



FACULTY SENATE

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Friday, May 3, 2013, 1:00 p.m.

Faculty Senate Meeting

DSC Ledbetter A&B

Present: **CAHSS**—Jo Anne Matson, Sarah Beth Estes, Brad Minnick, Robert Corwyn, Allison Merrick, Ed Anson, Kris McAbee, Jess Porter, Joe Giammo, Adriana Lopez-Ramirez, Erin Finzer. **CB**— Mike Watts, Jim Nickels, Robert Mitchell, Steve Edison, Mark Funk. **CE**—Amanda Nolen, Judy Hayn, Gail Hughes, Greg Barrett. **CEIT**— Pete Tschumi, Andrew Wright, Gary Anderson, Nick Jovanovic, Mike Tramel. **LAW**—Kathryn Fitzhugh. **LIBRARY**—Karen Russ. **CPS**—Shannon Collier-Tenison, Amy Barnes, Avinash Thombre, Jim Golden, Sonny Rhodes. **COS**—Marian Douglas, Tom McMillan, Bennie Prince, Jay Sims, Denise Legrand, Lirong Zeng. **EX OFFICIO**—Chancellor Anderson, President Smith-Olinde.

Absent: **CAHSS**—George Jensen, Paul Yoder, Julie Steel. **CB** – none. **CE**—John Burgin. **CEIT**—Chia-Chu Chiang. **LAW** – Chuck Goldner, June Stewart. **LIBRARY**—none. **CPS** – Judith Faust. **COS**—Qingfang He, Elizabeth Sloan Davidson, Bryan Benton, Jingbiao Cui. **EX OFFICIO**—Provost Toro, Past President Ford, Staff Senate President Turner, SGA President Mohsin.

I. Chancellor's Remarks

The Chancellor's remarks were taken up out of order due to a pressing engagement off campus.

The chancellor expects the board of trustees to say "no" on concealed carry on campus for the system.

UALR suffered a defeat on lottery scholarships. There is no longer a double amount for students who go to four year schools versus two year schools.

UALR is fine after the 1st year of review of the performance funding paradigm. In future, these metrics are not favorable to UALR.

The bill to divert general revenue to highway funding was defeated.

However, several tax cut bills were passed. We expect a \$150M reduction in budget to occur 3 years from now.

On the operating budget: UALR received a 0.6% increase. However, with 2% inflation, we need a 4% increase in state allocation to get that 2% increase in expenses. Otherwise, we need a tuition increase. However, that will cost us students who cannot afford to pay the increased tuition.

We also don't know how the changes in lottery scholarships will affect enrollment.

UALR received \$3M in one time money for the general improvement fund. The General Assembly was more generous than some years. This money cannot be used to pay salary.

The Vice Chancellor of Enrollment Management and the Vice Chancellor of Digital Strategy will be priority areas of expenditures to help staunch enrollment erosion.

The Chancellor is committed to pay promotion increments in salary. Classified staff will receive a 2% raise.

Depending on the Board of Trustees position on tuition, there needs to be equity adjustments for some faculty and nonclassified staff. There may be a 1% across the board increase for faculty.

Over a five year period, average faculty salaries have increased 5%. The move to UMR from Qualchoice will avoid an employee increase in health insurance. There was a rise from \$5.9M 2008 to \$9.4M last year in health premiums.

What can we do to make budgeting easier? Indirect cost revenue and salary release for PIs will help a tad. UALR has been reducing costs to keep up with inflation. This will continue as part of the restructuring processes.

What can faculty do? Faculty need to wholeheartedly support the variety of retention and graduation efforts. UALR can offer distance education courses in conjunction with Academic Partnerships. This is a front on which UALR has strength, and every organization should build on its strengths. In 2009, North Central commended UALR for faculty involvement in distance education.

The Chancellor quoted himself, "Distance learning is not THE future of higher education. Distance learning is an IMPORTANT PART OF the future of higher education."

One characteristic of faculty at UALR has been that they haven't stood in the way of others trying something new and different. This has put us in a position of much more strength than in times past. The institution as a whole has benefited.

There is a lot of change going on in distance education. Faculty need to get out there and try stuff, figure it out, and educate the rest of us.

The Calendar proposal by and large reflects the status quo. The Chancellor indicated that he would prefer that the Senate postpone action on this proposal and work on it over the summer to propose a calendar with six 8-week class offerings.

