

**REGULAR MEETING**  
**Wednesday, April 3, 2019, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

**Called** to order at 3:10 p.m.

**ROLL CALL All senators, or their alternates were present except:** Lori Braunstein, Jason Dormady, Michael Johnson, Jackie Krause, Mark Ourslander, Francesco Somaini, Tim Sorey

**Guests:** Tim Englund, Jeff Stinson, Mike Harrod, Scott Robinson, Rose Spodobalski Brower, Carolyn Thurston, Aimee Quinn, Julia Stringfellow, Kevin Archer, Rebeca Lubas, Greg Heinselman, Becky Pearson, Ediz Kaykayoglu, Christopher Boone, Bernadette Jungblut, Andrew Richards, Michael Goeger, Nancy Canales-Montier, Nicholas Mejia, Aaron Brown, Janet Finke, Claire-Anne Grep

**CHANGES TO AND APPROVAL OF AGENDA - Approved**

**MOTION NO. 18-55(Approved): APPROVAL OF MINUTES** of March 6, 2019

**Retention Plan** – Bernadette Jungblut talked about the three guiding principles around retention. CWU provides access to a university education and four-year degree to students who might not otherwise have this opportunity due to: demographics, socioeconomic status, prior academic experience and achievement or other background characteristics. Second, all CWU students, no matter their background, will have the opportunity to receive the support they need to be successful: academically, professionally and personally. The third principle is that CWU strives to provide the right combination of challenge in terms of academic rigor and support so that all students feel a sense of connectedness and belongingness to the university community. Enrollments have grown 48.4% in first time freshman from fall 2013 to fall 2017. The retention rate has decreased from 78.86% to 69.31%. They have identified areas of opportunity: HS GPA <3.0, first generation/first in the family in college, traditionally underrepresented in higher education, and Pell eligible/lower socioeconomic status. Bernadette talked about the four comprehensive retention program components they have identified. Implement new best practice initiatives, the Math Bridge program, a similar English program and student progress reports during week 5 or 6 so students know how they are doing. Review existing courses, programs, services and policies. The fourth is to manage the project with collaboration, communication, identifying roles and responsibilities and establish timelines and set targets.

**COMMUNICATIONS - None**

**SENATE CHAIR REPORT** – Chair Claridge welcomed Mark Samples to the Executive Committee who is the newest College of Arts and Humanities representative replacing Michael Johnson. The Academic Advising Council has read through all of the feedback they have received. There were over 400 responses. The Council hopes to have a draft by the end of the month and there will be opportunities for feedback at that point. Amy mentioned the Terminal Degree policy and would like to get feedback from senators with any concerns or changes. Progress has been made on the Reorganization policy with conversations between the Academic Affairs Committee (AAC) and Provost Council (PC). Amended language will come forward in May. One of the concerns was where the policy was housed, and Provost Council suggested an MOU agreeing that the policy would be reevaluated every two years. AAC felt it is already in policy that all policies should be reviewed every two years and an MOU was not needed at this time. Amy mentioned that the proposed new NWCCU standards that were mentioned at the last meeting. There is concern from faculty across our region about the changes. They have taken out information on academic freedom and shortened the information on shared governance. She indicated that in new business the EC will share a letter that they would like to have senate endorse. Amy mentioned that there has been a backlog in curriculum this year. This has been a problem over the past few

months and with proposals staying at the Registrar step. There has been a lot of transition in the Registrar office and they are also doing work on the new General Education program. They have worked hard to get proposals forward. Curriculum committee they have gotten through the proposals this year when they get them.

**FACULTY ISSUES** – Chair Claridge talked about past Faculty Issues. One was requesting that Senate and those presenting be careful with claims on information that is not verified. Such as the Math department approved, when it was a conversation with just the department chair. Amy indicated that the EC will be careful about who has endorsed motions. Senator Castillo's concern around CEPS peer observations. Amy talked with CEPS committee and they are not going this direction. This topic is something the Evaluation and Assessment Committee (EAC) talks about and provides recommendation.

