

PREREQUISITES AND COREQUISITES

The faculty in the division/department are responsible for approving courses and establishing their associated requisites (prerequisites/ corequisites/advisories/limitations on enrollment) as separate actions.

The District shall identify prerequisites, corequisites, limitations on enrollment, and advisories on recommended preparation in the College catalog, each semester's schedule of courses, and the course outline of any course for which they are established (per Title 5 §55003(h)).

1. Prerequisites/Corequisites

The approval of a prerequisite or corequisite must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a degree-applicable credit course or program. Determinations about prerequisites and corequisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (per Title 5 §55003(a) and (j), respectively).

By August 1 of each year, the District will report to the Chancellor's Office the prerequisites and corequisites that were established during the prior academic year. The report will specify the level of scrutiny used to determine whether the prerequisite and/or corequisite was necessary and appropriate for achieving the purpose for which it was established (per Title 5 §55003(i)).

Courses for which prerequisites or corequisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite (per Title 5 §55003(b)(2) and (3)).

A. Establishing Prerequisites and Corequisites

In order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established (per Title 5 §55003(b)(1)). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve; absolute necessity is not required (per Title 5 §55000(h)).

Prerequisites and corequisites may be established only for any of the following purposes (per Title 5 §55003(d)):

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation.
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 the program) for which the prerequisite is being established.
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.
4. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health and safety of others.

B. Levels of Scrutiny

The levels of scrutiny required for establishing prerequisites and corequisites are content review or content review with statistical validation (per Title 5 §55003(a)).

1. Content review is a rigorous, systematic process conducted by division/department faculty of representative disciplines that identifies the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or that students need to acquire through simultaneous enrollment in a corequisite course (per Title 5 §55000(c)).

At a minimum, content review shall include the following:

- a. Careful review of the course outline of record (COR) for the target course
- b. Review of syllabi, sample exams, assignments, instructional materials, and grading criteria for the target course
- c. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite course
- d. Documentation that verifies the above steps were taken

See the Curriculum Committee Policy Content Review Process for Prerequisites (attached).

2. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite (per Title 5 §55003(f)). When this level of scrutiny is used, the District shall follow the guidelines specified in Title 5 §55003(g).

C. Exemptions from Scrutiny

A prerequisite or corequisite shall be exempt from scrutiny (Content Review is not required) if it satisfies any of the following criteria (per Title 5 §55003(e)):

1. It is required by statute or regulation.
2. It is part of a closely related lecture-laboratory course pairing within a discipline.
3. It is required by at least two four-year institutions.
4. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

D. Curriculum Review Process

The Curriculum Committee is responsible for the curriculum review process, reviews and approves the establishment of prerequisites and corequisites. Its membership is determined in a manner that is mutually agreeable to the District administration and the Academic Senate [per Title 5 §55002(a)(1)].

When content review is used to establish prerequisites or corequisites in reading, written expression, or mathematics for degree-applicable courses not in a sequence, the Curriculum Committee will do all of the following:

1. Provide training to Curriculum Committee members on the establishment of corequisites/prerequisites.
2. Inform faculty about the regulations regarding the establishment of corequisites/prerequisites using content review.
3. Work with the Office of Institutional Research to create baseline data and assist with the identification of appropriate prerequisites.
4. Assure through communication with Academic Services that prerequisite courses, corequisite courses, and courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses, are reasonably available.
5. In concert with the Office of Instructional Research, monitor and evaluate the effect of new prerequisites and corequisites: particular attention should be given to any disproportionate impact.

A. Challenging Corequisites and Prerequisites

1. 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:
 - i. 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 (5) working days. If the

challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

- ii. 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 students registers for that subsequent term.

2. Grounds for challenge are as follows (per Title 5 §55003(p)):

- a. The prerequisite or corequisite has not been established in accordance with the District's process for establishing prerequisites and corequisites
- b. The prerequisite or corequisite is in violation of Title 5 §55003
- c. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- d. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite
- e. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

2. Advisories on Recommended Preparation

The District 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. This process requires content review to determine that the recommended skills are connected to and necessary for successful completion of the course.

3. 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 using regular approval processes.

