

The page features a decorative graphic consisting of three overlapping circles in shades of blue, arranged in a vertical line. Two thin blue lines intersect at the top left and extend diagonally across the page, framing the circles. The largest circle is at the top right, a smaller one in the middle, and a third, partially cut off by the bottom edge, is at the bottom right.

**Guidelines for  
Title 5 Regulations  
Section 55003  
*Policies for Prerequisites,  
Corequisites and Advisories on  
Recommended Preparation***

Adopted by the California Community Colleges  
Board of Governors March 2011

Chancellor's Office, California Community Colleges  
February 3, 2012

## Table of Contents

Introduction.....	2
Definitions.....	2
Overview of Regulations Regarding Prerequisites, Corequisites and Advisories .....	3
§55003(a) Permission to use Content Review with Statistical Validation or Content Review Alone.....	5
§55003(b) Board Policies .....	8
§55003(c) Requirements before Implementing Content Review Only .....	9
§55003(d) Establishing Prerequisites and Corequisites*.....	11
§55003(e) Courses Exempt from Content Review .....	12
§55003(f) Definition of Content Review with Statistical Validation .....	12
§55003(g) Application of the Regulation regarding Content Review with Statistical Validation.....	13

**California Community Colleges  
California Code of Regulations  
Title 5, Section 55003  
Policies for Prerequisites, Corequisites and Advisories  
on Recommended Preparation**

**Introduction**

Student success at California community colleges is of great importance to the future of the state. Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate

**Corequisites** 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 corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite 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.

The curriculum committee at each college is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation to courses offered by a community college during the approval process according to standards and criteria established in title 5, section 55002.

### **Overview of Regulations Regarding Prerequisites and Corequisites**

#### **Establishing prerequisites and corequisites**

Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites 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**

Prerequisites and corequisites shall be made on a course-by-course or program-by-program basis; colleges can choose to use either content review with statistical validation or content review alone to adopt prerequisites or corequisites, or conceivably both, and must then meet the requirements for adoption by either option. No matter the method of scrutiny, when a college chooses to adopt course prerequisites, colleges are required to meet the following requirements:

- x Adopt policies on how the college plans to adopt only those prerequisites, corequisites, and advisories on recommended preparation that the college determines are “necessary and appropriate for achieving the purpose for which it is established;” [§ 55003(b)(1)]
- x Adopt procedures to assure that “courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record;” [§ 55003(b)(2)]

- x Adopt policies to ensure that “each section of the prerequisite or corequisites is to be taught by a qualified instructor” and in accordance with the course outline of record; [§ 55003(b)(3)]
- x Adopt a process for the review of prerequisites and corequisites at least once every six years to assure they remain necessary and appropriate. For vocational courses or programs, title 5 requires prerequisites and corequisites to be reviewed every two years. Advisories are subject to periodic review. [§ 55003(b)(4)]
- x Establish the basis and process for students to challenge the application of a prerequisite or corequisites consistent with section 55003(p). [§§ 55003(b)(5) and (p)]
- x Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis; [§ 55003(j)]
- x Determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures; [§ 55003(k)], and
- x Ensure that no exit test may be required to satisfy the prerequisite or corequisite unless incorporated into the grading for the course. [§ 55003(n)]

#### Additional requirements for certain types of prerequisites

For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), districts must also:

- x Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites; [§ 55003(l)(1)]
- x 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)]

#### Additional requirements for districts conducting content review alone

In addition to the foregoing, districts establishing prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence using content review alone (without statistical validations), must also adopt a plan that specifies:

- x the method used to determine which courses might be the most compelling candidates for new prerequisites and corequisites
- x the provision of appropriate numbers of prerequisite and corequisite course sections
- x the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- x training for the curriculum committee, and

- x the use of research to evaluate the effect of new prerequisites and corequisites on student success; particular attention should be given to disproportionate impact.

See section 55003(c) below for more information about plan requirements.

