Members Present: Susan Wiediger (chair), Zenia Agustin, Scott Belobrajdic, Denise Cobb, Riza Demirer, Mary Ettling, Eva Ferguson, Anne Flaherty, Ryan Fries, Bryan Jack, Greg Littmann, Yvonne Mitkos, Laura Strom, Melissa Thomeczek, Cheryle Tucker-Loewe and E. Duff Wrobbel

Excused: Lenora Anop, Kay Gaehle, Stacie Kirk, Stephanie Sandifer

1. Announcements: From agenda, no discussion.

2. Minutes Approved: Minutes from October 18, 2012 meeting were approved with no changes.

3. Reports
   a. Standing Committees
      i. Undergraduate Programs Committee – Eva Ferguson recommended approval for CAS 10-142, and CAS 12-111; see attached report.

         The committee discussed short-term options to create a sustainable workload for the UPC. Options include: (1) revert to the previous process, (2) add more members to the committee and divide the workload, (3) add an ex-officio member from each academic department, (4) provide a memo to all deans, (5) create a checklist to be included with proposals, or (6) designate one person from each academic department willing to mediate the process (preferably an associate dean).

      ii. Undergraduate Courses Committee – See attached report. Report was accepted by the committee.

      iii. General Education Committee – Anne Flaherty was approved as the Chair of GEC and provided the attached report which was accepted by the committee. The group hopes to create a workflow process with a 2-week review time.

      iv. Academic Standards and Policies Committee – Working on 120 credit hour minimum; will take up standards for syllabi after that.

      v. Assessment Committee – membership must be approved by the Senate in consultation with the Provost and proposed faculty names will for forwarded for approval.

         The committee provided feedback for three programs’ assessment plans. As a reminder, COA and GCOA help program faculty understand what’s expected and what constitutes a useful and effective assessment
process to support student learning. COA and GCOA are developing a common rubric to help support faculty as they create and revise their assessment plans. The undergraduate COA also provides feedback on the interim program review reports to help departments self-assess their progress on the previous program review recommendations.

Director of Assessment update: the goal is to have the director in place by Spring Break. The committee is working on a job description and timeline for hiring process.

vi. Graduation Appeals Committee - No report

b. Additional Reports
   i. Enrollment Management – Students may now use university level scholarships for study abroad
   ii. Registrar – Realigning commencement to phase out summer ceremony beginning in 2014
   iii. Educational Outreach – No report
   iv. Academic Advising – Continuing registration for Spring 2013
   v. Instructional Services - See attached report

4. Business
   a. Timeline clarification for new courses and programs - tabled

   b. Policy 1F1 revision: adjusting to permit 120 hours for undergraduate completion and discussion regarding the rationale and scope of proposal. Could these changes impact 2+2 programs? Community college transfer hours would likely change from 64 to 60. Review is assigned to ASP.

   c. Policy 1E1e revision: Proposal includes the creation of an International Admissions Committee to review applicants who do not meet minimum admission standards beginning in fall 2014. Further discussion tabled until January meeting.

   d. Recommendations for Course Placement in Basic Skills Courses review and recommendations: See attached report. Zenia will follow up to ensure that the original course approval allows for prerequisite changes. Contingent upon the wording of the course approval form, Zenia Agustin makes a motion that the report and changes be accepted; Bryan Jack seconds; motion passes.

5. Adjourn
Meeting adjourned at 4:35 pm from a motion by Zenia Agustin and a second by Ryan Fries.
Memo To: CC for November meeting 11-15-12
Date: 11-15-12
From: UPC, Chair, E. D. Ferguson
Re: Recommendations for Approval

1. We had two proposals from Department of Mathematics and Statistics, CAS 10-142 and 10-143. It turned out that there was considerable confusion about 10-143, and that after UPC contacted the Department, the Chairperson (Adam Weyhaupt) checked into the problems and found that 10-143 should not have been submitted. He thus removed it from consideration and sent an email to Zenia Agustin (General Education Director) to confirm this removal.

Regarding CAS 10-142, Secondary Teacher Certification in Mathematics, several typographical kinds of errors were found and it was agreed (between the UPC Chair and the department Chair) that these would be corrected in the Spring 2013 catalog.

