

ACADEMIC AFFAIRS COUNCIL
Wednesday, April 3, 2013
Northern State University

MINUTES

The Academic Affairs Council met in the Jewett Conference Room, Spafford Hall Room 105 at Northern State University on Wednesday, April 3, 2013 with the following persons participating: BHSU, Curtis Card; DSU, Cecelia Wittmayer; NSU, Tom Hawley and Sharon Paranto; SDSMT, Mike Gunn; SDSU, Laurie Nichols and Mary Kay Helling; USD, Chuck Staben and Kurt Hackemer; BOR, Sam Gingerich, Katie Boehnke, and Sydney Bartunek; and guest Robert Stein.

1. Agenda– Additions, Changes, and Approval

- A. Sam added the following items to the agenda for discussion:
1. Faculty role in campus internationalization
 2. Math Discipline Council
 3. Special Resolutions
 4. Foreign Languages

2. Minutes

- A. February 2013

The February 2013 minutes are still being reviewed and will come back to the May 2013 AAC meeting.

3. Consent Agenda Items

- A. Program Modifications
1. Black Hills State University

Black Hills State University has submitted the following program modifications requests. These proposals will move forward to COPS in April and BOR in May.

Existing Program-Substantive Program Modifications

- Mathematics Minor – *change in the total credits required within the discipline, change in the total credits of elective course work, and change in the total credits required for the program*
- Mathematics Minor – Teaching – *change in the total credits required within the discipline, change in the total credits of elective course work, and change in the total credits required for the program*

2. South Dakota State University

South Dakota State University has submitted the following program modifications requests. These proposals will move forward to COPS in April and BOR in May.

Existing Program-Substantive Program Modifications

- Biotechnology Major (BS) – *change in the total credits required within the discipline and change in the total credits of elective course work*
- Dance Minor – *change in the distribution of credits, add a new course, and delete the elective section*

3. University of South Dakota

The University of South Dakota has submitted the following program modifications requests. These proposals will move forward to COPS in April and BOR in May.

Existing Program-Substantive Program Modifications

- Interdisciplinary Language Areas Minor – Latin America – *change in program name and change in required and elective courses in program*
- Spanish (BA) and Double Spanish Major – *change in total credits required within the discipline, change in total credits of supportive course work, and change in the total credits of elective course work*
- Spanish Minor – *change in the total credits of elective course work and change in the total credits required for the program*

B. Course Modifications

1. Black Hills State University

Black Hills State University has submitted the following new course requests and course modification requests. These proposals will move forward to Dr. Warner for review and will be reported in the Interim Actions report for the May BOR meeting.

New Course Requests

- SOC 326 Mediation and Conflict Resolution
- SOC 471 Medical Sociology
- HRM 452 Human Resource Information Systems and Workforce Analytics

Authority to Offer Existing Common Course

- EDFN 595 Practicum
- MATH 095 Pre-College Algebra
- MATH 416 Combinatorics
- MATH 421 Complex Analysis
- MATH 440 Mathematics of Finance
- MATH 461 Introduction of Topology
- SEED 688 Student Teaching
- SEED 741 7-12 Curriculum & Instruction

Revised Course Requests: Common Courses

- MATH 416 Combinatorics

2. South Dakota School of Mines and Technology

South Dakota School of Mines and Technology has submitted the following new course requests and course modification requests. These proposals will move forward to Dr. Warner for review and will be reported in the Interim Actions report for the May BOR meeting.

New Course Requests

- MATH 443/543 Data Analysis
- MATH 452 Advanced Studies in Mathematics

Revised Course Requests: Common Courses

- MES 637 Organic Photovoltaics

3. South Dakota State University

South Dakota State University has submitted the following new course requests and course modification requests. These proposals will move forward to Dr. Warner for review and will be reported in the Interim Actions report for the May BOR meeting. The general education revision requests will go forward to the April COPS/May BOR meeting for approval.