The issue around SEOs is being worked on by EAC is working and hope to have recommendations. They will consider this information as they move forward.

Senator Tenerelli indicated that SEOs have discrimination factors not just for women. There are more involved techniques where they track students over time in one course in a sequence. Students who performed well in the sequence course rated professors worse and those who did worse evaluated faculty better. Senator Tenerelli indicated he has the research and is willing to share this information.

Senator Mitchell expressed surprise that Barge doesn't indicate where the ADA entrance is to buildings. She had to go completely around the building to find the ADA entrance.

**PRESIDENT** – President Gaudino reported that the draft budgets from the state are not what we want, but better than what we have had in the past. There is still a lot of work in committee to get a final budget. He indicated that even if you take the low points, the projected budgets fit well within the flight plan expectations. The House cobbled everything in higher education an dput into a seperate bill and not appropriate and it is tied with a potential revenue increase in the B&O tax. Assuming it is not overturned by a referrendum, it provide a \$400 million pool that would biannually to higher education. Even if this bill does not pass, the budget is still in good shape. Central should have a surplus next year. The President indicated that the Capital budget funding for Health Sciences looks good. The legislative session is anticipated to end on time this year. He and the cabinet have reviewed the PBAC budget recommendsations. The final decisions have not been made yet. His recommends will come in a week or so and have time to have a tentative budget to the BOT in May. The hope is to have the BOT approve the finalized budget in July. President Gaudino indicated that Patriot Prayer is coming to Central on Friday 1-5. He indicated they believe they have prepared for this event. Their goal is to engagte conversation around the 2nd amendment with floyers and a speaker at 3:00. Nothing will be amplified. Central will be haivng an open house for potential new students on Saturday as well as a Distinguished Alumni event. The plantearium within Discovery Hall will be dedicated on Saturday as well.

**PROVOST** – Provost Frank reported that the quarterly Academic and Student Life (ASL) updated went out. The College of Arts and Humanities (CAH) dean finalists are on campus starting this week. Tim Englund is leading the Registrar search. The search committee is looking at candidate applications now. A commencement reminder email will be sent this week. The Provost asked Senators to encourage their colleagues to participate in commencement. The Provost indicated that she knows faculty are working hard on student retention and there is a lot going on around this on campus. She indicated that we really need to target the work to make it easier for everyone involved.

**STUDENT REPORT** - Claire-Anne reported that the Student Academic Senate (SAS) has exhausted all of their funds for this year. Spring quarter meetings the SAS will talk more about issues on campus. There is currently a parking petition by a students to ban first-year students from parking on campus. The students will be meeting with Dean Greg what can expect from

SAS in the future. Claire-Anne indicated they currently don't have a candidate for one of the VP positions. The Equity and Service Council had a meeting about Patriot Prayer and have mixed feelings. Collectively they agreed they want to stay away from anything that is going on with that group. However, they cannot stop students from going to the event. Claire-Anne asked that Faculty Senate be sensitive around students and they have their own opinions. Some students are afraid and others aren't. ASCWU elections typically have about 9% of students participate. ASCWU has put in more money into elections to try and get a higher turnout. One question they are looking at is if a student is running late should they go to class? Other commitments cause students to be late and how late is too late? Most students don't show up if they will be more than five minutes late.

**OLD BUSINESS** - None

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Executive Committee**

**Motion No. 18-56(Approved):** Approve the 2019-20 Faculty Senate meeting dates as follows: **Fall:** October 2, November 6, December 4; **Winter:** January 15, February 5, March 4; **Spring:** April 8, May 6, and June 3.

**Academic Affairs Committee** – The written report that will be sent out to Senators. Janet Finke reported the committee has four priorities for the rest of the year. The committee will be looking at academic appeals, more clearly defining those. Mid-term student progress reports. Class attendance and participation. Transition to the new Gen Ed is in order in policy.

