

# RSCCD PREREQUISITE PROCESS

# *Establishing prerequisites and corequisites*

- ▶ Title 5, section 55003(d) delineates the four purposes for which prerequisites and co-requisites may be established:
- ▶ 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 **needed to succeed** (receive a satisfactory grade) for the course it is established;
- ▶ 3. The corequisite will assure that a student has the skills, concepts, and/or information **needed to succeed** (receive a satisfactory grade) for the course it is established;
- ▶ 4. The prerequisite or corequisite is needed to protect the **health or safety** of the student or others.

# *Requirements for establishing prerequisites, corequisites and advisories*

- ▶ Adopt policies on how to implement
- ▶ Adopt procedures to assure implementation
- ▶ Adopt a process for the review of prerequisites and corequisites at least once every six years to assure they remain necessary and appropriate. (Every 2 years for vocational courses)
- ▶ Adopt process for student challenge
- ▶ Teach pre-requisites with reasonable frequency
- ▶ Conduct an **evaluation** to determine the **impact on student success** and whether there is any **disproportionate impact**. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to correct the disproportionate impact. [§ 55003(l)(2)(A) and (B)]

# Rationale for Prerequisite / Corequisite

## ▶ Prerequisites and co-requisites

- ▶ must only be assigned if a student would be **highly unlikely to receive a satisfactory grade** without the prerequisite or co-requisite.
- ▶ The course outline of record must demonstrate the relationship between the prerequisite/co-requisite skills and those to be acquired in the target course. (Title 5, sections 55002(a)(2)(D), 55002(a)(2)(E), and 55003).

# Content Review and Content Review +Statistical Validation

- ▶ Course content review is used to ensure academic integrity and delineate necessary entry skills to promote student success by **matching the exit skills** of the prerequisite course with the **skills and concepts needed in the target course**;
- ▶ the COR must delineate the **skills and knowledge that are necessary to succeed** in the course and the assignments or assessments that make this preparation necessary

# No Need for Validation

- ▶ prerequisites or corequisites may be required without validation for the following :
  - ▶ 1) required by statute or regulation
  - ▶ (2) part of a lecture-lab pairing, and
  - ▶ (3) required by a four-year college;
    - ▶ SAC AR 4260: <https://www.rscdd.edu/Trustees/Pages/policies-and-regulations.aspx>
    - ▶ Standard Pre-req. 3 courses at the CSU or UC level.
- ▶ colleges must be attentive to and seek to alleviate any **disproportionate impact**; and students may challenge prerequisites

# Documented process: At a minimum

- ▶ involvement of faculty with appropriate expertise;
- ▶ consideration of course objectives set by relevant departments(s).
  - ▶ The curriculum review process should be done in a manner that is in accordance with accreditation standards.
- ▶ be based on a detailed **course syllabus and outline of record, tests, related instruction materials, course format, type and number of examinations, and grading criteria.**
- ▶ specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.

# Documented process: At a minimum

- ▶ identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified.
- ▶ **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
- ▶ **maintain documentation** that the above steps were taken.



## Pre-requisite: ENGL 35 - Exit Skills (preparation needed for skills in ENGL 101)

### ENGL 35 (proposed prereq)

- ▶ Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks
- ▶ Write with some grammatical errors, but demonstrate adequate fluency in grammar and mechanics to qualify for freshman composition
- ▶ Write with some specific details and some analysis and reflection, demonstrating adequate detail and analysis to qualify for freshman composition
- ▶ Write with occasional errors in paragraph organization, but demonstrate mostly good paragraph organization and transitions

### ENGL 101

- ▶ Write a multi-paragraph essay with a thesis statement and the use of outside research sources to support the thesis
- ▶ Analyze research material adequately but with occasional errors in analysis
- ▶ Incorporate research material into student writing with some errors but with enough fluency and accuracy to demonstrate college-level proficiency
- ▶ Document outside research material using MLA format with some errors but with enough fluency and accuracy to demonstrate college-level proficiency
- ▶ Write with some grammatical and organizational errors, but demonstrate college-level proficiency in organization, grammar, and mechanics

# Levels of scrutiny

must meet the at least one of the following  
subsections

# The Standard Prerequisites or Corequisites

(Content Review +listing of 3 equivalent UC/CSU courses requiring the same prerequisite)

- ▶ The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record **at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s)**. Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

# Sequential Courses Within and Across Disciplines

(Content review only required)

- ▶ A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum and Instruction Council as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a **list of the specific skills and/or knowledge a student must possess** in order to be ready to take the second course is included in its outline of record.

# Courses in Communication or Computation Skills

(Content review + 3 equivalent UC/CSU courses requiring the same OR a letter from a 4 year institution requiring the prerequisite for articulation or research and statistical validation or data collection and analysis )

- ▶ may not be established across the entire curriculum unless established on a course by course basis.
- ▶ may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.
  - ▶ (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and

# Courses in Communication or Computation Skills (continued)

- ▶ (2) **Research is conducted** as provided in II.A.1.g.
- ▶ (3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

# Cut Scores and Prerequisites within a discipline

- ▶ Content review + approved test + Validated cut-off scores + Multiple measures + disproportionate impact study

# Cut Scores and Prerequisites outside a discipline

- ▶ Content review (plus)
- ▶ + approved test
- ▶ + Validated cut-off scores
- ▶ + Multiple measures
- ▶ + disproportionate impact study
- ▶ +data collection and analysis



# Health and Safety

(Content review + documentation if mandated by outside agency)

- ▶ A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council:
  - ▶ (1) The course for which the prerequisite is proposed is one in which the student **might endanger his or her own health and safety or the health and safety of others;** and
  - ▶ (2) The prerequisite is that the student possesses what is **necessary to protect his or her health and safety and the health and safety of others before entering the course.**

## FOLLOWING UP:

- ▶ Once the prerequisite is established, **data on student success must be tracked**. The initial collection and review of data prior to establishing the prerequisite will form the baseline for future comparisons .

# FOLLOWING UP

- ▶ Prerequisites must be reviewed **every six years (or two years for career technical education** courses and programs), but student performance should be monitored much more frequently in order to ensure that the identified prerequisite is having the anticipated impact on student success and not creating an unwarranted barrier to access .

# FACULTY RESOURCES

- ▶ The Course Outline of Record: A Curriculum Reference Guide, 2008  
<http://asccc.org/papers/course-outline-record-curriculum-reference-guide>
- ▶ Implementing Content Review for Communication and Computation Prerequisites, *The Academic Senate for California Community Colleges, Adopted Spring 2011*  
<http://asccc.org/papers/implementing-content-review-communication-and-computation-prerequisites>
- ▶ SAC Curriculum & Instruction Handbook  
<http://sac.edu/committees/curriculum/Pages/default.aspx> pages 97-117
- ▶ Program and Course Approval Handbook, PCAH, 5th edition.  
[http://sac.edu/committees/curriculum/Documents/PCAH\\_Handbook\\_5thEd\\_BOGapproved.pdf](http://sac.edu/committees/curriculum/Documents/PCAH_Handbook_5thEd_BOGapproved.pdf)
- ▶ Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation  
[http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites\\_Guidelines\\_55003%20Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf)
- ▶ The RP Group Guide to Prerequisite Research  
<http://rpgroup.org/rpsearch/results/taxonomy:326>