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,

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

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

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:

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).

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.

• 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.

• 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.

• 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.

• 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.

• 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.

• 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.

• 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.
1st 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		

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