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ACADEMIC SENATE MINUTES

February 6, 2008

**Note: The next meeting of the Academic Senate is scheduled for March 5, 2008, at 4:00 p.m. Please submit agenda items and cover sheets for the December Senate meeting to [Bob Hogue](#) by noon on February 27 at the latest. Provide both a hard copy and a disk or electronic copy of your report and cover sheet in *Word* or rich text format. A downloadable cover sheet is available at the Academic Senate web site [hit "cancel" if asked for a password]:**

<http://www.ysu.edu/acad-senate>

Click on the links in the table to go directly to a specific section of the minutes.

<a href="#">Report from President Sweet</a>	<a href="#">Report from Interim Provost Khawaja</a>	<a href="#">Senate Executive Committee</a>	<a href="#">Elections &amp; Balloting Committee</a>	<a href="#">General Education Committee</a>	<a href="#">Unfinished Business</a>	<a href="#">New Business</a>
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[Sign-in Sheet](#)

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**Call to Order:** Senate Chairperson Sunil Ahuja called the meeting to order at 4:08 p.m.

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**Minutes of the Previous Meeting:**

Minutes of the December 5, 2007, meeting were approved as posted. To view the minutes, go to <http://www.ysu.edu/acad-senate/mindec07.pdf>.

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**Report from President Sweet:**

First, my thanks to the Senate Executive Committee and the Labor-Management Council for their expression

of support after the incident at our home over the semester break. Our Spring enrollment is up 2%. The Northeast Ohio Universities Collaboration and Innovation Study Commission has completed its report, and it is available online. In their report, YSU was proposed as the lead institution for forming a Community College in the Mahoning Valley. The Board of Regents has been given a \$100,000 grant from the Wean Foundation to put together a team to assist in this effort. The state budget situation may have an effect on moving forward right away, but it is not the intent just to study this but rather to take action. Another recommendation involved the North Shore Graduate Alliance. YSU is taking the lead on that one also, as well as investigation on single health care provider for universities in Northeast Ohio. Governor Strickland gave his State of the State address today, including the goal to have Bachelor's and Associate Degree programs available on a campus within 30 miles of every Ohioan. He also proposed a Seniors-to-Sophomore program to allow some high school students to finish their senior year as a college student. The Health Care Advisory Task Force proposal discussions are now underway, and all employees are urged to attend one of the briefings. The highlight of the month will be the Higher Learning Commission visit on February 18-20. A schedule of their meetings is being put together.

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#### Report from Interim Provost Khawaja:

Welcome back for Spring Semester. The enrollment news is good news, because more so than any time in the past, it is a source of fiscal and financial comfort. The Chancellor's Strategic Plan is still due in late March. The emphasis will be not only to build a community college system but also provide an opportunity for institutions like us to look into the next level of achievement. We are looking forward to the Higher Learning Commission visit. Please help out in any way that you can if asked. The Provost search is on target. I will now ask Joe Edwards to provide a report and that, and Bill Jenkins also has a report on the transferability of lab science courses.

**Joe Edwards:** Applications have been received by Greenwood & Associates. The next meeting is February 22. We hope to narrow the pool to about 10 for an offsite interview in mid-March. We then hope to have on-campus visits from in early April.

**Bill Jenkins:** I am reporting as the the campus representative for the committee on the Ohio Transfer Module. There is a proposed policy change relating to science laboratory courses. The question is, do such courses taught completely online count as transferable? (Refer to underlined part of Attachment 1.) **Daryl Mincey** moved to support the proposal as contained in the attachment. Motion was seconded. **Approved unanimously.**

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#### Senate Executive Committee (SEC) / Report from the Chair: Sunil Ahuja, Chair of the Senate, reported:

There are two parts to my report: (1) a report from the Senate Executive Committee and (2) a report from the Ohio Faculty Council.

1. In response to the Senate resolution at our last meeting regarding the use and protection of electronic classrooms, I have appointed an ad hoc committee which consists of the following individuals: Jane Kestner from CLASS, Nate Ritchey from Mathematics and Statistics, Stephanie Smith from Art, Kenneth Learman from Physical Therapy, and Mark Vopat from Philosophy & Religious Studies. The committee has met once already and we hope to have their report later this semester.

