ART requests to opt out of WR, RD and MTH Prerequisites:
Resubmitted when Work Group requested more specific rationale.
Several items were removed from the list of original requests and have been omitted from the list below: four of the five photography courses (which will get the standard prereqs). Calligraphy courses were not re-submitted, but are 2 cr and not on Gen Ed list

1. ART 115 – Basic Design
2. ART 116 – Basic Design: Color Theory
3. ART 117 – Basic Design: 3-D
4. ART 131 – Introduction to Drawing
6. ART 141 – Intro to Photography (Non-Darkroom)
9. ART 181 – Painting I
12. ART 231 – Drawing
13. ART 237 – Life Drawing
15. ART 253 – Ceramics I
16. ART 256 – Ceramics II
17. ART 270 – Introduction to Printmaking
18. ART 277 – Life Painting
19. ART 279 – Experimental Media
20. ART 281 – Painting II
21. ART 284 – Watercolor I
22. ART 287 – Watercolor II
22a. ART 290 – Sculpture: Plaster/Clay
23. ART 291 – Sculpture: ~~Plaster/Clay~~ Stone Carving
24. ART 292 – Sculpture: ~~Welding~~ Mixed Media
25.   ART 293 – ~~Sculpture~~ Figure Sculpture
25a ART 294 – Sculpture Welding

Note: Changes to the Sculpture courses were recommended at the May Curriculum Committee meeting; approval is anticipated

The arguments presented by ART were based on studio art being a different kind of literacy, and allowing students to develop different ways of "knowing". They argued that not only is there no correlation between success in studio ART courses and traditional academic achievement, there may be a correlation to the contrary. Students may also find, when working with the physical world of studio art, a way to develop the rigorous application of process and follow-through, as well as a different way to express their higher thought processes, and can be a way for some student to get thought the academic system.   Studio art courses are offered in the lec lab format, and do not rely on texts.

Recommended (6 in favor, 1 opposed)

ENG courses requesting to opt out of MTH Prerequisite:

~~103. ENG 203 – Shakespeare~~ course no longer exists
104. ENG 204 – Survey of English Literature
105. ENG 205 – Survey of English Literature
106. ENG 207 – World Literature – Asian
107. ENG 208 – World Literature – Asian
108. ENG 209 – World Literature – Asian
109. ENG 211 – Contemporary African Literature
110. ENG 212 – Biography
111. ENG 213 – Latin American Literature
112. ENG 214 – Literature of the Northwest
113. ENG 215 – Literature of Genocide
114. ENG 222 – Images of Women in Literature
115. ENG 240 – Introduction to Native American Literatures
116. ENG 244 – Introduction to Asian American Literatures
117. ENG 250– Introduction to Folklore and mythology
118. ENG 253 – Survey of American Literature
119. ENG 254 – survey of American Literatures
120. ENG 256 – African-American Literature
121. ENG 257 – African-American Literature
122. ENG 258 – African-American Literature
123. ENG 260 – Introduction to Women Writers
124. ENG 261 – Literature of Science Fiction
125. ENG 265 – International Political Poetry
126. ENG 275 – Bible as Literature
Add: ENG 197 – Film Studies: Contemporary Themes and Genres

Recommended (7 in favor; 1 opposed)
The SAC arguments reflect research and discussion into the question of including the MTH 20 prerequisite. Rationale for opt out provided by the ENG SAC (and others) focused on the specific skills and content of MTH 20, as well as some evidence that success in MTH 20 is not a predictor of success in ENG courses. On this basis their request was recommended.   ENG 197 added because its omission was an oversight.

ASL courses requesting to opt out of WR, RD and MTH Prerequisites

127.   ASL 101 – First Year American Sign Language I
128.   ASL 102 - First Year American Sign Language II
129.   ASL 103 – First Year American Sign Language III
130.   ASL 150 – Accelerated American Sign Language
131.   ASL 151 – American Sign Language
132.   ASL 201 – Second Year American Sign Language IV
133.   ASL 202 – Second Year American Sign Language V
134.   ASL 203 – Second Year American Sign Language VI
135.   ASL 250 – Accelerated American Sign Language
136.   ASL 251 – Accelerated American Sign Language

Recommended
The rationale presented by ASL was that American Sign Language was based on the considerable differences between reading and writing in English, and communicating via sign. Texts used, even in the 200-level courses, have very little that the student needs to read.   Experience that preparedness in English has not been a strong predictor of success in ASL.

CS Courses Requesting to opt-out of WR, RD and MTH Prerequisites

137. CS 160 – Exploring Computer Science – First Year German
138. CS 161 – Computer Science
139. CS 162 – Computer Science II

Recommended (7 in favor; 1 opposed)

The rationale presented by CS was based on the fact that many, possibly the majority of students take these courses via DL, and many of those are not "PCC" students, but students from other institutions. Blocking students automatically would have an enormous effect on enrollment.

 The arguments were not based on students not needing RD, WR and MTH skills – to the contrary, the course descriptions include specific recommendations:

For CS 160 Recommended: computer Literacy (such as completion of CIS 120; placement at MTH 65 and RD 115.
For CS 161: Recommended: MTH 111; WR 121; CS 160 or CIS 122

These recommendations do seem to adequately communicate the expectation of the course to students, and the argument relating to the preponderance of students being not "traditional" was convincing to the Work Group. Concern was expressed that students should get some feedback on their progress in the course before the drop period expires.

The Work Group noted that the DL concerns may not be peculiar to CS, and make note of the need for monitoring impact on enrollment in DL sections in other areas.

SOC courses requesting to opt out of WR and MTH Prerequisites.
RD 115 prerequisite is accepted

140.   SOC 204 – General Sociology: Sociology in Everyday Life

Recommended. (6 in favor; 2 opposed)

The SAC had originally intended to opt out for all 16 of the courses on the Gen Ed list, but settled on this one. One argument is that it is identical to the course that is offered at PSU (SOC 22), and has no prerequisites there, so it would be inconsistent to have prerequisites on this one.

Questions were raised as to whether students could be successful without skill in writing. SAC representatives discussed the fact that different instructors use a variety assessment techniques, and so for some sections, writing is not an issue. In courses where writing is used, instructors evaluate based on content rather than skill in expression. They also argue that students develop writing skill though the assessment activities of the course.

With regards to math, use of graphs, percentages and fractions was acknowledged, but it is not a dominant feature of any course, and instructors typically walk the class through the math elements, not assuming understanding of these presentations.

It was noted that this will become the only Social Science course on the Gen Ed list to NOT have the prerequisites in WR and MTH. This may change the population of students taking the course, and the SAC should be attentive to this potential shift. The SOC SAC does feel that having course available to student as they develop their literacy is in students best interest.

Also, it should be noted that SOC 205 and 206, which require SOC 204 will still have the prerequisites.