**Prerequisites and Monitoring Disproportionate Impact through College Student Equity Plans**  
 Title 5, section 55003(l)(2) ties the establishment of prerequisites and corequisites requiring precollegiate skills in reading, written expression, or mathematics with the student equity plan provisions of section 54220 to ensure that prerequisite and corequisite requirements do not have a disproportionate impact on particular groups of student in terms of race, ethnicity, gender, age, or disability. Section 54220 delineates the requirements for college student equity plans and identifies five broad areas that colleges are required to address: (1) access, (2) retention, (3) degree and certificate completion, (4) ESL and basic skills completion, and (5) transfer.

**Matriculation Plans and Prerequisite Policies and Procedures**

Although not originally a part of matriculation, title 5 was later amended to include the college’s review and student challenge policy and process for prerequisites and corequisites as the eighth component of the matriculation plan. Section 55510(a)(6) and (7) requires college matriculation plans to include “procedures for establishing and periodically reviewing prerequisites pursuant to section 55003” and “procedures for considering student challenges to prerequisites established pursuant to section 55003.” As colleges develop new or revise existing policies and procedures related to the establishment of prerequisites and corequisites, it is important to note that each college is responsible for certifying the adoption of policies and procedures that are consistent with the requirements of title 5 in the college’s Matriculation plan. You can access information regarding requirements for Matriculation plans and certification on the Chancellor’s Office website under Student Services.

**Title 5, section 55003 - Subsection by Subsection Guidelines**

**Section 55003(a)**

**Permission to use Content Review with Statistical Validation or Content Review Alone**

Subdivision (a) of section 55003 allows either content review alone or content review with statistical validation as options that the governing board of a community college district may allow to be used in order to establish prerequisites, corequisites, and advisories on recommended preparation to any course. Section 55003(a) states:

~~(a) The governing board of a community college district may allow to be used in order to establish prerequisites, corequisites, and advisories on recommended preparation to any course. Section 55003(a) states:~~

*idph* *idph*  
*idph* *idph*  
*idph* *idph* *idph*  
*idph* *idph*





## Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation

In addition to the content review described in the section above, statistical validation of a prerequisite or corequisite requires research. Data should be gathered according to sound research practices in at least one of the following areas:

- a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.
- b. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
- c. Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
- d. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

The standard for any comparison shall be that a student is highly



0000

success, then curriculum committees could prepare to assist faculty with the next steps to confirm that a prerequisite or corequisite is warranted and that it is the correct level or course for the prerequisite or corequisite. This approach to prioritization will assist in planning and enrollment management for the college and workload management for the curriculum committee.

Other forms of evidence that faculty may want to consider in determining the need for a prerequisite or corequisite include the use of existing support provided to students in particular courses such as tutoring services on campus. Tutoring centers and labs may have data on student use of services, the type of tutoring received, and other information that may inform the discussions about a need for a communication or computation prerequisite or corequisite.

The assessment for placement process is another source of data which may contribute to an understanding of the preparation of students and the need for establishing prerequisites or corequisites. Assessment office staff can provide information on the number of students placing into basic skills courses below transfer which can give a sense of the number of basic skills sections required to meet student need. In addition, success rates of students placed into basic skills courses can be tracked to the types of degree applicable or transfer level courses in which they register and their success in those courses. Courses where students have low success rates may be courses where student placement scores are also low. Researchers may also be able to assist with analyzing assessment for placement scores. Success rates and placement into basic skills sequences are related measures that can inform the prioritization of courses for prerequisites or corequisites.

By considering factors determined through data analysis and strategies in place at the college, faculty can move thoughtfully to the next step in the process, which involves participating in the content review of courses and using faculty's professional expertise to determine the best preparation for students.

Once the prerequisite or corequisite is established, data on student success must be tracked. The initial collection and review of data prior to establishing the prerequisite or corequisite will form the baseline for future comparisons. Prerequisites and corequisites 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 or corequisite is having the anticipated impact on student success and not creating an unwarranted barrier to access. Curriculum committees, as well as discipline faculty, will want assistance from researchers to find the best means to track student performance in courses with newly established prerequisites and corequisites.

