



**Educational Policies and Procedures Task Force**

**President's Council Decisions**

**August, 2005**



## **Educational Policies and Procedures Task Force Report**

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This document presents the President's Council decisions regarding recommendations made by the Educational Policy and Procedures Task Force (EPP-TF) in its May 2005 Final Report. The original recommendations are included, along with the Council's decision and the rationale for the decision if it differs from the recommendation. Additional comments or slight modifications are in bold/italic.

As noted in the final report, the Council will determine the College's next steps. These may include, but are not limited to:

- Accepting and guiding implementation of a recommendation;
- Seeking additional information about the impact and value of revising existing policies and procedures;
- Determining what policies require Board of Trustee approval and moving forward to obtain that approval;
- Charging existing or newly created committees with tasks associated with the project;
- Other, to be determined.

The Council is aware that some policy and procedure changes will need to be communicated soon, frequently and through multiple channels. The FY2005-06 budget includes funds to support these communications. The Council is also aware that once new policies and procedures are implemented, they too will need to be reviewed and evaluated for their effectiveness. One of the lessons we have learned from this process is that policies and procedures, like the people they serve, change. As a result, we are committed to keeping them current and effective.

The Council is most appreciative of the hard work, creativity and commitment shown by the EPP-TF Steering and Working Groups, and the many faculty, administrators, staff and students who participated in the process by attending meetings, reading draft reports, submitting comments, and engaging in thoughtful conversations about the issues addressed. This effort, and the quality of recommendations, would not have been possible without this broad based involvement.

## Decisions – August 2005

	Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
<b>APPROVED</b>	C & C	<p><b>290 Topics courses.</b> Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> <li>Chairs submit a list of topics courses and syllabi for proposed courses to their deans on or before a scheduled deadline date. Topics courses from each division will be discussed and approved at the Council of Deans meeting following the deadline date. Deans will be responsible for checking possible duplication and compliance with the ICCB rule that the same topic cannot be offered more than twice in a three-year period. <b>Initiate this in fall 2005</b></li> <li>Subtitles for topics courses appear on the official student transcript. <b>Will take effect when Banner is implemented, if feasible.</b></li> <li>Copy of the Topics course syllabus will be kept on file in the division office. <b>Initiate this if fall 2005</b></li> </ul>	<ul style="list-style-type: none"> <li>Creates Topics course calendar for proposing &amp; scheduling Topics courses;</li> <li>Avoids situations in which Topics course duplicates existing Oakton course;</li> <li>Provides permanent student record about Topics course(s) the student has taken;</li> <li>Complies with ICCB rule</li> </ul>	Begin in fall 2005 for spring 2006 implementation	<ul style="list-style-type: none"> <li>Chairpeople</li> <li>Council of Deans</li> <li>Registration</li> </ul>
<b>APPROVED</b>	C & C	<p><b>Independent Studies courses.</b> Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> <li>Add the following to Chairs Packet: “Independent study courses are not on the regular class schedule or intended for open recruitment and registration of students. They serve the needs of individual students on a case-by-case basis. Exceptions exist in specific disciplines such as ART, in which students work in a studio environment on individually-developed projects, but in regularly scheduled class times.” <b>Initiate this in fall 2005</b></li> <li>Add subtitles for INS courses on the official student transcript. <b>Will take effect when Banner is implemented, if feasible.</b></li> <li>Keep copy of the INS contract and course syllabus on file in the division office. <b>Initiate this in fall 2005</b></li> </ul>	<ul style="list-style-type: none"> <li>Provides permanent student record about Independent Study course(s) the student has taken;</li> <li>Complies with ICCB rule</li> </ul>	Fall 2005	<ul style="list-style-type: none"> <li>Bers – revise chairs packet</li> <li>Registration</li> <li>Deans</li> </ul>

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C & C	<p><b>Internship &amp; practicum courses.</b> Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> <li>• Internship / practicum courses should have prerequisite of 12 semester credit hours completed or concurrent (can have credits as completed only, without option for concurrent). Can have 9 semester credit hours completed or concurrent if make a strong case as to why this number of credits is sufficient. Chair of the Curriculum Committee will inform chairs whose internship/practicum courses are out of compliance with ICCB and assist chairs in necessary course revisions.</li> <li>• A new Internship /practicum agreement template will be available in the Chairs Packet.</li> <li>• Internship /Practicum agreement forms need to be on file in the division offices.</li> <li>• The use of the term internship or practicum will be at the discretion of the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Complies with ICCB Guidelines that practicum/internship courses have <b>12</b> semester credit hours completed or concurrent in major as a prerequisite.</li> <li>• Maintains required record of student’s Internship / practicum experience.</li> <li>• Permits department flexibility in calling course “internship” or “practicum” because terms are used differently in different disciplines &amp; programs.</li> </ul>	<p>Revise courses fall 2005 for fall 2006 implementation at the latest.</p>	<ul style="list-style-type: none"> <li>• Chair of Curriculum Committee</li> <li>• Chairpeople</li> <li>• Bers – revise Chairs packet</li> </ul>

