**Foothill College**

**Content Review Process & Forms for Prerequisites and Co-requisites (“Requisites”)**

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites (“requisites”) are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. **It is imperative that discipline faculty work with their college curriculum committee reps during this process**.

Faculty will use one or more of the following three forms, as appropriate. These are:

1. Content Review Addendum for Mathematics Requisites – to be completed for each math pre- or co-requisite that is placed on a course in a discipline other than math (e.g. a chemistry class requires a math requisite);
2. Content Review Addendum for English Requisites – to be completed for each English or ESLL pre- or co-requisite that is placed on a course in a discipline other than English/ESLL (e.g. a history class requires an English requisite); and
3. Content Review Addendum for Requisites in Disciplines other than Mathematics or English– to be completed when a pre- or co-requisite is placed on a course in the same discipline (e.g. BIOL 40A is a requisite for BIOL 40B) or in a discipline other than English or Math (e.g. CHEM 25 is a requisite for BIOL 45)

**Note:** A separate form **must** be completed and approved for each pre- or co-requisite.

**Note:** If baccalaureate institutions require a particular requisite for articulation, or if the requisite is imposed by statute or regulation, faculty are **not** required to complete the content review process. Content review is also unnecessary if the course is part of a closely related lecture-lab pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course). **The presence of a requisite on a C-ID descriptor *does not* remove the requirement for content review**.

**Please mark the exception type:**

Baccalaureate institution requisite.

Required by statute

**Please cite** the institution and requisite OR the regulatory authority and the statute:

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For guidance regarding how to identify a course that may need a requisite review the document, “How to Identify Courses that May Need Pre- or Co-requisites.”

FORM B: Content Review Addendum for English Requisites

**Number & Title of Target Course\***:

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\*The “Target Course” is the one that has or will have the requisite.

**Faculty participants in this content review process\*\*:**

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\*\***(***The content review process must include at least two faculty in the target course discipline. 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*.)

**Considerations to address before you begin content review:**

* Do baccalaureate institutions require a particular requisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
* Is a particular requisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
* Does De Anza College offer an equivalent course?

a. If so, what is the De Anza course number?

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b. If so, does their equivalent course have a requisite\*? What is it?

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\**If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, 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.*

* Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?

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* If there is a C-ID descriptor, does it require a requisite? If yes, what is it? (*If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course*)

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**Once you’ve decided to explore implementing a requisite, OR if you’re completing content review of an already established requisite:**

Using the Target Course’s COR, identify the English skills and knowledge students must have prior to enrolling in the target course and indicate here:

Reading:

Follow the progression of ideas in a text.

Identify and distinguish main and subordinate ideas.

Interpret a writer’s meaning inferentially as well as literally.

Recognize a writer’s purpose (to persuade, to inform, to entertain, etc.)

Define unfamiliar words by decoding (word parts, phonetic clues, etc.) by using contextual clues, and/or by using a dictionary.

Read with flexibility to revise, refine, or replace a tentative thesis as one progresses through or rereads a text.

Recognize clues of structure (e.g. paragraphing and transitional expressions) and content (e.g. synonyms and examples) to decode meaning.

Identify and analyze points of comparison between texts and articulate similarities and differences.

Summarize ideas in one’s own words.

Understand connotations, denotations, and multiple meanings of basic English vocabulary at a high school level.

Writing:

Generate ideas within given time constraints.

Respond appropriately to a given writing task.

Formulate a clear central idea in an essay.

Organize ideas into a logical sequence so that the central point of the essay is developed to a logical conclusion.

Present one’s own ideas as related to, but clearly distinguished from, the ideas of others, including the ability to avoid plagiarism.

Support one’s opinions and conclusions, including the effective use of examples, evidence, and reasoning.

Revise and restructure where ideas are poorly organized or where evidence is lacking.

Proofread for errors in language and mechanics to the degree that the nature and frequency of errors does not become distracting.

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.   
***Note****: If you cannot find evidence that the requisite skills are necessary in every section of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor that necessitates the requisite.*

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Confer with Language Arts Curriculum Reps to recommend an English faculty member to assist you. Contact them to identify whether an entire requisite course is truly needed, or whether there’s another viable alternative (e.g. small unit “booster” courses, designating a short period of class time for English faculty to visit and teach the concepts, etc.). If these are not viable options, explain rationale here:

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If no viable alternative exists, consult with the English faculty to identify/validate the most appropriate English requisite here:

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Recommended Prerequisite/Co-requisite (circle one):

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List the name(s) of the English faculty who collaborated in this effort:

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**Now that you have identified the appropriate requisite:**

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the English 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. Document the date of the CCC meeting here:

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**If you are completing content review in preparation to implement a NEW requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified requisite and document methodology and findings here:

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**If you are completing content review of a previously implemented requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

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**Once the content review process is complete, you must provide this form and appropriate attachments to your Division Curriculum Committee for review and approval.**

* + If the Division CC determines that the identified requisite is necessary and appropriate for student success, 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 numbers of courses, with or without requisites, to accommodate the educational needs of our students.
  + The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

**Submit this completed form and appropriate attachments to your**

**Division Curriculum Committee for review and approval.**

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| Discipline Faculty Signature: |  | | Date: |  |
| Discipline Faculty Signature: |  | | Date: |  |
| Articulation Officer Signature: |  | | Date: |  |
| English Department Signature: |  | | Date: |  |
| CCC Notification occurred on (date): | |  | | |
| Division CC Review & Date of Approval: | |  | | |
| Division Dean Signature (Target COR): | |  | Date: |  |
| Division Dean Signature (Req COR): | |  | Date: |  |