Initiating the Form 91A changes were requested for Spring 2011, and now would be made in Spring 2013.

The change is in requirements, which is that Statistics 486a is taken, not 486 that is stated in the catalog (there is no Stat 486, only 486a).

Ideally, CAS 10-142 should not have come to UPC, since typographical errors should be considered only at the School/College level. UPC recommends that a staff person reviews all Form 91As to assure that these kinds of proposals are screened out and do not get sent to UPC. However, as long as UPC processed this, we approve adoption of CAS 10-142.

2. We reviewed CAS 12 – 111, Bachelor in Music, Specialization in Jazz for the major in Music. The request was for change in requirements. Form 91A state the reason for the request: Because there is a large amount of material covered in MUS 337 ‘Evolution of Jazz Styles,’ the department has been approved to change the “course from 2 credit hours to 3 credit hours. We now want that change to be reflected in the degree program.” The catalog change was made to show that MUS 337 is now a 3 hours credit course.

The request is for starting the change ‘as soon as possible’ and I take that to mean Spring 2013.

UPC approves CAS 12- 111.

Although UPS members approved CAS 12-111, a legitimate question arose. UPC considers that the Curriculum Council should address this. The issue came up because the Music program requirement for graduation has increased. One member wrote: “I believe their proposed change increases the total number of hours required to graduate to 125.” The UPC member asks if this is an issue for CC in the context of discussion that undergraduate requirements for graduation be limited to 120 hours. I am raising this question for discussion by CC.

My own view is that until SIUE has definitely set 120 hours as graduation requirement, UPC does not take a view on hours required for graduation and approves Form 91As on the basis of internal merit and not the question of a 120 graduation requirement.
3. We reviewed SOE 12-817, BA/Bas in Speech-Language Pathology and Audiology, change in requirements. The department seeks 1st to remove CMIS 108 as an option for meeting program requirements for a statistics course, and 2nd the department seeks to add an internship non-credit option. The department as a 3rd point seeks to move the admission deadline to February 20, and as a 4th point to have the GPA a 3.0 in the major for retention. The department attached a letter from CMIS and provided the appropriate catalog changes.

The start date for the changes is requested for Fall 2013.

UPC approves SOE -12-187.

4. We reviewed SOE 12-787, Form 92B, concerning a B.S. in Kinesiology, Specialization in Physical Education Certification. The request was to delete the B.S. in Physical Education Teacher Education, because “a significant number of candidate are not passing the standardized exam resulting in a serious drop in enrollment” for this certification program. Whereas the usual enrollments in Fall are 30 students, the Fall 2011 enrollment was 15 students and with the Illinois Bais Skills Test being more difficult to pass now, the enrollments in this program “are not sustainable.” The requested effective date is Fall 2013.

UPC approves SOE 12-787 - but it is my understanding this item is on “hold” until we have an ‘Open Hearing’ on the matter of dropping this program.

5. We reviewed CAS 12-80, BSW in Social Work. The request was to have a more formal pre-professional admissions procedure. “A formal admissions procedure will not only increase enrollment efficiency within the program, but is much fairer for students than our current ‘first-come, first-served’ approach.”

There were problems with the paper work of this Form 91A. After considerable delay for finding the appropriate person to handle UPC members’ concerns, the person responsible for the work involved in this Form 91A (Gerald O'Brien, BSW Program Director) made several enquiries and changes. In October (10-7-12) the UPC Chair had sent to the department several concerns of UPC members, including that the new requirements were not in the catalog description and the demonstration of proficiency in English in the new requirements for admission were not clear. By November (11-5-12) the BSW Program Director sent new catalog descriptions and clarified a number of points that UPC members had questioned. The UPC Chair sent the changes to Vicki Kruse so that the Senate office has all the Form 91A changes that were modified to address UPC concerns.

Following the changes made by the Social Work department, UPC approves CAS 12-80.

Addendum to UPC document of 11-13-12 (submitted 11-15-12)

6. We reviewed CAS 10-28, Art and Design, concentration in Art History, for a change in requirements. Different courses than in the past were to be required for the major and different exit procedures were to be required. A Senior Capstone was to be required and additional courses were to be taken.