The Chancellor showed some slides which had been shown last August demonstrating that appropriations and tuition increases, adjusted for inflation, have been flat over the past decade. State appropriation has been declining and will continue to decline. Eventually, tuition increases will have to level out and overall revenue will start to drop. Then, we'll have to make changes. On-line and HS concurrent enrollment have helped trim losses.

Fed regs, especially on financial aid, are tough to change and hurt students if we make it tough for students to get aid or spend it.

We want to keep the core of the campus intact and healthy. What we do in on-line and high school concurrent feed back into the strength of the institution. It is easier to have quality the bigger you are.

II. Welcome and roll call

President Smith-Olinde welcomed the senators, called the meeting to order at 1:40 pm and invited Secretary Wright to call the roll.

III. Review of minutes

Senator Collier-Tennison moved the minutes. Senator Russ seconded. The motion passed unanimously on a voice vote.

IV. Announcements

The Provost will not be joining the senate for today's meeting, since she is at the retiree luncheon.

President Smith-Olinde announced the membership of the Ad Hoc Committee on On-line Education. See Appendix A for Membership and Charge.

V. New Topics

Senator Tschumi asked for final census numbers on colleges soon, so that elections can be held next week. President Smith-Olinde indicated that these numbers had been sent to the college Committee on Committees representative. Senator Tschumi asked that the numbers be sent to the Faculty Senate list so that senators could comment on it. There was some discussion on the best place to get the number of faculty by college.

Institutional research's numbers from the past census were unreliable so the Executive Committee had to go to the Dean's Offices.

Senator Jovanovic shared a lesson-learned regarding UMR's network. Baptist Hospital is not in network; however, some "in-network" providers work out of Baptist. If the hospital bills UMR, they will not pay it. If the Provider bills UMR, they will pay it.

VI. Reports

UGC Report (Mike Tramel)

The chair of the committee handed out a list of actions taken this month by Undergraduate Council (see Appendix B).

GC Report (Amanda Nolen)

Senator Nolen gave her final report as chair. The Graduate Council handled lots of new courses, programs, ran a Restructuring Town Hall, and reported to the new Provost regarding challenges to graduate education at UALR.

Senator Nolen chastised President Smith-Olinde about her mistake in leaving the Graduate Faculty Status legislation off the last senate meeting's agenda. (President Smith-Olinde apologized that this was an oversight and wished it could be corrected. Senator Tschumi remarked that some people who opposed this legislation did not attend this meeting because the item did not appear on the agenda.)

Senator Nolen continued that she had been patient once the legislation was sent to the Executive Committee and put on the agenda. However, her item was pushed down again and again (referring to the motion to reorder the agenda that was passed in the April meeting to address the academic calendar and the ad hoc on-line committee). This item seems to have been filibustered by the process. Next year, one third of the Graduate Council will rotate off, and they will have to wait until Fall to see the culmination of their efforts.

VII. New Business

President Smith-Olinde made some remarks about corrections needed to the agenda. On page five, an older version of a motion that constitutes core was used. There should be 3 hours of humanities and 3 hours of history of civilization. Secretary Wright placed the correct motion on the faculty senate web site and projected it for the senate at the meeting.

On page 8, item E, which creates a senate standing committee and item G which modifies a standing committee, the vote requirement is 3/5 at two meetings, not a majority vote at one meeting.

Senator Tschumi moved recommendation of May/August students for graduation. Senator Tramel seconded. The motion carried unanimously on voice vote.

Liz Pierce, the Chair of the Admission and Transfer of Credit Committee, presented the motivation for proposed changes to admissions standards and answered questions. The motivation for these changes came from new “conditional” and “conditional prep” statuses specified in Act 1184 that have been used to classify incoming freshmen. These statuses are designed to identify students who are at risk and need to be provided with additional guidance and support to insure their success. UALR programs can still admit or deny as they wish.

Motion. FS#2012-13_8. Admissions and Transfer of Credit Committee (No second required; majority vote at one meeting):

That the Faculty Senate change language on admissions criteria for undergraduate students on p. 12 of the *2012-13 Undergraduate Catalog* as follows:

Criteria for Regular Admission
UALR Admission Requirements (to be implemented Spring 2014 Semester)

High School Core Curriculum

The college preparatory core curriculum for Arkansas high school students used in UALR’s freshman admission requirements may be changed by action of the Arkansas state legislature. UALR’s admission requirements apply to the college preparatory core curriculum in place when the student graduates from high school. High school students should work closely with their counselors to be sure to take the appropriate courses.

