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Undergraduate Curriculum and Academic Policy Undergraduate Curriculum and Academic Policy  
Committee Minutes Committee

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### Undergraduate Curriculum and Academic Policy Committee Minutes, November 7, 2012

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**Undergraduate Curriculum and Academic Policy Committee**  
**Minutes of Meeting**  
**November 7, 2012**

**Present:**

Matt Rizki (CECS), Bev Schieltz (CoSM), Sherrill Smith (CoNH), Richard Mercer (CoSM), Sarah Twill (CoLA), Stephanie Davis (CEHS), Tom Sav (RSCOB), Joe Law (WAC/GE, Non-voting, Ex Officio), Jennifer Barbadora (Student Government, Non-voting), Matt Harman (Student Government, Non-voting), Dan Krane (Faculty President, Non-voting, Ex Officio)

**Guests:**

Marian Brainerd (Registrar), Mary Holland (Assoc. Registrar), Travis Doom (CECS), Kevin Duffy (RSCOB), Tamera Schneider (COSM)

- 1) Dr. Kevin Duffy, Chair of Senate Ad Hoc Committee on Service Learning and Undergraduate Research, discussed the progress of the committee toward developing a plan for increasing opportunities of service learning and undergraduate research. He stated that the committee intended to survey peer institutions to determine what other universities are doing in this area. A question was raised as to whether the committee planned to recommend a requirement for service learning. Dr. Duffy stated that he did not anticipate any recommendation for a university wide requirement. He said the committee's goal is to develop a plan to increase the opportunity for participation. Dr. Duffy indicated that he did not foresee any specific items coming from his committee to UCAPC during this academic year.
- 2) Dr. Tamera Schneider, Chair of the Senate Ad Hoc Undergraduate College Oversight Committee, discussed the progress of the committee. Specifically, Dr. Schneider noted the committee is focused on developing a plan to help students enter a college by the middle of their first year at Wright State. The committee is also exploring ideas to better coordinate the UVC 1010 course to improve to student success.
- 3) Dr. Dan Krane, Faculty President, provided an overview of the role of the other ad hoc committees and discussed their progress. He provided background information on the State of Ohio College Readiness Standards. He noted that the proposal was moving forward at the State level, and he anticipated that the specific levels of ACT performance in mathematics and English outlined in the report would be approved.
- 4) The committee began a discussion of the impact of the readiness standards ([summary](#), [OCRAC Report](#)) on the curriculum. Members of the committee asked if someone familiar with the ACT testing system could attend a UCAPC meeting to provide information about the interpretation of the various levels of ACT scores. The Chair agreed to arrange for someone knowledgeable about ACT scores to attend the next meeting.

The committee also began to discuss university admission standards ([Senate Student Success Report](#)). Dr. Bev Schieltz noted that she was serving on the Senate Ad Hoc Committee on Admission Requirements, and she believed the committee had completed their work and Dr. Rich Bullock was preparing a report for UCAPC. The Chair agreed to contact Dr. Bullock to check on the status of the report, and organize another meeting as soon as the report was available.

- 5) Adjourned

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The general principles to consider --

1. These standard are for placement and not admission
2. Being above the remediation free assessment standard means that a student will be eligible to enroll in a college credit bearing course
3. The appropriate college credit course may be determined by the institution based on their placement policies. (Having a 22 in ACT Math only ensures that there will be a college credit course in which the student can enroll. It does not ensure College Algebra, Pre-Calculus or Calculus, etc. Course level placement is still within the purview of the institution based on its assessment of what provides the student the best opportunity to succeed.)
4. Institutions may still use their individual placement policies and assessments to permit a student to enroll in college credit courses if the student did not achieve the remediation free standard.