2. I received a request from the Office of Student Life regarding more faculty participation on the Student Conduct Board. In response to that request, I have asked several faculty members who have gladly agreed to serve. If you are interested in serving on the Student Conduct Board—and they need more members so I would strongly encourage you to participate—please let me know after this meeting.
3. A reminder for members of the Senate Executive Committee: our meeting with the site visit team is scheduled for Monday, February 18, from 4:00-5:00 p.m. in the Coffelt Room (part of the Presidential Suite) in Kilcawley. This is an important meeting, so please attend. If you have not already done so, please review the report, or at least the Executive Summary and the Strengths and Challenges section. The report is available online.
4. Report from the Ohio Faculty Council: The Chancellor continues to share the outlines of his 10-year Master Plan with the OFC. The plan focuses on access, quality, affordability and efficiency, and economic leadership. The details of measurements of success for these goals continue to change but should be finalized soon. The OFC is scheduled to meet again this Friday, and we might know more then.

That concludes my report.

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Elections & Balloting Committee: **Annette Burden** reported. The committee will soon be seeking nominations for departmental and at-large senators and for Charter & Bylaws and Elections & Balloting committee.

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General Education Committee: An informational report of approved courses is contained in Attachment 2.

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Unfinished Business: Bege Bowers reported on the Higher Learning Commission visit. A handout was distributed to you today on the Summary and Conclusions (strengths and challenges) from January. The conclusions and other accreditation materials can be found online at <http://www.ysu.edu/accreditation>. We will send out a list of open forum dates & times. My sincere thanks to Janice Elias, Sharon Stringer, committee members, and all of you who have helped out.

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New business:

1. **Gary Salvner** reported on the Statewide Placement Policy Recommendations from OBOR from December 2007 (See Attachment 3).

**Nate Ritchey** then discussed a proposed set of COMPASS cutoff scores for Mathematics to be used at YSU (see Attachment 4). It is proposed that these be used for the upcoming academic year, and then we will examine raising the levels again the following year. **Dr. Ahuja entertained a motion to support. Daryl Mincey so moved. Motion was seconded. Motion passed.**

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2. **Chet Cooper** introduced the following resolution and moved approval:

**RESOLUTION OF APPRECIATION  
FOR THE LEADERS OF THE  
HIGHER LEARNING COMMISSION ACCREDITATION TEAM**

**FEBRUARY 6, 2008**

**WHEREAS, the accreditation of an institution of higher education is an essential ingredient for the academic health and reputation of the institution; and**

**WHEREAS, Dr. Bege Bowers, Dr. Janice Elias, and Dr. Sharon Stringer have provided strong, focused, collegial, and professional leadership in the efforts to prepare Youngstown State University for the re-accreditation process required by the Higher Learning Commission, culminating with a site visit later this month by the Higher Learning Commission; and**

**WHEREAS, their selfless, dedicated efforts have resulted in a set of resources that provides accurate and comprehensive documentation to support the University's candidacy for re-accreditation;**

**NOW, THEREFORE, BE IT RESOLVED, that the Academic Senate of Youngstown State University expresses its sincere appreciation to Dr. Bowers, Dr. Elias, and Dr. Stringer for their superb leadership of this complex and vital project; and**

**BE IT FURTHER RESOLVED, that a copy of this resolution shall be provided to them, along with the thanks and best wishes of the Academic Senate.**

**The resolution was approved unanimously.**

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**Adjournment: The Academic Senate adjourned at 4:58 p.m.**

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**Sign-in Sheet**

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**[Return to Top of Page](#)**

**[Return to Senate Homepage](#)**

**For further information, e-mail [Bob Hogue](#).**

YSU ACADEMIC SENATE ATTENDANCE ROSTER – February 6, 2008

*[Handwritten initials]*

At Large

\_\_\_\_ Birsan Karpak, Management  
 \_\_\_\_ Jane Reid, Marketing  
 \_\_\_\_ Ram Kasuganti, Management

**Business Administration**

At Large, continued

\_\_\_\_ Gang Peng, Management  
 \_\_\_\_ Ray Shaffer, Acctg. & Fin.

Departmental

*[Handwritten initials]* Tom Rakestraw, Mgt. (06-08)  
*[Handwritten initials]* Kathy Mumaw, Acctg & Fin. (06-08)  
*[Handwritten initials]* Peter Reday, Marketing (07-09)

At Large

\_\_\_\_ Lauren Cummins, Teacher Ed.  
 \_\_\_\_ Susan DeBlois, EFRTL  
 \_\_\_\_ Benjamin McGee, Couns/Sp.Ed.