**Budget and Planning Committee** - Kathy Temple reported that the committee is currently drafting a summary document on the budget summits and how it went this year with recommendations for next year. The committee is looking for feedback on how the budget process is going this year. The committee will be doing either a survey or focus groups. Kathy talked about the reasoning for the Faculty Code changes around budget committees. As we move into RCM and college budget discussion the college budget committees are where faculty have a voice in what happens at the college. The goal is to empower college and library college budget faculty and for the process to not be restrictive. The language is broad to allow for flexibility. A subgroup of the BPC had conversations with college budget committee members in January and drafted the language for the Faculty Code in February. This language was sent out to college budget committee members, provost and deans. There was some feedback from ADCO and faculty college budget committee members. There will be policy language that will follow later in the spring.

#### **Bylaws and Faculty Code Committee**

**Motion No. 18-57(First reading of three):** Recommends amending the Faculty Code Section I.B Faculty Rights and Responsibilities and Appendix A as outlined in Exhibit A.

#### **Curriculum Committee**

**Motion No. 18-58(Approved, 1 nay, 3 abstentions):** Recommends amending CWUP 5-50-070(5) as outlined in Exhibit B.

**Motion No.18-59(Approved):** Recommends approval of Business Administration BS (BSBA) General Business Specialization, Human Resource Management Specialization, and Marketing Management Specialization curriculum proposals to increase credits and continue to be over credit as outlined in Exhibit C.

## General Education Committee

**Motion No. 18-60(Approved):** Ratify the General Education Pathway Coordinators as outlined in Exhibit D.

**Motion No. 18-61(Approved):** Recommends amending General Education rules to clarify the Quantitative Reasoning pre-requisite as outlined in Exhibit E.

**Motion No. 18-62(Approved):** Recommends waiving the First Year Experience 184 course for all continuing students who are switching to the 2019-2020 General Education catalog year who are at or above ~~60 completed~~ 45 in progress credits.

**Motion No. 18-63(Approved, as amended):** Recommends waiving the First Year Experience 184 course requirement for all transfer students who are entering under the 2019-2020 General Education catalog, who ~~are at or above 60~~ have transferred 45 credits or more ~~completed credits.~~

**Motion No. 18-63a(Failed):** Senator Rajendran moved to amend Motion No. 18-63 to make it 45 transfer credits.

**Motion No. 18-63b(Approved, 2 abstentions):** Senator Brown moved to amend Motion No. 18-63 to add “who have transferred 45 credits or more” and delete “are at or above 45 complete credits”.

Becky Pearson indicated she will be sending a letter out to faculty tomorrow to alert them of a letter that will be going out to students with 30 or less credits. A Help Desk will be started at the Bouillon Help Desk with posted hours each week. The General education website will be live next week. There will be three faculty development workshops on the next three Thursdays being put on by Faculty Development around the First Year Experience 184 courses.

**Evaluation and Assessment Committee** - Will report next meeting in May.

**Faculty Legislative Representative** – The written report will be sent out. Bret indicated the links to relevant items are in this report.

**CHAIR-ELECT:** Chair-Elect Szeliga reported that on Tuesday, April 16 the FSSE and NSSE surveys will go out. The next Faculty Friday will be April 26th. There will be an open EC April 10 at 3:00 p.m. in Grupe Center.

**NEW BUSINESS** – Amy went over the letter drafted to NWCCU. Faculty senate endorsed the letter.

Meeting was adjourned at 5:05 p.m.

# Exhibit A

## Faculty Code & Bylaws Review

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**Code Section:** Section 1. And Appendix A.

**New**  **Revision**

**Title:** Faculty Rights and Responsibilities; College Budget Committees

**Summary:** This revision to the Faculty Code articulates the faculty right to participate in budget decisions at all levels of the University. The Appendix provides guidelines for college budget committees to improve consistency across colleges in terms of composition and responsibilities of the committees.

