

R W2019.03

**A Resolution to Encourage the College of LSA to Allow the Final Course of the Language Requirement to be Taken Pass/Fail**

*A bill for the consideration of the College of Literature, Science, and the Arts Student Government*

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Sponsored by: Nathan Wilson, Wyatt Puscas, Gabbie Ammond, Jon Reid, Jordan Schuler, Hanna Simmons

**Whereas**, the mission of the College of Literature, Science, and the Arts Student Government (hereafter LSA SG) is to “actively seek the voices of LSA students and advocate their interests to improve academic and non-academic life”; and,

**Whereas**, students are allowed to take a maximum of 30 non-major, non-minor credits ungraded to count towards their degree; and,

**Whereas**, the College dictates “the final course in an elementary language sequence used to satisfy the Language Requirement must be elected on a graded basis”; and,

**Whereas**, this is the only skills requirement that has a restriction on the usage of Pass/Fail; and,

**Whereas**, the purpose of the Language Requirement is to “develop an instrumental proficiency in another language; to acquire an understanding of linguistic principles; to gain deeper insights into another culture; as an intellectual exercise to hone the mind; to provide an incentive to high schools to maintain language programs of some quality”; and,

**Whereas**, the original justification for the required Graded policy reads “students who take a language course Pass/Fail tend to come to class underprepared, participate less actively in classroom activities, and perform badly on written and oral assignments”;<sup>4</sup> and,

**Whereas**, instructors do not have access to data informing them whether students are taking the course Graded or Pass/Fail, and will continue to hold all students to the same standards; and,

**Whereas**, if a student were to complete the Language Requirement Pass/Fail, they would have to adhere to the same standards of proficiency by receiving a passing grade of C- or above; and,

**Whereas**, the ability to take a course Pass/Fail allows students to learn and explore topics that they might have difficulty with while maintaining the integrity of their GPA; and,

**Whereas,** 46% of students polled say they would prefer to be able to take all semesters of their Language Requirement Pass/Fail, while only 26% approved of the current policy; and,

**Whereas,** the development of more engaging teaching methods and requirements has encouraged students to participate in class discussion even if they are taking the course Pass/Fail; and,

**Whereas,** the College is built upon the idea that “a powerful, pragmatic, broad education can transform hearts and minds, can solve problems in an ever-changing world, and can yield ideas and innovation across every discipline”; and,

**Whereas,** requiring students to take the final course of the Language Requirement for a grade directly contradicts this mission.

**Be it therefore resolved,** LSA SG calls upon the College to amend their Pass/Fail policy allowing for the final course of the elementary language sequence used to satisfy the Language Requirement to be taken Pass/Fail; and,

**Be it further resolved,** LSA SG shall send a copy of this resolution, along with a letter of support to LSA Associate Dean of Undergraduate Education Angela Dillard and Interim LSA Dean Elizabeth Cole.

Appendix A:

Question: The current policy for the Language Requirement is that you can take the first three semesters Pass/Fail, but that you must take the final semester for a letter grade. Which of these following options would you most prefer?

Answer	Votes	Exceptions	Total including Exceptions
All semesters can be taken pass/fail	844	18	862
The current policy should not be changed	467	7	474
All semesters should be taken for a letter grade	262	5	267
Any one semester must be taken for a letter grade	252	6	258