**Education**

At Large, continued

\_\_\_\_ Jake Protivnak, Couns/Sp.Ed.  
 \_\_\_\_ Vickie Kress, Couns/Sp.Ed.

Departmental

\_\_\_\_ Jennifer Jordan, Couns/SpEd (06-08)  
 \_\_\_\_ Paul Carr, EARF (06-08)  
*[Handwritten initials]* Regina Rees, Teacher Ed. (06-08)

**Fine and Performing Arts**

At Large, continued

*[Handwritten initials]* Brian Kiser, Music  
 \_\_\_\_ Chris McCullough, Art  
*[Handwritten initials]* Allan Mosher, Music

Departmental

\_\_\_\_ Stephanie Smith, Art (06-08)  
*[Handwritten initials]* Amy Crawford, Commun. (06-08)  
 \_\_\_\_ Silvio dos Santos, Music (06-08)  
*[Handwritten initials]* Dennis Henneman, Thtr/Dnce(07-09)

At Large

\_\_\_\_ Darla Funk, Music  
*[Handwritten initials]* Frank Castronovo, Theater & Dance  
 \_\_\_\_ Cary Horvath, Commun.

**Health and Human Services**

Departmental (06-08)

*[Handwritten initials]* Diane Kandray, Hlth Prof.  
 \_\_\_\_ Jennifer Pintar, HPES,  
*[Handwritten initials]* Zara Rowlands, Human Ecol.

Departmental (07-09)

\_\_\_\_ Renee McManus, Nursing  
 \_\_\_\_ Gordon Frissora, Crim. Just.  
*[Handwritten initials]* Thelma Silver, Social Work  
*[Handwritten initials]* Ken Learman, Phys. Therapy

At Large

*[Handwritten initials]* Kathylynn Feld, Hlth. Prof.  
 \_\_\_\_ Suzanne Leson, Human Ecology  
*[Handwritten initials]* Nancy Wagner, Nursing  
*[Handwritten initials]* Suzanne Giuffre, Phys. Therapy  
*[Handwritten initials]* Susan Lisko, Nursing  
*[Handwritten initials]* Jozef Spiegel, Social Work

**Liberal Arts & Social Sciences**

Departmental (06-08)

\_\_\_\_ Ou Hu, Economics  
*[Handwritten initials]* Hervé Corbé, Foreign Lang.  
*[Handwritten initials]* Dawna Cerney, Geography  
 \_\_\_\_ David Simonelli, History  
*[Handwritten initials]* Nancy White, Psychology

Departmental (07-09)

*[Handwritten initials]* Tim Francisco, English  
 \_\_\_\_ Mark Vopat, Phil. & Rel. Studies  
*[Handwritten initials]* Sunil Ahuja, Political Science  
*[Handwritten initials]* Loren Lease, Sociology & Anthr.

At Large

*[Handwritten initials]* Brian Bonhomme, History  
 \_\_\_\_ David Porter, Political Science  
 \_\_\_\_ Vern Haynes, Psychology  
*[Handwritten initials]* Rick Shale, English  
 \_\_\_\_ Brendan Minogue, Phil/Rel.  
*[Handwritten initials]* L.T. (Tess) Tessier, Phil/Rel.

**Science, Technology, Engineering, & Mathematics**

Departmental (06-08)

*[Handwritten initials]* Carol Lamb, School of Techn.  
*[Handwritten initials]* John Feldmeier, Physics & Astron.  
 \_\_\_\_ Faramarz Mossayebi, ECE  
*[Handwritten initials]* Anwarul Islam, CEEGR  
 \_\_\_\_ Elvin Shields, Mech/Indust.

Departmental (07-09)

*[Handwritten initials]* Annette Burden, Math & Stat.  
*[Handwritten initials]* Jeff Dick, Geol. & Env. Sci.  
 \_\_\_\_ Kriss Schueller, CSIS  
*[Handwritten initials]* Brian Leskiw, Chemistry  
*[Handwritten initials]* Bill Tall, Biology

At Large

*[Handwritten initials]* Chet Cooper, Biology  
*[Handwritten initials]* Bob Hogue, CSIS  
*[Handwritten initials]* Daryl Mincey, Chemistry  
*[Handwritten initials]* Phil Munro, ECE  
*[Handwritten initials]* Doug Price, CEEGR  
*[Handwritten initials]* Jamal Tartir, Math & Stat.

