**Prerequisite / Corequisite Checklist and Worksheet**

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| **(Enter Discipline and Course # here)** |
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| **Prerequisite:** (Enter Discipline and Course # here) ; (Enter Course Title here) |
| Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) |
| (If applicable, enter Discipline and Course # here) ; (Enter Course Title here) |
| (If applicable, enter Discipline and Course # here) ; (Enter Course Title here) |

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

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

**SECTION II - ADDITIONAL LEVEL 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. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

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|  | Type 1: Standard Prerequisite (required prerequisite at UC or CSU)Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.**List schools here:****Complete the Prerequisite Worksheet** |
|  | Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)**Complete the Prerequisite Worksheet** |
|  | Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)**Complete the Prerequisite Worksheet****Complete Data Analysis** |
|  | Type 4: Program prerequisites**Prerequisite must be required for at least one of the courses in the program. Explain:** |
|  | Type 5: Health and Safety **Students who lack the prerequisite might endanger themselves, other students or staff. Explain:** |
|  | Type 6: Recency and other measures of readiness (miscellaneous)**Data must be collected according to sound research principles in order to justify such prerequisites.****Complete the Prerequisite Worksheet** |
| **Prerequisites using Content Review**In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)). * Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares 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 exits skills.
	+ Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

**Completing the prerequisite worksheet:** The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”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 are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).  |

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| **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)*

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EXIT SKILLS (objectives) FOR **(the prerequisite course)***(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

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|  | ENTRANCE SKILLS FOR ( XXX ) |
| EXIT SKILLS FOR ( XXX ) |  | A | B | C | D | E | F | G | H |
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| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
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