

University Academic Affairs Committee  
Agenda

November 13<sup>th</sup>, 2017, 3 pm  
111 Hurley Convergence Center

**Committee:** Davis Oldham (chair), Karen Anewalt (secretary), Beverly Epps, Rachel Graefe-Anderson, Gonzalo Campos Dintrans

**Ex officio present:** Kimberly Williams, Rita Dunston, Tim O'Donnell

**Guests:** Kristin Marsh, Jessica Machado, Courtney Clayton

**Student representative:** Lindsey Kowaki

**Ex officio not present:** Nina Mikhalevski, John Morello, Wes Hillyard

1. Old Business

a. Continued discussion of Women & Gender Studies capstone credit for double majors

Kristin Marsh, Program Director for Women and Gender Studies attended the meeting and explained the difficulty that the program is having related to capstone course credit. The Women and Gender Studies major requires an individual research project as a capstone course in the major. Some students choose to double major and are also required to do an individual research project in their second major. Typically the projects in such cases are related in topic and represent more than 3 credits of work (as students go through the vetting process for both proposals) but may not be 6 full credits of work.

At the last meeting, UAA recommended allowing students to select a primary major (either WGST or their second major) and having the research credits for the selected primary major appear on their transcript. The major that the student selects as a secondary major would agree to write a request for an exception to the major to have the project count as the capstone requirement for that major as well.

The Women and Gender Studies faculty feel that it's undesirable to have students select a primary major and aren't satisfied with this solution. They feel students should get recognition for both projects on the transcript.

Rita explained that Banner can't cross-list a course on a per-student basis. For example, cross-listing the WGST capstone with the HIST capstone would cross-list the course for every student, even those not doing projects related to Women & Gender Studies.

Continued discussion about possible solutions included a suggestion to make the WGST capstone a variable credit course. Students and the supporting faculty member could determine the amount of work required for the project and assign the credits for the WGST portion of the project as 1-6 credits.

Another possible solution discussed included adding a note to the student's transcript saying that a non-WGST capstone course also satisfies the requirements for the WGST capstone. This will be possible in the future through the DegreeWorks software. Until that software is adopted, it could be added to student transcripts by hand in the Registrar's Office. Kristin thought this would be the most appropriate solution.

Rita noted that if multiple programs begin adding notations like this to transcripts, the transcripts may become unwieldy. If this practice becomes common across campus, we will need to revisit the practice.

b. Continued discussion of 75-minute Monday/Wednesday tracks

At the past meeting, this item was tabled to allow for further discuss with the Registrar.

Rita distributed a plan to increase the approved timeslots to include a MW 8:00-9:15am slot and a MW 2:00-3:15pm time slot. In preparing the new plan, she consulted the track schedule of other universities including CNU and W&M. Many noted that the 8-9:15 time slot is particularly popular among commuter students and athletes.

The MW 2:00-3:15 track should only be used for courses with more than one section to avoid conflicts with athletics.

The new plan does not standardize evening track times. Kimberly Young, Director of Continuing and Professional Studies, is trying to establish some evening programs for adult students and Rita will work with her as those plans unfold.

The new track options will be publicized on the Registrar's webpage. Department course scheduling will continue to be negotiated between department chairs and the Deans' offices.

Davis will email David Stahlman to update him on the status of this issue.

2. New Business

a. Issues for students with disabilities missing multiple classes

UFC representatives raised this issue which was then forwarded to us for discussion. Jessica Machado, Director of Disability Resources joined our meeting for the discussion. The specific question raised was:

**“Issues for students with disabilities missing multiple classes:** This accommodation leaves faculty confused about what arrangements they must make in order to support a student and about whether there is any limit on how many classes a student may miss. We ask that Academic Affairs work with the new ODR director to offer more specific guidance for faculty about how best to meet this specific accommodation.”

Jessica says this is a hot topic nation-wide. Every case is unique when you're working w/students for disabilities so there's no single best practice solution.

Jessica reviewed the number of students on campus receiving an accommodation of “Disability related absences.” She found the number to be higher than she would have expected.

