

Minutes
Undergraduate Academic Affairs Committee
February 3, 2016

Members in Attendance: L. Dorsey, R. Cole, L. Sweetman (for B. Sokol), C. Boyd, D. Barbeau, T. Gasmi, L. Boyer (for K. Ravindra), J. Langan, P. Gregory, N. Westhus, J. Burwinkel, S. Naeger, K. Thatcher, D. Lohe, M. Carlson, L. Israel, L. Fenneberg (for K. Porterfield), G. Barker, J. Haugen.

Guests in Attendance: L. Franklin, C. Barney, J. Buerk, A. Molnar, J. Ragsdale

Call to Order: Dr. Dorsey called the meeting to order at 8:35 a.m.

Approval of Minutes from the December 2, 2015 Subcommittee Meeting: Motion made by R. Cole to approve the December 2, 2015 meeting minutes and seconded by K. Thatcher - 14 approve, 0 opposed, 3 abstain.

Updates:

Academic Programs

- Analytics and Practice Concentration- has been endorsed by CADD and approved by the Provost. This is the final approval stage for a concentration.
- BS-MS in Engineering- has been endorsed by CADD and approved by the Provost. This is the final approval stage for this accelerated option.

Academic Program Proposals:

Project Management BS- SPS – Andrew Molnar

Points of interest:

- There is no other Jesuit Institution doing a Bachelor's of Science in Project Management.
- Continue to work on assessment plan with Kathleen Thatcher.
- How are we competing with the master's degrees in project management offered by our local peer institutions? Is the only option at SLU for students who already have an undergraduate degree to get another undergraduate degree? Yes, at this time. A student with a bachelor's degree in project management might that be attractive to industry because they may demand a lesser salary than a master's prepared project manager.
- Target market is not the traditional undergraduate student. Actively working to enhance military recruitment.
- Are there local companies, such as Alberici or health care companies, to develop internships or mentor relationships with project managers? We will continue to explore for future opportunities and may be able to leverage the work force center networks for these opportunities.
- How soon would the program be able to pursue accreditation? We currently fall under the SPS regional accreditation for now; however, we will be able to apply to the Project Management Institute Graduate Accreditation Council in two years once we produce at least one graduate.

Performing Arts Minor – Madrid- Cary Barney and Dr. Laura Franklin

Points of interest:

- A number of Madrid students are active in the performing arts and have been asking about this type of academic opportunity.

- This proposal investigates the performing arts in a uniform way. This is not a minor for a student who is working toward a career in the performing arts but performing arts minor is a supplement to their other studies.
- Many of the skills they develop through the minor can be used in many areas of life, such as, public speaking. It is another way of crossing cultural bridges. We feel it would be very beneficial to our department and to our campus.
- There are no other majors or minors in the performing arts department on the Madrid campus.
- Recently course offerings and facilities have expanded. Therefore, this is the logical next step for us to invite the performing arts into the next step in its development.
- Recommendation to clarify THR 1000 and 1010. Are these the same course or is it an error in the labeling?
- Student learning outcome number one looks like an incomplete statement. Is there something that follows “in conjunction”? The statement seems to end abruptly.

OLD BUSINESS:

Sample syllabus- a task force has been put together to query campus stakeholders to gather information to identify what we really want as a campus. Do we want some syllabus templates, checklists, only required/recommended language? The Reinert Center has offered some resources for review to inform the task force on options and opportunities with regard to syllabi. The task force hopes to present the information summary to the March UAAC. Kevin Lynch will also query SGA.

Internships- the Provost Office has received a request with regard to the University’s practices to internships and clinical/practicum learning experiences. As noted prior discussions we have a variety of practices to internships on campus, so we are requesting that each academic unit and career services submit their specific approaches to Dr. Lisa Dorsey by February 24, 2016 in order to summarize our approaches for future discussions.