## I. FACULTY RIGHTS AND RESPONSIBILITIES

B. All faculty members have the right to:

1. participate in faculty and university governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university, and Senate levels;
  - a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to his or her responsibilities. The Faculty Senate provides a protected environment in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a formal complaint as outlined in Faculty Code Section V.
2. participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix A).
  - a. The AAUP (1966) statement on shared governance makes clear that the Board of Trustees, administration, and faculty should “have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.” All participants in the budget process have the right to sufficient information to be able to carry out their responsibilities.
  - b. All faculty involved in the budget process have the right to speak on issues pertaining to the faculty member’s responsibilities as a participant in that process. The protections in 1.B.1(a) apply to faculty members involved in the budget process at all levels.
3. be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
4. academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA;
5. access their official files, in accordance with the CBA.

## **APPENDIX A: College Budget Committees**

### **Section 1. DEFINITION**

For the purposes of this section, "college budget committees" will also include the library budget committee, and "college" refers to an academic college and the library.

### **Section 2. COMPOSITION**

A. College deans shall ensure that college budget committees:

1. are broadly representative of the departments in the college. Faculty members at all ranks are eligible to serve on the committees.
2. include both chairs and non-chair faculty members. All members of the committee must be members of the college. Faculty (including chairs) shall represent at least 2/3 of the voting members of the committee.
3. have clearly delineated terms that allow for continuity on the committee.

### **Section 3. COMMITTEE RESPONSIBILITIES**

- A. The committees are consultative groups for the Deans, and are the minimum required consultation on college and unit budget questions. Larger questions may require broader consultation, as outlined in I.D., Faculty Consultation.
- B. The committees shall review and make recommendations about the entirety of the college budget.
- C. Committees shall report back to the faculty in their college on a regular basis.

### **Section 4. COMMITTEE MEMBER RESPONSIBILITIES**

- A. Faculty members of the committee represent the greater good of the college and will make budgetary recommendations based on a broad range of faculty interests and ideas.
- B. On issues of broader import, committee members have an obligation to consult with the larger college prior to making a recommendation to the Dean.

# Exhibit B

## Policy & Procedure Review

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**Policy & Procedure Number: CWUP 5-50-070(5)**

**New**  **Revision**

**Title: Rules for Undergraduate and Graduate Degrees**

**Summary:** In previous policy, English 101 and 102 were exempted from being counted in program credit totals as all students were required to take these two courses. This language was removed from policy earlier this year. However, in reviewing this policy, it was determined that the removal of the above language was causing some confusion for departments and for Registrar Services. It was determined that if a program wishes to require an general education area (Academic Writing I, Quantitative Reasoning, Knowledge Area), not a specific course (ENG 101), within the General Education Program as a requirement prior to entering the program (pre-admission) or as a pre-requisite for a course they are not required to count it in the program credit total. If the program wishes to require a specific course the credits for that course must be included in the program credit total.

*[04/06/2019: Responsibility: **Faculty Senate**; Authority: Katherine Frank, Provost/VP for Academic & Student Life ; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: xx/xx/2019; Approved by: James L. Gaudino, President]*



## CWUP 5-50-070 Rules for Undergraduate and Graduate Degrees

### (5) Listing Program Requirements

(A) All courses required for a degree, including prerequisites and specific general education courses, must be listed as requirements in the course of study and the credits must be included in the degree program total. **Completion of academic writing I, quantitative reasoning, and any knowledge area within the general education program is exempt from this requirement.**

(B) All pre-admission course requirements, including specific general education course, are to be listed as requirements in the course of study and the credits must be included in the degree program total. **Completion of academic writing I, quantitative reasoning, and any knowledge area within the general education program is exempt from this requirement.**

(C) All majors that require a specific minor or certificate are required to list the number of credits for that minor or certificate in their course of study for the major degree program and include them in the credit total.

(D) Majors that require minors or additional credits that are not specified must include catalog information that informs students of the additional requirements and the possible credit impact on their degrees.

(E) All teaching majors are required to list the Professional Education Program credits in the course of study for the major degree program and include them in the credit total.