Jessica recognizes that it’s very difficult for faculty to navigate such an accommodation in a discussion or participation-centered course. She is very interested in talking to faculty about how they accommodate for such issues now. She suggested that having a discussion with the student early on (when they bring their accommodation letter for review) is key in establishing the responsibilities of the student and clarifying the faculty expectations. She also recommended that faculty think about the essential learning outcomes for their course and whether it would be possible to demonstrate the student’s participation and learning outcomes in an alternate format.

Her office is working to ensure that students know they have a responsibility to explain accommodations and set expectations when presenting the accommodation letter. She also has plans to publish some best practices for faculty to use when discussing accommodations letters with students.

Jessica wants to make the ODR office more accessible to faculty and to engage in discussion and talk about issues on campus. She encourages faculty to contact her if they have questions or concerns about accommodation letters or specific accommodation related issues. The ODR office is also available to assist in discussions when faculty and students can’t agree on how accommodations are applied in a course.

- b. Course catalog update to address inconsistency between sports management minor and PHYD limits and general minor requirements

As written, the Academic Catalog establishes certain parameters for PHYD courses that are inconsistent with the Sports Management minor approved in 2015.

First, the catalog stipulates that “All Physical Education courses (except PHYD 314 and PHYD 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 120 credits required for graduation.”

Second, the catalog further stipulates that “All Physical Education (PHYD) courses are graded satisfactory/unsatisfactory (SA or Un grades). These courses may not be taken for a letter grade, and they do not ever count toward a student’s grade point average.”

The Sports Management Minor requires 18 credits including PHYD 330 and 499. As a result:

- 1) The eighteen credit minor has two three-credit core courses that are graded SA/UN and for which a GPA cannot be computed. UMW’s existing policy on minors requires that all courses must be taken for a letter grade and that a student must have a minimum GPA of 2.0 in the minor to complete it. As a result, no student can complete the Sports Management minor without exceptions to policy.

- 2) Students who are enrolled in the Sports Management Minor are only permitted to count two credits of other PHYD courses toward the 120 credits required for graduation. Consequently, students are not permitted to take the full eight credits of physical activity courses to which all students are entitled.

The committee unanimously agreed that the PHYD 330 and 499 courses required for the minor should be taken for graded credit. Additionally, students enrolled in the minor should be exempt from the 8 PE course limit.

The catalog should be updated as follows:

### **Page 78 (2017-2018 Catalog)**

#### **SATISFACTORY/UNSATISFACTORY GRADE**

**With the exception of PHYD 330 and 499, all other** physical Education courses and ~~certain dance~~ **100-level (DANC)** courses are graded as either satisfactory (SA) or unsatisfactory (UN). **With the exception of PHYD 330 and 499, no more than two credits of physical education (PHYD) courses may be taken in a single semester (or complete summer session). Excluding PHYD 330 and 499, a maximum of 8 credits in other physical education (PHYD) courses may be included in the credits required for graduation. With the exception of PHYD 330 and 499, a BLS student may take a maximum of 6 other PHYD credits toward the degree. A student may not take two sections of the same PHYD or DANC course in a semester, regardless of level. A student may take up to one pass/fail and two satisfactory/unsatisfactory courses in the same semester.**

### **Page 193**

**Most** physical education courses ~~include~~ **focus on** history, rules, and basic techniques in individual and team sports. Riding courses are available for credit but require a special fee. All Physical Education **individual and team sports** courses (except 314 ~~and 318~~) may be repeated for additional credit, but no more than eight credits **earned in individual and team sports courses** may be counted toward the 120 credits required for graduation. If two sections of the same **individual and team sports** course are taken in one semester, only one will count toward degree requirements. **With the exception of PHYD 330 and 499, all other** Physical Education (PHYD) courses are graded satisfactory/unsatisfactory (SA or UN grades) **and may not be taken for a letter (A-F) grade. PHYD courses taken as SA/UN do not ever count toward a student's grade point average. PHYD 330 and 499 letter (A-F) grades do count toward a student's grade point average.**

- c. Prevent teacher licensure classes from being taken pass/fail

Education is not a major in the state of Virginia and as a result UMW's policies excluding certain courses (in the major, minor, or General Education program) from being taken pass/fail do not extend to EDUC courses.