- (1) the prerequisite or corequisite 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 corequisite 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 corequisite is necessary to protect the health or safety of a student or the health or safety of others.

**Guidelines:** No changes were made to section (d). This section is included here for ease of reference.

---

**Section 55003(e)**  
**Courses Exempt from Content Review**

~~55003~~  
~~55003~~

~~55003~~

§ 5503(f)  
§ 5503(f)

§ 5503(f)  
§ 5503(f)

**Guidelines:** Subdivision (f) of section 55003 provides a clear definition of content review with statistical validation. For more information about statistical validation, refer to § 5503(f) under the guidelines for subdivision (a) above.

---

### Section 55003(g)

#### Application of the Regulation regarding Content Review with Statistical Validation

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

§ 5503(g)

**Guidelines:** The small change to the first sentence of subdivision (g) of section 55003 clarifies that the exceptions set forth therein are applicable only to prerequisites or corequisites that have been established using content review with statistical validation and not those established using solely content review.

---

### Section 55003(h)

#### Publication of Prerequisites, Corequisites and Advisories

- (h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

**Guidelines:** No changes were made to section (h). This section is included here for ease of reference.

---

**Section 55003(i)  
Reporting of the Establishment of Prerequisites, Corequisites and Advisories to the State**

<del>55003(i)</del>	<del>55003(i)</del>	<del>55003(i)</del>
<del>55003(i)</del>	<del>55003(i)</del>	<del>55003(i)</del>
<del>55003(i)</del>	<del>55003(i)</del>	<del>55003(i)</del>
<del>55003(i)</del>	<del>55003(i)</del>	<del>55003(i)</del>

~~Utah~~  
~~Utah~~

~~Utah~~

**Guidelines:** Reference to section 55521(a)(3) makes clear that multiple measures are not satisfied by the use of two or more instruments that are highly correlated. ~~Utah~~  
~~Utah~~ (Chancellor's Office, 1998) provides a succinct explanation of the issue.

Title 5 does not prohibit using two tests. It does, though, prohibit using two or more tests that are ~~Utah~~. When tests are highly correlated, they are essentially testing the same skills or knowledge. Therefore, you wouldn't really have multiple measures, you would have two instruments yielding the same information. Faculty at the Center for Educational Testing and Evaluation at the University of Kansas (assessment consultants to the Chancellor's Office) have identified a correlation of .75 or higher as the standard for determining whether or not two or more instruments are highly correlated.

---

### Section 55003(1) Monitoring the Impact of Prerequisites and Corequisites

~~Utah~~ ~~Utah~~  
~~Utah~~ - ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~  
~~Utah~~ ~~Utah~~

**Guidelines:** Subdivision (1)(2) of section 55003 requires that districts establishing prerequisites or corequisites monitor whether or not the prerequisites or corequisites have a disproportionate impact on particular groups of students. As with subdivision (c) above, this regulation pertains only to prerequisites in reading, written expression, or mathematics.

Section 55502(d) states that " '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.” This definition serves well as a general definition for the broader topics of



- (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.
- (q) In the case of a challenge under subdivision p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

**Guidelines:** No changes were made to sections (p) and (q). These sections are included here for ease of reference.

## Appendix A

### Frequently Asked Questions

The following are common questions and answers on the implementation of title 5 requirements related to the establishment of course prerequisites, corequisites and advisories. Originally published in 1997, the Q&A document has been updated to correct regulatory citations and to reflect the new changes to California Code of Regulations, title 5, section 55003 adopted by the Board of Governors in March 2011 that allow colleges the option of establishing prerequisites by content review with statistical validation or content review only.

In a collegial effort to fully inform colleges regarding the development and implementation of prerequisites, corequisites, and advisories on recommended preparation, the state Chancellor's Office and the System Advisory Committee on Curriculum are issuing this and a companion guidelines document that discuss these issues in greater detail.