**APPROVED**

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C & C	<p><b>Review and revise program &amp; course descriptions.</b> Bring more consistent voice, style, length and level of detail to course descriptions; update program descriptions.</p>	<ul style="list-style-type: none"> <li>• Hire a writer(s) (can be qualified Oakton faculty) to rewrite existing catalog course descriptions and program descriptions so they can be consistent, in active voice (for course descriptions), current and of reasonable length (approximately 60 words for course descriptions). <i><b>Toni Rowitz is doing the writing with alternate time</b></i></li> <li>• Create ad hoc committee of Bob Sompolski, Sue Cisco-Laga, Paul Johnson (student development and member of C &amp; C working group), and Carlee Drummer to create guidelines for course descriptions.</li> <li>• EPP- Steering Group will issue a call for Oakton faculty/staff who might wish to undertake this project to submit letter of interest, including how person will meet timeline and writing sample.</li> <li>• Ad hoc committee of Bob Sompolski (chair of Council of Chairs and Coordinators), Sue Cisco-Laga (chair of Curriculum Committee), and Carlee Drummer ( Exec. Director of Institutional Advancement) select writer(s). Course descriptions for IAI- approved courses (both general education and majors) to be the same as the IAI course description, adjusted to fit new Oakton style.</li> <li>• The rewritten materials would serve as examples for future descriptions.</li> <li>• Appropriate dean, working with Council of Deans, will make final decision on course/program description in case of disagreement among faculty and writer.</li> <li>• As new course and program descriptions are written in the future, the Office of College Relations helps to do the final writing to ensure consistency, clarity, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Improves the utility, clarity, and consistency of course and program descriptions in the catalog and on generic syllabi while not changing the meaning or content of information. Currently we have many styles, lengths, etc.</li> <li>• Additional detail about courses and programs can be on department websites, faculty members' websites, in program brochures, and other appropriate places.</li> <li>• Generic syllabus format might be revised for all courses to include optional longer description in addition to shorter catalog description.</li> </ul>	<p>Project to be completed in early fall 2005 so that chairs/deans can review drafts during the fall, and then have the new descriptions available for the 2006-07 catalog. Timetable is ambitious but can be achieved. Much work will occur over summer 2005. A call for faculty interested in the project went out April 2005. President's Council approved this recommendation in May in order to proceed in a timely manner. A faculty member has tentatively been selected to undertake this project.</p>	<ul style="list-style-type: none"> <li>• Bob Sompolski</li> <li>• Sue Cisco-Laga</li> <li>• Paul Johnson</li> <li>• Carlee Drummer</li> <li>• EPP Steering Group</li> <li>• Council of Deans</li> <li>• College Relations</li> </ul>

**APPROVED**

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C <b>APPROVED</b>	<p><b>Course syllabi on Web and/or OCCShare.</b></p> <p>Examine policy and practice regarding generic course syllabi on the Web and/or in OCCShare.</p>	<ul style="list-style-type: none"> <li>• Continue practice of keeping official repository of Generic Syllabi on paper in Academic Affairs office.</li> <li>• Create electronic repository of generic course syllabi on OCCShare (accessible from on campus locations). Select personnel (e.g., Bers, Davis, etc.) would have <i>write access</i> to the repository; anyone on campus would have <i>read-only access</i>.</li> <li>• Put all generic syllabi on Oakton website. [Recall there is one generic syllabus for each course, not section.] If a department is worried about “giving away” too much detail, have department create more general generic syllabus for web. Encourage faculty to make their section specific syllabi available on the web for Oakton access (e.g., by advisors) and to all students in their sections. Faculty may wish to make their specific syllabi available for broader access on the web as well.</li> <li>• Include language in either generic syllabi or on website that within the generic syllabus structure/content, instructors will add information specific to their sections.</li> <li>• Appoint a technical committee to work out details of creating, storing, revising and permitting access to electronic repository. Members include Gary Newhouse (Director of Library &amp; Media Services), Dann Foster (Mgr., User Support Services/IT), Marilyn Davis (Sr. Exec. Asst to VP of Academic Affairs), and others to be determined. <b><i>Paul Grassman or Bruce Oates to be on committee as well</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Maintains one official copy of a generic syllabus (paper copy in Academic Affairs) and at the same time enhances faculty, staff and student access to generic syllabi.</li> <li>• Banner has capability to house generic and section-specific syllabi. These are available in the Banner Interface. With implementation of Banner web services and Luminous Campus Pipeline, this can become part of a student’s personal Oakton web site.</li> </ul>	<p>Technical committee convene summer 2005; <b><i>convene summer 2006 rather than 2005</i></b></p> <p>implementation as <del>soon as</del> feasible</p>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• IT staff</li> <li>• Trudy Bers and Nancy Prendergast – convene committee</li> <li>• Marilyn Davis</li> <li>• Faculty</li> </ul> <p><b><i>Explore Banner capability for posting syllabi</i></b></p>

