



MEMORANDUM

To: Deans, Associate Deans, and Faculty Senate Executive Committee

From: William B. Davis, Vice Provost for Academic Engagement and Student Achievement
Saichi Oba, Vice Provost for Enrollment Management
Matthew Zimmerman, University Registrar

Date: January 16, 2025

RE: Modifications to Administrative Processes related to ROAR students for Fall 2025

Background

On August 30, 2024, Karen Thomas-Brown (Dean, College of Education) and Kristi Tippet (ROAR Director) sent a memo to the WSU Registrar's Office related to concerns about the current policies in place related to how ROAR students enroll in courses on the WSU Pullman campus. Identical concerns were voiced through a Constituent Concern submitted to the WSU Faculty Senate on October 2, 2024. For more information about the WSU ROAR program, please consult this website: <https://education.wsu.edu/undergradprograms/wsuroar/wsuroaroverview/>.

Briefly, the following issues were raised.

1. Course registration for ROAR students. Since these students audit WSU classes, then their registration has been governed by Academic Regulation 20. Issues in this category include:
 - a. ROAR students not being allowed to enroll in many types of classes in the WSU catalog (music, studio art, business, and food science were all stated).
 - b. Instructors not allowing ROAR students to audit their course.
 - c. Late registration into classes because of having to wait until the first day of class.
 - d. Up to four weeks of waiting until course registration is completed.
2. Access issues for ROAR Students, including;
 - a. Delays in securing assistive technology and materials.
 - b. Delays in access to Canvas, syllabi, and digital resources for courses.
 - c. Delays in access to student services, including Cougar Health, libraries, the Rec Center, disability services, and meal plans.
3. Financial hardships for ROAR Students, including;
 - a. Delays in receiving financial aid.
 - b. Assessment of late fees due to challenges in meeting deadlines for business processes.

Administrative Processes related to ROAR students

The following administrative processes will change for ROAR students starting with enrollment for the Fall 2025 semester. Some of these changes are Provost Office-approved exceptions to Academic Regulation 20, while others are changes to business practices.

ROAR Administrative Processes

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1. ROAR students will be enrolled as audit only by the Registrar's Office ROAR Program Specialist within 1-3 business days after receipt of enrollment data from the ROAR program office. This will eliminate most instances of late registration and provide earlier access to class materials and student support services at the university.
 - a. NEW ROAR students will be enrolled as audit only for Fall classes beginning in June during the first New Cougar Orientation registration day (same as students attending the first New Cougar Orientation session) after enrollment data is received from the ROAR program office. It will take 1-3 business days for processing.
 - b. CONTINUING ROAR students will be enrolled as audit no earlier than the start of Sophomore priority registration and after enrollment data is received from the ROAR program office. It will take 1-3 business days for processing.
2. ROAR Students will be enrolled as audit only in any undergraduate course offered on the Pullman campus, including activity courses, studio courses, ensemble courses, and laboratory courses. However, if a course has any of the following attributes, then instructor and/or department permission is required for enrollment.
 - a. The ROAR student is not in the process of fulfilling all course prerequisites.
 - b. The class is restricted to students in specific academic majors.
 - c. The class is restricted with department consent/permission.
 - d. The class is at enrollment capacity (class full).
 - e. The class is at enrollment capacity AND class has a waitlist. Department permission will be requested by the RO on Monday, 8th day of classes for enrollment after waitlist process completion.
3. Instructor approval will no longer be required for the Registrar's Office to manually enroll ROAR students as audit only into the requested class section(s). The ROAR student will be enrolled in the requested class(es), provided restrictions (items 2a-e above) do not prevent manual enrollment by the Registrar's Office.
4. ROAR students are granted access to Canvas course spaces and all course-related materials upon manual enrollment by the Registrar's Office.
5. ROAR students will be placed into the same category as Veteran students in terms of fee deadlines, eliminating late charges and other financial hardships for ROAR students.

The following administrative processes will **not** change for ROAR students.

1. ROAR students are considered non-degree seeking, audit only students. They will be recorded under CIP code 30.0001 and are eligible for financial aid.
2. ROAR staff will submit the requests for audit enrollment into classes and will be manually processed by the Registrar's Office within 1-3 business days upon receipt of request.
3. ROAR staff will notify instructors after the Registrar's Office manually enrolls the ROAR students as audit only into the requested classes and be available to provide support and consultation about the ROAR student(s) in that class section.
4. The current class enrollment limits for ROAR students will not change.
5. ROAR students will not receive official mid-term or final letter grades. Instructors must enter AU in the mid-term and final grades rosters.

Overview of Comprehensive Transition and Postsecondary Programs (CTP Programs)

The WSU ROAR program is regulated by the US Department of Education as a CTP Program ([site](#)). After a formal application and review, the students in programs like ROAR become Title IV aid eligible. To qualify as a CTP Program, a program must meet the following requirements:

- a) Be delivered to students physically attending an institution.
- b) Be designed to support students with intellectual disabilities who are seeking instruction at an institution of higher education to prepare for gainful employment.
- c) Include an advising and curriculum structure.
- d) Have at least one-half of students' participation focus on academic components including auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.
- e) The CTP Program provides students with intellectual disabilities opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.

Interviews with CTP Program Coordinators at other institutions

As part of this policy development, we reached out to coordinators of CTP Programs at other institutions. We were able to interview three individuals.

- a) Emma C. Burgin, FUTURE Program, University of Tennessee (UT)
- b) Erica L. Milliron, CarolinaLIFE, University of South Carolina (USC)
- c) Brittini Wright, PASSAGE USA, University of South Alabama (USA)

At these institutions, their CTP Program students:

1. Have priority registration, meaning they do not register right before the start of the term but instead at an earlier time with other full-time students.
2. Are classified as non-degree seeking students, usually as auditors.
3. (At UT and USC) Are allowed to enroll in any undergraduate course in their catalog. However, departmental permission is required if a class falls into one of these categories:
 - a. The student has not fulfilled all stated prerequisites.
 - b. The class is restricted to students within a major.
4. Students are allowed to enroll in classes without instructor permission, except in the case the course falls under category 3a or 3b above. Their philosophy is that since instructors are not allowed to choose if they have students with disability services in their classroom, the same should hold true for their CTP program students.