**Academic Policy Council**

**November 10, 2017**

**Mahar 467**

**Agenda**

**Present: Eve Clark, Sue Fettes, Pat Russo, Mary McCune, Jason Zenor, Jean Chambers, Rameen Mohammadi**

**Meeting called to order at 3:05.**

1. **Approval of the agenda. Russo moved and Fettes seconded. Approved.**
2. **Approval of October 13, 2017 minutes.** Fettes moved to approve with minor changes. Seconded by Russo. Approved.
3. **Chair’s Report**

FAEB members wondered what had happened to the new routing form. Mohammadi will find out where the new routing form is and post it. It does not seem that the new routing form will need FA approval.

Clark stated that she has recommended to some students that they change their catalog year in order to reduce their overall credits to 120. The Registrar’s Office sent her an email questioning her advice. Mohammadi reminded Council that faculty should only be suggesting this change to students if it does not impact a student’s graduation date. For example, changing the catalog year can impact a student coming in with an Associate’s Degree with 62 credits. The student will still need to take 60 credits at SUNY Oswego so, in essence, switching to the 120 overall credits will result in negating two of the credits they earned for their Associate’s Degree.

The final issue Clark raised from FAEB was an email from the School of Business regarding professors having to update student plans. Mohammadi said that this was in reference to the Student Educational Planning tool. Several programs piloted this project. There is no requirement for professors to update these student plans. The plan helps students see prerequisites in their program and how courses in their program build on one another. Students can pull these plans into Banner and utilize the two programs to aid in registering for the appropriate courses.

1. **Old Business**
2. **Criminal Justice (PBJ) Revision**

Clark mistakenly sent the proposal to the FA floor after only showing it to Fettes. The rest of the Council members reviewed the program that went to the FA floor. Chambers suggested the following change to the language under “B. Elective Requirements”: “Select seven courses. One must be an Advanced Writing course….” Chambers moved approval with this change and Fettes seconded. Approved.

1. **New Business**
2. **Jill Pippen: Ad Hoc Committee on Prior Learning Assessment visit**

Jill Pippin, Dean of Extended Learning and Sandy Bargainnier, Chair of the Health Promotion and Wellness Department attended the meeting. Pippin provided some background on the PLA proposal: in May 2015 the Syracuse location achieved branch campus status. After approval, the plan for the site was revisited. The original intent of the downtown location was for it to serve a non-traditional and/or adult population. Pippin attended a Council of Adult and Experiential Learning conference. She then brought ideas regarding PLA forward to the Deans’ Council. After more discussion the proposal was brought before President’s Council where it was approved and sent on to FA. FA recommended that an ad hoc committee be formed to develop policy. There were 26 people on the committee including administration officials, faculty, professional staff, non-traditional students and alumni who were non-traditional students while at SUNY Oswego. The committee’s charge was to 1) identify the existing PLA policies on campus; and, 2) create a mechanism to bring forth new PLA’s. Pippin then presented the list of existing PLA’s and the draft policy.

Fettes suggested some grammatical changes. She also wondered why some of the document was highlighted in yellow. Pippin explained this was just done to update committee members on some recent changes to the document.

Pippin explained that the two forms will serve different purposes. The Method form will help to update the chart of existing PLA plans. The student form will provide a means of documentation that the student was granted credit through a PLA. Both forms will go to the Registrar’s Office.

Discussion ensued regarding language. Suggestions were made to change the language from “effective” to “applied” on the student form. Mohammadi suggested “effective term for the PLA method.”

Pippin noted that the signature lines are for routing purposes, especially the one for the Dean of Extended Learning. She wants to know the method of PLA and is less concerned with how the credit is applied.

Pippin assured Zenor that Departments will have autonomy and will devise the PLA’s for their own students.

Fettes raised concerns about the language regarding Department chairs appointing someone in the discipline to devise a PLA. Pippin assured Council members that this is not meant to be a top-down initiative but one that would come from students and/or faculty and advisers. Russo suggested putting in a sentence that would highlight this sentiment: “Faculty and staff will develop new methods of assessment of student experiences.” She said this would make it clearer that the sentence following regarding the chair appointing someone in the department to develop the PLA was not a mandate but rather a procedure.

(The Recorder exited the meeting for several minutes to assist a gaggle of confused economists).

Discussion of language continued. Council sentiment was that “describe the nature of the waiver” was too vague. Members suggested the following language: “Describe nature of the waiver and its academic impact.”

Zenor asked about the non-traditional students serving on the committee. He wanted to know if these students liked the idea of a PLA because they wanted to take fewer classes or whether it was because they felt they already had prior applicable experience. Pippin assured him that the latter was the case for these students. She said the students felt other prospective students in a similar situation to their own might choose not to return to college if they had to face hurdles in the form of courses they felt were redundant given their professional and/or life experiences.

More discussion of the language of the forms ensued. Mohammadi noted that it needs to be clear that the student form can only be used after the Method form has been approved. Pippin suggested language to the effect of “name of approved PLA method applied” appear on the form. Concern was raised about the role of the Registrar’s Office and Pippin assured Council members that the Registrar’s Office has been part of these discussions and will oversee how PLAs make it onto student transcripts according to the approved PLA Method plans.

Russo thought that perhaps there should be some sort of checklist for how the PLA would be applied.

Mohammadi wondered about the compensation for faculty engaged in devising the PLAs. Pippin thought such issues could be revisited as the program grows and develops.

Clark asked about the next steps in the process. Pippin will return to APC to discuss revisions to the forms based on discussion with Council. Mohammadi and Clark told Pippin that Council will also need catalog copy in addition to the proposal and the draft forms. Mohammadi thought the paragraph on the first page of the proposal might work as catalog copy:

**Prior Learning Assessment (PLA) Policy Statement**

SUNY Oswego encourages faculty to explore and implement the use of new prior learning assessment to recognize college level learning students acquire outside of formal higher education. SUNY Oswego relies on the following policy to ensure practices consistent with academic integrity and responsive to nontraditional learners. Such learning may be derived from various life and work experiences and the term “prior learning assessment” refers to all of the processes the college uses to review and evaluate evidence of college-level learning and to award academic credit or waive requirements as indicated by academic and administrative standards. Adherence to this policy is also intended to support transparent transfer of prior learning assessment credit among institutions of higher education.

Clark said that she will send a summary of the discussion with Council to Pippin.

Russo added a few additional proposed changes. She felt that the language “new prior learning” was redundant. She also suggested that “recognize college level learning” should be changed to “college level knowledge and skills.”

Fettes wondered whether the Math Department should be listed under the ALEKS section on the chart. After a discussion regarding why the “appropriate department” phrasing might be more appropriate, it was decided to leave the language as it appears on the current chart.

Pippin concluded by providing an overview of how widely the chart will be distributed.

1. **Zoology BS Revision Memo**

After a check to ensure the course was in the catalog and did not have any issues with prerequisites, Chambers moved and Russo seconded approval of the revision. Approved.

1. **History Revision Memo**

This proposal did not require an APC vote since these were changes to course listings following the major, not changes to the major language itself.

1. **History Catalog Memo**

The changes proposed were simply to remove course lists from the minor language itself and place in lists following the minor. Fettes moved and Chambers seconded. Approved.

**Meeting adjourned at 4:52 p.m.**

Respectfully submitted,

Mary McCune