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<div data-bbox="105 293 289 331" style="border: 1px solid black; padding: 2px; text-align: center;">APPROVED</div>	<p><b>New curricula Research &amp; Development Committee.</b> Examine how the College can foster development of new curricula, especially in areas where we don't currently have faculty.</p>	<ul style="list-style-type: none"> <li>• Establish a new Research and Development (R&amp;D) College committee charged with the task of researching trends in education and in industry; new areas of employment growth; and community needs.</li> <li>• President appoint R&amp;D committee.</li> <li>• Committee shares information with chairs, deans, and the Chair of the Curriculum Committee to inform curriculum development.</li> <li>• Committee reviews interdisciplinary approaches to curriculum.</li> <li>• The committee <del>will</del> <i>may</i> include representation from the Curriculum Committee, the library, Program Review Committee, College Advancement, student development faculty, Office of Research, the Alliance and one representative from each academic division. Additional members may be appointed as appropriate.</li> <li>• Keep membership flexible to permit changes as need arises.</li> </ul>	<ul style="list-style-type: none"> <li>• College should more aggressively foster development of new curricula and interdisciplinary approaches to curricula.</li> </ul>	<p>Organize and charge committee in fall 2005.</p>	<ul style="list-style-type: none"> <li>• Peg Lee – appoints committee</li> </ul>
<div data-bbox="84 1008 273 1045" style="border: 1px solid black; padding: 2px; text-align: center;">APPROVED</div>	<p><b>Course fees.</b> Examine what guidelines should govern the process and criteria for setting course fees</p>	<ul style="list-style-type: none"> <li>• Keep current Council of Deans (COD) procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Course fees are best evaluated and controlled at chair, department and deans' level; current COD procedure, which also provides for vice president review, maintains consistency across departments and divisions.</li> </ul>	<p>No timetable needed; continue current practices.</p>	<ul style="list-style-type: none"> <li>• Council of Deans</li> </ul>

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<div style="border: 1px solid black; padding: 2px; display: inline-block;">APPROVED</div> Fees	<b>Audit fee.</b> Examine Oakton's audit fee policy and procedure.	<ul style="list-style-type: none"> <li>Retain current Oakton Board Policy 5116 with the following modification in the policy language: "Students electing to audit will pay an audit fee <del>which must be paid at the time of the change.</del>" We recommend the fee be \$10 per credit hour, the amount itself should not be included in the policy. The policy caveat exempting employees and their dependents would be continued.</li> <li>Board Policy 5110 would also need a similar modification in language.</li> </ul>	<ul style="list-style-type: none"> <li>Current <b>practice</b> of not charging audit fee contradicts existing Board <u>Policy 5116</u>.</li> <li>Make practice consistent with policy.</li> <li>ICCB does not pay apportionment for audit students, yet cost to the College for delivering the course remains virtually the same (instructor salary, supplies and equipment used in the course, etc.). Working group estimated Oakton did not receive \$26,100 from ICCB (apportionment received if students had not been auditing). New fee will partially offset this "loss."</li> </ul>	Begin charging the audit fee summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> <li>Registration</li> <li>IT</li> <li>Accounting Services</li> <li>Maurice Archer</li> <li><b>Joi Smith will take responsibility for modifying policy language for Board approval</b></li> </ul>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">NOT APPROVED</div> Fees	<b>Graduation petition fee.</b> Examine if the current fee of \$25 per degree or certificate discourages or prevents students from applying for the award	<ul style="list-style-type: none"> <li>Charge \$25 for a student's first graduation petition, then a lesser fee of \$15 for each petition thereafter within the college year for the fall, spring and summer semesters. <b><i>Not approved because the benefit is not worth the extra effort required to track whether petition is 1<sup>st</sup> or subsequent one in the year. From the College perspective, once a student has earned a degree or certificate the student is considered a "completer." Additional degrees or certificates awarded to the same student don't help the institution. The College will continue to identify students who have met certificate requirements, notify them, and report them officially to the ICCB as "completers."</i></b></li> </ul>	<ul style="list-style-type: none"> <li>This will reduce the amount of money a student must pay if s/he petitions for more than one degree/certificate in the academic year.</li> <li>Decline in revenue due to lower fees for 2<sup>nd</sup> and subsequent petitions may be offset by larger number of petitions.</li> </ul>	Working group recommends this be put into effect fall 2005 if possible.	<ul style="list-style-type: none"> <li>Accounting Services</li> <li>IT</li> <li>Maurice Archer</li> <li>Registration and Records</li> </ul>

