

Agenda 'The agenda from hell' Curric Affairs Comm 4 April 2012

1. Approve minutes from previous meeting
2. Report from subcommittee: GERK- Alex Fitts
3. Report from subcommittee: (stacking): Anthony
3. Review and (dammit!) approval of 4 new Minors

This is from the Dept of Geography, which currently lists a minor in 'geography'

A. New Minor-- [Geographic Information Systems \(GIS\)](#): 17 credits comprised of GEOG F111X, GEOG/GEOS F222 (new course - has been approved); GEOG F309; GEOG F338, and one course from among GEOG F435, GEOG F430, NRM F369, or GEOG F300; effective Fall 2012.

These three are from the Dept Geology and Geophysics, which currently has a minor in 'geology'

B. New Minor - [Paleontology](#): 16-20 credits comprised of GEOS F101X, GEOS F112X; and three electives chosen from GEOS F315W, GEOS F322, GEOS F3170 (new course), GEOS F453, GEOS F486 and GEOS F485 (new course).

C. New Minor - [Geospatial Sciences](#): 19 credits comprised of GEOS F101X, GEOS F112X, GEOS/GEOG F222 (new course), GEOS F225, GEOS F458, and GEOS F422; effective Fall 2012.

D. New Minor - [Geophysics](#): 21 credits comprised of GEOS F101X, GEOS F112X, GEOS F3770 (new course), GEOS F318, GEOS F406, and GEOS F431; effective Fall 2012.

Note: Minors # A and C are similar, but certainly not identical. One MIGHT argue that they duplicate each other (might) but the cost of running a minor, especially one that will be practically never used, is tiny.

4. Proposed Academic Calendars for review (well...at least the spring and fall semesters—wintermester is MESSY...see end of agenda)

5. PROPOSAL TO CHANGE DISQUAL AND PROBATION TO INCLUDE SUMMER ...*Note from Mike: here under Probation and under Disqualification we specify fall and spring terms. I would suggest we remove that, so we can include PR and AD actions in Summer as well (with degree-seeking students)*

SUGGESTED REVISED LANGUAGE:

PROBATION: Undergraduate students – Students who's cumulative and/or semester GPA falls below 2.0 after each ~~fall and spring~~ semester will be put on academic probation. Students on probation may not enroll in more than 13 credits a semester, unless an exception is granted by the appropriate dean. Probation may include additional conditions, as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student will work with an academic advisor to prepare an academic plan for achieving a higher GPA; the advisor is responsible for forwarding this plan to the appropriate dean. A student on probation will not be allowed to register unless the academic plan is on file. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

[Academic Disqualification *Note from Mike: again, why do we distinguish "regular" semesters from summer? Summer is Financial Aid eligible and counts toward degree programs....*]

SUGGESTED REVISED LANGUAGE:

Undergraduate students -- Undergraduate students on probation whose semester ~~and/or~~and cumulative GPA falls below a 2.0 for two consecutive ~~regular (fall/spring or spring/fall)~~ semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester and are ineligible for most types of financial aid.

6. THREE Motions from Core Review Committee for our consideration

Submitted by Core Review Committee 19 March 2012

Motion#1:

The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee that the lower-division communication requirement and the lower-division writing sequence that are specified in the Core Curriculum will all be prerequisites for all "W", "O"- and "O/2" designated courses.

EFFECTIVE: Fall 2012 and/or upon chancellor's approval

RATIONALE: To remove inconsistencies in the requirements for lower-division communication and writing courses as prerequisites for all upper-division "W", "O" and "O/2" designated courses.

Submitted by Core Review Committee 19 March 2012 WITH RJ Newberry's suggested changes

Motion#2:

The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Oral Intensive O and O/2 courses.

EFFECTIVE: Fall 2012 and/or upon chancellor's approval

RATIONALE: The Core Review Committee's assessment of W and O course syllabi has found that there is frequent confusion amongst some faculty members about the general and specific requirements for the three options of the oral intensive O designator and for the single O/2 designator. The inclusion of this statement in a course syllabus will make explicit the general course requirements for the O or O/2 designation and provide a reference location for the numerous specific requirements. Inclusion of this statement will make the syllabus requirement for the O and O/2 courses consistent with the existing syllabus requirement statement for Writing Intensive W courses, per Faculty Senate Meeting #109 on May 6, 2002. No new course requirements result from this action. These syllabus requirements should be added to the Faculty Senate's "UAF Syllabus Requirements."