New Course Requests

- ARCH 521 Building Specification
- ARCH 522 Drawing In Detail
- ARCH 551 Whole Building Studio I
- ARCH 552 Whole Building Studio II
- ARCH 571 Architectural Practice I Regulation
- ARCH 572 Architectural Practice II Economics
- ARCH 631 Building Technology I
- ARCH 632 Building Technology II
- ARCH 651 Professional Design Practice I
- ARCH 652 Professional Design Practice II
- ARCH 671 Architectural Practice III Stewardship
- ARCH 672 Architectural Practice IV Management
- DANC 135 Dance Activities
- EHS 309 Interdisciplinary Group Processes
- UC 102-102L Exploratory Studies and Labs

Authority to Offer an Existing Common Course Request

- AIS 400 Education and Native Peoples
- GER 410 Focus on German Grammar
- GER 455 German Film
- POLS 141 Governments of the World

Revised Course Requests: Unique Courses

- RANG 325-325L Measurement and Topics Lab – *change in course number, description, and prerequisite*

General Education Revisions

- INFO 101 Introduction to Informatics – *Add to list of SGR Goal #6*
- INFO 102 Social and Ethical Aspects of Informatics – *Add to list of SGR Goal #3*
- MATH 202 Applied Informatics – *Add to list of SGR Goal #5*

4. University of South Dakota

The University of South has submitted the following new course requests and course modification requests. These proposals will move forward to Dr. Warner for review and will be reported in the Interim Actions report for the May BOR meeting.

New Course Requests

- EPSY 322 Ecology of Child and Adolescent Development
- EPSY 333 The Science of Love
- SPAN 303 Readings in Latin American Culture

Authority to Offer an Existing Common Course Request

- SPAN 330 Reading and Writing for Communication
- SPAN 437 Topics in Film Studies
- SPAN 443 Linguistics

Revised Course Requests: Common Courses

- PE 454 Biomechanics – *Change to University Specific Prerequisites*
- SPAN 340 Phonetics
- SPAN 350 Spanish for Business Communications
- SPAN 392 Topics
- SPAN 433 Spanish Civilization & Culture
- SPAN 492 Topics
- STAT 281 Introduction to Statistics

4. New Programs

A. New Program Requests

1. South Dakota State University

South Dakota State University has submitted the following new program requests. These proposals will move forward to COPS in April and BOR in May. All comments and concerns should be provided to Paul Gough.

- Minor in Animal Health
- B.A. in American Indian Studies
- Master of Mass Communication

B. New Certificate Requests

1. No report

C. New Site Requests

1. University of South Dakota

The University of South Dakota has submitted the following new site requests. These proposals will move forward to COPS in April and BOR in May. All comments and concerns should be provided to Paul Gough.

- M.A. in Interdisciplinary Studies, Online
- B.B.A. in Management, Online
- M.A. in Kinesiology and Sport Science, Online

2. South Dakota State University

South Dakota State University has submitted a new site request for their M.S. in Human Sciences, Online. This proposal will move forward to COPS in April and BOR in May. All comments and concerns should be provided to Paul Gough.

D. Intent to Plan Requests

1. No report

5. Policy Revision and Development

A. BOR Policy Revisions

1. Revisions to Board Policy 2:10 – Grades and Use of Grade Point Averages

Sam stated that there are two issues proscribed by Policy 2:10 that AAC has been discussing. These are creation of the SP grade for use solely with MATH 095 and the establishment of limits on the number of W's that a student can be assigned while enrolled in courses offered by the Regental system.

The group discussed the proposal to establish a limit on the number of withdrawals. Sam stated that embedded in this discussion is the requirement that if approved, clear guidelines will be created. The recommendation includes only the W's assigned at system institutions and it will start on a date certain and go forward. As written in the proposed revision, faculty will play a role as decisions are made on special situations. Sam noted that a big question regarding the changes is automation. However, since Texas, California, and Georgia have all followed through with establishing a W limit at the state/system level, there are models out there that our system can use. Sam mentioned he wanted to bring this item back to AAC because we are getting close to the point where we need to make a decision on whether or not we will proceed with the revisions.