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Fees <b>APPROVED</b>	<b>Transcript fee.</b> Examine if College should charge a fee for providing an official transcript to a student	<ul style="list-style-type: none"> <li>Charge a fee for each official Oakton transcript.</li> <li>Recommended fee is \$3 per transcript.</li> <li>Explore third party vendor for transcripts.</li> </ul> <p><i>Approval is contingent upon obtaining agreement with third part vendor. Vendor will provide transcript; student pays vendor directly.</i></p>	<ul style="list-style-type: none"> <li>Fee will partially offset the cost of transcript production, including paper, envelopes, postage and staff time.</li> <li>Imposition of fee may discourage students from ordering multiple transcripts they do not actually need, thereby limiting College expenses in producing these transcripts.</li> <li>Banner services provided online will enable students to obtain an unofficial transcript at no cost to them.</li> </ul>	No implementation timetable suggested by working group. Perhaps begin requiring payment of transcript fee in summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> <li>Accounting Services</li> <li>IT</li> <li>Maurice Archer</li> <li>Registration and Records</li> </ul>
Fees <b>NOT APPROVED</b>	<b>Application fee collection.</b> Examine if Oakton should require students to pay their application fees before registering.	<ul style="list-style-type: none"> <li>Current Board Policy 5110 states “Payment of this [application] fee is to accompany the application.” Recommend changing current <u>practice</u> of not requiring the fee at time of application and permitting students to register (application fee amount is added to their tuition and fee bill).</li> <li>New <u>practice</u> would require payment of fee with application and can be done online when Banner is operational.</li> </ul> <p><i>Administrative costs of processing applications are now minimal; policy will be changed to reflect current practice.</i></p>	<ul style="list-style-type: none"> <li>Make practice consistent with policy.</li> <li>Currently more than 1000 individuals apply to Oakton each year but do not pay the application fee and never register. Time and money (staff salaries) are spent processing applications for these individuals.</li> </ul>	Begin requiring payment of application fee for summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> <li>Accounting Services</li> <li>IT</li> <li>Maurice Archer</li> <li>Admission Office</li> <li><i>Joi Smith will be responsible for modifying policy language for Board approval</i></li> </ul>

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Fees <b>APPROVED</b>	<b>Application fee amount.</b> Examine application fee; i.e., should application fee be increased to offset reduction or elimination of other fees such as graduation petition fee?	<ul style="list-style-type: none"> <li>Keep current application fee of \$25.</li> </ul>	<ul style="list-style-type: none"> <li>Oakton currently has a relatively high application fee compared to other community colleges (though we require no technology fee).</li> <li>Current fee has been in place several years and does not appear to be an impediment to students.</li> </ul>	No timetable needed; continue current practices.	<ul style="list-style-type: none"> <li>Continue current practice</li> <li>Admission Office</li> </ul>
Testing & Prereq <b>APPROVED WITH MODIFICATIONS</b>	<b>Mandatory testing for students registering for their 13<sup>th</sup> credit.</b> Should the “13-hour rule” be revised?	<ul style="list-style-type: none"> <li>All students who wish to enroll in a math or composition course or other courses with math or composition prerequisites must take English or math placement tests (or present appropriate ACT/high school or college transcript data) to meet course prerequisite. <i>Approved</i></li> <li>All full-time students will be required to take English and math placement tests (or present appropriate ACT/high school or college transcript data) to assist in educational planning and advising <i>See below for modification</i></li> <li>All students placed on academic probation will be required to take the English placement tests (or present appropriate ACT/high school or college transcript data). <i>See below for modification</i></li> </ul>	<ul style="list-style-type: none"> <li>Facilitate registration for part-time, adult and/or career program students, especially those seeking just one or a few courses.</li> </ul>	<i>Summer 2006</i>	<ul style="list-style-type: none"> <li>IT</li> <li>Registration and Records</li> <li>Betty Schaffel</li> <li>Lynn Woodbury</li> </ul>
<p><b>Modifications:</b></p> <p><i>For full-time students, after week 4 of the fall and spring terms, run list of FT students (enrolled for 12 or more credits) who do not have placement tests. Send them notification indicating they must take tests, and block their registrations for subsequent terms until tests are taken.</i></p> <p><i>For all students placed on academic probation and who do not have English placement test, send them notification indicating they must take the English placement tests, and block their registrations for subsequent terms until tests are taken. Rationale for requiring only English, not math, placement tests is that reading and writing are basic to large variety of courses whereas math is typically not.</i></p> <p><i>Note that students wanting to register for English courses, math courses, and other courses with an English or math prerequisite must still take English or math placement tests regardless of FT/PT status or academic standing.</i></p> <p><i>These modifications can be implemented with Banner and come close to current policy/practice of blocking registration as a student attempts to register for his/her 13<sup>th</sup> credit.</i></p>					