#### **1. What are prerequisites?**

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 courses, skills, or body of knowledge described in the prerequisite are **essential** to the success of the student in that course and that it is

problematic. In this situation, it may be necessary to establish a safety demonstration as a prerequisite to enrollment, consistent with title 5, sections 55003(d)(4) and 58106(b).

This provision for establishing a link between safety and prerequisites and corequisites should not be used as a means for barring a student from courses because the student's primary language is not English, or because of fears or stereotypes concerning problems that may result from a student's disability. If language is an issue and a college (and district) wishes to establish a communication prerequisite, colleges must meet the levels of scrutiny described in title 5, section 55003(a) and (g).

Additional discussion of the prudent use of health and safety prerequisites occurs in the Academic Senate document, ~~4/11~~ ~~4/11~~ (pp. 9-10).

However, a district governing board is **required** to establish prerequisites in the following circumstances:

- a) The district and/or college curriculum committee(s) has determined that a student is highly unlikely to receive a satisfactory grade in a course without knowledge or skills acquired outside the course.
- b) **The prerequisite is expressly required by statute or regulation.** It is often the case that accrediting or licensing bodies with oversight responsibilities for particular subject matter curricula in community college courses have specific statutory or regulatory requirements for enrollment in some courses.

**3. Does establishing a prerequisite or corequisite for a course mean that colleges must restrict the enrollment in the course to students who meet the prerequisite or corequisite?**

Yes, it does. A course that has a prerequisite or corequisite signifies that a district has carefully reviewed course content and requirements, entrance and exit skills, and the knowledge necessary for the student to achieve a satisfactory grade in the course for which the prerequisite or corequisite is obligatory. On the basis of this review, a determination has been made that a student without this prerequisite or corequisite would not have a high expectation of success in the course. Moreover, the very definitions of the terms "prerequisite" and "corequisite" make clear that it is a condition of enrollment that a student is required to meet. Consequently, once a prerequisite or corequisite has been established, it must be uniformly enforced. Students who believe that they are able to meet the prerequisite or corequisite in a different manner should be informed of the district's procedures for challenging the prerequisite or corequisite.

**4. Should instructors be responsible for assuring that students in their courses have met**

**establisheTD.0006 Tc-. ins meansai.66 -1.15 TD0 Tc0 Tctablisir ct6(The prequi Tf11.69ri)T10.095 0 pd, it**

automated computer prerequisite/corequisite checks, it should be kept in mind that while a computer check is surely a convenient method for the prerequisite/corequisite check activity, there is no requirement that colleges **must** rely upon computers if they do not choose to do so. Please see the Academic Senate document, ~~01/16~~  
4 (p. 19) for another discussion of this subject.

**5. Who is responsible for implementing prerequisites and corequisites, once they've been established in accordance with title 5 and our district policy?**

The intent of establishing prerequisites and corequisites is to help to assure student success; therefore, all college staff who work directly with students have a responsibility to be knowledgeable about the district's prerequisite and corequisite policy and its implementation, at least to a degree commensurate with their level of contact with students. This can be made most effective by having prerequisite and corequisite policies and procedures, descriptions, and definitions written in clear, understandable language and widely distributed to the student body in catalogs, schedules of classes, student handbooks, flyers, signs, etc.

This "whole campus community" approach to prerequisite and corequisite information should be reinforced by staff and faculty training so that staff to whom students turn for information on courses (e.g., admissions and registration staff, assessment staff, orientation providers, counselors, instructors, and faculty advisors) can explain the concept of prerequisites and corequisites and how they are applied at the college, the manner in which challenges may be made, and where students can go for more detailed information. This type of staff training also helps to ensure that information provided to students on prerequisites and corequisites will be consistent. Consistency in the implementation of prerequisites and corequisites is crucial if students are to take the need for academic preparation seriously and realize their responsibility in the overall success of the prerequisite and corequisite process.