Cecelia noted that DSU general faculty has asked if there is best practices literature on student success regarding this policy revision. Sam noted that Georgia State University has evidence that

shows the percentage of students that were making progress did increase after the limit on W's was implemented. Some of the states that have implemented this have done it for fiscal reasons. When a student registered for a course 20 times and continually dropped this course, the question does become how often the state has to fund it. Therefore, states have established a limit to say they will not fund those students anymore.

Laurie noted that SDSU just had Education Advisory Board on campus and they shared their data analytics behind student success. In the freshman year for First Year Experience, there were five variables that were significant, one of which was students need to complete 24 credits within their first year and another being students need to successful at least 80 percent of the time. Chuck, Laurie, and Mike all agreed they are comfortable with moving forward with the policy revision.

Cecelia noted that beyond literature that proves this successful, DSU's major concern is the issue of automation. Kurt added the Registrars at USD are concerned about automation as well. Sam noted that the states that have implemented this have a process in place that is not manual so essentially this will just take some phone calls to these institutions to have discussions on how to go about the automation side of it.

Sam stated with the creation of the SP grade for usage solely with MATH 095, there will need to be some guidelines established. An SP grade will automatically be changed to an RU or RS. Registrars are questioning the use of SP and rather recommend RP. Sam stated that he personally likes the recommendation the Council went forward with because SP makes sense; it's satisfactory progress. Remedial progress doesn't make sense. Sam stated that this is still open for discussion.

Sam noted that for May AAC he will bring back some policy language that will address both number of withdrawals and the creation of the grade SP for use with MATH 095. He stated that if these proposed changes are approved, guidelines will then be developed. Also, Sam will continue to include Council members in discussion/feedback regarding the policy revision that he receives.

B. Smarter Balanced Implementation Update

Robert Stein was once again introduced to the group as South Dakota's consultant advisor for Smarter Balanced. His role is to work with the six states he is assigned and with the consortium that is developing the next generation test in K-12 for college and career ready. In addition, it is his job to improve the engagement of higher ed in the process and ensure the communication works in both directions.

Sam noted that Robert met with AAC in September 2012 and continues to be in contact with us throughout this implementation process. Today he will provide a perspective of the work underway nationally, discuss key issues facing the Consortium in the next few months, address concerns of members of the Council or from the campuses, and offer support and suggestions for engaging campuses in this work.

Robert asked the Council members if Smarter Balanced on their radar screen on campus; do faculty that are engaged have questions; where are institutions at in this process? Chuck noted that at USD primarily Math and English faculty are engaged with some attention found also in the assessment office. The Education faculty and Education Dean are aware and involved but as a whole the campus overall is not engaged. Mike agreed with Chuck noting that it similar at SDSM&T with Math and English faculty involved and being a science and technology focused school primarily the math placement is what SDSMT is most interested in. Laurie noted that at SDSU the Math and English faculty have been engaged since day one and have attended the national meetings. A few concerns discussed on campus involved what is happening in high schools, lack of concern that there isn't good communication in K-12 about this right now and that K-12 is not doing much about Smarter Balanced in South Dakota, school boards walking away from the assessment and not dealing with it, and SDSU not wanting to do more remediation. Robert noted based on projections and where South Dakota falls right now, the new test is going to create a very different testing environment for K-12 students and the number identified as not college ready and needing remediation will increase in the coming years. Robert mentioned that the Smarter Balanced assessments are going to be closer to the NAPE scores resulting in a lot of backlash. Cecelia noted that DSU has had a Math faculty member that has been very involved at the national level and he has been providing updates to the campus. Similar to other campuses, besides the Math, English, and Education faculty, others on campus are unaware of the Smarter Balanced implementation and seem not to care. Curtis noted as other campuses have mentioned, BHSU Math and English faculty are engaged and the rest of the university does not pay attention.