The transcripts of students who attend high school and apply to UALR will be examined for presence of the college preparatory core curriculum courses. The transcripts of students who attended high school outside of Arkansas will be examined for equivalent courses.

First-time Entering Freshmen

~~First-time entering freshmen applicants who present the following academic qualifications will be automatically admitted:~~

~~Successful completion of the high school college preparatory core in effect at the time of graduation from high school, plus one of the following:~~

- ~~• A cumulative high school grade point average of 2.5.~~
- ~~• An ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.~~
- ~~• N_____ Students who were home schooled or completed a GED are automatically admitted if they have an ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.~~

Unconditional Admission for First-Time Freshmen

Students must have:

- A high school diploma or a GED and

- Successfully completed the Arkansas core curriculum or equivalent from another state (except for those with a GED) and
- A 19 ACT composite score or higher (or equivalent) and
- At least a 2.5 on 4.0 high school cumulative GPA through the 6th semester (except for those with a GED).

Conditional Admission for First-Time Freshmen

Applicants in the following categories will be admitted on conditional status:

- Have not completed the Arkansas high school core curriculum or
- Have between a 2.0 and 2.49 high school GPA or
- Have an ACT composite score (or equivalent) between 15 and 18.

Students admitted on Conditional Admission must complete 12 hours of core academic courses with a cumulative GPA of 2.0 and any necessary developmental work within the first 30 semester hours. Failure to complete the Conditional Admission requirements will result in an Academic Review and recommendations for the student's ability to continue studies at UALR.

The academic qualifications of all other applicants will be individually reviewed by the Admissions and Transfer of Credit Committee, with attention to those factors that indicate the applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. ~~Based upon this review, the Committee may admit, defer or deny admission to the applicant.~~ Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration.

Upon appeal and in rare circumstances, students who do not meet the criteria for unconditional or conditional admission may be considered for conditional-prep admission.

Students wishing an early admission decision using 6th semester transcripts will be admitted with the expectation of continued academic success in high school. Students admitted by early decision will be given preferential treatment for housing and registration.

Senator Jovanovic asked which portion of catalog will be replaced, since there are many different admission categories. (Liz Pierce: just the criteria for regular admission.)

Senator Nolen: do students need to provide ACT and SAT? (Senator Tschumi: the language in the motion says "ACT or equivalent") Senator Nolen: A score needs to be specified. (Liz Pierce: we're relying on published ACT/SAT equivalency tables. These tables get adjusted on a regular basis. If we specify a score in the admission requirements, we'll have to reapprove admission requirements every time the table

changes. We can implement the equivalency using internal standards with the proposed language.

President Smith-Olinde asked if Compass scores factor in? (Liz Pierce: The only place in Act 1184 for Compass scores is for the conditional prep status which we are not implementing.)

Senator Anson: why is the ACT reduced to 19 from 21? (Liz Pierce responded that the original rule had only an ACT score of 21, whereas the proposed rule has an ACT of 19 AND a completed core curriculum. Senator Tschumi responded that data showed that students who have high school core and ACT less than 21 was very small. Since state law makes the criteria 19, we might as well follow.)

Senator McMillan moved the motion on behalf of the committee (no second required).

Senator Tschumi indicated that there were flaws in the language and logic of the committee's motion and moved to substitute the following motion in place of the committee's motion. Senator Tschumi handed out a hard copy of his substitute motion. Senator Anson seconded.

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The transcripts of students who attend high school and apply to UALR will be examined for presence of the college preparatory core curriculum courses. The transcripts of students who attended high school outside of Arkansas will be examined for equivalent courses.

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~~First-time entering freshmen applicants who present the following academic qualifications will be automatically admitted:~~

~~Successful completion of the high school college preparatory core in effect at the time of graduation from high school, plus one of the following:~~

- ~~• A cumulative high school grade point average of 2.5.~~
- ~~• An ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.~~

~~Students who were home schooled or completed a GED are automatically admitted if they have an ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.~~

Unconditional Admission for First-Time Freshmen

Students must have:

- A high school diploma and
- Successfully completed the Arkansas core curriculum or equivalent from another state and
- A 19 ACT composite score or higher (or equivalent) and
- At least a 2.5 on 4.0 high school cumulative GPA through the 6th semester.