It was recommended to consult Dr. Sanchez with regard to the DOE guidelines/requirements for internships for getting credit, staffing as it relates to student receiving federal funding - may be requirements for positions to be held by faculty members. In addition, there is an understanding that the state laws can be different with regard to governance of internship experiences. Request to gather information from students with regard to their perspectives and perceptions around internship opportunities. What is the impact of internships for domestic and international students?

Comments offered from a recent AJCU meeting indicated that the majority of our colleagues at other Jesuit institutions are further along with internship opportunities than SLU.

Academic Policies Update:

Summary – Three policies were endorsed at the December 9th UAAC meeting - bereavement, final examination rescheduling, and repeating courses. These will move forward for CADD endorsement at the February meeting. Front summary page for page 4 you have final exam postponement and we retitled to rescheduled.

- Does the repeating courses policy exclude repeating and replacing in cases of academic dishonesty or does it allow? Reference December 2015 UAAC Subcommittee Meeting minutes.

Repeating courses

Points of interest:

- *This policy was adopted last year and it has been very successful.*
- *In the middle of the policy box statement, in bold and underlined there is a highlighted addition with regard to courses that may be repeated for credit. What we found was that there were some issues with repeating a course when the course was designed to be repeated. Unless identified the new grade replaced the old grade, but each time the student took the course it was a different experience. It was designed so each time a student takes the course, they are supposed to get credit and a new grade every time you take that course for some courses (e.g., a student has to take a special topics class six times for the major - it is a different class technically each time).*
- *How do we approach retaking a course if the student failed as a consequence of academic dishonesty? The question is if a student received a lower grade as a result of an academic integrity sanction, there is nothing in this policy that prohibits them from taking the course again and fixing that. So if they got an F in the course because they whatever, based on the way it sounds, they can take the course and have that F removed from their GPA.*
- *If the student retakes the course and doesn't have an academic issue then they have learned and they have gained the content of the course. When we are talking about student learning, if the student put forth the right effort and demonstrates that they learned the content, then I think that is student success. I look at this more from a student learning perspective and if a student can demonstrate that they learned the content isn't that what we want. Continuing to "sanction" the student after they have successfully re-taken the course could keep them from being certified, prolong or keep them from graduating, etc. We are giving them the opportunity to move on.*
- *There is a TYPO in the middle of box, Note: should be whether and it says wether.*

Motion made by Joanne Langan to approve the Repeating Courses policy with the typographical correction and seconded by Robert Cole – unanimous approval.

- Will someone look into what other institutions do with that question? It is part of course repeat policy at other places? I am just curious if we are in benchmark norms or not.

Credit by Certification

Points of interest:

- This is a new policy in order to address the increased request for credit by certification.
- Student or perspective student must submit documentation of certification. Credit may be awarded only upon receipt by of official approval of certification by the Office of the Registrar.
- We cannot give students credit unless there is a valid credible source that is certifying the student.
- The list of certifications in the draft policy are the areas that have been identified by the registrar's office with regard to a credible entity.
- Certification within the last two years is the proposed time line, based on common practice, to establish currency of certification, however, it was noted that the currency of some areas of certification may be dated within a two year time frame. Therefore it may not be within the last two years, but it is active up to an identified date determined by industry's standards was proposed.
- The types of certification that are accepted as credit are determined by the academic unit, just like with credit by examination.

- Will students receive credit toward hours for graduation in a generic way or will this certification articulate with a specific course? It could be articulated to a specific course if there was a course that is an equivalent. If a course is articulated as a SLU course, all academic units have to accept the course as SLU credit – it may not count toward the major requirements, but it does count toward fulfilling graduation requirements. We do have this practice on campus with SPS and Parks.
- Would this be handled in the same manner as an articulation request, through the registrar and then it would show up on the weekly articulation request that goes out to the academic units of that area? The process within the Registrar’s Office is completed at this time. The idea of course articulation is the same; however, the process is likely to be a little different.