The College of Education (COE) will be going through CAEP (Council for the Accreditation of Educator Preparation) Accreditation in Fall of 2019. One of the five standards that the COE must meet to be accredited addresses teacher candidate selectivity.

Specifically, it states that the Educator Preparation Program “ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0...”. Therefore, the COE must ensure that students are taking courses that receive grades to carefully track the GPAs of all of its students.

The committee agreed that EDUC courses taken by students enrolled in the EDUC program should not be taken pass/fail.

The catalog should be updated as follows:

A student may take one course each semester, or during a complete summer session, on a pass/fail basis, up to a maximum of eight pass/ fail courses. B.L.S. students may take a maximum of 20% of courses (electives only) on a pass/fail basis. For such courses a grade of PA (pass) or FA (failure) is recorded; a grade of PA does not affect the grade-point average, but a grade of FA counts the same as an F in a graded course and will lower the grade-point average. Performance required to “pass” in a pass/fail course is the same as the performance required to “pass” in a graded course – i.e., D or better. Courses taken pass/fail can be used only for elective credits; they cannot be used to fulfill Major Program or General Education Goal requirements (with the exception of Experiential Learning requirement), ~~or~~ General Education Across-the-Curriculum requirements, **or to fulfill teacher licensure course requirements**. Students should be careful about using the pass/fail option before choosing a major. A student may take up to one pass/fail and two satisfactory/unsatisfactory courses in the same semester.

- d. Committee members should watch for email from Davis on potential meeting times for spring. He’s going to look for a longer 2 hour window room availability.

3. Adjourn 4:06pm

**Report on “Course Timeslots”  
to the Academic Affairs Committee  
November 10, 2017**

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**Background:**

As requested by the University Academic Affairs Committee following its meeting of October 9, 2017, the Office of the Registrar has collected and analyzed data regarding timeslots. Significant findings include the following:

- Over the last five years, there have been no less than 246 timeslots utilized by departments at the University.
- 66.09% of all courses scheduled during this five-year period were offered during the 14 standard timeslots (MWF 8:00, 9:00, 10:00, 11:00, 12:00, 1:00, 2:00, 3:00 and TR 8:00, 9:30, 11:00, 12:30, 2:00, and 3:30).
- The most frequently used timeslots are MWF at 11:00 (6.61% of all classes) and TR at 11:00 (6.59%).
- The least frequently used timeslots are MWF at 8:00 (1.69%), MWF at 3:00 (2.16%) and TR at 8:00 (2.59%).
- Over the five-year period, 4.15% of all classes were offered during the MWF 2:00 timeslot (10<sup>th</sup> most frequent of the 14 standard daytime timeslots).

In order to accommodate the new proposed timeslots (two 75 minute classes on MWF) and the requirements of four-credit courses, while facilitating student schedule-building and adjusting to the constraints of limited space, the Registrar’s Office has adopted the following policy for all daytime undergraduate courses beginning in fall 2018:

**Course Timeslot Policy:**

The University’s standard course timeslots for undergraduate daytime courses in the fall and spring semesters are as follows:

- Three credit classes will meet Monday, Wednesday and Friday for three days a week for 50 minutes each with a 10-minute change period between classes.

Monday, Wednesday, Friday	
Start	End
8:00 am	8:50 am
9:00 am	9:50 am
10:00 am	10:50 am
11:00 am	11:50 am
12:00 pm	12:50 pm
1:00 pm	1:50 pm
2:00 pm	2:50 pm
3:00 pm	3:50 pm

- Three credit classes will meet Tuesday and Thursday for two days a week for 75 minutes each with a 15 minute change period between classes.

Tuesday and Thursday	
Start	End
8:00 am	9:15 am
9:30 am	10:45 am
11:00 am	12:15 pm
12:30 pm	1:45 pm
2:00 pm	3:15 pm
3:30 pm	4:45 pm

- Three credit classes may meet Monday and Wednesday, Monday and Friday, or Wednesday and Friday for two class periods of 75 minutes each.

