



**IMPERIAL VALLEY COLLEGE**  
**CURRICULUM COMMITTEE MINUTES (Adopted)**  
 Regular Meeting, Thursday, March 17, 2016  
 12:50 p.m. –Board Room

<b>Present:</b>	<input checked="" type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury
	<input type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input checked="" type="checkbox"/> Carol Hegarty
	<input type="checkbox"/> Alyn Leon	<input type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Veronica Soto
	<input type="checkbox"/> Kevin White	<input checked="" type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Jose Gutierrez Christine Bermudez	
<b>Consultants:</b>	<input type="checkbox"/> Ted Cesar	<input type="checkbox"/> Becky Green	<input type="checkbox"/> Gloria Hoisington	<input type="checkbox"/> Ashok Naimpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Efrain Silva
<b>Ex-officio</b>	<input type="checkbox"/> Michael Heumann			
<b>Visitors:</b>				
<b>Recorder:</b>	Dixie Krimm			

**I. Opening of the Meeting**

**A. Call to order**

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 1:00 pm on Thursday, March 17, 2016.

**B. Approval of the Minutes**

**1. Regular Meeting of March 3, 2016**

*M/S/C (Zazueta/Soto) to approve the minutes of the March 3, 2016, regular meeting of the Curriculum Committee, as presented.*

**II. Action Items**

**A. Credit Courses**

**1. Revised Courses**

- a. ART 102 – History of Art II (3)
- b. ART 170 – Photography – Beginning (3)
- c. ART 270 – Photography - Intermediate (3)
- d. ENGL 226 – Introduction to Mythology (3)
- e. HUM 226 – Introduction to Mythology (3)
- f. LEGL 117 – Criminal Litigation & Procedures (3)

*M/S (Drury/Zazueta) to approve the textbook update for items a. through f. above, effective 2016-2017. The motion carried.*

- g. COMM 100 – Oral Communication (3)
- h. COMM 110 – Advanced Oral Communication (3)
- i. COMM 120 – Interpersonal Communication (3)
- j. COMM 130 – Small Group Communication (3)
- k. COMM 150 – Intercultural Communication (3)
- l. COMM 180 – Argumentation and Debate (3)

*M/S (Ruiz/Drury) to approve the revision to the subject code from SPCH to COMM for items g. through l. above, effective 2016-2017. The motion carried.*

**B. Prerequisite Guide**

*M/S (Zazueta/Blek) to approve the guide for "Establishing and/or Reviewing Prerequisites, Corequisites and Advisories" document, as presented, effective 2015-2016. The motion carried.*

**III. Discussion Items**

Frank reminded the department chairs to discuss courses for Credit by Exam at their department meetings. The goal is to have the list in place for the 16-17 academic year.

**IV. Information Items**

**V. Other Items**

**VI. Next Regular Meeting: April 7, 2016, 12:50pm in the Board Room**

**VII. The meeting adjourned at 1:24 p.m.**

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

# Establishing and/or Reviewing Prerequisites, Corequisites and Advisories

*The use of this guide is intended as a resource for IVC faculty and staff in the area of curriculum development and approval. Its contents are a compilation of local and statewide policies and procedures in place at the time of its publication. While every effort is made to ensure the accuracy of its contents, the Curriculum Committee, a sub-committee of the IVC Academic Senate, reserves the right to make any corrections, omissions, or updates as needed to meet curricular standards and compliance.*

## Introduction

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation. This guide will provide the process, steps, and forms necessary to implement prerequisites, co-requisites, advisories, and limitations on enrollment.

### Regulatory Changes

The rules governing prerequisites are found in Title 5 §55003.

Colleges wishing to implement new prerequisites through content review will need to know what has and has not changed in regulation. Much more is unchanged regarding prerequisites than is new. The following aspects of prerequisites remain unchanged:

- ◆ Prerequisites continue to be mandatory when a student is “highly unlikely to succeed” without the prerequisite;
- ◆ Prerequisites must still be validated on a course-by-course and/or program-by-program basis;
- ◆ Prerequisites must be revalidated every six years or two years for career technical education (CTE, i.e., vocational) courses;
- ◆ Prerequisites or corequisites may still be required without validation when they are
  1. required by statute or regulation,
  2. part of a lecture-lab, and
  3. required by a four-year college;
- ◆ Colleges must still be attentive to and seek to alleviate any disproportionate impact; and,
- ◆ Students may challenge prerequisites.

The primary change in the revised version of §55003 is that colleges may choose between “traditional” content review in combination with statistical validation or content review as accompanied by additional requirements.

*\*Refer to AP 4260 Prerequisites and Co-Requisites for full procedural legal requirements.*

## CONTENT REVIEW PROCESS

The term “content review” is a misnomer. The content review process is far more than a mere examination of the content of a proposed or existing course. Rather, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the COR.

### Prerequisite / Corequisite Checklist and Worksheet

<i>*Please use a separate form for each request</i>
<b>Subject and Course#</b>
<b>Course Prerequisite/Corequisite/Advisory:</b> _____ <span style="margin-left: 150px;"><i>(Subject and Course Number)</i></span>
<b>Textual Prerequisite/Corequisite/Advisory:</b>

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criteria	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite, or advisory.		
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		
3. Selection of this prerequisite, corequisite, or advisory is based on tests, the type and number of examinations, and grading criteria.		
4. Selection of this prerequisite, corequisite, or advisory is based on a detailed course syllabus and outline of record, related instructional materials, and course format.		
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.		
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.		
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite, or advisory.		
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		

## SECTION II - LEVELS OF SCRUTINY:

In addition to the affirmation of content review listed in Section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. Please identify below which level is being used to justify the proposed prerequisite.