## Exhibit C

### Business Administration BS (BSBA), General Business Specialization

#### Business Foundation Courses

ACCT 251 Financial Accounting (5)  
ACCT 252 Managerial Accounting (5)  
~~BUS 102 Business Computer Skills (4)~~ (5)  
BUS 110 Professional Development 1 (1)  
BUS 221 Introductory Business Statistics (5)  
BUS 241 Legal Environment of Business (5)  
ECON 201 Principles of Economics Micro (5)

#### Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)  
MATH 130 Finite Mathematics (5)

~~MATH 170 Intuitive Calculus (5)~~

#### Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)  
MATH 154 Pre-Calculus Mathematics II (5)  
MATH 170 Intuitive Calculus (5) ~~[may only be used once]~~  
MATH 172 Calculus I (5)  
MATH 173 Calculus II (5)

**Foundation Total Credits: ~~40~~ 41**

#### Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

**OR**

MGT 200 Essential Skills for Business Professionals (5)  
BUS 310 Professional Development 2 (1)  
COM 301 Public Speaking for Business and Organizations (2)  
ECON 202 Principles of Economics Macro (5)  
ENG 311 Business Writing (3)  
FIN 370 Introductory Financial Management (5)

~~MIS 320 Business Process Analysis and Systems (5)~~

**OR**

MGT 382 Principles of Management (5)

MIS 386 Management Information Systems (5)  
MKT 362 Essential Marketing Concepts (5)  
SCM 310 Supply Chain Management (5)

**Business Core Total Credits: 39-41**

#### General Business Specialization Courses

This specialization is intended for the student who wishes to tailor a "unique" set of specialization courses to his or her needs or for the student who desires a broad-based "generalist" track within the business administration major. Twenty-five upper division elective credits are required including at least 20 credits ~~must be from~~ business (BUS), finance (FIN), human resource management (HRM), management (MGT), marketing (MKT), management information systems (MIS), or supply chain management (SCM) courses. The remaining five credits may be accounting (ACCT) or economics (ECON). The student is limited to 10 credits from any one ~~area and the specialization must include at least 10 credits of~~ **400-level courses, which cannot include BUS 490 as any of the 10 credits at the 400-level prefix**. No more than 5 credits of the specialization may be ~~BUS 490 internship, practicum, independent study, or directed research.~~

**Total Specialization Credits: 25**

#### College of Business Capstone

BUS 489 AACSB Assessment (2)  
MGT 489 Strategic Management (5)

## Capstone Total Credits: 7

Total Credits: ~~111-113~~ 112-114

## Business Administration BS (BSBA), Human Resource Management Specialization

### Business Foundation Courses

ACCT 251 Financial Accounting (5)  
ACCT 252 Managerial Accounting (5)  
~~BUS 102 Business Computer Skills (4)~~ (5)  
BUS 110 Professional Development 1 (1)  
BUS 221 Introductory Business Statistics (5)  
BUS 241 Legal Environment of Business (5)  
ECON 201 Principles of Economics Micro (5)

### Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)  
MATH 130 Finite Mathematics (5)  
MATH 170 Intuitive Calculus (5)

### Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)  
MATH 154 Pre-Calculus Mathematics II (5)  
MATH 170 Intuitive Calculus (5) [may only be used once]  
MATH 172 Calculus I (5)  
MATH 173 Calculus II (5)

**Foundation Total Credits: ~~40~~ 41**

### Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)  
**OR**  
MGT 200 Essential Skills for Business Professionals (5)  
BUS 310 Professional Development 2 (1)  
COM 301 Public Speaking for Business and Organizations (2)  
ECON 202 Principles of Economics Macro (5)  
ENG 311 Business Writing (3)  
FIN 370 Introductory Financial Management (5)  
MIS 320 Business Process Analysis and Systems (5)  
**OR**  
MGT 382 Principles of Management (5)  
  
MIS 386 Management Information Systems (5)  
MKT 362 Essential Marketing Concepts (5)  
SCM 310 Supply Chain Management (5)

**Business Core Total Credits: 39-41**

## Human Resource Management Specialization Courses Required Courses

HRM 381 Management of Human Resources (5)  
HRM 486 Problems in Human Resource Management (5)

### Select 15 credits from the following:

BUS 490 Cooperative Education (1-12)

(Must be taken for 5 credits)

