- Final grade
- Instructor evaluation ratings of students' level of preparedness or potential for success in the course
- Midterm or Early Warning mark based on work completed
- Students' perceptions of their level of preparedness or potential for success in the course.

Complete the following information about the specific course sections selected for data collection (use additional sheets if needed). This information will be used to determine adequacy of student sample size for data analysis.

Term	Course	Section(s)	Instructor	Meeting Times	Projected Enrollment

Reviews/Approvals:

Division Dean Approval: _____ Date: _____

C&I Committee Chair Approval: _____ Date: _____

Dean, Institutional Planning and Research Review: _____ Date: _____

Prerequisite/Corequisite Research Steps

Purpose of Research

To establish that students are highly to succeed to course unless they have met the proposed prerequisite or corequisite.

Research Steps

Here are the steps you must follow in obtaining assistance in your prerequisite/corequisite research efforts:

1. Coordinate with the related PCC department(s), the Department Chair(s), and the C & I representative(s).
2. Complete the content review analysis required for the establishment of all prerequisites.
3. Consult with the Institutional Planning and Research Office (IPRO) to resolve design and methodological questions as early as possible. On the basis of those discussions, choose at least one of the following measures of success:
 - Final grade
 - Instructor evaluation of students' preparedness for or potential for success in course
 - Midterm or Early Warning mark
 - Students' evaluation of their preparedness for or potential for success in course (have sample survey forms available)
4. Prepare a draft version of the Prerequisite/Corequisite Research Assistance Request Form.
5. Discuss the content review analysis results and your draft research request with the appropriate Department Chairperson(s). Make any necessary modifications and obtain his or her approval on a final version of the form.
6. Present the content review analysis results to the Curriculum & Instruction Committee chairperson and obtain his or her approval on the form.
7. At least six weeks before the beginning of the semester in which data will be collected, meet with IPRO staff to finalize design, samples, methods, and procedures, and obtain signature of Assistant Dean.
8. Conduct the study and prepare the report of results with IPRO assistance.
9. Submit the report to the Curriculum & Instruction Committee for its review and approval.

Responsibilities of the Institutional Research Office

In consultation with the Department Chairperson(s) and discipline-related faculty, the IPRO will:

- Prioritize requests for research in a specific semester, If necessary.
- Provide forms for measures that require them.
- Obtain relevant data from Student Records system.
- Assist the faculty in conducting the study and producing the report of results in accord with sound research practices.

Please call Matriculation and Research Services (7759) if you have any questions as you fill out this form. Thanks.

HEALTH AND SAFETY PREREQUISITES/COREQUISITES FORM

If a student must possess certain skills or knowledge before entering a course (or must acquire them while enrolled in the course) in order not to endanger his or her own health and safety or that of others, a health and safety prerequisite or corequisite for that course may be established. Content review for such a prerequisite or corequisite identifies those health- or safety-related skills or knowledge, rather than the skills or knowledge necessary for a student to obtain a C or better grade in the course. Faculty members proposing such prerequisites should also review the provisions of the Americans with Disabilities Act of 1900 and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- Content review for health and safety.
- Narrative description and justification for the prerequisite/corequisite.

PACCD Outcome Course: _____

Description of health and safety prerequisite/corequisite (type of course, assessment process or program):

Justification:

Signatures must be obtained before submission to Curriculum & Instruction Committee

Proposed by Discipline Faculty: _____ Date: _____

Department Chairperson: _____ Date: _____

LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in sections/courses or blocks of sections/courses may be limited to a cohort of students enrolled in one or more other courses; in the case of intercollegiate competition, honor courses, or public performance courses, to those students judged most qualified; or to a set of students based on health and safety considerations or other grounds listed in Title 5, Section 58106. In these cases, there must be 3equivalent sections/courses available to meet degree or certificate requirements.

