

# Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories

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## 6.1 Overview

### 6.1.1 Purpose of this Chapter

The purpose of this chapter is to provide course outline preparers, program coordinators, department chairs, and Curriculum Committee members with guidance as they start the process of establishing course or program prerequisites, corequisites, and advisories. The Matriculation Office coordinates the review process of all proposed requisites. The process, in brief:

- Departments submit the necessary Request and Review documentation to the Assessment and Prerequisite Coordinator (of the Matriculation Office), who reviews and advances the documentation to the Prerequisite Review Subcommittee (of the Curriculum Committee).
- The Subcommittee reviews the documentation on behalf of the full Curriculum Committee and recommends approval or disapproval of the prerequisite, corequisite or advisory.
- Requisites that are recommended for approval are placed on the Curriculum Committee meeting agenda for full Committee consideration of approval.

Questions about procedures for selection or establishment of prerequisites, corequisites, and advisories should be directed to the Assessment and Prerequisite Coordinator in the Matriculation Office.

### 6.1.2 When are Prerequisites or Corequisites Required?

Evaluation of the need for the establishment of prerequisites or corequisites to a new credit, degree-applicable course is initiated either by the department proposing the course or by the College Curriculum Committee. The final determination of need is based on the following Title 5 guidelines:

1. When the College Curriculum Committee determines that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then a prerequisite or corequisite shall be established.
2. If success in the course is dependent on communication or computation skills which are not taught in the target course, then prerequisites or corequisites equivalent to eligibility for associate-degree level English and/or math courses shall be established.

If either of these conditions exists, the Curriculum Committee approval of the course for degree-applicability is contingent upon assurance that the department has begun efforts to establish the necessary prerequisites.

The specific policies for the establishment of CCSF prerequisites, corequisites, and advisories is based on the CCCCCO “Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation”<sup>2</sup>.

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<sup>2</sup> <http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Downloads/ModelDistrictPolicy.pdf>

### 6.1.3 Course Approval and Pre/Corequisite Approval: Two Separate Processes

Section II.C of the Course Outline of Record is used to indicate any proposed prerequisite, corequisites, and/or advisories for a course and the Curriculum Committee considers this section when examining the outline for approval. However, approval of the course outline of record is *not sufficient* for approval of any prerequisites, corequisites, and advisories listed. Approval of the prerequisite, corequisite, or advisory requires *separate action* of the Curriculum Committee. Inclusion of approved prerequisites, corequisites, and advisories on the Course Outline of Record is required prior to submission of the course to the CCC System Office.

Departments are encouraged to work with the Matriculation Office on prerequisites, corequisites, and advisories at the same time as they work on the related course outline of record.

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## 6.2 Selection of Type and Level of Preparation

When contemplating the type of preparation needed for a course, departments must decide whether the preparatory knowledge/skills are either recommended or required. Consider the following:

- If a student is *highly unlikely* to receive a satisfactory grade in a degree-applicable course unless he possesses preparatory skills not taught in the course, then a prerequisite must be established.
- If two courses work in parallel, where the skills gained during the same term in one course provide essential support of the objectives of the other course, then these courses must be established as **corequisites**.
- **Advisories** should be established if a student's likelihood of receiving a satisfactory grade in a course is greater if he possesses preparatory skills (not taught in the course). Advisories are not required and do not limit enrollment. They are intended as guidance for students.

### 6.2.1 Level of ENGL, ESL, MATH Prerequisite to a Course or Program

If communication or computation skills are needed for success in the target course or program, then the department will need to consider the appropriate English, ESL, or math course-level that will provide the preparation needed. For credit degree-applicable courses, Title 5 stipulates the establishment of prerequisites equivalent to eligibility for A.A. level English, ESL, and Math courses. At CCSF, this means eligibility for ENGL 96, ESL 170 and MATH 860. However, for non degree-applicable courses, the course-level of prerequisites will likely be lower.

Departments should consult with the English, ESL or Math Departments for their recommendations regarding prerequisite course-levels based on their review of course material (e.g. textbooks, assignments, evaluation criteria). If needed, the Assessment and Prerequisite Coordinator can facilitate these communications.

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## 6.3 Completing the Review Process to Establish Prerequisites, Corequisites, and Advisories

To request approval for a prerequisite, corequisite, or advisory, departments complete and submit the following two forms to the Matriculation Office (along with course outlines of the requisite and target courses).

- Request for Approval of Prerequisite, Corequisite, or Advisory Form (signed by department chair and school dean)
- Content Review Form (completed by faculty who have taught the requisite and target courses).

These forms are available from the Matriculation Office, and also from the Curriculum Committee web site.

### 6.3.1 Content Review

Content Review is the only level of review required to establish an advisory or a sequential prerequisite within a discipline (e.g. CHEM 40→ CHEM 101A, or ESL 130→ ESL 140.) The requesting department will facilitate the completion of the Content Review Form.

#### Content Review Process:

On this form, faculty who teach the target and prereq/coreq/advisory course describe the relationship between the target and requisite courses as follows:

In **Column 1**, list the major skills/knowledge that the student will possess through successful completion of the requisite course, and which are essential (prerequisite) or recommended (advisory) for success in the target course. This major skills/knowledge should be reflected in the Learning Outcomes section of the course outline.