ECON 355 Economics of Labor (5)  
HRM 442 Training and Development (5)  
HRM 445 Organizational Staffing (5)  
HRM 479 Employee Relations (5)  
HRM 488 Compensation Policy and Administration (5)  
MGT 386 Principles of Organizational Behavior (5)

### Total Specialization Credits: 25

## College of Business Capstone

BUS 489 AACSB Assessment (2)  
MGT 489 Strategic Management (5)

### Capstone Total Credits: 7

### Total Credits: ~~111-113~~ 112-114

## Business Administration BS (BSBA), Marketing Management Specialization

### Business Foundation Courses

ACCT 251 Financial Accounting (5)  
ACCT 252 Managerial Accounting (5)  
~~BUS 102 Business Computer Skills (4)~~ (5)  
BUS 110 Professional Development 1 (1)  
BUS 221 Introductory Business Statistics (5)  
BUS 241 Legal Environment of Business (5)  
ECON 201 Principles of Economics Micro (5)

### Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)  
MATH 130 Finite Mathematics (5)  
~~MATH 170 Intuitive Calculus (5)~~

### Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)  
MATH 154 Pre-Calculus Mathematics II (5)  
MATH 170 Intuitive Calculus (5) [may only be used once]  
MATH 172 Calculus I (5)  
MATH 173 Calculus II (5)

### Foundation Total Credits: ~~40~~ 41

## Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)

**OR**

MGT 200 Essential Skills for Business Professionals (5)

BUS 310 Professional Development 2 (1)

COM 301 Public Speaking for Business and Organizations (2)

ECON 202 Principles of Economics Macro (5)

ENG 311 Business Writing (3)

FIN 370 Introductory Financial Management (5)

[MIS 320 Business Process Analysis and Systems \(5\)](#)

**OR**

MGT 382 Principles of Management (5)

MIS 386 Management Information Systems (5)

MKT 362 Essential Marketing Concepts (5)

SCM 310 Supply Chain Management (5)

**Business Core Total Credits: 39-41**

## Marketing Management Specialization Courses

### Required Courses

MKT 468 Consumer Behavior (5)

MKT 469 Market Research (5)

MKT 470 Marketing Problems and Policy (5)

**Select a minimum of 10 credits from the following:**

BUS 490 Cooperative Education (1-12)

(May be taken for 1-6 credits)

ECON 310 International Economics (5)

MKT 364 Marketing Promotion Management (5)

MKT 365 International Marketing (5)

MKT 370 Sports Marketing and Sponsorship (5)

MKT 371 Sponsorship and Promotion in Sport Business (5)

MKT 372 Revenue Generation and Finance in Sport Business (5)

MKT 376 Foundations of Digital Marketing (5)

MKT 476 Advanced Digital Marketing (5)

**Total Specialization Credits: 25**

## College of Business Capstone

BUS 489 AACSB Assessment (2)

MGT 489 Strategic Management (5)

**Capstone Total Credits: 7**

**Total Credits: ~~111-113~~ 112-114**

# Exhibit D

## General Education Pathway Coordinators

Health and Well-being – Victoria Flanagan, English

## Exhibit E

### Quantitative Reasoning

1. Quantitative reasoning (QR) courses are to be capped at a maximum of thirty-five (35) students. ~~The pre-requisite for quantitative reasoning courses must include: “Students must achieve an appropriate test score or successfully complete the required prerequisite course/s before enrolling in a Quantitative Reasoning course.”~~ Every QR course must have a minimum pre-requisite of a math placement test score resulting in placement into Math 100C or successful completion of Math 100B with a grade of C or higher. QR courses may have more demanding pre-requisites as long as these imply that the minimum pre-requisite is met.

Rationale: *For a QR course to be at a college level, students in the course must be ready for college level math. This is defined as either a placement score resulting in placement into Math 100C or successful completion of Math 100B. QR courses may have more demanding pre-requisites. For example, a QR course may require successful completion of Math 153, since Math 153 requires either successful completion of Math 100C or a math placement score higher than that necessary for placement into Math 100C.*