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<p data-bbox="163 250 279 303">Testing &amp; Prereq</p> <p data-bbox="136 321 294 354"><b>APPROVED</b></p>	<p data-bbox="300 250 543 464"><b>Course prerequisites.</b> Should Oakton block registration for students who do not have course prerequisites?</p>	<ul style="list-style-type: none"> <li data-bbox="569 250 1081 496">• Every department/program review its course prerequisites to determine if, for each course, these are really recommendations or prerequisites. Revisions should be submitted through the Curriculum Committee, using the simplified process for submitting minor changes.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1110 250 1451 402">▪ Departments are in the best position to determine whether a course should have prerequisites, recommendations or neither.</li> <li data-bbox="1110 402 1451 646">▪ At the same time, Oakton needs to be consistent with Illinois Articulation Initiative (IAI) course descriptions, including prerequisites, for all IAI courses including those in general education and in majors.</li> <li data-bbox="1110 646 1451 980">▪ All sections of an Oakton course should be comparable with respect to content, rigor, and expectations for students. We do not want to be in a position where transfer institutions, for example, perceive our summer courses to be “less than” courses offered during the fall or spring semesters.</li> <li data-bbox="1110 980 1451 1101">▪ We want to minimize the “hoops” a student must go through to register and remain in a course.</li> <li data-bbox="1110 1101 1451 1253">▪ Course prerequisites should ordinarily be enforced by blocking registration for students who do not meet the prerequisite.</li> </ul>	<p data-bbox="1476 250 1640 277"><i>Summer 2006</i></p> <p data-bbox="1476 310 1675 430"><i>Department review must be completed by end of Fall 2005 term</i></p>	<ul style="list-style-type: none"> <li data-bbox="1707 250 1839 277">• Faculty</li> <li data-bbox="1707 285 1875 370">• Chair of curriculum committee</li> <li data-bbox="1707 378 1875 435">• Council of Deans</li> </ul>

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Testing & Prereq <b>APPROVED</b>	<b>Course prerequisites.</b> Should Oakton block registration for students who do not have course prerequisites?	<ul style="list-style-type: none"> <li>For courses with recommendations (not prerequisites), registration is open to all students who do not have other restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>Same as in course prerequisites recommendation above.</li> </ul>		<ul style="list-style-type: none"> <li>Registration</li> </ul>

**APPROVED WITH  
MODIFICATION –  
APPROVE  
PATTERN A ONLY**

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Testing & Prereq	<p><b>Course prerequisites.</b> Should Oakton block registration for students who do not have course prerequisites?</p>	<ul style="list-style-type: none"> <li>For each course with a prerequisite (not recommendation), the department should decide which of these two registration patterns should be applied:</li> </ul> <p>Pattern A: Registration is blocked for a student who has not demonstrated through a prior Oakton course, credit transferred from another institution, or appropriate waiver (such as used by the mathematics department) that she has met the prerequisite. <u>This block is in place for all semesters and sessions. A student cannot register for the course until the prerequisite is demonstrated.</u></p> <p><del>Pattern B: Registration is blocked for a student who has not demonstrated through a prior Oakton course, credit transferred from another institution, or appropriate waiver (such as used by the mathematics department) that she has met the prerequisite. <u>This block is in place for the fall and spring semesters. For summer session courses, a student who has provided evidence the prerequisite has been met, as in Pattern A, can register. A student who has not provided this evidence is asked to provide her instructor with acceptable documentation she has met the prerequisite. A student can register for the course, and remain in the course without provision of the documentation at the discretion of the instructor.</u></del></p>	<ul style="list-style-type: none"> <li>Same as in course prerequisites rationale above.</li> </ul> <p><i>Council of Deans and Registration &amp; Records will work together to put in place a process for granting exceptions on an individual student basis.</i></p> <p><i>Rationale for approving Pattern A only is that we don't want to dilute quality and rigor of courses and expectations of students by changing prerequisite application from summer to fall/spring terms.</i></p>		<ul style="list-style-type: none"> <li>Faculty</li> <li>Registration</li> <li>Council of Deans</li> </ul>