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- Type 1: Required prerequisite at UC or CSU

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**Complete the Prerequisite Worksheet**

**Complete UC/CSU Justification Form**

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- Type 2: Sequential within a discipline (e.g., ART 262, 263, 264)

**Complete the Prerequisite Worksheet**

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- Type 3: Course in communication or computational skills as a prerequisite for course other than another skills course (e.g., MATH 091 prerequisite for BIOL 100)

**Complete the Prerequisite Worksheet**

**Complete Statistical Data Analysis**

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- Type 4: Health and Safety

**Students who lack the prerequisite might endanger themselves, other students, or staff.**

**Complete Health and Safety Form**

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- Type 5: Non-course prerequisites (GPA, recency, other measures of readiness)

**Data must be collected according to sound research principles in order to justify such prerequisites.**

**Complete the Prerequisite Worksheet**

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### Completing the prerequisite worksheet:

Determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)). The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?" Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher." For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills necessary for success are identified, then review the exit skills (objectives) of the existing course to determine which course(s) sufficiently prepare students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exit skills. Course A, for example, may have ten objectives, but perhaps only five (or even just one) are essential for success in Course B. Only the relevant exit skills should be used to justify a prerequisite.

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR (the course in question)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	
B)	
C)	
D)	
E)	
F)	
G)	
H)	

## EXIT SKILLS (objectives) FOR (the prerequisite course)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR ( XXX )							
EXIT SKILLS FOR ( XXX )		A	B	C	D	E	F	G	H
		1							
2									
3									
4									
5									
6									
7									
8									

## UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION FORM

A prerequisite/corequisite in another discipline (other than English or Math) may be established provided that, in addition to the *Content Review*, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language classes. Any combination of University of California (UC) campuses and California State University (CSU) campuses is acceptable to satisfy this requirement.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the College Articulation Officer; UC and CSU catalogs are located in the Counseling Center.

Required:

- Content review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach examples of the UC and/or CSU course descriptions from the respective catalogs.

IVC Course: \_\_\_\_\_

IVC Prerequisite Course: \_\_\_\_\_

Three UC and/or CSU campuses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## HEALTH AND SAFETY PREREQUISITES/COREQUISITES FORM

A prerequisite/corequisite may be established provided that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. **Content review for health and safety identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course.** Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- Content review for health and safety.
- Narrative description and justification for the co/prerequisite.

Course: \_\_\_\_\_

Description of health and safety pre/corequisite (type of course, test, or program):

Justification:

## LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance-based criteria. In these cases, there must be equivalent courses available to meet degree or certificate requirements.

Course Number(s):

Course Title(s):

Rationale for Limiting Enrollment:

Equivalent course(s) available to meet degree or certificate requirements:

### **Disproportionate impact in performance-based course**

If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the course or block of courses. In this case, a plan must be adopted to remedy this disproportionate impact.

Plan for study or remedy (and timelines):

## Statistical Data Analysis Procedures

Comparison of students with/without prerequisite or corequisite and students who are successful/not successful must demonstrate that there is a statistically significant difference between students with/without prerequisite.

The following questions will serve as the basis for discussion and serve as a preliminary analysis:

- Is the prerequisite reasonably likely to improve student success?
- What enrollment/access issues might arise?
- What impact might this have on other programs?

The following variables will be extracted from Banner for the analysis:

### MIS Data Elements

- GI03 (Term Identifier)
- CB01 (Course-Department-Number)
- SX01 (Enrollment-Effective-Date)
- SX04 (Enrollment-Grade)
- SB, SD, STD Data Elements (for Disproportionate Impact)

### Assessment Data

- Placement Recommendation
- Multiple Measures variables

### Additional Data

- Placement Recommendation
- Qualitative Data such as focus groups, informal interviews, and other surveys for faculty, students, and/or administration

The data will be analyzed for statistical significance (T-Test, Chi-Square, Pearson Correlation, odds ratio, average percent gain, or through other tests) to measure differences or relationships in the data. The Comparison of performance between the target course of students who did and did not meet the prerequisite. The analysis will include other relevant questions to ensure that student equity and success for our students:

- What is the racial/age/gender/disability makeup of the course post-implementation compared to pre-implementation?
- Does the increased success of students in each protected category support the implementation if indeed the percentages of students in each group have changed?
- Was there disproportionate impact?
- What effect did the implementation have on overall course enrollment?

A holistic review will be performed and supported by statistical analysis with a recommendation for the prerequisite.

## **Revalidation Procedure**

Courses with prerequisites, co-requisites, and/or recommended preparation that consist of computational or communication courses must be revalidated every two years (for CTE) or every six years (for all others). This process also applies to courses with prerequisites that are outside the discipline.

Please use the forms included in this document.

1. Recommended Preparation:
  - a. Content Review – Complete/Review the Prerequisite Worksheet
  - b. Statistical Data Analysis – Request new data from the Institutional Researcher
  
2. Prerequisites/Corequisites:
  - a. Content Review – Complete/Review the Prerequisite Worksheet