

**Prerequisite Opt-out Work Group  
Minutes**

**ART requests to opt out of WR, RD and MTH Prerequisites:**

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
5. ART 140 – Digital Photography
6. ART 141 – Intro to Photography (Non-Darkroom)
7. ART 142 – Intro to Photography (Darkroom)
8. ART 143 – Photography II
9. ART 181 – Painting I
10. ART 218 – Lettering Calligraphy I
11. ART 220 – Advanced Lettering and Seminar
12. ART 231 – Drawing
13. ART 237 – Life Drawing
14. ART 243 – The Photographic Portfolio
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
23. ART 291 – Sculpture: Plaster/Clay
24. ART 292 – Sculpture: Welding
25. ART 293 – Sculpture

**Postponed.**

More specific and developed rationale will be requested from the ART SAC.

**ENG courses requesting to opt out of MTH Prerequisite:**

26. ENG 104 – Introduction to Literature (Fiction)
27. ENG 105 – Introduction to Literature (Drama)
28. ENG 106 - Introduction to Literature (Poetry)
29. ENG 107 – World Literature
30. ENG 108 - World Literature
31. ENG 195 – Film Studies: Film as Art
32. ENG 196 – Film Studies: Directors
33. ENG 201 – Shakespeare
34. ENG 202 – Shakespeare

**Recommended**

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.

The work group did discuss the principle of whether all college-level courses should require at least the rudimentary level of MTH represented by MTH 20 – arithmetic using fractions and decimals, but given that the logical consequence of that principle would be to remove the opt-out option completely, the work group agreed to accept the skill-based arguments used here and by others.

### **FR courses requesting to opt out of WR, RD and MTH Prerequisites**

35. FR 101 – First Year French
36. FR 102 - First Year French
37. FR 103 – First Year French
38. FR 150 – First Year French
39. FR 151 – First Year French
40. FR 201 – Second Year French
41. FR 202 – Second Year French
42. FR 203 – Second Year French
43. FR 250 – Second Year French
44. FR 251 – Second Year French
45. FR 260A – French Culture
46. FR 270A – Readings in French Literature

#### **Recommended**

The rationale presented by FR was largely based on the immersion nature of the courses (with examples and explanation of how instruction and assessment are conducted), experience that preparedness in English has not been a strong predictor of success in FR, and the large number of non-native English speakers who are quite literate in their first language and would be blocked from entry by these prerequisites. Lack of need for the specific MTH 20 skills was also cited.

While it was noted that the courses at the 200-level, including the Culture course (which is conducted in French) would require a higher level of literacy than the First Year courses, the committee felt it would not be appropriate to deny access to those courses to students who had successfully completed the first year on the basis of lower level skill in WR and RD.

The Work Group discussed the question of how acquisition of literacy in a new language is related to development of literacy generally, and the degree to which this might be true in different languages, but it was agreed that this is a question best left to those who instruct in language acquisition. We did, however, wonder why SPA, at a similar level of difficulty for native English speakers, did not elect to opt out, while FR did.

### **GER Courses Requesting to opt-out of WR, RD and MTH Prerequisites**

47. GER 101 – First Year German
48. GER 102 – First Year German
49. GER 103 – First Year German
50. GER 150 - First Year German
51. GER 151 – First Year German
52. GER 201 – Second Year German
53. GER 202 – Second Year German
54. GER 203 – Second Year German
55. GER 250 – Second Year German
56. GER 251 – Second Year German

#### **Recommended. :**

The rationale presented by GER was largely based on immersion nature of the courses and the very basic level of language production (in the 100-level courses). Many descriptions and examples of how the instruction is delivered and assessed were provided to support the assertion that college-level RD and WR skills are not required. Lack of need for the specific MTH 20 skills, and lack of correlation between deficiencies in math and success in German was also cited.

While it was noted that the language courses at the 200-level would require a higher level of literacy than the First Year courses, the committee felt it would not be appropriate to deny access to those courses to students who had successfully completed the first year on the basis of lower level skill in WR and RD

The Work Group discussed the question of how acquisition of literacy in a new language is related to development of literacy generally, and the degree to which this might be true in different languages, but it was agreed that this is a question best left to those who instruct in language acquisition.

Note: German Culture courses, which are film-based and taught in English (films with English subtitles) did not request to opt out of the Standard Prerequisite.

### **JPN courses requesting to opt out of WR, RD and MTH Prerequisites**

57. JPN 101 – First Year Japanese
58. JPN 102 – First Year Japanese
59. JPN 103 – First Year Japanese
60. JPN 150 – First Year Japanese
61. JPN 151 – First Year Japanese
62. JPN 201 – Second Year Japanese
63. JPN 202 – Second Year Japanese
64. JPN 203 – Second Year Japanese
65. JPN 250 – Second Year Japanese
66. JPN 251 – Second Year Japanese

#### **Recommended (Items 57-69)**

67. JPN 260 – Japanese Culture
68. JPN 261 – Japanese Culture
69. JPN 262 – Japanese Culture

#### **Opt out for MTH: Recommended.**

#### **Opt out for WR and RD: Not Recommended;**

The Work group was concerned that these courses, which are conducted in English, and are based on films (presented with English subtitles), would require a degree of English literacy similar to those of most General Education courses. There appeared to be a need for expressing organized thoughts and ideas in written assignments, including reference to outside sources. Although it was indicated that the primary assessment would be based on class participation and discussion, and an effort made to find alternative strategies for students less fluent in English (those unprepared to read articles, journals and periodicals) it seemed that RD and WR would be important success in the course.