Robert asked the Council members what each believes the biggest challenges are in general for higher ed in South Dakota. Tom noted that from NSU's perspective remediation is a problem and as we look at the Native American population, which is the only K-12 population that is really growing, we continue to see more and more students coming from the those areas with great need for remediation. Mike noted he would expand that to the small rural school too where the exceptional students may not have a wide range of challenging opportunities. Therefore, the exceptional students get the same level of preparation that someone who is just going to graduate high school receives so there are students that come to the universities that are just not as prepared because of their living situation. Chuck noted a couple issues nationally as well as for South Dakota include stagnant state support that creates an enrollment-driven institution which then makes us dependent on enrollment of students who are increasingly poorly prepared for college and at the same time there are challenges out there that are forming, such as StraighterLine and MOOCS that are creating issues for our business model. For the research institutions especially, we also face the clearly declining investment and research at the federal level.

Robert noted that South Dakota has retention and completion problems when you look at the data. Even though South Dakota is a small state, Robert mentioned this is still a relative issue. The American Indian completion rate is 10% from when they step onto campus. These issues bring up questions such as, what is higher education's connection to K-12 and can we do things more intentional with K-12 to make a difference.

Robert stated he believes strongly that the liberal arts general education requirements at the South Dakota public institutions have some connection to what is going on with Smarter Balanced. Robert raised the question about the relationship between the other faculties that are not engaged and should be.

Tom noted that there appears to be a disconnect between the Common Core State Standards and Smarter Balanced since you do not hear them used together. Robert noted that the Common Core is the foundation and standards and South Dakota became one of states that adopted Common Core in November 2010. Smarter Balanced is building off Common Core to develop the new assessment but part of the problem is that the Common Core agenda reaches into higher ed in a number of ways including the need to teach existing and new teachers the context of common core so they understand the Smarter Balanced assessment when it launched. Part of the confusion about Smarter Balanced and Common Core is that Smarter Balanced is not about the teacher ed preparation or professional development of teachers but rather about what the tests mean and what messages are given to teachers and universities. Smarter Balanced has a narrow lens that includes test development, test vitality and utilization of those tests by campuses as a valid early warning system in high school. The questions to answer are how can we get more interest and engagement and what can be done in the 12th grade to move this process along.

Laurie noted that an item that was discussed at SDSU's academic council meeting was the idea that there has never been an early warning assessment in the high schools before so we are going to be introducing a level of information that these students and teachers have never experienced. SDSU is concerned that the new testing materials could send the wrong message that students are not college material and in return the students simply will not try to make it work. Robert mentioned that there has been a push for Smarter Balanced to start talking about college content readiness in their published materials because we know there are a lot of factors that affect whether a given student is going to be successful. These assessments do not measure motivation, soft skills, etc. Robert noted that there is discussion on how to create messages for the public and students that are constructive and positive but most importantly how do you design system that help students face the consequences of their decisions and to do something to turn things around.

Robert noted that in the fall of 2016 institutions will start receiving freshman who have Smarter Balanced test scores. There are over a million students taking the assessment in pilot programs now but this is testing whether the assessment works correctly. Robert noted that this process is going to change how testing will occur on campuses nationally. The kind of student that come out of the high school in 5-10 years is going to be completely different.

Sam noted that we need to realize that people do teach to the test and he believes the nature of assessment in K-12 is going to change. From Sam's perspective the value here is that this is an opportunity to actually define what students should know and be able to do to be college and career ready and these assessments tie to that. Sam add the Common Core implementation is positive because it is forcing a dialogue of what skills are important, why they are important, and what students need to be able to do. The Smarter Balanced assessments are building upon that.

Sam added that the system needs to remember that in 2015, our admissions representatives will begin receiving calls from students that have been told they are not quite college ready and will want to know how to move forward with the process. This is something that be aware as it coming up sooner on the timeline.