Students who were home schooled or completed a GED are admitted unconditionally if they have an ACT composite score of 19 (or equivalent).

Conditional Admission for First-Time Freshmen

The academic qualifications of all other applicants will be individually reviewed by the Admissions and Transfer of Credit Committee, with attention to those factors that indicate the applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. Based upon this review, the Committee may admit, defer or deny admission to the applicant. Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration. Any substantive change in the committee's review process shall be done in consultation with the Chancellor and the Executive Committee of the Faculty Senate as well as others deemed by either the chancellor or the executive committee to be of importance to the process.

Students, who are admitted under the Admissions and Transfer of Credit Committee's review process, will be admitted in one of two categories in accordance with Arkansas state law: conditional admission or conditional-prep admission.

Those admitted, who have an ACT composite score (or equivalent) of 15 or higher and a high school GPA of 2.0 or greater, will be granted Conditional Admission status.

Students admitted on Conditional Admission must complete 12 hours of core academic courses with a cumulative GPA of 2.0 and any necessary developmental work within the first 30 semester hours. Failure to complete the Conditional Admission requirements will result in an Academic Review and recommendations for the student's ability to continue studies at UALR.

Under rare circumstances, students who do not meet the criteria for unconditional or conditional admission may be considered for conditional-prep admission.

Students admitted on Conditional-prep Admission must do the following:

1. Be advised in the Academic Success Center
2. Sign an enrollment agreement that outlines the requirements of satisfactory progress and continued enrollment, including an individualized degree plan signed by the student and the student's academic advisor
3. Enroll in a First Year Colloquium course
4. Complete any necessary remedial/developmental courses during the first 30 semester credit hours

Failure to complete the Conditional Admission requirements will result in an Academic Review and recommendations for the student's ability to continue studies at UALR.

The substitution carried on voice vote.

Rosalie Cheatham commented on the main motion that, when the senate passed high school concurrent admission, it used the same standards as regular admission. This caused issues since high school students who take concurrent courses have to take the ACT as sophomores and their scores are typically lower than the scores of seniors. If the senate passes this change, the standard for concurrent students needs to be adjusted to these new standards.

The motion to change admission standards carried on voice vote.

Senator Douglas asked why we skipped motion C in the agenda and expressed concern over the "twelve of 45 upper level" credits. (President Smith-Olinde explained FS#2012-13_9 was mistakenly included in the agenda. This motion had been presented and voted on at the March 15, 2013 meeting.)

Senator Matson questioned whether the motion was brought back for final approval.

President Smith-Olinde indicated that the senate had followed the process and asked Secretary Wright to read back the minutes of the March meeting where the motion was passed.

President Smith-Olinde moved FS#2012-13_10 on behalf of the Executive Committee (no second required) a structure for a new general education core

That the UALR Faculty Senate adopt the following language into the *2014-15 UALR Undergraduate Catalog* to replace the section entitled "General Education Requirements (UALR Core Curriculum)" up to but not including the section entitled "Core Requirements for Double Majors in the Donaghey College of Engineering and Information Technology".

General Education Requirements (UALR Core Curriculum)

General education nurtures in students the knowledge, skills, habits of mind, and values that provide a foundation for their baccalaureate program and for lifelong learning. General education fosters intellectual breadth, serves as a context for more specialized study, and is essential to the full development of persons who wish to participate meaningfully in the various communities of which they are a part.

Given these goals, we endorse the following Educational Outcomes in the areas of Knowledge, Skills and Citizenship. We recognize that certain specific aspects of these outcomes will be discipline specific, and we expect that the level of competence in each area will be defined and assessed according to the individual disciplines. The recommendations for core courses and other curriculum changes should be informed by these general outcomes. As programs develop, changes, deletions or additions may be necessary, and this document outlines a process for making those changes.

Educational Outcomes

Skills:

1. Communication (oral, written, visual, professional self-presentation).
2. Critical thinking, quantitative reasoning, and solving problems individually and collaboratively.
3. Information technology (locating, retrieving, evaluating, synthesizing).