**6. Can a staff or faculty member "waive" an enrollment requirement for a student who wishes to enroll in a course that has an established prerequisite or corequisite?**

No they cannot. Once a prerequisite or corequisite has been legally established and adopted for a course, all students wishing to enroll in that course must meet the prerequisite or corequisite, and this requirement must be applied consistently. As mentioned above, title 5 [§ 55003(b)(5) and (p)] requires colleges to establish procedures by which students may challenge prerequisites and corequisites and describes the grounds on which such challenges may be based. If the challenge is subsequently upheld, the student will be permitted to enroll in the course.

**7. If a college uses content review with statistical validation to establish a prerequisite or corequisite, does a college have two years to collect data for a new prerequisite or corequisite for an established course, and can students be required to meet the new prerequisite or corequisite during this time period?**

No, it does not. Districts and colleges wishing to add a new prerequisite or corequisite to an **existing** course do not have a two-year "window of opportunity" for affixing a new condition of enrollment here. The research showing this prerequisite or corequisite to be necessary for student success must be conducted **prior** to students being expected to meet it. This may be done by using the college's historical data on student performance and student completion/non-completion of the proposed prerequisite and correlated with student performance and

completion/non-completion of the “target” course. These data should be available in the college’s database and other student records. Note that when colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program, the data collection requirement does not apply.

It may be discovered that the new prerequisite can be met by the college’s assessment and placement processes. If this appears to be a viable approach, instructional faculty in the discipline(s) should meet with the counseling faculty to identify with them the student attributes and abilities to be used as complementary, appropriate multiple measures in union with an approved testing instrument to determine a student’s readiness for entrance into a target course. Additionally, cut scores or ranges would need to be reviewed to ensure that they remain useful in determining skill levels for meeting prerequisites. For a new prerequisite, these may be initially arrived at through a well-documented empirical or judgmental approach by faculty in the discipline as described in ~~SRP~~ ~~HTA~~ ~~WHC~~

Data analysis is not required when prerequisites or corequisites are subject to approval by a state agency other than the Chancellor’s Office.

**8. Do courses without prerequisites, corequisites or advisories on recommended preparation have to undergo a content review?**

No, they do not. Title 5 does not require content review for courses without a prerequisite, corequisite, or advisory.

**9. What is a minimal description of the process for performing a content review?**

The content review process should, at a minimum, be comprised of the following steps:

- a) Faculty in the discipline should review the course;
- b) The process should be based on the examination of the course outline of record, course syllabi, texts, tests, and other grading criteria;
- c) The body of knowledge or skills determined as necessary and appropriate for a student to be successful in the “targeted” course should be documented;
- d) A course that develops the substantive skills or body of knowledge required by the target course should be identified, then reviewed for exit knowledge and skills; or an assessment process should be identified that could measure the necessary skills or body of knowledge; and,
- e) A systematic matching of the knowledge and skills between those required in the targeted course and those developed or measured by the proposed prerequisite or corequisite should be documented to determine whether a rational basis exists for requiring the course or assessment procedure as a prerequisite or corequisite.

**10. What requirements must a college satisfy in order to establish prerequisites or corequisites using a “content review only” methodology?**

The Board of Governors adopted title 5 changes in March 2011 that allow colleges to establish reading, written expression and mathematics prerequisites and corequisites for college level courses not in a sequence using content review only. In addition to the policies required for

either level of scrutiny – content review with statistical validation or content review only – for content review only, a college’s governing board must also first adopt a plan that specifies:

- x the method used to determine which courses might be the most compelling candidates for new prerequisites or corequisites
- x the provision of appropriate numbers of prerequisite or corequisite course sections
- x the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- x training for the curriculum committee, and
- x the use of research to evaluate the effect of new prerequisites on student success, with particular attention to disproportionate impact.