The Work group also considered the issue of consistency and rationale for the prerequisites across the curriculum. Given that the German and Russian Culture courses (also conducted in English, and Through Film) were accepting the RD and WR prerequisite, and opting out of the MTH only, it seemed appropriate to recommend that JPN carry the same prerequisites.

### **RUS courses requesting to opt out of WR, RD and MTH Prerequisites**

- 70. RUS 101 – First Year Russian
- 71. RUS 102 – First Year Russian
- 72. RUS 103 – First Year Russian
- 73. RUS 150 – First Year Russian
- 74. RUS 151 – First Year Russian
- 75. RUS 201 – Second Year Russian
- 76. RUS 202 – Second Year Russian
- 77. RUS 203 – Second Year Russian
- 81. RUS 270 – Readings in Russian
- 82. RUS 271 – Reading in Russian
- 83. RUS 272 – Readings in Russian

#### **Recommended**

The rationale presented by RUS was largely based on immersion nature of the courses and the very basic level of language production (in the 100-level courses). Many descriptions and examples of how the instruction is delivered and assessed were provided to support the assertion that RD and WR skill at college-level are not required. Lack of need for the specific MTH 20 skills, and lack of correlation between deficiencies in math and success in German was also cited.

While it was noted that the language courses at the 200-level would require a higher level of literacy than the First Year courses, the committee felt it would not be appropriate to deny access to those courses to students who had successfully completed the first year on the basis of lower level skill in WR and RD

The Work Group discussed the question of how acquisition of literacy in a new language is related to development of literacy generally, and the degree to which this might be true in different languages, but it was agreed that this is a question best left to those who instruct in language acquisition.

### **RUS courses requesting to opt out of MTH Prerequisite (These courses will require WR 115 and RD 115)**

- 78. RUS 260 – Russian Culture
- 79. RUS 260B – Russian Culture
- 80. RUS 262B – Russian Culture

#### **Recommended.**

### **TA Courses requesting to opt out of MTH Prerequisite**

84. TA 101 – Theatre Appreciation

#### **Recommended**

It is acknowledged that reasoning skills are necessary, but the request for opting out focuses on the lack of need for the particular skills of MTH 20. This was recommended on the same basis as the recommendation for the ENG courses

### **TA Courses requesting to opt out of WR, RD and MTH Prerequisites**

85. TA 180A – Theater Rehearsal and Performance

87. TA 253A – Theatre Rehearsal and Performance

#### **Recommended**

TA faculty acknowledged the importance of WR, RD and skills for this class, and have adopted the standard prerequisites in nearly all of the TA classes. The Rehearsal and Performance courses are required for students who are in PCC productions, which draw strongly from the greater community. The request for opting-out is based on the need to keep an open avenue for casual students who have not taken the placement tests. The committee discussed alternatives (non-credit versions, override by instructor permission), but since participation by (and credit for) these casual students was arguably critical to the success of the theater productions, the committee voted to recommend the opt out.

86. TA 190A - Projects in Theatre

88. TA 290A – Projects in Theatre

#### **Postponed -- query to SAC**

Similar arguments were made for the Projects courses as for Rehearsal and Performance (above) The focus of these courses is technical theatre, including building sets and costumes. The committee questioned whether these activities would require some skill with fractions and decimals, which are covered in MTH 20. The TA SAC has been asked to clarify this point.

### **WR Courses requesting to opt out of the MTH Prerequisite**

89. WR 115 – Introduction to Expository Writing
90. WR 121 – English Composition
91. WR 122 – English Composition
92. WR 123 – English Composition
93. WR 222 – Writing Research Papers
94. WR 227 – Technical and Professional Writing 1
95. WR 240 – Creative Writing - Nonfiction
96. WR 241 – Creative Writing - Fiction
97. WR 242 – Creative Writing - Poetry
98. WR 243 – Creative Writing - Script Writing
99. WR 244 – Advanced Creative Writing - Fiction
100. WR 245 – Advanced Creative Writing - Poetry
101. WR 247 – Advanced Creative Writing - Scriptwriting
102. WR 248 – Advanced Creative Writing - Nonfiction

#### **Recommended**

The SAC arguments reflect both research and discussion into the question of including the MTH 20 prerequisite. Rationale for opt-out focused on the lack of need for the skills and content of MTH 20 in WR courses. It is also argued that prior success in reading and writing, prerequisite for these courses, accurately predicts success in college-level writing courses and further, that students who have difficulty with the symbolic logic of math may nevertheless demonstrate and develop this ability in the context of developing their writing skills.

Including the MTH prerequisite on the Advanced Creative Writing courses did not seem appropriate since the courses have the first level Creative Writing courses as prerequisites.