Knowledge:

1. The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.

2. Concepts, methodologies, and the global cultural heritage of the arts and humanities.

Citizenship:

1. Commitment to ethical behavior.
2. Civic and personal responsibility.
3. Global perspective and cultural sensitivity.
4. Appreciating diversity.

General Education

The UALR Core Curriculum is 35 semester credits. These 35 credits will be divided in the following way: 21 credits in the Standard Core and 14 credits in College Cores. The Standard and College cores together satisfy the Arkansas State Minimum Core. Some colleges, departments or programs may have additional requirements.

UALR Standard Core (21 hours)

The UALR Standard Core is intended to make available to students an introduction to the richness of human thought and creativity that find expression in the areas of the liberal arts, humanities and social sciences. Additionally, the Standard Core serves as the starting point for students to achieve the UALR Educational Goals while providing a maximum of transferable credits among colleges to allow students to explore a variety of disciplines before selecting a major.

English Language Communication – Written (6 hours)

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic lives.

Courses focus on reading and writing. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

Fine Arts (3 hours)

Courses in this area offer a broad overview of one or more art forms, with options for more precise focus. They focus on the appreciation and analysis of creative artifacts; involve the synthesis and interpretation of artistic expression; and enable critical and creative communication about works of art, with some attention to international aspects of the arts. These courses place an assessed emphasis on response to arts experience both on-campus and in the community.

In addition to the knowledge domain of the arts, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

Humanities (3 hours)

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts produced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

In addition to the knowledge domain of the humanities, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

History of Civilization (3 hours)

In an age of increasing globalization it is imperative that UALR students be introduced to the range of peoples and civilizations of the world. As citizens in a democracy, UALR graduates can act more responsibly and knowledgeably with a grasp of the varied sources of the culture in the United States.

U. S. History/Government (3 hours)

For UALR graduates to accept the idea of and desire to engage in civic activities requires that they gain an understanding of how our government is structured and the history of our nation and how that history has shaped and is shaping our government.

Social Sciences (3 hours)

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

Higher level courses, particularly mathematics and science, will satisfy Standard Core and College Core requirements. Individual colleges will not be required to accept lower level courses to satisfy specified college/program requirements.

Donaghey Scholar courses must be accepted by all programs as meeting the Standard Core; however, the Donaghey Scholars program is not required to

accept the university Standard Core courses in lieu of Donaghey Scholar program requirements.

College Cores (14 hours)

Courses to Satisfy the College Core Requirement by College

College	Mathematics	Science	Humanities/Social Sciences/English Language Communication - Spoken
EIT	TBD	TBD	TBD
AHSS	TBD	TBD	TBD
CoS	TBD	TBD	TBD
CoE	TBD	TBD	TBD
CoB	TBD	TBD	TBD
CPS	TBD	TBD	TBD

Each college must recommend its own set of courses to satisfy curriculum areas of

- 3 credits of mathematics,
- 8 credits of science and
- 3 credits from among the areas of Social Sciences, Humanities and English Language Communications – Spoken.

to the **Council on Core Curriculum and Policies** for approval.

Mathematics (3 hours)

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of mathematics while developing their inquiry and analysis skills. All courses in this area also address quantitative reasoning, critical thinking, problem-solving, and a commitment to ethical behavior.

Science (8 hours)

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of science while developing their inquiry and analysis skills. All courses in this area explore the physical world using the scientific method applying quantitative reasoning, critical thinking, problem-solving, information technology, and a commitment to ethical behavior. All courses must include a lecture and laboratory.

Humanities *

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts pro-

duced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

Social Sciences *

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

English Language Communication – Spoken

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic lives.

Courses focus on speaking and listening. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

*Engineering programs replace these 3 credit hours with 3 hours of mathematics and/or science per the State Minimum Core.

The UALR Faculty Senate granted an exemption to the 21-hour Standard Core (March 15, 2013) for the following programs: Donaghey Scholars Program, nursing programs, EIT programs, and engineering programs. The table below illustrates the exemption(s) for the curricular areas affected for each of the programs included in this exemption.

