

**PROPOSAL TO ADD AN OUT OF SEQUENCE ENGLISH/MATH
PREREQUISITE TO A COURSE**

1. **Target Course/Title:**

2. **Prerequisite Course/Title:**

3. **Rationale: How will the addition of this prerequisite course assure that a student has the skills, concepts, and/or information needed to succeed in the target course?**

4. **Content Review comparing the skills in the prerequisite course to those in the target course.:** *is a rigorous systematic process that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course. Content Review requires a comparison of the course outline of record (COR) between the target course and the prerequisite course in various areas, including the SLOs, objectives, sample assignments, and texts. It also requires an examination of the actual syllabi for comparison between actual exams/assignments, instructional materials/methods, and grading criteria.*

- Please document the process of content review in the following areas:
SLOs, objectives, and assignments.

Student Learning Outcomes

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|---------------------|---------------|--|--|
| SLO | Target course | | |
| Prerequisite course | | | |
| | | | |

Objectives

| | | | |
|---------------------|---------------|--|--|
| Objectives | Target course | | |
| Prerequisite course | | | |

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| | | | |

Assignments

| Assignments | Target course | | |
|---------------------|---------------|--|--|
| Prerequisite course | | | |
| | | | |

- Summarize your findings of the correlation between instructional materials, grading criteria, and required texts for the two courses. Specify how the prerequisite course supports learning in the target course:

- Faculty involved in the content review process:

5. Quantitative evidence for the target course:

- Enrollment trends over the past 5 years:

- Completion rate:

- Comparison of student success for those with the prerequisite skill and those without it.

6. Qualitative evidence:

- Faculty

- Student