**Administration (15)**

*[Handwritten initials]* Ikram Khawaja  
*[Handwritten initials]* Betty Jo Licata  
 \_\_\_\_ John Yemma  
*[Handwritten initials]* Cyndy Anderson  
*[Handwritten initials]* Jonelle Beatrice  
*[Handwritten initials]* Bege Bowers  
*[Handwritten initials]* Jef Davis  
 \_\_\_\_ Michael Crist

Departmental (07-09)

*[Handwritten initials]* Peter Kasvinsky  
 \_\_\_\_ Paul Kobulnicky  
*[Handwritten initials]* Thomas Maraffa

At Large (5)

*[Handwritten initials]* Joni Koneval  
 \_\_\_\_ Jeremy Adkins-Hill  
*[Handwritten initials]* Jennifer Backo  
*[Handwritten initials]* Lindsay M. Miller  
 \_\_\_\_ Jason Heyman

**Students**

School / College

*[Handwritten initials]* Ryan Hart, Education  
*[Handwritten initials]* Matthew Cyrus, F&PA  
 \_\_\_\_ Juli Merhaut, HHS  
 \_\_\_\_ Benjamin Kalamann, LASS  
 \_\_\_\_ David Garthwaite, STEM  
 \_\_\_\_ Kyle Conway, WCBA  
 \_\_\_\_ Cristina Oslin, Graduate Studies

Student Government

\_\_\_\_ David Spatholt, President  
*[Handwritten initials]* Erica Cross, 1<sup>st</sup> VP  
*[Handwritten initials]* Ramon Ramos, 2<sup>nd</sup> VP

The Ohio Transfer Module (OTM) Natural Sciences Faculty Subcommittee proposes the change to the policy statement below. The added wording is intended to clarify the lab requirement, not to change the original intent of the policy. The change is an added sentence (underlined).

Experimentation, including the manipulation, observation, and measurement of physical objects and phenomena is central to understanding and practicing science. A scientific theory stands or falls based on its agreement with objective verifiable experiments. Therefore we feel that it is essential for students who may get their only college-level instruction in science through OTM to have a first-hand experience with scientific experimentation.

The subcommittee recognizes that in this changing world there are new and improving pedagogical delivery methods that are likely to transform traditional education as well as augment learning. Thus there may be circumstances in which new technologies such as distance learning courses can at least partially fulfill what University science faculty would reasonably accept as meeting the purpose of a natural science lab requirement. In fact, there are already some currently existing examples that use prepared packets of experimental materials, remote meeting sites, inexpensive webcams and video "chat" software.

However, in consultation with many colleagues, the subcommittee feels that a bona fide laboratory requirement is critical to the common University-level science requirement, and it would be more acceptable to remove the lab component from the OTM altogether rather than to initiate a process of accepting lab courses that seriously compromise the purpose of the natural science lab requirement.

Therefore, including the changes below, any OTM course proposal will be decided on a case-by-case basis, as with any course. There is no requirement stating that any particular delivery method, such as distance learning via computers, is not permitted. Rather, each proposal will be evaluated on its own merits regarding the extent to which it meets the requirements described in the policy statement.

**Proposed Policy Statement (Changes from the current Policy Statement as approved December 8, 2005 are underlined.)**

*A. Natural Sciences*

*In addition to the Common Guidelines described above, the courses in the Natural Sciences category are subject to the following guidelines and restrictions.*

*Courses of an introductory nature must make clear the importance of experimental inquiry in the sciences and the way in which such inquiry into the natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena. These courses should have as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses maybe selected from natural science disciplines such as astronomy, biology, chemistry, environmental science, geology, physical geography, and physics. At least one of the courses must have a laboratory component as follows:*

*1. The laboratory component of courses must carry at least one credit hour and must meet an average of no less than two hours per week. The laboratory component must include, as relevant to the subject, manipulation, observation and/or measurement of actual physical materials and phenomena, data collection and analysis. The Lab course should provide for effective supervision and interactive feedback by the science instructor.*

