



PREREQUISITE PROPOSAL GUIDELINES

The following information provides guidelines for completing a proposal to add an out of sequence English/Math prerequisite.

1. **Target course/Title** = The course to which the prerequisite is being added.
Example: *Sociology 200 Honors*

2. **Prerequisite course/Title** = The course that must precede the target course to prepare students to be successful in the target course.
Example: *English 101*

3. **Rationale** = A summary of the rationale and evidence supporting adding the prerequisite.
Example: *Content review of the COR from English 101 and Sociology 200H indicates a strong correlation between the foundational reading and writing skills developed in English 101 and the advanced reading and writing required for success in Sociology 200H. Specifically: (list specific examples). In addition the quantitative and qualitative evidence indicates (list specifics). Therefore the joint faculty of English and Sociology believe that student success will be enhanced with the addition of the English 101 prerequisite.*

4. **Content review** = Title 5 requires that specific steps be followed in order to thoroughly compare the knowledge and skills acquired in the prerequisite course and their relationship to the knowledge and skills to be learned in the target course. A clear relationship showing how the prerequisite skills are building blocks to prepare students to be successful in the target course needs to be established by examining the course outline of record (COR) and actual syllabi. Faculty from both the prerequisite course discipline and the target course discipline must be involved in the process, and their names must be documented.
Example: Correlate the following elements using the framework supplied. The vertical axis is the prerequisite course. The horizontal axis is the target course.

Student Learning Outcomes

SLO	Sociology 200H Compare and contrast women's issues from a variety of theoretical perspectives.		
English 101 Analyze and critically evaluate college-level, non-fiction texts for argument, structure, and rhetorical strategies.	X		

Compose persuasive, well-organized, grammatically correct full-length essays, synthesizing properly documented and relevant research and other evidence to develop and support a unified thesis.			
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Objectives

Objectives	Sociology 200H Examine the basic constructs and theories of sociology as it applies to women's studies.	Analyze the effects of language and communication with regard to interpersonal relationships.	Critique the various forms of feminism and evaluate their various political, social, and cultural positions within the larger "feminist" framework.
English 101 Analyze and critically evaluate written and other visual materials.	X		
Explain and develop the link between the specific generalization and its specific supporting evidence.		X	X

Assignments from Syllabi

Assignments (use examples from actual syllabi)	Sociology 200H Describe how children's toys act as important agents of socialization. Discuss some of the "gendered" toys that you observe while visiting a toy store, and explain why they function differently than androgynous toys. Conclude with a sociological discussion of how children's toys help to shape one's gender identity. Apply one theory from class to your	Research paper examining a gender-related topic using journal articles from the library databases. Research paper discussing a gender-related topic or supported by data collected in a fieldwork site while participating in community service.	.
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	understanding of gendered toys.		
English 101 Write a typed, double-spaced, three-to-four-page formal academic paper with standard margins and font in which you analyze the language use of a specific speech community.	X		
Write an six-to-eight-page paper that identifies a problem, presents a policy or plan of action to solve that problem, and attempts to convince an audience to enact or accept that solution. Support your claims with at least five appropriately-documented, research sources.		X	

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

In English 101 students participate in extensive in-class and out of class writing exercises. In addition they are taught how to actively read college level texts, draw inferences from written materials, identify the relationship between generalizations and supporting evidences, and to evaluate the credibility of sources. These skills support the learning of students in Sociology 200, as students examine multiple theories, analyze real life situations, and support their conclusions with evidence. Grading of written assignments in Sociology 200 is based on the principles of effective writing as learned in English 101. Finally, the texts used in Sociology 200 require students to have mastered active reading techniques.

- Quantitative evidence:** *Provide data related to the enrollment trends and completion rates of the target course over the past 5 years. Also include a comparison of student success for those with the prerequisite skill and those without it. Since students must pass an honors course with a grade of B or higher to receive honors credit, request an analysis differentiating the success of students at the “B” level versus those who passed at the “C” level for honors*

courses. You will need the support of Institutional Research to obtain this information.

- 6. Qualitative evidence:** *Include information from students and faculty related to student problems or success as it relates to adding the requested prerequisite course.*