

SADA Members:

Sine Anahita, Sociology, CLA (18)
Cindy Hardy, DEV English, CRCDCD - SADA Liaison to CAC
Ben Kuntz, DEV English, Kuskokwim (KUC) Campus
Jennifer Tilbury, DEV English, Community and Technical College (CTC) - Co-chair
Sandra Wildfeuer, DEV Math, CRCDCD - Chair
Jill Faudree, Math, CNSM (17)
Jennifer Schell, English, CLA (18) *sabbatical*
Eric Heyne, English, CLA
Bill Howard, Science, CNSM (17)
Stacey Howdeshell, Academic Advising Center
Colleen Angaiak, Rural Student Services (RSS)
Robin Brooks, Student Success Coordinator, Interior Alaska Campus (IAC)
Dean's Council Rep: Alex Fitts
OAR: Mike Earnest

Agenda

1. Approve SADA minutes from January meeting.
2. Report any updates on UAF English and Math placement policies.

Old Business

3. Academic Progress Report

New Business

4. Review UAF Pre-Major policy. ([UAF Pre-major status policy](#))

Discussion:

- a. Current catalogue language:

Students admitted in pre-major standing have not met the admission requirements for bachelor's degrees but are intending to major in a bachelor's degree. As a bachelor's-intended student, you will generally work with advisors in the Academic Advising Center, Rural Student Services or a community campus, but it is helpful to also contact the department of your intended major. Because not all requirements for immediate admittance to a bachelor's degree will have been met, pre-major students will work with an academic advisor to determine the best selection of courses to pursue.

Students who are in good standing and have completed 14 credits at the 100 level or above with a C grade average (2.0) or better, of which 9 credits must satisfy baccalaureate general education requirements, will be changed to major status.

The vice provost will notify students of their change of status and inform the registrar. Pre-major students do not use the change of major form to move from pre-major to major status but may use the form to change from pre-major status in one program to another program. Academic assistance and actions are processed the same as for general studies students.

- b. Review the following comments and questions regarding Pre-Major status, submitted by Faculty Senate President Orion Lawlor:

Most of our schools and colleges have [minimum admission requirements](#) for new bachelor's degree students--for example, CEM, CNSM, SFOS, and SNRE require geometry and trigonometry.

Students not meeting the admission requirements for their major are admitted as premajors. But currently, students automatically exit premajor status upon successfully completing 14 credits, even if they still do not meet admission requirements. Some students then spend years in developmental courses before they can start their major coursework.

The faculty senate last [updated this policy in 2007](#) to make the premajor to major transition automatic; is this the right policy?

Consider an alternative policy:

Students remain in premajor status until they meet the minimum admission requirements for their major.

This would have major implications for advising, sending most developmental students to the academic advising center instead of their major department. The advantage is the academic advising center is likely more familiar with the developmental courses students need. A disadvantage is premajor students could lose their connection to their major.

A department's performance metrics can be heavily influenced by the number of premajors. Simply being more selective about entrance improves degree completion rate, and time to degree, at the price of reducing the number of students enrolled, and turning away promising students.

Two questions:

- *Policy question, on consistently defining premajors*
- *Substantive question, how do we get these students the support they need?*
 - *Better connections between majors and premajors, e.g., invitation to colloquia*