In addition, colleges must ensure they meet the following general requirements that are applicable to both the establishment of prerequisites and corequisites using content review only or content review with statistical validation methodologies:

- x Adopt policies on how the college plans to adopt only those prerequisites, corequisites, and advisories on recommended preparation that the college determines are “necessary and appropriate for achieving the purpose for which it is established;” [§ 55003(b)(1)]
- x Adopt procedures to assure that “courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record;” [§ 55003(b)(2)]
- x Adopt policies to ensure that “each section of the prerequisite or corequisites is to be taught by a qualified instructor” and in accordance with the course outline of record; [§ 55003(b)(3)]
- x Adopt a process for the review of prerequisites and corequisites at least once every six years and periodic review of advisories to assure they remain necessary and appropriate. For vocational courses or programs, title 5 requires prerequisites and corequisites to be reviewed every two years; [§ 55003(b)(4)]
- x Establish the basis and process for students to challenge the application of a prerequisite or corequisites consistent with 55003(p). [§ 55003(b)(5) and (p)]
- x Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis; [§ 55003(j)]
- x Determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures; [§ 55003(k)]
- x Ensure that courses and sections designed to teach the requisite precollegiate skills in reading, written expression, or mathematics are available with reasonable frequency based on the number of students who are required to meet the prerequisites or corequisites; [§ 55003(l)(1)]
- x For precollegiate courses in reading, written expression or mathematics, conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact; Where there is disproportionate impact, develop and





Test instruments' cut scores or ranges, are established on the basis that students who score above the identified cut score have a relatively greater expectancy of success in the course for which the placement is recommended than those who score below it. If the cut score validation does not demonstrate this, then the prerequisite(s) must be set aside until the validation difficulties are identified and resolved. Any prerequisites for that course would have to be removed from subsequent catalogs and schedules and could not be enforced until the problems were resolved.

This action would be necessary because the predictive "power" of the prerequisite's completion would be predicated upon the acquisition of a skill or skill level not substantiated by the data collected and reviewed for this effort. Such prerequisites could be changed to advisories on recommended preparation during this time.

**15. Can an assessment test score be used as a prerequisite if it is from an approved test and has been locally validated for placement into that course?**

Not on its own. A single test score (or any other single assessment measure) cannot be used as a

**one option, but it is certainly not the only one and it may be the least desirable possibility.** For example, a simple first-come-first-served system with a waiting list has the virtue of ensuring that students who are not accepted for a particular term are at least given some assurance that, if they meet established prerequisites, they will get in at some known point in the future.

**18. How do we make certain that the best students will enroll in our programs if everyone enrolled in the college is eligible and we have limited slots for admission?**

With the increased focus on outcomes, there is the danger that colleges will in turn focus their attention on students who are perceived as the most likely to succeed, on the “best” students. Therefore, we approach this question from a different perspective.

Colleges must be explicit about identifying the skills and abilities that students **must** have to be successful, and establishing the linkages between attaining those skills and enrollment into program courses. This may be done by having curriculum committees and discipline faculty who establish prerequisites, corequisites and advisories and identify entrance and exit skills work closely with counselors and faculty advisors.

As discussed above, it can and often does happen that the number of students who meet all appropriate prerequisites or co



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

(g) If the curriculum committee, using content review with statistical valida

- (2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:
  - (A) conducting an evaluation to determine the impact on student success





## Appendix C

### References

~~ajm~~ ~~utp~~ (Academic Senate for California Community Colleges, 2011). Accessed from <http://www.asccc.org/resolutions/adopt-implementing-content-review-communication-and-computation-prerequisites-paper>.

~~WJW~~ ~~gka~~  
~~P~~ (Board of Governors, 1993). Accessed from <http://www.asccc.org/node/174979>

~~MVB~~ (Chancellor's Office, 1998). Accessed from <http://www.cccco.edu/LinkClick.aspx?fileticket=Ye5cJyiAySA%3d&tabid=628&mid=1718>

~~ajm~~ ~~gka~~ (Academic Senate for California Community Colleges, 2010). Accessed from <http://www.asccc>