



NAPA VALLEY COLLEGE

Spring 2003 Edition

ESTABLISHING CONDITIONS ON ENROLLMENT

A Guide to Assist Faculty in Developing
Prerequisites, Corequisites,
Advisories on Recommended Preparation,
and Limitations on Enrollment

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ESTABLISHING CONDITIONS OF ENROLLMENT

PURPOSE

The purpose of this document is to provide faculty with a systematic process for establishing, revising, or renewing any condition on enrollment for either an individual course or educational program in accordance with Title 5 regulations and the Napa Valley College Matriculation Plan:

BACKGROUND

In 1993, the Governors of the California Community Colleges adopted new and revised Title 5 regulations to further clarify the requirements for establishing, reviewing, approving, and enforcing prerequisites, corequisites, advisories on recommended preparation, and any limitation on enrollment for a course or educational program.

The goal of the revised regulations was to provide a balance of access and academic standards with the overall purpose of student success. In addition, it is an attempt to provide for the consistent development, implementation and application of prerequisites at all levels of the local institution and the statewide system.

DEFINITIONS

Condition on Enrollment:	Any requirement or recommendation for enrollment in a course or educational program that is based upon a student's knowledge, skill, ability, training, experience, certification, or other condition. This term includes the following conditions: prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment.
Prerequisite:	A condition on enrollment that a student is <u>required</u> to meet in order to demonstrate current readiness for enrollment in a course or educational program.
Corequisite:	A condition on enrollment consisting of a course that a student is <u>required</u> to simultaneously take in order to enroll in another course.
Advisory:	A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. The more common term, Recommended Preparation, is also used in this guide to refer to this condition.
Limitation on Enrollment:	A restriction on the number of students allowed to enroll in a course or educational program made in accordance with Title 5, such as an honors course, a performance-based course, or a block of courses.
Performance-Based Course:	A course that includes public performance or intercollegiate competition such as but not limited to band, orchestra, theater, chorus, dance, and intercollegiate athletics.

LEVELS OF REVIEW (SCRUTINY)

The revised Title 5 regulations require various levels of review (scrutiny) to establish any condition on enrollment. These include the following:

Condition on Enrollment	Level of Review (Scrutiny) Required	Example
Advisory/ Recommended Preparation	Content Review	ART 120 is recommended for ART 121
Pre- or co-requisite/ Course in a sequence in a discipline	Content Review and Sequential Series Review	BIOL 120 for BIOL 240 DDGT 120 for DDGT 121
Pre- or co-requisite/ Course out of discipline Not English or Math	Content Review and Equivalent UC/CSU Review	PHYS 140 for ENGI 241
Pre- or co-requisite/ Course out of discipline English or Math	Content Review and Data Collection and Analysis	Math 108 for PHYS 105
Pre- or co-requisite/ Health and Safety	Content Review for Health and Safety Skills	Health and Safety explanation in CHEM 120
Pre- or co-requisite/ Assessment Process Course within same discipline	Content Review and Test Approved by Chancellor's Office with validation cut-off scores and multiple measures and Disproportionate Impact Study	ENGL 100 or assessment process for ENGL 120
Pre- or co-requisite/ Assessment Process Course outside Assessment Skill Area	All information shown in level above and Data Collection and Analysis	ENGL 120 or assessment process for HUMA 102
Pre- or co-requisite/ Imposed by Law or Contract	Content Review Determined by Governing Board	WOEX 190 or related class for WOEX 193
Pre- or co-requisite/ Program	Establish for one required course in the program	BIOL 150 for Assoc. Degree Nursing Program
Pre- or co-requisite/ Non-course (GPA, Recency, etc.)	Content Review and Data Collection and Analysis	2.5 GPA for enrolment in Assoc. Degree Nursing Program
Limitation on Enrollment/ Performance Course	Other courses are available to meet degree/certificate requirements and Disproportionate Impact Study	Casting subject to audition for DRAM 150

CONDUCTING A CONTENT REVIEW

PURPOSE

All prerequisites, corequisites, and advisories on recommended preparation shall be based on content review with additional methods of scrutiny applied depending on the type of prerequisite or corequisite being established.

The purpose of content review is to provide faculty with a rigorous, systematic process to identify the necessary and appropriate body of knowledge or skills students need to possess prior to, or acquire in conjunction with, enrollment in a specified course.

PROCESS

Faculty with expertise in the discipline should complete the following steps:

STEP 1: Define entrance expectations in the target course.

- A. Each instructor who teaches the target course should review the course outline (especially objectives and contents), course syllabus, texts, assignments, tests, and any other related course material.
- B. Each instructor should then compile a list of Entrance Skills, (kinds of knowledge, skills or abilities) which are deemed necessary at entry and/or concurrent enrollment in the course.

For a pre- or co-requisite, the Entrance Skills are those without which, in the professional judgment of the instructor, the student is highly unlikely to succeed in the course. For the purposes of these regulations, "student success" is defined as earning a satisfactory grade of A, B, C or CR in the course.

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

- C. The instructors would then meet, discuss their Entrance Skills lists, resolve any differences, and compile a final list by consensus. This list of Entrance Skills will then be documented on the Content Review Worksheet.

STEP 2. Identify means of obtaining the necessary knowledge, skills and abilities.