Robert stated he is not here to sell the Council the test but rather to get engaged in designing the test and to position South Dakota so we can make educated decisions. He stated that this will include accepting that this is an appropriate test for telling students about placement based on the scores they get in 11th grade and that this can be used to guide what students do in 12th grade.

Sam noted that as part of the Bush Foundation grant, there is a pool of money set aside to develop curricular options for those students identified by the 11th grade Smarter Balanced Assessment as not on track to be college-ready. The plan is to bring together K-12 teachers and higher ed faculty to work in math and English/language arts to start designing some curricular options that can be implemented. Sam noted one way campuses can help out is to provide the meals and meeting space for the three days the workshops are held on your campus. Also, as a note looking forward, if campuses could find funds to provide coffee/cookies in the fall to bring these groups back together, that would be helpful.

C. StraighterLine

Sam noted this item is going forward to the April BOR meeting simply to make the Board members aware since they may be asked questions in the near future. When StraighterLine was discussed at the last meeting there was concern raised about the impact this would have on the business model. Sam asked Chuck to give some feedback regarding the discussion on this topic at the last COPS meeting. Chuck noted the discussion on the Presidents focused on whether or not these courses are of quality and from Chuck's perspective these are better than many of the system's online courses because they have better instructional designers. Chuck noted that since we accept our own courses, from an intellectual stand point we should accept these StraighterLine courses. However, from an economic perspective we should not. Sam stated we are already in a position where we accept these because we accept all ACE credit recommendations. Chuck noted that essentially the Presidents recommended that the courses be referred back to AAC to judge the quality of the courses.

Laurie noted that this item generated a lot of discussion at SDSU and the idea came up to change the system's pricing structure. In fact, SDSU believes the system should create our own "StraighterLine". Sam noted there are other universities that have gone that way with this and basically it is a self-paced competency based approach with tutoring and faculty involved. Sam noted AAC and BAC should have a broader discussion of instructional options/tuition structures that are foundational to the possible funding models that are available before we move this forward to the Board.

There was some discussion about the outcomes of high schools offering students the opportunity to enroll in MOOCs for dual-credit. Sam noted that the South Dakota Virtual High School has entered into an agreement with StraighterLine where they will be operating StraighterLine

courses for dual-credit. If a student came to campus with a StraighterLine certificate, they would be directed to take that to ACE to receive certification from them for \$40. The campus would then accept the ACE recommendation.

D. Implementation of the Affordable Care Act

Sam stated the item was discussed at the February AAC meeting and since then Barbara has generated a report that will identify all employees that are half-time or more but less than full-time. AAC also needs to be aware that part-time employees with multiple assignments may be eligible for coverage if they are in total more than three-fourths time. This too will need to be tracked. This will be the universe that the system needs to consider as we work forward. This information will be shared with the campuses to determine how many individuals are included as well as if there are clearly identified cohorts that can be used to shape implementation strategies.

Laurie mentioned that SDSU has decided to limit adjuncts to teaching a maximum of 6 credits.

Sam noted the most important thing is continue campus discussion on this item because this requirement of the ACA will begin on January 1, 2014.

E. Changes for Faculty Contract/Cover Letters

Sam noted that last month, AAC discussed the Council of Presidents request that the HR Directors explore an alternative method of providing the Oklahoma Salary Survey market comparison information to faculty members for their discipline and rank. After some discussion, the Council developed a recommendation that was forwarded to COPS. The presidents considered this when they met and they directed staff to consider another alternative. Rather than include this within the cover letter, it was recommended that this be sent by e-mail. Sam stated that the recommended language has been circulated to the HR departments on each campus. A notification has been to COHE to make them aware this is the strategy the system will be using to provide this information this year.