UPC received additional information and approves CAS 10-28.
### November 2012, Undergraduate Course Committee Report

<table>
<thead>
<tr>
<th>Routing #</th>
<th>Form</th>
<th>Class Designation</th>
<th>Course Title</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 12-103</td>
<td>90B</td>
<td>WMST 473a</td>
<td>Women in Art (Held from last month)</td>
<td>11/1/12</td>
</tr>
<tr>
<td>CAS-12-104</td>
<td>90B</td>
<td>WMST 473b</td>
<td>Women in Art (Held from last month)</td>
<td>11/1/12</td>
</tr>
<tr>
<td>ENR-12-05</td>
<td>90A</td>
<td>IME 445</td>
<td>Financial Engineering (Added prereq Grades)</td>
<td>11/14/12</td>
</tr>
<tr>
<td>CAS-10-139</td>
<td>90C</td>
<td>Math 120</td>
<td>College Algebra</td>
<td>11/10/12</td>
</tr>
<tr>
<td>CAS-10-140</td>
<td>90C</td>
<td>Math 300</td>
<td>History of Mathematics from Antiquity to Descartes</td>
<td>11/10/12</td>
</tr>
<tr>
<td>CAS-10-141</td>
<td>90C</td>
<td>Math 315</td>
<td>Number Theory (Added clarification on prereq)</td>
<td>11/14/12</td>
</tr>
<tr>
<td>CAS-12-113</td>
<td>90C</td>
<td>HIST 455</td>
<td>Women and Gender in Islamic Studies (Sue has email about this)</td>
<td>11/14/12</td>
</tr>
<tr>
<td>CAS-10-114</td>
<td>90A</td>
<td>WMST 455</td>
<td>Woman and Gender in Islamic Studies</td>
<td>11/14/12</td>
</tr>
<tr>
<td>SOE-12-815</td>
<td>90 A</td>
<td>PSYC 422</td>
<td>Data Analysis with SPSS (Added delivery: Traditional and example of graduate student project compared to undergrad student taking course)</td>
<td>11/14/12</td>
</tr>
<tr>
<td>SOE-12-858</td>
<td>90A</td>
<td>CI 388</td>
<td>Curriculum and Instruction Co-op</td>
<td>Hold</td>
</tr>
<tr>
<td>SOE-12-859</td>
<td>90A</td>
<td>CI 398</td>
<td>Curriculum and Instruction Internship</td>
<td>Hold</td>
</tr>
<tr>
<td>SOE-12-889</td>
<td>90A</td>
<td>SPPA 401</td>
<td>Speech-Language Pathology and Audiology Co-op</td>
<td>Hold</td>
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<tr>
<td>SOE-12-890</td>
<td>90A</td>
<td>SPPA 402</td>
<td>Speech-Language Pathology and Audiology Internship</td>
<td>Hold</td>
</tr>
</tbody>
</table>
Memo

To: Curriculum Council

From: Anne Flaherty, Acting Chair- General Education Committee

Date: November 15, 2012

Re: Form 90s approved

The following are the Form 90s approved by the General Education Committee.

November 7, 2012

- CAS 11-53, QR 101
- CAS 12-126, RA 101
- CAS 12-102, WMST 473
- CAS 12-113, HIS 455
- CAS 10-114, WMST 455
- CAS 12-03, IS 301
- CAS 11-104, SPC 312
- CAS 11-95, SPC 200
- CAS 11-96, SPC 261
- CAS 12-66, SPC 103 [EGC not approved]
- CAS 12-68, SPC 203

November 14, 2012

- SOE 12-822, HED 220
- SOE 12-823, HED 230
- SOE 12-824, HED 240
- CAS 11-104, SPC 312
- CAS 11-105, SPC 313
- CAS 12-67, SPC 11
- CAS 12-69, SPC 210
- CAS 12-70, SPC 311
- CAS 12-71, SPC 323
- CAS 12-72, SPC 331
- CAS 12-73, SPC 370 [EH, EGC not approved]
- CAS 12-74, SPC 413 [EGC and EUSC not approved]
- CAS 12-76 SPC 423
- CAS 12-79 SPC 464/422
From: Ryan Fries, Academic Standards and Policies  
Regarding: Policy Changes to Credit Hours, etc.  
Date: November 15th, 2012

The committee is working on several tasks. First, we have been evaluating the impacts of changing the minimum credit hours at SIUE from 124 to 120. Although we are not finished with our review, we are currently considering the following changes and would like your feedback.