MW, MF, or WF	
Start	End
8:00 am	9:15 am
2:00 pm	3:15 pm

The following presumptions should govern the development of the course schedule:

- All classes should start and end at one of the above stipulated timeslots. This includes courses that span multiple timeslots such as labs. For example, a Chemistry lab that meets from 1:00 to 3:50 would begin and end at a recognized timeslot.
- The College Dean is responsible for assuring departmental conformity with the approved course timeslots. Any exceptions to the approved timeslots must be approved by both the College Dean and the Registrar prior to submission of the course on the schedule.
- Departments are strongly advised to schedule across all timeslots and to avoid multiple sections of the same course scheduled in the same timeslot unless such sections have already been distributed across the various timeslots. In addition, single sections of courses required in a major should, to the maximum extent possible, not be scheduled after 2:00.

**Additional considerations:**

- Given the underutilization of the 4:00 to 5:50 MWF timeslot, the UAAC may find it desirable to recommend the return to a block of time for departmental and faculty committee meetings. The exception here, would be for courses taught by adjuncts which would be approved by the College Dean and the Registrar.
- In addition to the daytime undergraduate timeslots, additional study of the evening and graduate timeslots will be necessary. At present, there is considerable evening variability, particularly with respect to 1 day-a-week courses (e.g. 6-8:30, 6-9:30, 6-8:45, 6-8:40 and 6:30-9:45). The Registrar’s Office will be performing further analysis in conjunction with the Executive Director of Continuing and Professional Studies to examine the efficacy of optimal timeslots for evening courses.

September 7, 2017

To: Marcel Rotter, UFC Chair

From: Kristin Marsh, Program Director, WGST; Associate Professor, Sociology

Re: Cross-listing capstone projects

Dear Marcel,

I am writing to request the guidance of the University Faculty Council with a problem we are facing in Women's and Gender Studies.

#### Background on the Program

Women's & Gender Studies is an interdisciplinary major, relying on faculty affiliations from several departments throughout the college. Our interdisciplinarity lends itself to collaboration among programs, as well as to a diversity of faculty-student mentoring relationships. In addition to WGST101 (the required introductory course), and WGST 102 (an elective), students choose their methods and additional major electives from a broad curriculum, including approved courses in English, Political Science, Art & Art History, Sociology, Anthropology, Psychology, Religion, History, Historic Preservation, Spanish, and American Studies. Finally, their senior year culminates in WGST485, Senior Project, a capstone experience requiring students to complete an original research or creative project, supervised by a WGST-affiliated faculty member. As you can see, the program relies solely on the commitment of faculty in other departments and majors (we have no dedicated faculty lines).

The exposure to upper level courses in several disciplines, and the flexible structure of our major, allows WGST students to successfully double major if they find their particular interests straddling two programs. When students do double major, they must therefore complete two capstone projects. Frequently, WGST majors undertake dual theses with History, Political Science, and Psychological Sciences. For example, in History and American Studies, history majors are required to complete a HIST485 Senior Thesis. In those cases, the student is likely to work with one supervising faculty member for both projects (a history faculty member, for example, who is also affiliated faculty in WGST). In essence, the research involved and the thesis itself (the written product) is one document. However, the processes involved in designing the project and going through the proposal and completion process are separate. In addition to whatever requirements the student must fulfill for her/his other major, capstone projects in WGST have to be proposed the semester before the work is undertaken, and they have to be approved by the director and the advisory board. Further, WGST graduating seniors who are still here in the spring also present their research at the Undergraduate Research Forum for Women's Studies.

#### The Problem

From the founding of the program in 2010, we knew that double majors would face this problem and when we initially created the curriculum, it was understood that there was no easy solution in terms of Banner. Thus, until this semester, we had verbal agreements with our affiliated departments and have simply had the student submit two registration forms for the two departments. This year, the registrar rejected that process, arguing that the student should not be earning 6 credits for a 3-credit project. I absolutely agree with their concern, and have no problem ensuring that students are only awarded credits that are commensurate with the scope and depth of the project. Students who are completing a

double major are rarely concerned with that additional three hours. They have enough overall credit. They simply need to satisfy the major requirement for completing WGST485 and their other major.