Course Numbers(s):
Course Title(s):
Rationale for Limiting Enrollment:
Equivalent course(s) available to meet degree or certificate requirements:
<p>Disproportionate impact in performance-based course If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the section/course or block or sections/courses. In this case, a plan must be adopted to study and if appropriate remedy this disproportionate impact, in consultation with the Institutional Planning and Research Office.</p> <p>Plan for study or remedy (and timelines):</p>

Signatures must be obtained before submission to Curriculum & Instruction Committee

Proposed by Discipline Faculty: _____ Date: _____

Department Chairperson: _____ Date: _____

Ass't. Dean, Matriculation and Research _____ Date: _____
 (For disproportionate impact study only)

ASSESSMENT AND PLACEMENT PROCESS: DESCRIPTION AND APPLICATION DEFINITION

The assessment and placement process uses multiple measures which are designed to facilitate placement within a sequence of classes at a level appropriate to the skills, interests, goals, motivation, and situation of the student.

Multiple measures assessment is broad in scope. No list of factors that may be included is exhaustive; however, some general categories and examples can be outlined. Student factors may include cognitive skills which may be inferred from test scores, GPA and transcripts; emotional well-being, motivational level and educational goals which may be elicited in an interview or self-reported; social factors, such as life experience, family responsibilities and social support for educational effort; economic factors, such as job demands and financial resources; and physical factors. Factors associated with the instructor, the institution, and the community can often interact with student factors to further indicate the potential for success in a given course. Combinations of these factors, or multiple measures, are used to place students in mandatory prerequisite or corequisite courses, and to advise students about other courses in which they are likely to succeed. For example, research has shown that students with low test scores combined with poor records in high school or previous college work are highly unlikely to succeed in certain advanced math courses. The assessment process would direct such students to take mandatory prerequisite courses first, to improve their chances of success when they do take the advanced courses.

Catalog Description Language: The Catalog description of a course which has a prerequisite of another course or a particular skill level demonstrated through the assessment and placement process should include standard wording such as the following: "Prerequisite: Math 131 or 132C, or an appropriate skill level demonstrated through the assessment and placement process."

QUESTIONS & ANSWERS ABOUT REPREQUISITES, COREQUISITES, AND ENROLLMENT LIMITATIONS

Note: For purposes of this discussion, the meaning of the term “prerequisites” includes corequisites as well.

Q: ***We have prerequisites already. Why all the changes?***

A: Recent changes in Title 5 require that, if a course has a prerequisite, it must be necessary for success in the target course. Furthermore, we must ensure that the prerequisite is equitably and fairly enforced, and that it has been approved in a separate action by the Curriculum & Instruction Committee.

Q: ***Can an instructor sign a student into his or her class without the student's completing the course prerequisite?***

A: No. The purpose of prerequisite enforcement is to make sure students have the necessary background to be successful in the course. An instructor's signature to waive a prerequisite is in violation of Title 5 Regulations.

Q: ***What if I, as the course instructor, do not want the prerequisite enforced?***

A: Individual instructors cannot arbitrarily change prerequisites or enforce other enrollment standards that are different from those approved by the department and Curriculum & Instruction Committee. Title 5 requires uniformity among sections of the same course.

Q: ***What is a student wants to “waive” the prerequisite?***

A: WAIVERS ARE NOT LONGER ALLOWED. If the course has an approved prerequisite, it must be enforced.

Q: ***Will prerequisites impact course enrollment?***

A: Yes. If the student has not satisfactorily completed the prerequisite, he or she will not be allowed to enroll in the course. Present practices allow students just entering a sequence to enroll at the level they choose; therefore, you may see a reduction in your enrollment if you establish an enforceable prerequisite.

Q: ***If a course has a prerequisite, and my department doesn't want to enforce it, what can we do?***

A: If the faculty in the department want to change any prerequisite, corequisite or advisory, they must work collectively with the Curriculum & Instruction Committee and the Office of Institutional Planning and Research. Final approval is by the Curriculum & Instruction Committee.

Q: ***What is an enforceable prerequisite?***

A: An enforceable prerequisite is one that enhances a student's chances of success in the target course, that has been duly approved by the Curriculum & Instruction Committee, and that has been published. THE TEST FOR THE NECESSITY OF THAT PREREQUISITE IS WHETHER THE STUDENT WILL BE HIGHLY UNLIKELY TO SUCCEED WITHOUT IT. If faculty demonstrate through analysis of course content and/or research documentation that success is related positively to the prerequisite, then the prerequisite is necessary. If students can succeed without the prerequisite, then it is not valid and cannot be enforced.

