# Implementing Title 5 changes regarding prerequisite implementation…

# Holy Mackerel, Where Do We Start?!

\*The Spring 2011 ASCCC paper, “Implementing Content Review for Communication and Computation Prerequisites,” is especially useful.

**Decide**

* District senates and curriculum committees must review Title 5 §55003 requirements and decide whether requisites/advisories will be implemented via content review and/or statistical validation

**Review**

* Collaborate with senate and administrative leadership to review current district board policy regarding requisites and advisories, and revise if necessary.
* Collaborate with senate and administrative leadership to review current district board policy regarding matriculation, and revise if necessary.

**Plan**

* Review Title 5 §55003 requirements with both curriculum committee members as well as math, English and ESL discipline faculty.
* In collaboration with senate leadership, determine what will be the role of the college curriculum committee’s role in developing the district plan for prerequisite implementation. Remember that it must specify:
  + the method used to identify courses that might need a requisite or advisory
  + assurance that the prerequisite courses (basic skills) and courses without prerequisites will be reasonably available to students
  + the research that will be used to determine the impact of new prerequisites (especially to monitor for **any** disproportionate impact)
  + provisions for training the curriculum committee on content review
* REMEMBER THAT THE PLAN MUST BE FULLY DEVELOPED AND ADOPTED BEFORE YOU MAY BEGIN IMPLEMENTATION OF PREREQS BASED SOLELY ON CONTENT REVIEW.

**More review**

* While the details of the district’s plan for prerequisite implementation is being developed:
  + Take the opportunity to review the regulatory standards and best practices for a robust, integrated Course Outline of Record (COR) with your curriculum committee as well as your math/English/ESL faculty. Place particular emphasis on the concept that any COR element being used to justify a prerequisite must be included across all sections being taught
  + Distribute and review any tools that might be useful to discipline faculty as they learn the criteria the math/English/ESL faculty will look for in the target COR. For example, the CB21 Coding Rubrics (go to <http://www.cccbsi.org/cb21-information> ) and the “Content Review Conversation Starter” from the 2011 Curriculum Institute are especially informative.

**More planning!**

* Although you can’t approve new prereqs until your district plan is fully in place, you can be ready to go as soon as possible by developing your local procedure for content review (CR). Remember that it’s imperative that the process includes:
  + Careful review the COR for the target course;
  + Review of syllabi, sample exams, assignments, instructional materials, and grading criteria for the target course;
  + Direct involvement of discipline faculty
  + Using the CORs, identification of required skills/knowledge students must have prior to enrolling in the target course AND must match those skills/knowledge to the proposed prerequisite courses
* Develop your plan for ongoing training regarding content review. Although Title 5 specifically requires only training of the college curriculum committee, it is also appropriate to include math, English and ESL faculty. The trainings should include review of:
  + Title 5 §55003;
  + the standards and best practices for CORs;
  + appropriate tools such as the CB21 coding rubrics and the “Content Review Conversation Starter”; and
  + your district plan for prerequisite implementation