Now, the registrar's office has insisted that one of the student's two major departments must request an exception to the major for the student to receive credit for the capstone, thus waiving the requirement. Therefore, for the case this fall, I waived the WGST485 requirement and allowed HIST485 to substitute for that requirement; however this is a temporary solution that as program chair, I am not willing to accept as the solution long-term as it does not accurately represent the fact that the student's capstone project has met the requirements of two different majors or indicate on their transcripts that they have produced a WGST capstone project. This issue will affect 1-2 students each semester.

I am hoping that the UFC can help find a long-term solution. My preference is to allow these few individual students to register for HIST(or other major thesis) and WGST 485 as a cross-listed course, thereby recognizing their fulfillment of both requirements. In my conversations with Rita Dunston, Tim O'Donnell, Brian Ogle, and Susanne Tomillon, I have been told that it is impossible to cross-list this course only for the few individuals for which the situation arises. While I take their expertise on Banner and the registration and transcript process at face value, I am having trouble accepting that there is no solution that would be agreeable to all.

It seems that UFC might be in a better position to help WGST work with the registrar's office to come up with an acceptable solution. I imagine that other majors that require theses must face the same problem.

Km

## **Monday/Wednesday tracks of 8:30-9:45 and 2-3:15**

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I wanted to call your attention to a matter that we all discussed at a UFC meeting late last year regarding the possibility of opening up new MW course tracks (8:30-9:45am & 2-3:15pm). I had thought we had kicked the matter to Academic Affairs, but it seems they had no business to discuss at a recent meeting.

I am strongly in favor of allowing these tracks for a number of reasons. First, they increase flexibility in faculty scheduling. Second, they allow increased flexibility for students in scheduling - we have a large contingent of nontraditional, commuter, and working students, and the existence of these tracks may free them to work or tend to family at times they currently cannot.

Third, there seems little good reason to *not* allow such tracks. The proposal cannot be denied on the basis of pedagogical effectiveness: We teach 75-min classes already on TR. The proposal cannot be easily denied on the basis of conflict with other course tracks: University-wide, very few classes are taught at 3pm on MWF and even fewer at 8am, and these would be the only true conflicts. It is true that, e.g., a student would be unable to take an 8:30am MW class and a 9:00am MWF class, but this is not a real conflict. Students are already disallowed from taking two concurrent 9:00am classes, of course.

The concerns with the proposal that remain, it seems to me, are perhaps only two. 1) It represents a departure from current practice, and therefore may represent a new challenge in implementation re: Banner/scheduling software, and 2) That this may reduce faculty availability to students if some are not compelled to be physically on-campus on a Friday. The former concern seems poor justification in light of the benefits of the proposal. The latter may or may not be a legitimate concern - I know of no data that relate to the question. I can note, however, that a cursory search reveals that the MW course track is relatively common at similar institutions to ours and the COPLAC schools.

I'd be happy to discuss this again at an upcoming UFC meeting or would be happy to know that this matter has been directed to the appropriate committee. Regarding the latter, I'd be happy to bring this to Academic Affairs myself if that is, indeed, the appropriate venue for this matter.

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W. David Stahlman, Ph.D.  
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## **Issues for students with disabilities missing multiple classes:**

This accommodation leaves faculty confused about what arrangements they must make in order to support a student and about whether there is any limit on how many classes a student may miss.

*Example one:* A faculty member gives credit for clicker points. She had a student request to be given credit for all clicker points from days missed due to a disability. This was obviously inappropriate. Although the faculty member was able to figure out an alternative option for this student she notices that no information was given on the UMW website giving faculty guidance about what are appropriate accommodations in this matter.

*Example two:* A faculty member gives credit for discussion and in-class learning activities, and includes a statement on her syllabus noting that "Because this is a discussion- and workshop-based course, most of what we do cannot be done alone or made up individually, so it is generally not possible to waive attendance and participation requirements." None of her students has ever had to miss more than a few classes for disability. Still, she would like more guidance about what would happen if a student were to miss many classes, since she knows of no equivalent to group discussion and hands-on group activities that would not substantially alter curriculum standards.