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Grading & SOAP <b>APPROVED</b>	<b>GPA calculation &amp; SOAP status changes during a term.</b> With the advent of many courses that are scheduled in compressed timeframes (e.g., 4 weeks, 8 weeks) examine if students' GPA and/or SOAP status should be recalculated each time a course concludes.	<ul style="list-style-type: none"> <li>Continue current process of posting grades to students' transcripts when courses are completed, but calculate GPAs at end of term.</li> <li>If a student is completing a course or receiving a grade change for a course taken in a previous term, then recalculate corrected GPA when new grade is posted.</li> </ul>	<ul style="list-style-type: none"> <li>Recalculating GPAs throughout a term leads to confusion, ongoing changes to a student's SOAP status within the term, and confusion regarding financial aid eligibility.</li> <li>Standard practice in higher education is to calculate GPA at end of the term.</li> </ul>	No timetable needed; continue current practices.	<ul style="list-style-type: none"> <li>Continue current practice</li> </ul>

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Grading \$ SOAP <b>APPROVED</b>	<b>Standards of Academic Progress (SOAP) criteria.</b> Examine the current Standards of Academic Policy	<ul style="list-style-type: none"> <li>The fundamental standard of academic progress will continue to be the attainment of a 2.0. The standard will apply once a student has attempted 9 credit hours (including developmental courses). Currently SOAP doesn't apply until a student has attempted 12 credit hours.</li> <li>Eliminate Warning Stage in SOAP and reduce from 4 to 3 SOAP stages. Probation will begin when a student's term GPA falls below a 2.0. Suspension and Dismissal will remain unchanged (they will just begin earlier given the removal of the Warning stage).</li> <li>F's in developmental coursework will not be included in calculation of term GPA for SOAP status. Currently, Fs earned in courses below 100 are calculated for SOAP progress, but are not calculated in the official GPA. To be consistent, we propose that Summer term will count toward SOAP status. It is currently confusing for students when the summer term does not count.</li> <li>After change is put into effect, research the incidence of students who would have been below SOAP if Fs in developmental courses had been included in the GPA and determine whether the numbers are large enough to warrant some type of intervention or even change in the policy.</li> </ul>	<ul style="list-style-type: none"> <li>We are proposing that SOAP kick in earlier and therefore believe that 9 attempted credit hours allows students an opportunity to attempt coursework but doesn't permit them to get too deeply into academic difficulty before we intervene.</li> <li>Eliminating Warning Stage permits earlier intervention.</li> <li>Excluding F's in developmental coursework for SOAP status will minimize current confusion about where F's count and don't count.</li> <li>Including summer term in SOAP calculations will minimize current confusion about where summer counts and doesn't count. Recent research by Clifford Adelman demonstrates that community college students use the summer term as a regular, standard part of their enrollments, and that summer matters.</li> </ul>	Recommend beginning Fall 2006, the first term in which new catalog is in effect.  <i>Timetable to be determined once we know more about Banner implementation</i>	<ul style="list-style-type: none"> <li>Registration and Records</li> <li>Counselors &amp; advisors</li> <li>IT</li> </ul>

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Grading & SOAP <b>APPROVED</b>	<b>Examine financial aid implications of changes in GPA calculations and/or SOAP.</b>	<ul style="list-style-type: none"> <li>Proposed changes do not have direct implications for financial aid eligibility or awards.</li> <li>Beginning in 2005-06, a member of Advising and Counseling Center will meet with each financial aid recipient who does not earn a 2.0 GPA after first term at Oakton, an estimated 100 students after fall semester.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with students will permit College to convey information about academic support services and other resources to help students succeed.</li> </ul>	Meetings begin 2005-06.	<ul style="list-style-type: none"> <li>Counseling and advising</li> </ul>
Grading & SOAP <b>APPROVED</b>	<b>In-progress grade.</b> Examine if the student's transcript should identify courses still in progress; that is, courses scheduled to end later than the semester.	<ul style="list-style-type: none"> <li>Create a new indicator, "IP" in progress, for courses scheduled to end later than the semester. This is different from an I, which indicates the course has ended but the student has an Incomplete—has not completed the work for the course. IP will be used in financial aid progress calculations.</li> </ul>	<ul style="list-style-type: none"> <li>Provide greater clarity on transcripts for students enrolled in courses that are not scheduled to end until well after the regular term concludes.</li> <li>Greater clarification for determining student's financial aid eligibility and requirement to successfully complete 2/3 of all attempted credits.</li> </ul>	Working group suggested this begin as soon as possible. Probably it should begin with summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> <li>Registration and Records</li> <li>IT</li> </ul>
Grading & SOAP <b>APPROVED</b>	<b>Forgiveness policy.</b> Examine if there should be changes in the Forgiveness policy.	<ul style="list-style-type: none"> <li>Add an indicator on students' transcripts to show F-grades removed through the Forgiveness Policy.</li> <li>Do not allow F grades assigned because of academic dishonesty to be forgiven.</li> <li>Continue rest of Forgiveness Policy as is.</li> </ul>	<ul style="list-style-type: none"> <li>Expunging (completely removing) forgiven F-grades from student transcripts violates professional standards for reporting grades to other schools and may call into question the ethics/integrity of Oakton's transcripts.</li> </ul>	Recommend beginning Fall 2006, the first term in which new catalog is in effect.	<ul style="list-style-type: none"> <li>Registration and Records</li> <li>IT</li> </ul>