*2. All course descriptions must include a breakdown of lecture and laboratory hours per course.*

*Excluded: Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that focus exclusively on content coverage, without addressing the learning outcomes for the Transfer Module.*

**COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE**

Date: **January 24, 2008** Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report: **General Education Committee**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)  
\_\_\_\_\_

Names of Committee Members (members as of 7/10/07) **Julia Gergits, Huaiyu (Peter) Chen, Michael Crist, Cary Horvath, FPA, Joni Koneval, Matt O'Mansky, Renee McManus, Mikaella Miller, Sue Miller, Nicole Mullins, Phil Munro, Tom Oder, Angela Spalsbury, Yaqin Wang**

Please write a brief summary of the report the Committee is submitting to the Senate:

**The General Education Committee is appending a list of certified courses that have cleared the circulation process without objection. See attachment.**

Do you anticipate making a formal motion relative to the report? Yes  No

If so, state the motion:

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?

Other relevant data: \_\_\_\_\_

Julia Gergits (x3419 or 2983)  
Coordinator and Chair, GenEd



# APPENDIX

## Certified General Education Courses

The following courses have been certified and circulated for ten days without objection. They are being appended to the Senate Agenda as an indication of their certification as general education courses.

### **Writing Intensive**

990385: TMEC 3702—Teaching and Learning in Middle Schools

### **Societies and Institutions**

990540: SOCIO 3703—Aging and Society

### **Capstone (formerly TMEC 3702: 990385)**

990545: GERO 4851—Capstone in Gerontology

**Statewide Placement Policy Recommendations  
Secondary to College Articulation Committee  
Ohio Board of Regents  
December 2007**

**Summary Background, Recommendations and Key Points**

**Background:** The Articulation and Transfer Advisory Council created the Secondary to College Articulation Committee in 2005, and charged it with developing strategies to improve the transition of students from high school to college, including:

- Developing a clear definition of “college level” work;
- Aligning college and university entrance expectations with P-12 Academic Content Standards and communicating these expectations to students, parents, teachers, and higher education staff;
- Ensuring that college placement instruments consistently reflect the necessary competencies and skills needed for a student to successfully transition to, and between, institutions of higher education in Ohio;
- Recommending a process for continual review and update of college placement policies to the 12<sup>th</sup> grade content standards in mathematics and English.

The Committee focused its work in two key areas: the development of expectations for college readiness in English and mathematics; and the development of a statewide policy for placement in the first non-remedial courses in English and mathematics (primarily English composition and college algebra).

Following a period of discussion and development, the Secondary to College Articulation Committee developed recommendations to the Articulation and Transfer Advisory Council that: 1) affirm the importance of clear expectations for college readiness to guide students in preparing for the transition into college; 2) recommend a minimum benchmark score for placement; 3) encourage campuses to strongly consider the use of writing assessments for the placement of students in courses; and 4) affirm the authority of institutions to establish admissions policies and practices.

**Rationale:** Statewide articulation and transfer policies provide students with the opportunity to complete a specified course for college credit anywhere within the public system of higher education and be guaranteed the credit will transfer and count toward degree requirements. **The guaranteed transfer of credits across the higher education system is a result of careful review and approval by faculty panels and other committees, and therefore, assumes that courses are comparable and that students entering the courses have achieved a specified minimum level of mastery of knowledge and skills to be successful in those courses.**

Far too many students, however, are not prepared for college and require remedial education in writing and mathematics according to annual studies of Ohio student remediation rates. Students need a clear and consistent understanding of both the

*knowledge and skills* required for these critical gateway courses, as well as the minimum *level of performance required for placement*. Currently, the minimum level of performance required for placement is established at the campus level. This practice does not provide a consistent benchmark for placement in college-level course. This inconsistency in the system is confusing for students and educators and makes the statewide transfer of courses somewhat suspect.

The specific policy recommendations from the Secondary to College Articulation Committee to the Articulation and Transfer Advisory Council are briefly outlined below.

**Recommendation 1:** The College Readiness Expectations in English and Mathematics should be communicated to students, parents and educators and serve as a standard for determining the placement of students in the first college-level course in these areas.