Withdrawing

Points of Interest:

- Second sentence on the proposed policy, “Students who are not registered and have not submitted the petition for complete drop/withdraw for a given semester will have their record closed and will be required to reapply”. Need to clarify “semester” term with SPS as their student’s register for terms.
- Proposing a change in the current reapplication process is also open for discussion for students in good standing.
- Propose records will be closed if a student is not registered by the end of the drop/add period – week 2 of the semester. If we wait until census it is too far in the semester for students to begin work in a course from a student success perspective.
- Can the closed record be reopened vs having the student re-apply – sort of a grace period for students? This may be motivating for students to enroll once University reaches out to them. Registrar indicated that is an unofficial practice based on when the student’s email is terminated. This will trigger some students, 2-3 last year, to get registered.

Announcements:

- The Reinert Center has been piloting a new program this year, a yearlong program, assisting to build capacity at the university for greater diversification of the classrooms. Particularly for faculty and instructors who will work with INTO pathway students, culturally responsive teaching academy (9 in the pilot). They do a week long institute in the summer and then they meet in groups over the course of the year, each month. It is a mix of full time faculty, part time faculty, and graduate instructors – they will have a designation as Culturally Responsive Teaching Fellows. That is just a program that I wanted people to know about in the category of helping of a larger plan to develop capacity in that area.
- The Reinert Center is also continuing to build capacity in the design and teaching of online courses and we have our second annual Ignatius Pedagogy institute coming up over spring break – additional information coming soon.
- The Student Success Center has a vacancy in our Disability Services Office. Heather Stout, Program Director, accepted a position at Washington University. This position has been reclassified as a Director position. The position will oversee coordinator disability at various testing centers on campus and a couple of graduate assistants that support our students with disabilities. The position is currently posted with a goal of filling by June 1st. In the interim Lisa Israel will be the faculty liaison for all accommodations in the classrooms or any negotiation needed to support our students. Our testing centers are operating as usual. The Reinert Center is

prepared to assist faculty and instructors who may need additional guidance in the classroom around implications for pedagogical choices.

- First year students spring Mapworks survey launches on Friday. It will be open for two weeks. The data received from the survey will be utilized to support our at risk students via our student's success coach model. In addition, the student success coaches have outreached to 165 students that are on academic probation.
- The Office of the Registrar has a new Assistant Registrar, Bryan Trump from Medical Center Academic Advising, who will primarily working with scheduling, registration.
- Housing and Residence Life announced that next year will be 10th year of learning communities at SLU. There are some changes in the LC's – there are two learning communities, honors and leadership for social change that are moving from a one-year to a two-year program model. Both of those learning communities will be housed in the new building, Spring Hall, and will be utilizing the three classrooms that are in that building to teach any of the associated courses with the learning communities. In addition to that, it has been for nine years that learning communities had associated courses only in the fall and starting next year every learning community will also have spring associated courses. There are currently 53 faculty involved in our learning communities – this is an area that has seen a lot of growth.
- IT and Pius Library have been partnering, over the past 10 months, to create a new space on the first floor of Pius Library called the academic tech commons. They are working with development with the hope that it will be up and ready to go fall 2016.
- Arts & Sciences announced that the Department of Mathematics math major has added a new concentration of statistics.
- Kathleen Thatcher announced the roll out of the University-wide Undergraduate Student Learning Outcomes. The eportfolio system used for the assessment of student artifacts for this year will be Foliotech. They have solicited 1441 seniors to participate in that project. Please encourage students, seniors in particular, to participate. This year we are only asking them to provide us with student learning artifacts for our benchmark and learning outcomes II. From the faculty and staff perspective, once again we will be soliciting participation from faculty and staff to evaluate student work in our annual June workshop. If you are aware of any faculty and/or staff who may have an interest and/or expertise in this area please send their name(s) our way.
- SON is exploring the possibility of an emersion experience for our nursing students that have studied as sophomores in Madrid this academic year to return after their junior year of nursing for an emersion experience in Spain in acute care, public health and healthcare policy as an independent study.
- Parks Dean's search is in the advanced phase of the search.
- Larry Boyer will be serving on UAAC for the Spring 2016 in place of Dr. K. Ravindra

Meeting adjourned at 10:07 a.m.