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Grading & SOAP <div data-bbox="121 313 296 358" style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 10px;">APPROVED</div>	<b>Course withdrawal dates.</b> Examine if the late students can withdraw from a course without academic penalty should be changed.	<ul style="list-style-type: none"> <li>• Retain current policy permitting students to withdraw up to the midterm date (8<sup>th</sup> week of a 16-week term) of a course without academic penalty.</li> <li>• Deans send reminders to faculty of the importance of providing withdrawal date information to students; first reminder should be sent just before the term begins and a second reminder should be sent the first few weeks of the term.</li> <li>• Provide course withdrawal date on each course syllabus (class list gives actual withdrawal date, which is different for courses scheduled over shorter durations than 16 weeks or that begin later in the term).</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions across the College showed little support for changing the withdrawal dates.</li> <li>• Policies of other colleges do not show consistent pattern among other institutions.</li> </ul>	Initiate more communication about midterm withdrawal dates in fall 2005 semester, or in summer 2005 if possible.	<ul style="list-style-type: none"> <li>• Deans – send reminders</li> <li>• Faculty – update syllabi with withdrawal dates</li> </ul>

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Grading & SOAP <b>APPROVED</b>	<b>Course repeats.</b> Examine if the number of times a student is permitted to repeat a course should be limited.	<ul style="list-style-type: none"> <li>Students should be allowed to repeat a course an unlimited number of times.</li> <li>All grades will be reflected on the student's official transcript and the highest grade will count in the GPA calculation.</li> <li>If a program limits course repeats (e.g., in health career programs), the program course repeat restriction would take priority.</li> </ul>	<ul style="list-style-type: none"> <li>Current practice states that students cannot repeat more than once (3<sup>rd</sup> enrollment) without written consent of a Student Development faculty member; in practice, consent is always given and this requirement creates an additional burden on students, faculty and staff.</li> <li>Oakton data show relatively few students repeat high-demand courses (working group was concerned that permitting repeats would deny opportunities to other students)</li> <li>Recent national survey of college registrars and admission officers revealed slightly more than half of institutions represented allowed students to repeat courses an unlimited number of times.</li> </ul>	As soon as possible.  <i>Summer 2006</i>	<ul style="list-style-type: none"> <li>Bruce Oates to provide catalog information</li> </ul>
Grading & SOAP <b>APPROVED</b>	<b>Acceptance of D grades for transfer.</b> Examine if Oakton should accept grades of D from other institutions for credit at Oakton.	<ul style="list-style-type: none"> <li>Continue current policy of accepting D grades for credit. Also continue current policy that if a particular program or course prerequisite required a grade of C or higher in a course, the credit transferred to Oakton with a D grade will not satisfy this requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent with how some other colleges accept transfer credit.</li> </ul>		<ul style="list-style-type: none"> <li>Registrar</li> </ul>

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Scheduling  <b>APPROVED</b>	<p><b>“Rules” governing course and section scheduling.</b> Examine who should determine the number of sessions or class meeting minutes, room assignments, and related issues when classes are scheduled.</p> <p><b>Principles for allocated space for classes.</b> Examine what principles should be in place regarding the allocation of spaces for classes and who should develop them</p>	<ul style="list-style-type: none"> <li>• Retain “standard” timetable of class start/end times for 3 credit classes with minor modifications; deans work with departments to fit scheduling patterns for classes with fewer or more credit hours.</li> <li>• Registration &amp; Records consults with and obtains approval from appropriate department chairs and deans to move/switch classroom assignments based on enrollment or other factors.</li> <li>• Prepare comprehensive database documenting classroom furnishings, equipment, capacity, etc.</li> <li>• Deans develop a set of criteria to determine priorities when there are competing demands for limited classroom space on particular days/times, paying specific attention to the addition of new courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Make best use of space and meet students’ scheduling needs; limit “holes” in the schedule where a room is not available for a class because of odd start-end times or dates.</li> <li>• Ensure appropriate consultation with chairs and deans, and respect for departmental or faculty room needs (e.g., type of furniture, adjacencies to other spaces, maps or other instructional materials)</li> <li>• New database is underway as part of implementation of Ad Astra (room scheduling software); database will provide better information for scheduling classes and other activities into appropriate spaces.</li> <li>• Criteria for room assignment priorities will reduce confusion/conflict and maximize appropriate use of space.</li> </ul>		<ul style="list-style-type: none"> <li>• Council of Deans</li> <li>• Chairpeople</li> <li>• Manisha Shah</li> </ul>