Once Entrance Skills are clarified, the faculty should then suggest how the necessary knowledge, skills and abilities can be obtained or assessed. Courses in the college's curriculum or assessment processes should be identified that provide Exit Skills needed for the target course. For courses in the curriculum, these Exit Skills are listed in the "Course Objectives" section of the course outline of record (Upon completion of this course, the student will be able to:).

STEP 3. Compare the Exit Skills for the requisite course and the Entrance Skills for the Target Course.

- A. List the comparable Exit Skills of the requisite course on the Content Review Worksheet. The faculty should then examine the worksheet to determine if the Entrance Skills are met by the requisite course. The question to be raised is, "Are the Exit Skills of the requisite course much lower, higher, or much greater than the Entrance Skills of the target course?"

In the case of a corequisite course, it should be determined how the material learned in the corequisite course is timed so that it is taught prior to the time the knowledge is needed in the target course.

- B. If the Entrance Skills of the target course are substantively the same as the Exit Skills for the requisite course, then the choice is a good one. If the requisite course exit criterion are greater or more diverse than the entering expectations of the target course, the faculty should consider whether requiring the course as a requisite is justified or if an alternative approach might be better.
- C. If the Exit Skills do not clearly match the needs by the faculty of the target 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 requisite course or the target course.
- D. Upon completion of the content review by the faculty, the completed worksheet along with any other appropriate worksheets will be submitted as part of the Condition on Enrollment Record to the division for review, approval and submission to the Curriculum Committee.

REQUIRED

Completed Condition on Enrollment Record

Completed Content Review Worksheet

CONDUCTING A SEQUENTIAL SERIES REVIEW

PURPOSE

A pre- or co-requisite may be established provided that the courses are part of a sequence of degree applicable courses within a given discipline. The Content Review conducted by the faculty must first demonstrate the appropriate match between the Exit Skills of the requisite course and the Entrance Skills of the target course.,

PROCESS

Faculty with expertise in the discipline should complete the following steps:

Step 1: Conduct the content review

The content review conducted by the faculty must first demonstrate the appropriate match between the Exit Skills of the requisite course and the Entrance Skills of the target course.

Step 2: Determine that the target course is a successor course in a sequential series of courses with in a discipline.

- A. A course within a discipline such as ENGL 200, Introduction to Creative Writing 1 for ENGL 201, Introduction to Creative Writing 2, is an example for this area.
- B. A course with in a vocational discipline, such as TELE 130 Television Studio Operations 1 for Television Studio Operations 2, is an example of this area.
- C. A course within a vocational discipline, such as ELEC 121 Basic Electronics 2 for TELE 240, Television Systems, is also an example of this area.
- D. Upon completion of the sequential series review by the faculty, the completed worksheet along with any other appropriate worksheets will be submitted as part of the Condition on Enrollment Record to the division for review, approval and submission to the Curriculum Committee.

REQUIRED

Completed Condition on Enrollment Record

Completed Content Review Worksheet

Completed Sequential Series Worksheet

CONDUCTING AN EQUIVALENT UC/CSU COURSE REVIEW

PURPOSE

A pre- or co-requisite may be established provided that, in addition to Content Review, three University of California or California State University Campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language classes. Any combination of University of California campuses and California State University campuses is acceptable to satisfy this requirement.

PROCESS

Faculty with expertise in the discipline should complete the following steps:

STEP 1: Conduct the content review.

The content review conducted by the faculty must first demonstrate the appropriate match between the Exit Skills of the requisite course and the Entrance Skills of the target course.

STEP 2. Identify the equivalent target course with the equivalent prerequisite at three UC and/or CSU campuses.

- A. If you are having difficulty finding three UC/CSU courses that have the same prerequisites, check with the College Articulation Officer. UC and CSU catalogs are located in the Counseling Office and the Transfer Center.
- B. Upon completion of the equivalent UC/CSU review by the faculty, the completed worksheet along with any other appropriate worksheets will be submitted as part of the Condition on Enrollment Record to the division for review, approval and submission to the Curriculum Committee.

REQUIRED

Completed Condition on Enrollment Record

Completed Content Review Worksheet

Completed Equivalent UC/CSU Course Review Worksheet

CONDUCTING A HEALTH AND SAFETY REVIEW

PURPOSE

A pre- or co-requisite may be established provided that the course for which the requisite is proposed is one in which the student might endanger his or her own health and safety and that of others. The requisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. The content review needs to identify the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course. Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education provisions that relate to students with limited English skills.

PROCESS

Faculty with expertise in the discipline should complete the following steps:

STEP 1: Conduct the content review.

The content review conducted by the faculty must first identify the health and safety skills necessary for a student to enter the target course.

STEP 2. Conduct the health and safety review.

- A. Describe the health and safety pre- or co-requisite. Describe how the student will be able to acquire the necessary health and safety skills prior to, or in conjunction with, enrollment in the target course.
- B. Describe the justification and supporting evidence for this health and safety requisite.
- C. Upon completion of the health and safety review by the faculty, the completed worksheet along with any other appropriate worksheets will be submitted as part of the Condition on Enrollment Record to the division for review, approval and submission to the Curriculum Committee.

REQUIRED

Completed Condition on Enrollment Record

Completed Content Review Worksheet

Completed Health and Safety Review Worksheet