

Gavilan College Prerequisite/Corequisite Plan

This plan is for validation of non-sequential courses utilizing Math and English.

1. **Departments** prioritize courses that will add prerequisites/corequisites.
 - a) The discipline faculty will identify courses which they might consider adding a prerequisite/corequisite. The need for prerequisites/corequisites can come from many areas such as other departments, the curriculum committee or the institutional researcher.
 - b) This should be based on several factors, among them documented low course success rate, analysis of the success of current students with and without the prerequisite/corequisite, enrollment pattern of courses (GIDS), or surveys of students and instructors regarding their perceptions about the need.

2. Criteria to be considered by **departments and appropriate administrators** in determining the courses and the number of courses to be submitted to the curriculum committee.
 - a) The discipline faculty will determine the methods used to identify and prioritize the courses needing new prerequisites/corequisites.
 - b) Consideration should be given to the impact on scheduling.
(There will be appropriate numbers of prerequisite/corequisite sections and/or money budgeted to support these sections.)
 - c) The assurance that other degree applicable courses are available so that student progress toward their educational goals is not unnecessarily impeded and programs are not impacted. (This should be done in consultation with the appropriate administrator.)
 - d) The use of research to evaluate the effect of new prerequisites/corequisites on student success. (This should be done in consultation with the college researcher.)

3. The content review of each course is completed by the **discipline faculty**, working closely with the faculty in the area whose prerequisite/corequisite is being recommended.
 - a) The content review must involve discipline faculty with appropriate expertise.
 - b) The content review shall be based on the Course Outline of Record (COR) and any other available course materials, per state guidelines, with particular attention to Student Learning Outcomes (SLOs) and course objectives.
 - c) The discipline faculty shall specify the knowledge, skills and abilities needed upon entry into the course (prerequisite) or which must be developed concurrently with the target course (corequisite).
 - d) The discipline faculty shall identify the appropriate course(s) that would develop entrance or concurrent skills needed for success in the target course.

4. The **Curriculum Technical Review** group reviews the request to ensure that the content review was completed and documented satisfactorily and makes a recommendation to the Curriculum Committee.

5. The **Curriculum Committee** reviews the documentation and votes on the request.
 - a) The Curriculum Committee may require more content review documentation.

- b) If a prerequisite/corequisite cannot be clearly established by this in-depth content review and initial analysis, and the discipline faculty still wants to implement the prerequisite/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/corequisite. The Research Office will conduct the needed research.
6. The prerequisite/corequisite will need to be reviewed a minimum of every 5 years (similar to our COR review timeline). Some courses may require more frequent reviews based on other requirements (CTE).
 7. Every 2 years, the Gavilan College Curriculum Committee will evaluate the Prerequisite/Corequisite Plan and process. This institutional review will determine the impact of an individual prerequisite/corequisite on enrollment, success rate, accessibility, and/or any other significant factors.

Additional considerations:

- a) Make sure there is consistency and standardization of required course(s).
Example: ENG 250 and their SLOs
- b) Budget impact on allocations to departments offering prerequisites/corequisites.
Example: Student support services such as tutors and peer mentors.