Syllabus Statement Regarding the Oral-Intensive (O) Requirement

This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

"This course is designated as Oral-Intensive (O). This designation means that the "O" or "O/2" is evident in the course number on the syllabus (e.g., EducationF452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- * A minimum of 15 percent of the graded work in the O course (7.5 percent for "O/2") will be based on effectiveness of oral communications.
- * Students will receive intermediate instructor assistance in developing presentational competency.
- * Students will utilize their communication competency across the span of the semester, not just in a final project.
- * Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations. "

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR 'O' OPTION REPRESENTED BY THE COURSE (FOUND AT <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-core-desig/>) WILL BE LISTED.

Submitted by the Core Review Committee and the Curricular Affairs Committee

Motion#3:

The UAF Faculty Senate moves to amend the UAF Faculty Senate Bylaws, Section 3, Article V: Committees, subsection E, Permanent Committees.6. and to approve the Core Review Committee's authority to revoke O or W status (Oral intensive or Writing intensive designator) for classes following the second consecutive time that they fail to pass review by the Core Review Committee.

EFFECTIVE: Fall 2012 and/or upon Chancellor's approval

RATIONALE: Many classes with the O or W designator fail multiple assessments by the Core Review Committee. The appropriate Dean and Department Chair are then informed of the need to bring syllabi into conformity with the O or W guidelines, but often no changes are made. It is hoped that this will spur action.

CAPS = Addition [[]] = Deletion

Section 3 (ART V: Committees), subsection E., Permanent Committees:

6. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. IF THE COMMITTEE DETERMINES THAT A COURSE FAILS TWICE IN A ROW TO MEET O OR W GUIDELINES AS SPECIFIED BY THE FACULTY SENATE, THE COMMITTEE SHALL HAVE THE POWER TO REVOKE O OR W DESIGNATORS FROM THAT COURSE.* COMMITTEE ACTIONS MADE PRIOR TO MARCH 1 WILL BECOME EFFECTIVE IN THE NEXT YEAR'S CATALOG. DESIGNATORS WILL BE RESTORED AS SOON AS THE COURSE HAS BEEN REAPPROVED BY THE COMMITTEE AS ONCE AGAIN CONFORMING TO O OR W GUIDELINES.

*AS FOUND AT: [HTTP://WWW.UAF.EDU/UAFGOV/FACULTY-SENATE/CURRICULUM/COURSE-DEGREE-PROCEDURES- /GUIDELINES-FOR-CORE-DESIG/](http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-core-desig/)

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area. Membership on the committee will include an undergraduate student and representatives from the colleges specifically tasked with core assessment.

7. COMPLETE COLLEGE AMERICA: THE COMPLETE SET OF 'recommendations'

Ugh. Makes 'Leap' actually look reasonable.... In the next 4 pages I include all the damn recommendations...many of which rare up there with 'all new hires and their dependents cannot use tobacco'. My suggested response, which would need to be cleaned up, modified, etc. and presented to the faculty senate as a resolution: *'while the entire faculty, staff, and administration of UAF support measures to increase the ability of students to make use of UAF's educational opportunities, the four pages of one-size-fits-all recommendations of the Complete College America group include those that range from mere platitudes to the ludicrous. We support the idea of making UAF a better educational experience for all, but REJECT joining Complete College America program. We urge other educational and decision-making bodies in Alaska to similarly support the intentions--but reject the specific program--of Complete College America.'*

Shifting to performance funding requires implementing new funding models that tie funding to outcomes, thereby providing incentives for advancing and graduating students, not just enrolling them.

State appropriations typically are driven by enrollment with funding based on the number of students enrolled near the beginning of the academic term (also known as the census or count date). As a result, colleges have a financial incentive to boost enrollment at the start of the term, rather than make

sure students successfully complete classes and earn degrees. Performance funding values outcomes (e.g., classes successfully completed, credentials awarded, etc.).

Strong policies and strategies should contain provisions to:

Keep the formulae simple and transparent.

Start with a small number of explicit, easy-to-understand measures that are laser-focused on completion and specific priorities for improvement.

Ensure that legislators and higher education officials support and fully understand the rationale and mechanics of performance funding formulae.

Ensure that the formulae contain mechanisms specific to all sectors so that each can "win" with respect to their mission and the populations they serve.

Appropriate funds toward the completion of a college certificate or degree.

Ensure performance funding measures represent the most critical data points to improve certificate and degree completion. Such measures should include:

- o Improvement in the number of annual certificates and degrees produced (not graduation rates),
- o Improvement in the number of "on-time" completions (graduation rates),
- o Improvement in the number of students successfully transferring from community colleges to four-year universities.