- The College Readiness Expectations, which reflect the knowledge and skills required for the first college-level course in English and mathematics, have been developed by high school and higher education faculty; and have been endorsed by the provosts and chief academic officers.
- The College Readiness Expectations can provide a powerful means of illustrating to students the knowledge and skills needed to be successful in college level mathematics, writing and reading courses while students still have time to address potential deficiencies while in high school. The College Readiness Expectations address what students should know. The statewide placement policy addresses the level of mastery at which a student demonstrates their knowledge and skills before entering their first college-level English and mathematics course. The College Readiness Expectations should be available to students, teachers and educators through a variety of formats, including the student portal and other means.

**Recommendation 2:** Ohio's statewide placement policy provides general advice for students, parents and teachers using readily-available and existing resources and 2) provide campuses with a benchmark for communicating overall readiness for the first non-remedial course in English and mathematics that is consistent with messages at campuses across the state. Ohio's placement policy builds from the College Readiness Expectations and provides benchmark scores on the ACT and/or COMPASS (or comparable score/alignment on other assessments, as demonstrated by institutions).

- ACT/SAT or COMPASS/Accuplacer may be considered as one indicator for college placement. These scores reflect a minimum benchmark of readiness for the first college-level course in English or mathematics. The ACT/COMPASS benchmarks are:
  - ACT of 18 or higher for English (or an equivalent SAT)
    - COMPASS of 69 or higher (or an equivalent assessment)
  - ACT of 22 or higher for Algebra (or an equivalent SAT)
    - COMPASS of 65 or higher (or an equivalent assessment) for placement in non-remedial algebra.

- Students interested in majors such as mathematics, physics and engineering will need to achieve a mathematics ACT score of 27 or higher for placement and success in college calculus (and equivalent COMPASS or other assessment score).

**A few important notes:**

- The statewide placement policy is not intended to replace individual campus admissions policies. Campuses will continue to determine their own recruitment and admissions practices including establishing enrollment targets, admissions criteria and class profiles. Ohio’s statewide policy is intended to provide a benchmark for campuses to review their placement policies for alignment with the statewide policy in the first college-level mathematics or English writing course at a public college and university.
- The policy recommendations are intended, however, to 1) provide general advice for students, parents and teachers based upon clear expectations and using readily-available and existing resources; and 2) provide campuses with a consistent benchmark for communicating overall readiness for the first non-remedial courses in English and mathematics (English Composition, College Algebra).
- Campus placement policies should be consistent with the minimum expectations outlined in the College Readiness Expectations in English and Mathematics. Campuses will continue to determine which assessment tools will be used to place students in specific courses (locally-developed assessment tools, commercially designed assessments, or a combination of both).
- The placement policy does not guarantee placement in a specific course. Individual campus policies and practices may reflect additional or higher expectations for placement. Campuses may have expectations that exceed the minimum benchmarks or employ strategies such as “decision zones” or “placement ranges” for advising students with special needs or under special circumstances. Students with scores close to the minimum standard should be advised that they will likely need assistance and might find the college-level content very challenging.
- An assessment of writing is strongly encouraged for placing students in courses in English composition.

**COMPASS Math Placements**

**February 1, 2008**

<b>Placement Level</b>	<b>Cat. # MATH</b>	<b>Course Title</b>	<b>COMPASS CUTOFFS</b>
Level 00	1500	Number Concepts and Beginning Alg.	PreAlgebra below 44
Level 10	1501	Elementary Algebraic Models	PreAlgebra 44 or higher
Level 20	1504 1548	Intermediate Algebra with Trigonometry College Business Mathematics I	Algebra 32-44
Level 30	2623 2625 2651 STAT 2601	Survey of Mathematics (GER course) Mathematics Literacy and Critical Reasoning Mathematics for Early Childhood Teachers I Introductory Statistics	Algebra 45 or ACT Math subscore 22 and above
Level 40	1513 1564	Algebraic and Transcendental Functions Foundations of Middle School Math. 1	Algebra 65 or higher or ACT Math subscore 22 and above
Level 50 subscore of 27 and above	1570	Applied Calculus	College Algebra 65 or higher and Trig 25 or higher or ACT math
Level 70 subscore of 27 and above	1571	Calculus 1	College Algebra 65 or higher and Trig 36 or higher or ACT math
Level 90 ****ACT math subscore of 27 and above	1585H	Calculus 1 Honors	College Algebra 65 or higher and Trigonometry 65 or higher