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Scheduling	<b>Department priority classrooms.</b> Examine if departments should have priority to schedule classes into specific spaces	<ul style="list-style-type: none"> <li>Assign to each department “department priority classroom space” according to articulated principles regarding sections lost in shambles; scheduling classes across mornings, afternoons and evenings; accommodating classes that meet in odd patterns, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Department priority space and related principles should help to maximize use of space, reduce departmental uncertainty about space, and provide in an orderly way for allocating space to new courses not on the “rollover” schedule from prior semesters.</li> </ul>		<ul style="list-style-type: none"> <li>Chairpeople</li> <li>Council of Deans</li> <li>Manisha Shah</li> </ul>
APPROVED					
Scheduling	<b>Scheduling courses.</b>	<ul style="list-style-type: none"> <li>Construct some 20-seat classrooms in space vacated after opening of the RHC Pavilion to accommodate small classes and free up larger spaces. <i>EPP TF charge does not include decisions about construction or remodeling</i></li> </ul>	<ul style="list-style-type: none"> <li>New small classrooms will help to maximize use of other space and provide for better teaching environment for these small classes.</li> </ul>		<ul style="list-style-type: none"> <li>Carl Costanza</li> <li>Council of Deans</li> <li>President’s Council</li> </ul>
UNDER ADVISEMENT – NEITHER APPROVED NOR DISAPPROVED					
Scheduling	<b>Blocking rooms for a class or event that meets irregularly.</b> Examine if rooms should be blocked for classes or activities that occur only occasionally during the term	<ul style="list-style-type: none"> <li><del>Use Ad Astra to deal with irregular class meetings and special events. Reference to Ad Astra unnecessary because it deals with how to accomplish the task</del></li> <li>Schedule courses that use both labs and standard classrooms in configuration so that one section meets in lab while other meets in classroom, then switch on alternate days.</li> </ul>	<ul style="list-style-type: none"> <li>This will maximize use of instructional space and eliminate one course being assigned to two spaces simultaneously, thus preventing another course from using the space.</li> </ul>		<ul style="list-style-type: none"> <li>Chairpeople</li> <li>Council of Deans</li> <li>Manisha Shah</li> </ul>
APPROVED					

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Scheduling  <div data-bbox="121 310 310 358" style="border: 1px solid black; padding: 2px; display: inline-block; font-weight: bold;">APPROVED</div>	<b>Late registration.</b> Examine if Oakton should revise the registration schedule to limit or eliminate late registration	<ul style="list-style-type: none"> <li>• Eliminate late registration as it is currently established for all classes, whether on campus or offered through distance learning.</li> <li>• Introduce the phrase “registration after classes begin” rather than “regular registration through the date of the first class meeting.”</li> <li>• Permit registration after classes begin through the date of the first class meeting, after which instructor’s consent will be needed. Beginning with 2<sup>nd</sup> week of course, dean’s signature would also be required.</li> <li>• Retain ability to manually intervene and permit late registration on a case-by-case (and very unusual) circumstance.</li> <li>• Encourage faculty to access course rosters available on Banner to determine whether students have dropped and there is space in the class for the very exceptional late registrant.</li> <li>• Implement internal and external communication campaign to inform current and prospective students about the change.</li> <li>• Some media -based courses could be scheduled as 12-week classes beginning 4 weeks into the term.</li> <li>• Communicate that students should not assume faculty/deans will approve late registrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the need for faculty to repeat introductory material multiple times and move quickly to substance of course.</li> <li>• Improve learning and teaching for students and faculty because virtually all will be present “from the beginning.”</li> <li>• Experience of other community colleges that have eliminated late registration showed little or no impact on enrollments.</li> </ul>	Implement in <del>spring 2006</del> <b>summer 2006</b> because of greater opportunity to communicate with continuing students present in the <del>fall</del> - <b>spring</b> (compared to communicating with students here in the spring and away for the summer).  <i>The college will publicize elimination of late registration in a variety of ways</i>	<ul style="list-style-type: none"> <li>• College Relations</li> <li>• Registration</li> <li>• Council of Deans</li> <li>• Faculty</li> </ul>