Level the playing field

- o Include incentives for completion gains among hard to reach populations (e.g., low income students).

Include incentives for college certificates and degrees that not only provide trained workers for current industry needs in the state, but also assist in attracting new employers to the state (e.g., STEM fields).

Appropriate funds for progression toward a college certificate or degree.

Provide funding based on the number of courses completed rather than attempted (or simply change the count date on the current enrollment formulae from the beginning of the semester to the end of the semester).

Ensure performance funding measures represent the most critical data points to improve progression toward a certificate or degree. Measures should include:

- o Improvement in the number of students completing college credit bearing English and math courses within the first year,
- o Improvement in the number of students accumulating 15/30 credit hours within the first year, and
- o Improvement in the number of students returning each semester and year.

Establish a strong state commitment to creating and sustaining performance based funding.

Start with a modest percentage of performance funding of 5% or more, then compound it over time.

Designate both new money and, in hard times, budget cuts to colleges based on the same performance funding measures to ensure a cumulative effect.

Do not guarantee a "hold-harmless" provision - failure without consequences is not performance funding.

Significantly increasing college completion is possible only when states and institutions get serious about the problem of time. Strong policies and strategies should contain provisions to:

- Set a strong student expectation that graduation is the goal.

Require formal, on-time completion plans for every student upon enrollment, updated annually.

Require all students to declare a major by the end of their freshman year.

Require classroom attendance be taken and recorded – at least during the freshman year.

Establish student incentives to attend college full-time (e.g., flat rate tuition for students taking 12 or more credit hours).

Link financial aid to successful progression toward a certificate or degree (e.g., continuous enrollment, GPA, credits successfully completed).

Present part-time students with a full accounting of their financial aid package should they attend on a full-time basis (evidence suggests that such information can increase full-time participation).

Reduce unnecessary course-taking and the number of credits to degree.

Enact credit caps of 120 credit hours for a Bachelor's degree and 60 credit hours for an associate degree so students do not earn excessive numbers of credits to complete a degree (allow exceptions only when necessary to maintain program accreditation).

Conduct credit audits annually to identify degree programs that exceed credit caps and require colleges to comply with the policy or petition for an exception.

Charge students more for taking excess coursework of more than 12 additional credit hours beyond of the credit caps (e.g., charging students out-of-state tuition for credits exceeding the caps) and/or reduce or eliminate state appropriations for credits that exceed the caps.

Create a common general education core to provide consistency and equivalency in course content and curricula.

Require a common lower-division college general education core.

Require common course numbering.

Establish a clear and effective student transfer policy.

Require transferability of the common general education core.

Require the most frequently taken lower division undergraduate courses (e.g., 25 courses) to transfer statewide (a core transfer library can facilitate this).

Establish joint admission or guaranteed admission between the community colleges and the four-year universities for students completing the common college general education core.

Require that students transferring with associate degrees have junior-level status at the four-year universities.

Establish a comprehensive online course audit and advising system for students to ease transfer across colleges.

Adopt policies for alternative pathways for students to earn college credits.

Offer prior learning assessments that allow students to demonstrate mastery of college-level content and test out of and/or earn credits for demonstrated mastery.

Require dual enrollment and/or Advanced Placement programs in every public high school and require colleges to give credit to students scoring a 3 or higher on AP exams.

Reduce seat time by integrating online learning in traditional course delivery.

Require a certain number of credit hours be taken through online courses.

Make better use of time by offering accelerated competency based courses.

Make better use of the whole school year by providing incentives to take summer classes, short courses over breaks and intensive courses.

Strong policies and strategies Relative to Remedial work should:

Divert students from traditional remedial programs.

• For students with few academic deficiencies:

o Place directly in college-level coursework.

- o Provide co-requisite developmental education (including tutoring, self paced computer labs with required attendance, etc.)
- For students clearly needing remediation:
- o Provide no more than one semester of remediation.
- o Utilize an intensive focus, and an accelerated timeframe.
- For students with significant academic deficiencies:
- o Provide alternate pathways to a career certificate or career-related credential.
- o Embed remediation and adult basic skills into that instruction.

Clarify what constitutes readiness for success in the first year of college.