The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses: The District 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:
 1. 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

2. The District 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.

Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years during the regular course approval process to determine whether the audition or try-out limitation 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 is 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 District administration and put into effect.

- B. 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, there is another section or another course or courses at the District which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the District 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.
- C. 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, 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 District 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.

4. District Oversight of Prerequisites and Corequisites

If a course requires pre-collegiate skills in reading, written expression or mathematics, the District will do the following (per Title 5 §55003(l)):

- A. Ensure these courses and sections are offered with reasonable frequency
- B. Monitor progress on student equity in accordance with Title 5 §54220 as follows:
 1. The District will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.

2. Where there is disproportionate impact on any group of students, the District will, in consultation with the Chancellor, develop and implement a plan setting forth the steps the District will take to correct the disproportionate impact.
- C. Conduct periodic review of prerequisites and corequisites: Using an appropriate level of scrutiny, the District will review all established Career Technical Education course and program prerequisites and corequisites every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites and corequisites, and advisories will be reviewed every six years (per Title 5 §55003(b)(4)).

Reference: Title 5, Sections 55000 et seq.

Adopted: May 12, 2009

Revised: October 14, 2013

Curriculum Committee Policy

CONTENT REVIEW PROCESS for PREREQUISITES

Introduction:

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, and to assure smooth transition between the two courses.

Goal: to establish entrance criteria for a course needing a prerequisite by comparing the exit criteria of the prerequisite course with entrance-level skills in the target course.

A course prerequisite represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular course is dependent on possessing certain abilities, skills, and/or knowledge prior to taking 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 require faculty judgment and scrutiny.

Procedure

STEP 1:	<p>Define entrance expectations in the target course and exit skills obtained in the prerequisite course.</p> <p>A. Determination of need for prerequisite: Instructors of target course determine success rates of students who have completed the proposed prerequisite vs. those who have not.</p> <p>B. Once the need for a prerequisite has been established, each instructor who teaches the target course reviews the course outline, syllabus, reading assignments, tests, and any other course materials used.</p> <p>C. Each instructor compiles a list of entrance skills.</p> <p>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.</p> <p>For an advisory on recommended preparation (rather than a pre-co-requisite), 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.</p> <p>D. The instructors teaching the course resolve any differences and compile a final list of skills by consensus.</p>
----------------	--

STEP 2:**Identify means of obtaining abilities, skills and knowledge.**

Once entrance expectations are clarified, the faculty determines how the necessary abilities, skills, and knowledge can be obtained or assessed. Courses in the college's curriculum or assessment processes that provide the exit skills needed for the target course are identified. For courses in the curriculum, these exit skills are listed in the course outcomes and/or objectives sections of the course outline of record.

STEP 3:**Compare the exit skills for the prerequisite course and the entrance skills for the target course.**

A. To compare the exit skills of the prerequisite course with the entrance skills of the outcome course, a matrix might be formed with entrance skills across the top and exit skills down the side. At the points where the two match, a notation can be made in the matrix. The faculty should then examine the matrix to determine if the entrance skills are met by the prerequisite course. Are the exit skills of the prerequisite course much lower, about the same, or much greater than the entrance skills of the target course?

B. If the entrance skills of the target course are very similar or the same as the exit skills for the prerequisite course, then the choice is a good one. If the prerequisite course's exit skills are greater or more diverse than the entrance skills of the target course, the faculty should carefully consider whether requiring the course as a prerequisite is justified.

C. If the exit skills do not clearly match the needs listed by the faculty of the target course, a discussion between the groups of instructors may be helpful. It may be that differing perceptions about the curriculum can be resolved or gaps which have been identified in the student's preparation can be corrected by modifying the curriculum of either the prerequisite course or the target course.

D. Upon completion of the content review by the discipline faculty, the revised course outline of record containing the prerequisite skills section and attached matrix (or other tool documenting the content review) is submitted to the Curriculum Committee to facilitate their review of the process and approval of the recommended prerequisite.

SAMPLE PREREQUISITE SKILLS MATRIX

Entrance Skills

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Where the skills intersect, note whether the skills are helpful, necessary or critical to determine the level of need.