F. System Conference on Academic Quality – Update

Sam stated that the planning group has been continuing the process of coordinating the conference that is set for May 8-9, 2013. There was a Call for Papers that was sent out to AAC and the planning group and around 30 submissions have been received. Sam noted the announcement of the proposals that have been accepted will occur in the next week or two. In addition to the panels and presentations, each campus will have the opportunity to meet separately with Dr. Peter Ewell to discuss an issue regarding quality they believe is of importance to their individual campus.

Sam noted the provosts should be actively involved within their campus to select the participants. It is expected that each campus will send about 12 individuals and two-thirds of

these should be faculty. Sam would like each institution to send the list of people that will be attending.

G. Recruiting International Students – Use of Agents

Sam stated that last fall SDSM&T submitted a proposal to contract with an agent to recruit students in China and this request was discussed by Board staff and by the Council of Presidents. While there was interest expressed, it was agreed that there are issues that needed to be addressed before this strategy could be used in the state. A working group was established which included Suzi Aaland from Mines, Greg Wymer from SDSU, Jacy Fry from DSU, and Connie Smith and Brendan Carson from NSU. The work group developed draft guidelines and supporting materials that are included in this item.

Sam asked the campuses to review the proposal. He stated that the campuses pay particular attention to is who is going to pay these agents. Institutions should discuss on campus whether or not the students should be required to cover the agent fee/marketing costs. Sam noted AAC will revisit this topic at May meeting.

H. Threat Assessment and Online Students

Sam noted that earlier this spring, Russ Poulin posed a set of questions to the WCET membership about policies, guidelines, and practices campuses have in place to prepare faculty and staff to identify and deal with mental health issues in the distance and online environment. These questions generated some consternation at universities since most simply do not have threat assessment strategies for online students. This item is here primarily because we have more and more online offerings available and there is an obligation to respond to situations as they occur.

Sam mentioned that Jim Skeleton also shared this question with his NACUA colleagues and, once again, responses showed that there were few if any formal programs in place. However, he did receive a response that provided a solid framework for campuses that is included in this item. Sam will suggest to Jim that a review of requirements and expectations would be helpful as we move forward. In general, the Council agrees that it makes sense to develop guidelines for this.

Sam noted this topic was also referred to the Student Affairs Council and he will mention this at the next EUC meeting.

I. Enrollment Reporting

Sam noted that there have been conversations regarding enrollment reporting as the annual Center reports are prepared to be disseminated to the Board in a few months. Specifically, there are discussions that the reports should be designed to include both enrollments at the Center as well as at other sites in the cities served. Sam noted Paul and Daniel have been working to make sure these are appropriately framed so there is recognition that some of these students are being served at the Centers but, for example, in both RC and SF there are other programs at other sites that are also serving students. Sam stated drafts of this report will be circulated for review.

J. Minors Awarded, FY 08 – FY 12

Sam stated that this item came up because there were some questions from SDSU on the number of minors awarded in Entrepreneurial Studies. There was a request submitted and Daniel generated a report listing the number of minors awarded from FY 08 – FY 12. Sam noted the greatest interest is perhaps the information listed at the end of the report, which shows a significant number of active minors have not been awarded in the past five years.

Sam noted as the campuses consider productivity issues, some of these offerings may be candidates for inactivation/termination. Each campus should review the list and take action as warranted.

K. New Prefix Request – BHSU

Black Hills State University submitted a request for authorization to use the SUST (Sustainability) prefix which is currently authorized for USD. The proposal was approved and the summary list in the AAC Guidelines will be changed to reflect this.

L. Terminal Degrees Spreadsheet Update – SDSU

Sam stated that SDSU has requested a set of revisions to the terminal degrees spreadsheet. Laurie noted that SDSU works with the deans and department heads that go through a series of steps reworking the spreadsheet. She collated the requests and then forwards it to Sam.

These revisions will move forward to the April COPS and May BOR meetings for approval.

M. Cooperative Agreements – SDSU

South Dakota State University (SDSU) has submitted the following cooperative agreements that will be considered by the Board at the May 2013 meeting.