- Recognize that current college placement assessments are not predictive and should be replaced by sharper diagnostic tools.
- Establish early warning indicators (e.g., anchor assessments) for current high school students, signaling student readiness to begin college-level course work.
- Provide twelfth grade courses designed to prepare students for college level math and English.
 - Establish a statewide approach to remedial education.
- Limit remediation at 4-year universities to no more than one course. If a student cannot do college-level work after one remedial course, then he/she should be referred into a “passport program” at a community college with the understanding that the student will be readmitted to the 4-year college after successful completion of the English and Math requirements.
- Align math requirements and student needs (e.g., only STEM students need a pre-Calculus curriculum, others are better served learning statistics and applied mathematics). Review all programs to determine the best math requirements for each program and align remediation accordingly.
- Identify courses in which students can enroll while simultaneously completing remediation requirements (i.e., don’t make students wait to start credit-bearing courses).
- All students taking the placement exam ought to receive a testing guide, practice test and time to brush up on their skills.
- Engage faculty with progression and completion metrics to reveal shortcomings and inform design of reforms.

Restructure delivery for today’s students by developing new, shorter, and faster pathways to degrees and credentials of value.

New models are needed to significantly increase the number of students completing and completing on time. This is systemic reform. While colleges can implement these approaches differently, focusing on different programs and/or segments of the student population, colleges should be encouraged to be responsive to all of these principals, not pick and choose among them.

Strong policies and strategies to advance new models should include the following key principles:

- Operate programs on block schedules - fixed classroom meeting schedules.
- Offer classes during specified time blocks and be consistent from term-to-term.
- Inform students of their full schedules not only for the duration of the term but for the duration of the full program, thereby increasing predictability in course offerings and student support services, and allowing students to better plan around work and family schedules.
- Increase the ability for students to progress at a faster pace toward their certificate or degree.
- Establish shorter academic terms (four weeks or eight weeks) with fewer courses per term and fewer weeks away from school between the terms.

- Utilize year-round attendance; no summers off.
- Ensure the ability of students to progress immediately to the next course without waiting for the next academic semester.

Implement an integrated program design that reduces the complexity of registration, course selection, and the need for course advising.

- Prescribe the full set of competencies for each program up-front.
- Enroll students once in a single, coherent program rather than signing up every term for individual, unconnected courses.
- **Compress classroom instruction to reduce seat-time requirements and allow students to proceed at an accelerated pace.**
 - Supplement traditional classroom instruction with non-classroom based methods such as on-line technology.
 - Use competency-based instruction to allow students to proceed at an accelerated pace.
- **Establish student cohort enrollment to increase peer support and learning networks.**
 - Group students in cohorts in the same prescribed sequence of classroom and non-classroom instruction.
 - Promote the emergence of in-person and online learning communities, which are widely acknowledged as effective strategies for improving retention and completion.
- **Embed remediation in the program.**
 - Include remedial education directly within the college program curriculum so students develop stronger math and English skills as they build program competencies (using the program as context).
 - Supplement, as necessary, this embedded remedial instruction with additional support that is parallel to and simultaneous to the program rather than preceding it.
 - Define basic skill outcome expectations with rigorous assessment.
- **Increase transparency and accountability in advertising and counseling students to increase a student's ability to make an informed decision**
 - Provide students with clear and consistent information about tuition, program duration, success rates, and job placement outcomes
 - Enable students to assess costs and benefits, see reasons for continued attendance, and make sacrifices necessary to achieve program goals
 - Hold programs accountable to rigorous and consistent external validation and national accreditation standards

UNIVERSITY OF ALASKA FAIRBANKS – PROPOSED ACADEMIC CALENDARS FOR 2012-2015 (Fall and Spring Semesters only)

This copy updated on 3/20/2012.

Fall Semester	2012 Approved by CAC (4/2010)	2013 Approved by CAC (4/2010)	2014 Proposed	2015 Proposed	COMMENTS
Labor Day	9/3	9/2	9/1	9/7	Always the 1st Monday in September.
1 st day of instruction	8/30	9/5	9/4	9/3	Always a Thursday to make up for Thanksgiving.
Last day to Register	9/7	9/13	9/12	9/11	Always the 2 nd Friday after 1 st day of instruction.
Thanksgiving Holidays	11/22-23	11-28-29	11/27-28	11/26-27	Always the 4 th Thursday in November.
Last day of Instruction	12/10 (Mon)	12/13 (Fri)	12/12 (Fri)	12/14 (Mon)	Each class day requires 14 meeting days (FS – 10/15/90)
Final exams	12/12-15 Wed-Sat	12/16-19 Mon - Thurs	12/15-12/18 Mon - Thurs	12/16-12/19 Wed - Sat	A study day(s) required (Faculty Senate – 9/17/90) Final exams required to end by 12/19. (CAC 11/10/03)

