

*Academic Affairs Committee
Minutes—Oct. 25, 2018*

Present (voting): Wendy Cook, Janet Finke, Jackie Krause, Dan Lipori, Megan Matheson, Josh Welsh

Present (non-voting): Lindsey Brown, Eric Foch, Gail Mackin, Julia Stringfellow, Walter Szeliga

Absent (voting): Ke Zhong

Absent (non-voting): none

Guests: Scott Carlton, John Mounsey, Jason White

The meeting was called to order at 3:31 p.m. Minutes of October 11, 2018 were approved as written.

Chair updates

Eric and Walter reported to EC on not being able to find a meeting time that worked for everyone. If we want to change the meeting time for next year, we will need to know soon, but we'll also need to know what will be happening with Curriculum Committee for next year.

Old Business

a. Foreign language requirements for Post-Bacc, AS-T, and Out-of-State AS degree students

Lindsey requested feedback from AAC. This issue is part of a larger issue relating to catalog years. Anything that is a change in policy goes into effect immediately, which affects students' catalogs. The registrar's office would like feedback as to the direction AAC would like to go. If a policy change is made to address the issue of foreign language requirements for post-bacc, AS-T, and out-of-state transfer students, would AAC want that change put in place immediately, or by catalog year?

When students come in, we tell them they are bound by their catalog year. Previously, this meant the year they entered the university and started their Gen Ed courses; however, changes can be made retroactively to benefit students. Some students have already dropped their foreign language for fall. One problem with changing a student's catalog year is that the major in the new catalog could be totally different. The practice needs to be clear going forward. If a policy change is approved in the spring, it would go into effect the following fall. There is a policy on catalogs in 5-90-040. However, with AAC's input, the registrar's office would like to hold students harmless for this next year due to the inconsistencies in practice.

While a policy change is not required, a motion similar to Gen Ed would be needed. That language was changed last year but apparently was not clear enough. The intention was to move foreign language out of Gen Ed requirements and into degree requirements. Language changes were moved and approved.

Lindsey presented some additional language changes addressing AP, CLEP, and military

credits. Part E was moved to (A)(1) to put practice into policy. In 5-990-030(2)(B), add “regionally accredited.” Language was added in (4)(G) to put practice into policy. The new language used to be in policy and is in the catalog, but is not presently in policy. Megan moved to accept the changes; Julia seconded. Changes were approved.

b. Commencement policy change affecting students graduating fall quarter (Charge 18-19.12)

Lindsey made some changes to the existing policy language. The current language addresses undergraduate degrees only; the changes make the language more encompassing for both undergraduate and graduate degrees. Jackie suggested making one change in part A so the language reads “summer through fall” rather than “fall through summer.”

Janet did some research on student teaching candidates. This fall there are 108; during the two prior falls there were 121. Student teaching is 16 credits for elementary and middle school. Jackie proposed implementing something similar to Seattle University’s policy, which allows students to walk if they are within 18 credits of completing their degree. That would solve the problem of student teaching, and it would solve the problem of students being able to walk with their class.

A policy similar to Seattle University’s would complicate matters a bit. Commencement materials arrive earlier than graduation. Because of this, the registrar’s office needs to know in advance if students are planning to graduate and/or walk. Additionally, it would theoretically be possible for a student to walk in the graduation ceremony but never finish a degree. One possibility might be to extend the limit past 18 credits but require students to be registered for summer or fall. However, students who graduate in spring typically leave by fall, which is part of the rationale for making changes to the policy. Another possibility would be to require permission from an academic advisor, or the department chair or dean. Gail indicated concerns that Provost Council would not approve any changes extending things past fall. Another concern is the possibility of a situation arising where a student could have 10 credits in summer and 18 in fall, and say they will take them but then not do it.

Discussion will continue at the next meeting.

New Business

a. Placement testing prior to orientation (Charge 18-19.03)

Currently, we have a policy in place where students are assessed for placement into classes such as English 101 and Math 101, but the policy needs to be made a bit clearer. Gail worked with Janet Shiver in the Math Department, and Michael Johnson in Foreign Languages, to draft some changes. These changes would also be sufficient for other departments and clarify that students will be assessed in writing and in quantitative reasoning, and will take placement tests prior to orientation.

Questions and concerns arose about the draft language. Departments such as music and dance have required placement tests prior to enrollment. Language to address that students

requiring specialized testing for specific disciplines will be arranged through the major department should be added.

Currently students with an SAT/ACT score less than or equal to 520 are flagged are not having the milestone to be able to go into orientation, which means they have to take a placement test. This is our current practice, but having a policy will make it possible to implement that practice. Right now we have a practice but no policy. Students are flagged as not being able to register for ENG 101 and/or MATH 101, are routed to a 3-day orientation, and have to take placement tests. Others, who are not flagged, are routed to the 2-day orientation. This makes it possible for students to take classes that best benefit them.

Students admitted after orientation will not be able to take the placement tests. The new policy allows for completing developmental courses within two years. This allows students the option of completing the courses within two years if they don't do it at orientation. Having it in policy gives Exploratory Advising the ability to enforce the existing practice. However, the proposed changes will not take effect until the next catalog. A caveat may need to be added if the new Gen Ed program doesn't pass or doesn't start this fall, so the language would change a bit. In the new Gen Ed not all students are required to take ENG 101. A philosophy course can be used for Academic Writing I, and a Finance course for Quantitative Reasoning, so language needs to reflect that.

The following changes were made to CWUP 5-90-40(39):

- Add a new 3 to read: "Students enrolling in programs that require auditions/evaluations must follow department requirements."
- In 1, change "the placement exam" to "a placement exam"
- Change ENG 101 and MATH 101 to "Academic Writing I" and "Quantitative Reasoning" wherever they appear. Correspond
- Add language to clarify this policy pertains to first-year students and first-year orientation.

Megan moved to approve the policy as amended; Dan seconded. All changes were approved. Megan moved to approve CWUR 2-90-40(39); Dan seconded. Approved. Jackie moved to approve CWUP 5-90-40(41); Dan seconded. Approved.

b. Service campus concerns (Charge 18-19.05)

To be discussed at an upcoming meeting.

c. Revisions to academic appeals policy/procedure (Charge 18-19.06)

To be discussed at an upcoming meeting.

d. Graduate policies

To be discussed at an upcoming meeting.

Meeting adjourned at 5:01 p.m.

Next Meeting:
November 8, 2018
Barge 304