Q: *What is an enrollment limitation?*

A: An enrollment limitation restricts the number and/or type of students who may enroll in a section or course, based on reasons listed in Title 5, Section 58106. Common reasons include health and safety considerations; facility limitations; legal requirements; allocation of seats to the most qualified students in intercollegiate competition, honors, or public performance courses; and creation of a cohort of students enrolled in one or more other courses.

Q: *Can a student challenge a prerequisite or enrollment limitation?*

A: Yes. Title 5 also stipulates that students have the right to challenge prerequisites and enrollment limitations based on certain grounds.

Q: *On what grounds can a student file a challenge?*

A: The student can challenge the prerequisite or enrollment limitation on one or more of 6 grounds:

1. He or she has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
2. He or she will be subject to undue delay in attaining the goal of his or her educational plan because of the enrollment limitation, or because the prerequisite or corequisite course has not been made reasonably available.
3. The prerequisite, corequisite, or enrollment limitation has not been established in accordance with applicable PCC policies and procedures.
4. The prerequisite or corequisite course is in violation of Title 5, Sections 55200-55202 of the California Code of Regulations.
5. The prerequisite, corequisite, or enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminate manner.
6. The basis upon which PCC established the enrollment limitation does not exist.

Q: *How does the student file a challenge?*

A: The student obtains a "Prerequisite/Corequisite/Enrollment Limitation Challenge Form," preferably from a Counseling Services staff member who will help the student assess whether he or she will benefit from the challenge process. If the student elects to challenge, he or she must follow carefully the instructions on the form and file it in the Registration Office (D204) immediately. The Challenge Review Committee processes the challenge from that point and issues the decision.

Q: *Does filing a challenge guarantee a seat in the class?*

A: No. If space is available in any section of the desired course at the time the challenge is filed in Registration, the student may enroll conditionally after paying applicable fees, pending resolution of the challenge. If the challenge is upheld, the student is allowed to remain in the course; if it is denied, the student will be dropped from the class three working days after the Committee's decision, unless the student files an appeal. If space is not available at the time the challenge is filed, it is received and considered for the next term.

Q: *Is there a timeline for processing a challenge?*

A: Yes. The challenge must be acted upon no later than five working days after the student submits it to the Registration Office. If the process takes longer, the student is allowed to stay in the class.

Q: *If a challenge is denied, may the student appeal the decision?*

A: Yes. After the student receives the denial, if he or she believes that it did not meet the requirements of Title 5, the student has the right to file an appeal on a standard PCC Petition in the Student Services Office, Room C216. Should the student decide to file an appeal, however, he or she must do so no later than 5:00 p.m. three working days after the Challenge Review Committee's decision.

The appeal must include a detailed written explanation of the manner in which the student believes the original response failed to meet Title 5 requirements, and any additional supporting documentation he or she wishes considered. If the student is conditionally enrolled in the course, he or she will remain conditionally enrolled pending appeal; if it is upheld, he or she may remain enrolled; if it is denied, he or she will be dropped immediately.

Q: *How does the student decide whether to sue the Student Challenge Form or the Student Responsibility Statement?*

A: The Challenge Form is used if students are beyond the advisory stage, by students who wish to challenge a mandatory prerequisite, corequisite or enrollment limitation on any of the six grounds listed on the Prerequisite/Corequisite/Enrollment Limitation Challenge Form, shown in Appendix A of this document. Such challenges can be denied, so it is to the students' advantage, if they are seeking initial placement in an advisory sequence, to use the Student Responsibility Statement, on which denial is impossible.

The Student Responsibility Statement is neither a petition nor an appeal nor a challenge, all of which involve a student request for an exception from some mandatory procedure or rule. Counselors use this form when students desire initial placement at a level different from the one he or she recommends in a sequence where such placement is advisory, not mandatory. It is used as a counseling tool, informs the student about the purposes of the placement process, provides a means to track the number of students choosing to take this path, and not the advice of the faculty or counselor.