In **Column 2**, explain why the skills/knowledge learned in the requisite course are essential (prerequisite) or highly recommended (advisory) for success in the target course. Refer to specific content and instructional methodology (e.g. assignments, instructional materials) of the target course. These details can be written as a paragraph or a list.

At the bottom of the form, list the names and departments of three faculty who wrote or were consulted in the writing of the Content Review, and who are knowledgeable about the requisite and/or target course. This “Content Review Panel” usually includes the department chair of the target course.

## Models of completed Content Review Forms

The following Content Review clearly describes how the knowledge/skills learned in GRPH 101A (Column 1) are necessary for the successful completion of assignments and understanding of concepts taught in GRPH 101B (Column 2).

**Table 25: Prerequisite Content Review Form**

<b>Column 1:</b> Knowledge/Skills learned in GRPH 101A:	<b>Column 2:</b> Knowledge/Skills learned in GRPH 101A are applied in GRPH 101B as follows:
<ol style="list-style-type: none"> <li>1. Construct single- and multi-page documents w/ text and image according to industry standards.</li> <li>2. Apply &amp; understand basics of typesetting.</li> <li>3. Create &amp; apply styles to format text &amp; objects.</li> <li>4. Create &amp; manage graphic elements on the page.</li> <li>5. Create and apply spot and process color to text and objects.</li> <li>6. Preflight and package a document.</li> </ol>	<p>GRPH 101B is an advanced Adobe InDesign page layout course, requiring an understanding of basic page layout techniques and principles taught in 101A, such as creating single-page and multi-page documents, setting type according to professional standards, and importing graphics and manipulating them.</p> <p>The advanced course instructs students to</p> <ol style="list-style-type: none"> <li>1) Build more complex, multi-page documents</li> <li>2) Create and work w/ templates and grids using master pages, styles, and libraries.</li> <li>3) Utilize advanced typesetting, as well as specialized formatting skills such as tables and books.</li> <li>4) Utilize imposition and custom layouts that build on basic document construction skills,</li> <li>5) Utilize advanced image manipulation practices such as using transparency and other effects</li> <li>6) Practice custom preflight for various output needs.</li> </ol> <p>A student unfamiliar with the concepts and practices presented in GRPH 101A would be highly unlikely to receive a satisfactory grade in GRPH 101B.</p>

### Content Review Documentation Checklist:

- Separate Content Review documentation for each prereq, coreq, or advisory
- Names of three content Review panelists listed on Content Review Form
- Course outlines of both requisite course and target course attached
- Signatures of dept chair and school dean on Request for Approval Form

### 6.3.2 Additional Review

When proposed prerequisites/corequisites are not from the same discipline as the target course – e.g. communication or mathematics prerequisites to non-communication or non-math courses, the department will need to provide additional evidence of the appropriateness of the prerequisite/corequisite. Either of the following two types of evidence is acceptable:

- a. Evidence that at least three CSU and/or UC campuses have established the same level of prerequisites for the same level target course.
- b. Student outcome data (e.g. final grades) demonstrating that students' satisfaction of the prerequisite is correlated to success in the target course. To allow time for data collection, the department may establish

English, ESL and/or math prerequisites for a course on a pilot basis, using only the Content Review process. After two years, if data demonstrate that students are “highly unlikely to succeed in the course without possessing (language or math) skills not taught in the course,” then the prerequisite (or corequisite) will remain in effect. The Assessment and Prerequisite Coordinator facilitates the processes of data collection and analysis in collaboration with the Office of Research and the instructional department.

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## 6.4 Enforcement of Prerequisites and Corequisites

Once a prerequisite or corequisite has been approved by the Curriculum Committee, the department is expected to consistently enforce it for all sections of the course, preferably through the Banner course-registration system before the start of classes. Students who don't meet the stated prerequisite are blocked from enrolling in the course, and are referred to the Matriculation Office if they have questions. Contact the Assessment and Prerequisite Coordinator, Matriculation Office, for further information about Banner enforcement of prerequisites.

Students may challenge a prerequisite on the grounds that they have the prior knowledge or ability to succeed in the course despite not meeting the stated prerequisite. For a description of the challenge process, see *Challenge of a Prerequisite or Corequisite* in the online or print CCSF Catalog.

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## 6.5 Limitations on Enrollment

A “Limitation on Enrollment” specifically refers to a condition or requirement that a student must meet prior to enrollment in the following types of courses:

### Performance Courses

Courses in this area include intercollegiate athletics, theatre arts, and music, for which an audition or tryout may be required.

### Honors Courses

Honors courses require a specific scholastic aptitude prior to enrollment as students enrolled in honors sections will be expected to perform coursework at a higher standard than in traditional sections of the course.

### Cohort Courses or Sections

This refers to courses or sections in which enrollment is designated for a specific cohort of students. Examples include learning communities such as the Puente Program.

If you would like to establish a Limitation on Enrollment, contact the Assessment and Prerequisite Coordinator.