Each bachelor's degree candidate must complete a minimum of 124 credit hours, of which at least 30 must be earned at SIUE. Of the remaining 94 hours, (1) at least 30 must be earned at SIUE or a four-year institution approved by SIUE, and (2) the remaining 64 hours may be earned at an accredited two-year institution. No more than 64 hours may be earned at an accredited two-year institution. (3) The remaining 30 hours must be earned at SIUE or at a four-year institution approved by SIUE.

Next, we are compiling policies and recommendations for a "minimum expectations of syllabi" document. If you have information that we should consider, please let me know.
BACKGROUND

In mid-November 2009, Dr. Susan Thomas, Associate Provost for Academic Planning and Program Development, presented a charge to fourteen University members to develop a viable implementation strategy for employing COMPASS as SIUE's computer adaptive placement testing program. This diversely constituted Task Force and its committees met regularly from December 2009 to April 2010 to complete the charge.

2010 RECOMMENDATIONS

Students who have ACT scores below:

**English** – 21 – COMPASS test to determine placement *

**Reading** – 21 – COMPASS test to determine placement *

**Math** – placement based on ACT math sub-score

Professor Zenia Agustin led the subcommittee examining the question, “What scores will be employed for placement into particular classes?” The response follows.

SIUE should use the ACT Benchmarks as a foundation for determining math course placement. Students will have the right to appeal their math placement using the COMPASS test, rather than having the math department determine exceptions. If the ACT cutoff provides a higher placement than COMPASS, students can use the higher score. COMPASS math placement results are good for 1 year from the date of the test.

The Task Force empowered the Reading and Writing Area Heads from Instructional Services to establish “Stage 1” cut scores. The caveat to this decision is Stage 1 scores should be reviewed, analyzed, and modified/refined based on the subsequent results of the relationship between COMPASS scores, course placement, and student grades in courses as data become available.

* “Students who do not take the required placement tests are placed in the lowest level academic development courses in this area. Since academic development courses do not count as credit toward graduation, this can hinder a student’s progress toward graduation” (Retrieved October 19, 2012 from [http://www.siue.edu/admissions/admitted/placement-testing.shtml](http://www.siue.edu/admissions/admitted/placement-testing.shtml)).
Reading recommendations

<table>
<thead>
<tr>
<th>ACT Reading Sub-score</th>
<th>COMPASS Reading Scores</th>
<th>Reading Course Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21</td>
<td>0 – 60</td>
<td>AD 080 A/B – College Reading I</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>61 – 80</td>
<td>AD 082 – College Reading II</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>81 – 87</td>
<td>AD 116 – Speed Reading</td>
</tr>
<tr>
<td>≥ 21</td>
<td>88 - 100</td>
<td>No Reading Required</td>
</tr>
</tbody>
</table>

Writing recommendations

<table>
<thead>
<tr>
<th>ACT English Sub-score</th>
<th>COMPASS E-Write Score</th>
<th>COMPASS Writing Skills</th>
<th>Writing Course Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21</td>
<td>0 – 5</td>
<td>&lt; 86</td>
<td>AD 090 A/B – Basic Writing I</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>6 – 7</td>
<td>≥ 86</td>
<td>AD 092 – Basic Writing II</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>8 – 12</td>
<td>≥ 90</td>
<td>English 101</td>
</tr>
</tbody>
</table>

Students with less than a sub-score of 21 on the ACT English exam will be required to take both the COMPASS E-Write and the COMPASS Writing Skills. Placement will be determined by the lower of the two scores. For example, if a student has a score of nine on the E-Write and a Writing Skills score of 86, he or she will be required to enroll in AD 092.