- Casper College (CC), Casper, WY
- Lake Area Technical Institute (LATI), Watertown, SD
- Mitchell Technical Institute (MTI), Mitchell, SD
- Southeast Technical Institute (STI), Sioux Falls, SD
- Western Dakota Technical Institute (WDTI), Rapid City, SD
- Northwestern Health Sciences University (NWHUSU), Bloomington, MN

N. Establishing Financial Aid Eligibility for Competency-Based Programs

Sam noted that the US Department of Education recently issued a “Dear Colleague” letter that describes the requirements for an academic program based on direct assessment of student learning and competencies to be eligible for participation in Title IV federal financial aid programs. The letter summarizes the requirements relating to direct assessment programs and it

also includes detailed instructions regarding application to the Department for Title IV approval of a direct assessment program.

Sam added while none of the Regental institutions have initiated any discussions about developing competency-based programs, Board staff believes this letter should be circulated and reviewed simply because aid-eligible, competency-based programs probably will be offered at some point in the future.

6. Additional Items

A. Faculty role in campus internationalization

Chuck noted a USD faculty that advises international students is finishing up his Ed.D. and wants to complete a dissertation on the topic of what is the faculty role and experience in internationalizing a campus. He is requesting access to the system's faculty email list so he can send a link to the survey. Chuck mentioned any information collected would be shared back to all faculties. The Council expressed some willingness to consider but request more information. One concern was timing and that this may need to be deferred until the fall semester.

B. Math Discipline Council

Sam stated he wanted to discuss with AAC the idea of formally recognizing the Math Discipline Council for all work they've done over the years. Board Policy 1:13 allows for both Certificates of Regental Commendation as well as a Regents' Award for Excellence. Sam noted that as a group the Math Discipline Council works very well together to do things collectively within the system and, of all the discipline councils, they are the most self-directed group. They get themselves together, discuss items, agree upon actions and implement. Sam added that this has never been done before but from his perspective they are behaving as system citizens so we should recognize them for that.

Tom stated he doesn't have any problems with this but he wants other groups to know that if they work hard, they too will be rewarded. Sam added the nice thing about the Math Discipline Council is that they have worked hard for a long time without any expectations of being acknowledged.

Sam noted this is an item that the Council can think about and pass any comments/thoughts to him but this would be something that would play out in the next couple of months.

C. Special Resolutions

Sam stated he would like to discuss how special resolutions for emeritus status and for recipients of other recognitions are sent into the office regarding the formatting and language used. A few years ago there was a brief discussion on how special resolutions would be formatted and since then cultures on campuses have changed and faculty have changed so with that small editorial revisions have been made here and there by each institution. These are now quite different. Sam noted this came to his attention when we were reviewing the Emeritus

status resolutions this year because there were about four different ways that Emeritus status was being recognized.

Sam stated he is mentioning this now so campuses have time to think about it and discuss if there is a certain way your institution is committed to presenting these. Sam's recommendation is that the Council comes up with a standard process/formatting for the special resolutions so these can once again be normed.

D. Foreign Languages

Sam stated he would like to discuss the foreign language issues as each faculty has chosen to go about on their own without communicating to the other campuses. Sam noted the question here is what should or could we be doing in this situation? As the Council is aware, all these programs were pulled from the program productivity report last year. The agreement that was struck is that these are shared programs so faculty should be offering in a known routine manor a series of upper-level courses that students at all institutions will enroll in. Currently there are multiple courses offered but there is not anyone taking the courses.

Tom asked what the root obstacle is with these cooperative programs. Sam stated that problem is when the programs merged, it was forced. The technology that was available at that time was RDTN and that was used and would commonly go down during courses. Also, Northern is the only institution that is committed to having staff on site during a DDN session and none of the other campuses have direct staff support available during sessions. Sam added that overall this is a faculty issue because each is committed to their previous program rather than working together on the shared program.

Sam asked NSU, SDSU and USD to continue to work with their foreign language faculty to help them understand the importance of working together as the shared programs are delivered.