



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Pre-requisites, Co- Requisites, and Advisory Preparation

Dolores Davison, ASCCC Vice President

Erik Shearer, Assistant Superintendent and Vice President of Academic Affairs, Napa Valley College



Overview

- **History review**
- **Process for establishing requisites**
- **Disproportionate impact**
- **Issues for local consideration**
- **Discussion**



History and Context



History and Context

- **1980s – Many cases of students completing pre-requisites then being required to re-take assessment tests; if they didn't pass, they were in matriculation limbo.**
- **Early 1990s – Mexican American Legal Defense Fund (MALDEF) filed suit against the above mentioned practices.**
 - Suit dropped by MALDEF based on a list of assurances to draft regulatory changes to include policy on multiple measures, prohibition of exit tests, and validation of prerequisites.
- **1993—System develops and distributes the The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation.**
 - MDP was adopted by many districts, often word for word, but was more restrictive than the regulations.



History and Context

Issues raised with Statistical Analysis for determining Pre-reqs:

- Statistical analysis unique to California
- Difficulty of acquiring sufficient data for infrequently delivered courses
- Length of time for gathering data for statistical analysis
- Must fail students in order to acquire the data



History and Context

- ***2000s – ASCCC responds to studies conducted by external scholars and policymakers with resolutions***
 - [Spring 09 9.02 “Communication and Computation Prerequisite Validation through Content Review”](#)
 - Resolved, That the Academic Senate for California Community Colleges recommend changes needed to Title 5 language on prerequisites that, instead of relying on statistical analysis, allow local faculty to base their determination for prerequisites of English, reading, or mathematics for collegiate level courses on content review;
 - [Fall 09 9.05 “Ensuring Rigorous Content Review to Establish Prerequisites”](#)
 - Resolved, That the Academic Senate for California Community Colleges revisit the content review process as described in the *The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation* for possible modifications, in an effort to consistently implement rigorous content review standards at such time as content review becomes the primary method of validating prerequisites.



History and Context

- ***2010s – ASCCC adopts papers***
 - [“Student Success: The Case for Establishing Prerequisites through Content Review”](#) (Fall 2010)
 - [“Implementing Content Review for Communication and Computation Prerequisites”](#) (Spring 2011)
- ***March 2011 -- BOG approves Title 5 Regulation changes to allow establishment of prerequisites and co-requisites in communication and computation through content review.***



Establishing Conditions on Enrollment



Definitions and Options

- **Prerequisites** are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.
- **Co-requisites** also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a co-requisite simultaneously with (or, in some cases, may be allowed to enroll in the co-requisite prior to) the primary course.
- **Advisories** signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

--Guidelines for Title 5 Regulations § 55003 Policies for Prerequisites, Co-requisites and Advisories on Recommended Preparation (CCCCO) 2012)



Purposes of Prerequisites and Co-requisites (Title 5 § 55003 (d))

Prerequisites or co-requisites may be established only for any of the following purposes:

- (1) the prerequisite or co-requisite is expressly required or expressly authorized by statute or regulation; or
- (2) the prerequisite will assure, consistent with section 55002, 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; or
- (3) the co-requisite course will assure, consistent with section 55002, 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; or
- (4) the prerequisite or co-requisite is necessary to protect the health or safety of a student or the health or safety of others.



Methods of Establishing Requisites and Advisories (Title 5 § 55003)

- **Content Review with Statistical Validation**
- **Content Review only**
- **Exceptions that do not require content review or statistical validation:**
 - The requisite is required by statute or regulation; or
 - The requisite is part of a closely-related lecture-laboratory course pairing within a discipline; or
 - The requisite is required by four-year institutions; or
 - Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite



Plan for Establishing Communication and Computation Requisites Through Content Review (Title 5 § 55003 (c))

A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

- (1) the method to be used to identify courses to which prerequisites might be applied;
- (2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:
 - (A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and
 - (B) prerequisite or corequisite courses;
- (3) provisions for training for the curriculum committee; and
- (4) the research to be used to determine the impact of new prerequisites based on content review.



Implementation Process for Content Review

Step 1: Define entrance expectations in the target course and exit skills obtained in the prerequisite course.

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

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



A Sample Content Review Template Based on Compared Objectives

Objectives

Objectives	Sociology 200H Examine the basic constructs and theories of sociology as it applies to women's studies.	Analyze the effects of language and communication with regard to interpersonal relationships.	Critique the various forms of feminism and evaluate their various political, social, and cultural positions within the larger "feminist" framework.
English 101 Analyze and critically evaluate written and other visual materials.	X		
Explain and develop the link between the specific generalization and its specific supporting evidence.		X	X



Monitoring for Disproportionate Impact

- Title 5 explicitly requires monitoring for prerequisites that require pre-collegiate skills in reading, written expression, or mathematics;
- Definition from Title 5 § 55502(d):
 - “Disproportionate impact” occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.
- Monitoring tied to Student Equity plan provisions in §54220
- A finding of disproportionate impact does not automatically invalidate a prerequisite but must be addressed.



An Appeal Process is Required for Prerequisites and Corequisites (Title 5 § 55003 (p))

Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- (2) The prerequisite or corequisite is in violation of this section;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) 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; or
- (6) Such other grounds for challenge as may be established by the district governing board.



Issues for Local Consideration

- What will the college's process be for conducting **content** review, and who will be responsible for overseeing it?
- How will prerequisites be sequenced to ensure student access to courses is not interrupted?
- **How will the college ensure that sufficient sections of the requisite courses are offered?**
- How will departments whose enrollments drop due to applying prerequisites be protected?
- **How will the college define terms such as “highly unlikely to receive a satisfactory grade”?**
- **Will this be impacted by AB 705?**



Establish Requisites or Advisories— Why or Why not?

- What are the reasons for establishing requisites?
- What might be the drawbacks or negative aspects of establishing requisites?
- When might a corequisite or an advisory be preferable to a prerequisite?



What's Next?

- Non-credit courses as requisites
- AB 705 and mandated requisites
- Requisite planning and Pathways



Thank you for coming!

Dolores Davison (davisondolores@foothill.edu)

Erik Shearer (Erik.Shearer@napavalley.edu)



References

- **[Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation](#) – adopted by the Board of Governors March 2011, CCCCO February 3, 2012**
- **[Student Success: The Case for Establishing Prerequisites through Content Review](#) adopted by the ASCCC Fall 2010**