Math recommendations based on ACT Math Sub-score or COMPASS Math Scores

<table>
<thead>
<tr>
<th>ACT Math Sub-score</th>
<th>COMPASS Math Scores</th>
<th>Math Course Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Algebra Test</td>
<td></td>
</tr>
<tr>
<td>0 – 20</td>
<td>0 – 45</td>
<td>AD 070 – Beginning Algebra</td>
</tr>
<tr>
<td>21 – 22</td>
<td>46 – 65</td>
<td>AD 095 – Intermediate Algebra</td>
</tr>
<tr>
<td>23 – 25</td>
<td>66 – 100</td>
<td>Math 120 – College Algebra</td>
</tr>
<tr>
<td></td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>23 – 25</td>
<td>0 – 45</td>
<td>Math 120 – College Algebra</td>
</tr>
<tr>
<td>26 – 27</td>
<td>46 – 100</td>
<td>Math 125 – Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>Trigonometry</td>
<td></td>
</tr>
<tr>
<td>26 – 27</td>
<td>0 – 45</td>
<td>Math 125 – Pre-Calculus</td>
</tr>
<tr>
<td>28 – 36</td>
<td>46 – 100</td>
<td>Math 150 – Calculus I</td>
</tr>
</tbody>
</table>
UNIVERSITY PRACTICE

For many years the University has followed the practice that students who did not take the placement exams were required to enroll in the lowest developmental class offered. The idea was for all students to test and be placed according to their current skill level. With the implementation of the usage of COMPASS as the placement instrument and the policy to place students in mathematics based on an ACT sub-score, fewer and fewer incoming students were placement testing and consequently, scheduling coursework in the lowest levels of reading and writing (AD 090 and AD 080).

This has proven to be detrimental to student success and retention in several ways. First, if a student could be eligible for a more advanced course, scheduling anything less costs the student both time and money. In some cases it could cost a student over $2000 and require two additional semesters to complete a sequence of study before he or she could progress to general education courses. For instance, unnecessary placement in Basic Reading I, followed by Basic Reading II, could require an additional year of enrollment before a student could enroll in ENG 101.

In addition to the financial costs related to credits hours and the time needed to complete the courses, instructional experiences are often diminished for students who have very different skill sets.

2013 RECOMMENDATIONS

It is based on the caveat to the Stage 1 scores that this review was done. The following placement recommendations are brought to the Curriculum Council. The Math recommendations would remain the same. The 2013 Writing and Reading recommendations would be patterned after those for Math.

SIUe Placement Information
Based on ACT Sub-score or COMPASS Score

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SIUe Course Eligibility</th>
<th>COMPASS</th>
<th>ACT Sub-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>AD 090 – Basic Writing I</td>
<td>≤ 80</td>
<td>≤ 18</td>
</tr>
<tr>
<td></td>
<td>AD092 – Basic Writing II</td>
<td>≥ 81 - 90</td>
<td>19 - 20</td>
</tr>
<tr>
<td></td>
<td>ENG 101</td>
<td>≥ 91</td>
<td>≥ 21</td>
</tr>
<tr>
<td>Reading</td>
<td>AD 080</td>
<td>0 - 60</td>
<td>0 – 13</td>
</tr>
<tr>
<td></td>
<td>AD 082</td>
<td>61 - 80</td>
<td>14 – 17</td>
</tr>
<tr>
<td></td>
<td>AD 116</td>
<td>81 - 87</td>
<td>18 – 20</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>≥ 88</td>
<td>≥ 21</td>
</tr>
</tbody>
</table>
Students who do not take the placement tests are placed in the course for which they qualify based on ACT sub-scores. Please refer to the chart to determine the course into which a student will be placed. If a student feels the ACT score does not accurately reflect his or her skills, he or she may make arrangements to take the SIUe placement exams for each subject area challenged. The higher score will be used to determine final placement.

These recommendations are based on the data collected documenting erroneous placements based on the lack of test scores. In August 2012, over 138 students were enrolled in College Reading I. When ACT reading sub-scores were reviewed, it was found that only three of the 138 needed AD 080. Some were moved out of reading classes entirely; some were moved into credit-bearing speed reading, and others were moved up one level to College Reading II. Similar findings were found in the writing sequence as well.

- SUBMITTED BY: Dr. Yvonne Mitkos, Director Instructional Services