

Minutes
Undergraduate Academic Affairs Committee
Thursday, January 5th, 2023

Members in Attendance: L. Dorsey, E. Crowell, G. Barker, G. Merys, J. Rust, J. Helton, J. Nichols, L. McLaughlin, L. Sweetman, D. Pike, M. Cope, N. Mispagel, B. Perlman, S. Tyuse, S. Steadman, S. Sell, T. DeShon, S. Mcgahans, M. Toups, J.M. Cox, J. Haugen, B. Kenworthy, K. Waldron

Absent/Excused: Father M. Rozier

Call to Order: Dr. Dorsey called the meeting to order at 9:03 am.

Approval of Minutes from the December 1, 2022, UAAC Meeting:

Motion made by Laura McLaughlin to approve the December 1, 2022, meeting minutes without revisions and seconded by Dr. Elizabeth Gockel-Blessing, all approved motion.

Old Business

Dr. Dorsey provided an update from Council Academic Deans and Directors (CADD) from the November and December's UAAC topics. Those topics are as follows:

BSES Exercise and Wellness Track:

CADD approved the BSES exercise and wellness track and it has now moved into the Provost que for final approval. Because this was an addition of a track and not a new major or degree it does not move to the board of trustees.

Hold Policy and Time Limits on Course Work Policy:

Associate Provost, Dr. Trees, and Associate Provost, Dr. Dorsey presented the University Hold Policy and the Time Limits on Course Work policy.

CADD has a period of 30-days, (until the next CADD meeting) to raise any additional queries. If there is no new information given, then they will vote in January. Dr. Dorsey will then provide the outcome to the UAAC members at that time.

New Discussion – Academic Policy Updates:

Micro-credentialing Updates:

Under Section 4.0 Definitions:

The sentence “academic micro-credentials require at a minimum of 6 credits of coursework.

Responses:

- *The sentence should read, “academic micro-credentials require a minimum of 6 credits of coursework”.*

The paragraph in which references the maximum and minimum credits should be reworded.

- *The suggested change would be to add a range of credits vs separate statements.*

Under Additionally, academic micro-credentials:

- *Rework the language on item #1. After lower level of mastery, perhaps more focused.*

Under Approval Sentence:

- *There should be a comma after the word college. This applies to multiple areas in the document.*

Continuing education micro-credential:

There had been some concerns voiced regarding removing con ed completely from this policy and making a separate policy and was wondering if those concerns have been addressed.

Response:

- *Dr. Dorsey announced that GAAC also discussed those concerns and specifically there were no major concerns with the revised language.*

Paragraph under continuing education micro-credentials reads, continuing education micro-credentials that will be offered to a non-professionally trained individuals may be offered simultaneously as academic or skill and competency micro-credentials. How non-professionally? Is there a better category for students who participate in con ed?

Response:

- *We can change the wording to the following: Note: continuing education micro-credentials may be offered simultaneously as academic or skill and competency micro-credentials.*

Paragraph under continuing education micro-credentials reads, Approval: The Dean of the offering colleges/school approves continuing education micro-credentials should read:

Response:

- *Approval: The Dean of the offering colleges/school approves continuing education micro-credentials.*

Under Skills and Competency micro-credentials:

What is the mechanism in which the language may or may not be on the transcript and what is the mechanism for putting this on the transcript. Is it the college or the student's choice to add to the transcript?

Responses:

- *Dr. Dorsey stated, "One of the topics that came up around con ed relevant to the above question is who is sponsoring the opportunity. Often in my own personal professional experience if I take a continuing education opportunity on SLU's campus, it is the professional association, or whoever is sponsoring that opportunity that grants the credential. Therefore, we would not be transcribing any of these opportunities.*

Jay stated, "that would be a decision by the department, we would work with you to transcribe the CE. It does not mandatory, it is not the student's choice, it is at the department level".

Catalog of Record

We do not define the duration of the catalog of record that a student should follow.

- "The graduation requirements listed in an academic catalog are valid for six (6) academic years for students in undergraduate programs and eight (8) academic years for students in graduate/professional programs, after which they are considered expired".