Spring Semester	2013	2014	2015	2016	COMMENTS
Alaska Civil Rights day	1/21	1/20	1/19	1/18	Always the 3 rd Monday in January.
1 st day of Instruction	1/17	1/16	1/15	1/14	1st day of instruction is after Alaska Civil Rights Day unless Commencement falls after 5/15. (CAC 1/26/09)
Last day to Register	1/25	1/24	1/23	1/22	Always the 2 nd Friday after 1 st day of instruction.
Spring Recess Break	3/11-15	3/17-21	3/16-20	3/14-18	The 3 rd week in March as coordinated with the FNSBSD.
UAF Springfest	4/26	4/25	4/24	4/22	Always the Friday two weeks prior to Commencement Weekend.
Last day of Instruction	5/6 (Mon)	5/5 (Mon)	5/4 (Mon)	5/2 (Mon)	Each class requires 14 meeting days (FS – 10/15/90)
Final exams	5/7-10 (T-F)	5/6-9 (T-F)	5/5-8 (T-F)	5/3-6 (T-F)	A study day(s) required unless last day exams on Sat. (FS 5/3/10)
Commencement	5/12	5/11	5/10	5/8	Always the Sunday after final exams end. Commencement required to be completed by 5/15 or before

UNIVERSITY OF ALASKA FAIRBANKS – PROPOSED ACADEMIC CALENDARS FOR 2012-2015 (Including Summer, MAYmester and WINTERmester) This copy updated on 4/3/2012.

Fall Semester	2012 Approved by CAC (4/2010)	2013 Approved by CAC (4/2010)	2014 Proposed	2015 Proposed	COMMENTS
Labor Day	9/3	9/2	9/1	9/7	Always the 1st Monday in September.
1 st day of instruction	8/30	9/5	9/4	9/3	Always a Thursday to make up for Thanksgiving.
Last day to Register	9/7	9/13	9/12	9/11	Always the 2 nd Friday after 1 st day of instruction.
Thanksgiving Holidays	11/22-23	11-28-29	11/27-28	11/26-27	Always the 4 th Thursday in November.
Last day of Instruction	12/10 (Mon)	12/13 (Fri)	12/12 (Fri)	12/14 (Mon)	Each class day requires 14 meeting days (FS – 10/15/90)
Final exams	12/12-15 Wed-Sat	12/16-19 Mon - Thurs	12/15-12/18 Mon - Thurs	12/16-12/19 Wed - Sat	A study day(s) required (Faculty Senate – 9/17/90) Final exams required to end by 12/19. (CAC 11/10/03)

WINTERmester	1/2 – 1/15 Wed-Tues 10 days	12/30-1/14 Mon – Tues 10 days	12/29-1/13 Mon – Tues 10 days	12/28-1/12 Mon-Tues 10 days	Holidays 2012-13 MT Dec 24-25; MT Dec 31-Jan 1 2013-14: WR Dec 25-26; WR Jan 1-2 2014-15: RF Dec 25-26; RF Jan 1-2 2015-16 (UNOFFICIAL): RF Dec 24-25; RF Dec 31-Jan 1
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Spring Semester	2013	2014	2015	2016	COMMENTS
Alaska Civil Rights day	1/21	1/20	1/19	1/18	Always the 3 rd Monday in January.
1 st day of Instruction	1/17	1/16	1/15	1/14	1st day of instruction is after Alaska Civil Rights Day unless Commencement falls after 5/15. (CAC 1/26/09)
Last day to Register	1/25	1/24	1/23	1/22	Always the 2 nd Friday after 1 st day of instruction.
Spring Recess Break	3/11-15	3/17-21	3/16-20	3/14-18	The 3 rd week in March as coordinated with the FNSBSD.
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Commencement	5/12	5/11	5/10	5/8	Always the Sunday after final exams end. Commencement required to be completed by 5/15 or before

Summer Sessions	2013	2014	2015	2016	COMMENTS
MAYmester (2 weeks)	5/13-24	5/12-23	5/11-22	5/9-5/20	2 weeks (begins Mon. after Commencement)
Memorial Day	5/27	5/26	5/25	5/30	
Summer 1	5/28-7/3	5/27-7/2	5/26-7/1	5/23-7/1	
Summer 2	7/8-8/16	7/7-8/15	7/6-8/14	7/11-8/19	
Summer Full	5/28-8/16	5/27-8/15	5/26-8/14	5/23-8/19	

Revised April 3, 2012

December 2013 & January 2014

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14		16	17	18

December 2014 & January 2014

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13		15	16	17

December 2015 & January 2016

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12		14	15	16