We ask that Academic Affairs work with the new ODR director to offer more specific guidance for faculty about how best to meet this specific accommodation.

**The Issue:** As written, the Academic Catalog establishes certain parameters for PHYD courses that are inconsistent with the Sports Management minor approved in 2015.

First, the catalog stipulates that “All Physical Education courses (except PHYD 314 and PHYD 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 120 credits required for graduation.”

Second, the catalog further stipulates that “All Physical Education (PHYD) courses are graded satisfactory/unsatisfactory (SA or Un grades). These courses may not be taken for a letter grade, and they do not ever count toward a student’s grade point average.”

The Sports Management Minor requires 18 credits including PHYD 330 and 499. As a result:

- 3) Students who are enrolled in the Sports Management Minor are only permitted to count two credits of other PHYD courses toward the 120 credits required for graduation. Consequently, students are not permitted to take the full eight credits of physical activity courses to which all students are entitled.
- 4) The eighteen credit minor has two three-credit core courses that are graded SA/UN and for which a GPA cannot be computed. UMW’s existing policy on minors requires that all courses must be taken for a letter grade and that a student must have a minimum GPA of 2.0 in the minor to complete it. As a result, no student can complete the Sports Management minor without exceptions to policy. It would be preferable to fix the general policy to allow A-F grading in courses that are required in a minor.

**The Remedy:** The language in the Academic Catalog should be amended as follows:

#### **Page 78 (2017-2018 Catalog)**

##### **SATISFACTORY/UNSATISFACTORY GRADE**

**With the exception of PHYD 330 and 499, all other** physical Education courses and ~~certain dance 100-level (DANC) courses~~ are graded as either satisfactory (SA) or unsatisfactory (UN). **With the exception of PHYD 330 and 499, no more than two credits of physical education (PHYD) courses may be taken in a single semester (or complete summer session). Excluding PHYD 330 and 499, a maximum of 8 credits in other physical education (PHYD) courses may be included in the credits required for graduation. With the exception of PHYD 330 and 499, a BLS student may take a maximum of 6 other PHYD credits toward the degree. A student may not take two sections of the same PHYD or DANC course in a semester, regardless of level. A student may take up to one pass/fail and two satisfactory/unsatisfactory courses in the same semester.**

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and may not be taken for a letter (A-F) grade. PHYD courses taken as SA/UN do not ever count toward a student's grade point average. PHYD 330 and 499 letter (A-F) grades do count toward a student's grade point average.

## Memorandum

To: University Academic Affairs Committee (UAAC)  
From: Courtney Clayton, Associate Dean, College of Education  
Date: 11/8/17  
Subject: Pass/Fail Requirements

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The College of Education is requesting to change the policy regarding pass/fail requirements. Current language regarding pass/fail grades from the UMW Undergraduate Catalog 2017-2018, page 73, is copied below, with the requested addition from COE added in red:

A student may take one course each semester, or during a complete summer session, on a pass/fail basis, up to a maximum of eight pass/ fail courses. B.L.S. students may take a maximum of 20% of courses (electives only) on a pass/fail basis. For such courses a grade of PA (pass) or FA (failure) is recorded; a grade of PA does not affect the grade-point average, but a grade of FA counts the same as an F in a graded course and will lower the grade-point average. Performance required to “pass” in a pass/fail course is the same as the performance required to “pass” in a graded course – i.e., D or better. Courses taken pass/fail can be used only for elective credits; they cannot be used to fulfill Major Program or General Education Goal requirements (with the exception of Experiential Learning requirement), ~~or~~ General Education Across-the-Curriculum requirements, **or to fulfill teacher licensure course requirements.** Students should be careful about using the pass/fail option before choosing a major. A student may take up to one pass/fail and two satisfactory/unsatisfactory courses in the same semester.

### Rationale:

The College of Education (COE) will be going through CAEP (Council for the Accreditation of Educator Preparation) Accreditation in Fall of 2019. One of the five standards that the COE must meet to be accredited addresses teacher candidate selectivity. Specifically, it states that the Educator Preparation Program “ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0...”. Therefore, the COE must ensure that students are taking courses that receive grades to carefully track the GPAs of all of its students.