The following were suggested revisions and or comments:

- *Revised paragraph #2: The one exception is students in programs that only admit students in the summer semester will follow the graduation requirements outlined in the academic catalog of the academic year immediately after they are formally admitted as certificate – or – degree-seeking students.*
- *Revised paragraph #3: Additionally, students must follow the requirements outlined in the academic catalog of the year in which they declare majors or minors and thus students may be required to follow requirements outlined in different academic catalogs.*
- *A paragraph will be added right after #2 which states that the student must follow the core of your admitted term. Revisions will be made regarding the core and brought back to the committee for review and for any further clarifications or suggestions.*
- *Revised paragraph # 6: Students may elect, through the Office of the University Registrar, to follow the requirements of any non-expired academic catalog later than their initial “catalog of record”.*
- *Paragraph #6 sounds as though it is in the students’ prerogative to choose a non-expired catalog which might put them under old major requirements where the department might not have that option.*
- *All those core pilots’ students have been put on their core and have been moved for a forward catalog.*
- *A question in regards to the 6th year, how many students do we have that do not graduate within in the 6 years. Is there any data to show how many students who do not make that timeline. What is the risk if those students do not graduate within that time frame?*
- *Jay will get numbers and data on those students who do take more than the six years and bring it back to the committee.*
- *Is the six years the standard time that other institutions sunset their catalog and do we have any surveys to reference this time frame. What is the standard practice at other institutions.*
- *The examples that were looked at had an undergraduate catalog versus graduate catalog so there was a distinction, but some institutions would have a single catalog. In most instances, they would pick eight years because they were trying to accommodate both undergraduate and graduate students. Obviously, SLU has a single catalog and that is why the difference was put into it. The normal range that was seen was five, six, seven.*
- *What about the dual credits that students might receive in high school. Those courses would be fine and follow under the normal 10-year rule, this is based on the curriculum itself.*

The suggestions and revisions will be incorporated into the policy. After GAAC meets to review the policy and revisions, the updated policy will be shared with the UAAC committee prior to the next meeting.

Bachelor's Double Degree

SLU previously incorporated the bachelor’s double degree policy and then it stopped. The students would get a second and then third majors and not new degrees. There have been some requests to incorporate this policy again. Revisions and/or suggestions to the bachelor’s Double Degree are as follows:

What is the rationale for the 30 extra credits and would the core make it more difficult for students to achieve those 30 credits or would they just be taking credits it to earn that degree.

Responses:

- *The 120 credits were picked as the major number, we viewed other institutions and then decided 30 extra was the standard around other institutions. The credits would not affect the core because they are only completing one single core and not completing two cores. The assumption is the second degree (major) the student is declaring will fill in a lot of those extra credits. There could be two students who get two majors in the 120, that would be considered two majors and not two degrees.*
- *The 120 is rooted in some of the higher learning commission frame work which has a larger context/reference for undergraduate degrees to be guided as a minimum.*
- *In addition, relative to the comment regarding the core, the core is the core for undergraduate students and is one core, except for some of the locked courses. In theory, unless you had to take a locked course and for some reason there is not an acceptance of this by the other degree you should have met the core.*

Which school offers a general studies degree?

Response:

- *School for Professional Studies*

One of the areas where this policy would apply would be for those students who come to SLU with a lot of AP credits and there is no overlap, therefore this student might, in this case only receive one diploma.

- *Jay - if the student declares they are sticking to it and they earn the 120 credits and change their minds and they exit if they do come back, they are under the policy on the right side and that student would be under a new catalog. The student can petition to follow that catalog.*
- *The 30 hours is helpful because students usually have the 30 and it is manageable with the course load being brought in.*

We hope to have the revisions for the subcommittee so they can see the new language and have a follow-up discussion at the UAAC sub meeting on January 12th.

Discussion Items:

UAAC Bylaws

Essentially every unit that is noted is represented at our UAAC meetings and Dr. Dorsey checked with Philosophy and Letters regarding a member to be added from their college. Philosophy and Letters have decided to remain absent, in less they have a need. They have been given an open invitation to meet with me at any time.

In the future, UAAC bylaws should be revisited annually.

Program Change Form

Dr. Lisa Dorsey would like for the members to begin to think about significant changes and/or program changes and what will that mean for future submissions.

We have had several conversations as to what is the definition of the substantial change 30% number. Therefore, Dr. Dorsey highlighted a few items on the form in which would need to be changed.

- There has been a change in delivery, to hybrid or online courses or programs.
- There are several modifications that need to be changed on the form.
- Under Non-Substantial Change, the following has been highlighted: program name change, new concentration from existing courses and elimination of a concentration or major.

What frames go into substantial changes, do we need this form or should all changes go to UAAC.

Response:

In the form where it states, “deletion of major or concentration, it does seem odd not to have the word minor or concentration has not been added and the absent of minors could lead someone to believe it does not fall in that category.

New Business:

Please consider given the new technology for artificial intelligence, and the generation of papers we are asking if the Provost office would consider an addition to the academic integrity syllabi statement and would it be referenced at all going into the Spring semester.

Response:

- Dr. Lisa Dorsey responded that no academic integrity syllabus statements are changing for the Spring. However, there is a query regarding the question and the feedback which is received would be shared with the committee.

Meeting Adjournment:

Dr. Dorsey adjourned the meeting 10:34 am.

Next UAAC Meeting: February 2, 2023