

FOOTHILL COLLEGE
College Curriculum Committee
Prerequisite/Co-requisite Implementation Plan

1. Method of identification of courses that may need a pre- or co-requisite
 - a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
 - i. content review of the proposed COR,
 - ii. comparison with similar courses at other schools or within the C-ID system
 - iii. review of requirements in statute or regulation*
 - iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)*
 - v. *further content review is not required in these two cases
 - vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
 - b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
 - i. past experiences teaching the course
 - ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
 - iii. comparison with similar courses at other schools or within the C-ID system
 - iv. examination of tutorial center data re: use of services/type of tutoring requested/received
2. Once faculty identify a course (the “target course”) that may need a new pre- or co-requisite, a rigorous content review process is used:
 - a. At least two discipline* faculty review the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course. *In the event that there is only one discipline faculty member at Foothill, the second reviewer(s) may be from another related discipline in the division.
 - b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
 - c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
 - d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether

another alternative might be viable. Such alternatives may include small unit “booster” courses, designating a short period of class time for math or English faculty to teach the concepts, etc.

- e. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the discipline faculty will consult with the institutional researcher to collect and analyze data comparing success rates for students who have vs. have not completed the prerequisite
 - f. Once the appropriate pre- or co-requisite course has been identified and supported by institutional research, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.
 - g. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the division curriculum committee rep will notify the CCC of the **proposal** to implement the interdisciplinary requisite at the next CCC meeting. This is to ensure faculty in other divisions/departments are made aware of the proposed requisite and have time to register feedback/concerns BEFORE the requisite is fully adopted.
 - h. All of the above steps must be documented on the “Pre- or Co-requisite Content Review Addendum” for review and approval by the appropriate Division Curriculum Committee
3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:
 - a. the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
 - b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting
 4. Faculty serving on their Division Curriculum Committee and/or College Curriculum Committee will complete a face-to-face training about pre/co-requisite content review implementation at least once per academic year. Additional training resources will be available on the college website for access on demand.
 5. Monitoring for Disproportionate Impact from a NEW requisite: If a newly established pre- or co-requisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220) during the third year after the new requisite was implemented.
 - i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.

- ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include but are not limited to:
 - 1. Directing students to appropriate support/tutorial services
 - 2. Removing the prerequisite
- 6. **Ongoing** content review
 - a. Each time faculty review a course during the regular, established five-year compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
 - i. Review of the target course's Course Outline of Record, at least 10% of the course syllabi from all sections taught in the last year*, exams, assignments, and grading criteria to verify that previously identified requisite skills and knowledge remain evident and are being taught across all sections of the course offerings *instead, propose to look at one syllabus from each different instructor who has taught a section of the course in the past two years
 - b. If the prerequisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220).
 - i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.
 - ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include but is not limited to:
 - 1. Directing students to appropriate support/tutorial services
 - 2. Removing the prerequisite