

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN
SENATE
Senate Committee on Educational Policy
(Final; Information)

EP.18.20 Proposed revisions to Article 3 of the 2017-2018 *Student Code*

BACKGROUND

Background: The Conference on Conduct Governance (CCG) is a standing committee of the Urbana-Champaign Senate composed of faculty members, administrators, and students. CCG's responsibilities as outlined in the Senate Bylaws are to:

- 1) Review and transmit in writing to the Chancellor its approval, disapproval, or modification of standards of conduct initiated by subcommunities of the campus;
- 2) Initiate and recommend in writing to the Chancellor adoption of additional rules it deems desirable;
- 3) File with Clerk of the Senate a notice of such transmittals and recommendations including the text of the rules; and
- 4) Periodically review the conduct governance system and make general recommendations to the Chancellor and the Senate regarding revisions of the system. To this end, it may request reports from members of the system.

As outlined above, CCG is responsible for drafting amendments to the *Student Code*, subject to final approval by the Chancellor. Merely technical changes or updates are sent directly to the Chancellor for approval. Changes beyond this scope related to academic issues require a formal Senate vote of approval before they are added to the *Student Code*.

Changes to the 2017-2018 *Student Code* were sent to the Chancellor via the Dean of Students and have been incorporated. After consultation over the summer, the chair of CCG, Sara Benson, deemed the two attached items to be beyond the scope of technical changes or updates to academic issues. Thus, these items are put forward at this time to the Senate Educational Policy Committee for review.

The proposal to revise **§ 3-108, Procedures for Review of Instructor's Ability to Communicate in English**, dates back to the 2015-2016 academic year and was initiated as the CCG worked its way through the entire *Code*. Members found some of the language in this subsection objectionable and wondered why this particular classroom issue was called out with a specific subsection when there are other classroom issues that are not. In addition, some members questioned how this policy would be applied in classes teaching a language other than English. The CCG chair consulted with faculty affairs in the Office of the Provost, with CITL, and with the Graduate College. The initial vote in spring, 2017 was unanimously to remove the entire subsection. After presentation to the Senate Educational Policy Committee on October 23, 2017 and further discussion amongst CCG members at that group's meeting on October 24, 2017 with vote taken on December 11, 2017, CCG recommends amendment of the section as detailed in the accompanying document. These amendments remove language that is no longer relevant and seen as potentially discriminatory against individuals for whom English is not their first language. Since it is text for the *Student Code* and thus the focus

is to be on students, the amendments also remove language dictating steps a department head or chair would be required to take, replacing this with broader language that can be interpreted within the unit's scope and constraints (e.g., many courses do not have multiple sections offered, so students cannot "be promptly transferred to another section," as the currently approved language stated).

The proposal to remove **§ 3-312, Dropping Courses for Academic Deficiency**, was sent to the CCG from the Council of Undergraduate Deans. In discussion, it was noted that the policy in this subsection is counter to the expectation to which students are generally held now that course registration is online, which is that they are ultimately responsible for their own class schedule, including dropping courses in a timely manner. Additionally, it was noted that **§ 1-501, CLASS ATTENDANCE, All Students**, retains the power of the dean to withdraw or fail a student in cases of irregular attendance reported by an instructor if, in consultation with the instructor, it is determined the student's attendance is so irregular "that the student's scholarship is likely to be severely impaired. The dean may require the student to withdraw from the course with a grade of Withdrawal or Failure." After this discussion, the CCG voted unanimously to remove subsection **§ 3-312, Dropping Courses for Academic Deficiency**.

RECOMMENDATION

Together with the CCG, the Senate Committee on Educational Policy recommends approval of the attached changes to the *Student Code*.

Currently approved text is in the left column; text to be deleted is ~~struck through~~ and added language underlined in the middle column, and the updated result based on changes to the two subsections in this proposal is on the right.

SENATE COMMITTEE ON EDUCATIONAL POLICY

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Kathy Martensen, ex officio
Linda Robbennolt, ex officio

Currently Approved Code	Proposed Changes	New Code
<p>§ 3-108 Procedures for Review of Instructor's Ability to Communicate English</p> <p>(a) All academic departments are to take steps to ensure that all of their instructors are able to communicate clearly in English in the classroom. However, because so many graduate teaching assistants and faculty members come from foreign countries and may not have had extensive training in English, students sometimes find it difficult to understand them.</p> <p>(b) Students who find themselves in such a situation should initiate the following procedure:</p> <ol style="list-style-type: none"> (1) Immediately contact the department head or chairperson of the department in which the course is being offered to report the problem. (2) If the department head or chairperson determines that a substantial portion of the class members are having a similar problem in understanding the instructor, a new instructor must be assigned to the class section. (3) If it is determined that only a small minority of the students in the classroom are having problems understanding the instructor, those students should be promptly transferred to another section. (4) The department head or chairperson should suggest to the instructor that he or she contact the 	<p>§ 3-108 Procedures for Review of Instructor's Ability to Communicate <u>Clearly English</u></p> <p>(a) All academic departments are to take steps to ensure that all of their instructors are able to communicate clearly in English in the classroom. However, because so many graduate teaching assistants and faculty members come from foreign countries and may not have had extensive training in English, students sometimes find it difficult to understand them.</p> <p>(b) Students who find themselves in such a situation should initiate the following procedure:</p> <ol style="list-style-type: none"> (1) Immediately contact the department head or chairperson<u>Executive Officer (EO)</u> of the department in which the course is being offered to report the problem. (2) If the department head or chairperson<u>EO</u> determines that a substantial portion of the class members are having a similar problem in understanding the instructor, a new instructor must be assigned to the class section <u>the head/chair EO will make reasonable accommodations in accordance with university policy and state law take appropriate action.</u> (3) If it is determined that only a small minority of the students in the classroom are having problems understanding the instructor, those students should be promptly transferred to another section. (4) The department head or chairperson should suggest to the instructor that he or she contact the <u>Division of English as an</u> 	<p>§ 3-108 Procedures for Review of Instructor's Ability to Communicate Clearly</p> <p>(a) All academic departments are to take steps to ensure that all of their instructors are able to communicate clearly in the class.</p> <p>(b) Students who find themselves in a class where their instructor is unable to communicate clearly should initiate the following procedure:</p> <ol style="list-style-type: none"> (1) Immediately contact the Executive Officer (EO) of the department in which the course is being offered to report the problem. (2) If the EO determines that the instructor is unable to communicate clearly, the EO will take appropriate action.

Division of English as an International Language for help.	International Language for help.	
<p>§ 3-312 Dropping Courses for Academic Deficiency</p> <p>(a) A student requesting to drop a course in which he or she has become seriously deficient may be required by the dean of the college to accept the grade of F for the course.</p> <p>(b) The college office may drop a student for academic deficiency using the student registration system. In such cases, the dean notifies the Office of the Registrar to record a grade of F for the course.</p>	<p>§ 3-312 Dropping Courses for Academic Deficiency</p> <p>(a) A student requesting to drop a course in which he or she has become seriously deficient may be required by the dean of the college to accept the grade of F for the course.</p> <p>(b) The college office may drop a student for academic deficiency using the student registration system. In such cases, the dean notifies the Office of the Registrar to record a grade of F for the course.</p>	<p><i>The proposed change deletes § 3-312 in its entirety, moving what was § 3-313, Withdrawal from the University – General Rules to § 3-312 and what was § 3-313, Withdrawal from the University – Military or Other National Defense Services to § 3-312.</i></p>