**Cosumnes River College
Academic Senate
2011-2012**

President .... Kale Braden
Vice President .... B.J. Snowden
Secretary .... Julie Oliver
Past President .... Marjorie Duffy

Item 10: Prerequisite Validation, First Reading 3/23/12
Curriculum: Prerequisite Process

The following proposal was discussed at the DCCC regarding the recent changes to Title V and Prerequisite Validation:

Los Rios Community College Guidelines for Prerequisite and Corequisite Validation for non-sequential courses utilizing Math, English, Reading, and ESL that cannot be justified by transfer requirements, statute/regulations, or health and safety requirements.

1) IDENTIFICATION: The discipline faculty will identify courses to which they might consider adding a prerequisite or corequisite. This identification, when feasible, should be based on several factors, including documented low course success rates, analysis of the outcomes of current students with and without the prerequisite or corequisite, or surveys of students and instructors regarding their perceptions about the need for the prerequisite or corequisite. Discipline faculty will engage in preliminary conversations with the Research Office and the Curriculum Chair about these factors, the required validation process, and disproportionate impact analysis.

2) IN-DEPTH CONTENT REVIEW: The content review of each course is completed by the discipline faculty.
   a) The content review must involve discipline faculty with appropriate expertise.
   b) The content review should be based on the COR (Course Outline of Record) and any other available course materials (per state guidelines) with particular attention to Student Learning Outcomes (SLOs) and course objectives.
   c) Entrance Skills (prerequisite) – The discipline faculty should specify the knowledge, skills, and abilities needed upon entry into the course.
   d) Concurrent Skills (corequisite) - The discipline faculty should specify the knowledge, skills, and abilities which must be developed concurrently with the target course.
   e) The discipline faculty should identify the appropriate course or courses that would develop entrance or concurrent skills needed for success in the target course.
   f) Rationale – The discipline faculty must match the exit skills (SLOs and objectives) of the prerequisite or corequisite course with the knowledge, skills, and abilities needed upon entering the target course or concurrent with the target course. When a course has been chosen as a possible prerequisite or corequisite, contact the research office as some analyses may be desired before the requisite is proposed to the Curriculum Committee. These analyses may include comparisons of the success of students with and without the prerequisite/corequisite in the target course, analyses of students and/or instructor perception of the need for the prerequisite/corequisite, and/or disproportionate impact analysis.

California Title V §53200 *"10+1"*

1. Curriculum, including establishing prerequisites.

2. Degree and certificate requirements.

3. Grading policies.

4. Educational program development.

5. Standards or policies regarding student preparation and success.

6. College governance structures, as related to faculty roles.

7. Faculty roles and involvement in accreditation process.

8. Policies for faculty professional development activities.

9. Processes for program review.

10. Processes for institutional planning and budget development.

11. Other academic and professional matters as mutually agreed upon.

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

D i s t r i b u t e d :
3/19/12

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3) DOCUMENTATION: Documentation of the content review process must be included in the COR using SOCRATES.

a) After selecting the appropriate requisite choose "Content Review and Other" from the drop-down menu found by selecting the "Justifications" tab.

b) Choose those SLO's and objectives of the prerequisite or corequisite course deemed necessary for success in the target course.

c) In the textbox towards the bottom of the page, enter the following as referenced in #2 :

i. Summary of method – Summarize the process used to determine the prerequisite or corequisite. Include who performed the evaluation, their expertise, and what sources were used to make the determination (COR, course syllabi, related instructional materials, course format, type & number of exams, and/or grading criteria).

ii. Entrance Skills (prerequisite) – Type "Upon entering this course the student must be able to" followed by the entrance skills deemed necessary for success.

iii. Concurrent Skills (corequisite) – Type "The following skills must be acquired concurrently with the target course in order for the student to be successful" followed by the concurrent skills deemed necessary for success.

iv. Rationale – Explain the links between the entrance or concurrent skills needed for the target course and the SLO's and objectives of the prerequisite or corequisite course. For corequisites, also explain the sequencing of the concurrent skills with the target course.

4) SUBCOMMITTEE REVIEW: The Prerequisite/Corequisite/Advisory Subcommittee reviews the COR to ensure that the content review was completed and documented satisfactorily and makes a recommendation to the Curriculum Committee.

5) CURRICULUM COMMITTEE REVIEW: The Curriculum Committee will review the documentation of the in-depth content review. The Curriculum Committee may require more content review documentation. If a prerequisite or corequisite cannot be clearly established by this in-depth content review and initial analysis, and the discipline faculty still wants to implement the prerequisite or corequisite, then more-detailed research must be undertaken. The faculty will then contact the Research Office to develop a methodology and timeline to use research to determine the impact of the new prerequisite or corequisite. The Research Office will conduct the needed research.

6) REVIEW CYCLE: The prerequisite or corequisite will need to be reviewed a minimum of every 6 years. Some courses may require more frequent reviews based upon other requirements.