Program	Exemption(s)
BS Nursing	None required
BS E-Commerce	None required
BS Construction- Management	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities
BS Computer- Science	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities

BS Information- Science	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities
BS Mechanical- Engineering- Technology	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities
BS Electronics and Computer- Engineering- Technology	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities
Bachelor Applied- Technology in- Industrial Computing	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (3 hours) — replace with IFSC 2200 or 3 hours of Fine Arts/Humanities
BS Systems- Engineering	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (6 hours) — replace with IFSC 2200 and PHYS2322/2122 • Social Science (3 hours) — replace with SYEN3301
BS Civil and Construction- Engineering	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with 3 hours of Fine Arts/Humanities • Humanities (6 hours) — replace with 6 hours of Fine Arts/Humanities • Social Science (3 hours) — replace with CNMG 3302
BS Architectural and Construction- Engineering	<ul style="list-style-type: none"> • Fine Arts (3 hours) — replace with ARHA2310 • Humanities (6 hours) — replace with 3 hours of Fine Arts/Humanities and ARHA2311 • Social Science (3 hours) — replace with CNMG 3302

Senator Estes moved to amend the motion and indicated that she was acting on her own, not as a member of the Executive Committee. Her amendment was to remove the common core exemptions and require programs named in the 3/15/13 meeting to follow the process outlined in the Operating Procedures of the Council on Core Curriculum and Policy. Senator Giammo seconded.

Senator Estes read into the minutes a prepared statement.

“Exemptions granted on 3/15/13 were granted prior to the outline of a formal exemption process. Removing these exemptions will mean that all UALR undergraduate programs will follow the same policies and procedures. It also means that we retain the possibility that students who begin as majors in currently exempted engineering programs can transfer out without costing them extra time or money. IE, removing these exemptions ensures fairness in policies

and procedures, and places the success of UALR students at the center of the discussion. ”

Senator Estes continued. If the intention of the senate is to see if we could create a core that could be shared throughout the university, we should make the effort to fit those programs into the core before exempting them. Exempting programs before we even pass the core is premature. This 21/14 proposal was designed for ease of transfer among programs. Maybe we need to exempt programs, but we should do our due diligence first.

Senator Anderson said that he was against this amendment. Senator Anderson reminded that Daryl had compared the 21/14 proposal against the existing systems engineering program and provided suggestions for allowable substitutions in the common core. Currently, for instance, Engineering Economy is listed under Systems Engineering's social science requirement. I guess that social sciences people would object to calling Engineering Economy a social science.

Senator Matson: The amendment is not saying that no program will ever be exempted. It is saying that we have a fair process and should apply it.

Senator Jovanovic: The senate voted on October 19th and March 15th to exempt programs that do not follow the current 44 credit core. Repeatedly, the Executive Committee has used the conversion to legislative language as a means of changing content.

This whole thing about a university common core is a fiction. Engineering programs would require that students take a specific course from one of the lists. If an engineering student starts in a different program and takes a different course from the list, then s/he would not be able to transfer that course to the engineering program.

Senator Prince remarked that Nursing has special general education requirements. They left thinking they still have the exemption. (President Smith-Olinde directed attention to page seven of the agenda. After the March senate meeting, a close reading of every program that had been exempted was done and compared to proposed 21/14 framework. The BS in Nursing and the BS in E-commerce did not require an exemption. We've exempted programs that don't need it.)

Daryl Rice. I met with Nursing. They currently have 24 credits of required general education. They can meet this 21/14 proposal easily. On Senator Jovanovic's argument about programs double dipping (counting gen. ed. as program requirements), Political Science has courses on two menus. If I transfer to Political Science, I could have taken program requirements as part of the core or not. If I didn't, I still have to take program requirements. There are sticky problems ... e.g. Engineering Economy. But, there are other problems. E. g. Construction and Civil Engineering has a block of courses to satisfy the nine hours of general education requirements. Students can mix and match from this list and take anything they want. What I'm hearing from the rest of the senate is that they want students to take from different areas.

Senator Estes: Programs should make these cases to the Council on Core Curriculum and Policies, not here.

Senator Tschumi: It's clear that Donaghey Scholars is very different, and it will need an exemption. There is no reason to hide the fact that we need to exempt them. We don't want to destroy them. We need to recognize things on the front end and not make them run through the Council and create uncertainty.

How easy will it be to accommodate engineering content in the new lists? For instance, Ethics in the Profession. When EIT formed, we were using Philosophy's Ethics and Society. But, EIT ran into a problem that ABET would not accept that course. It didn't meet requirements that engineering and engineering technology programs had to have. It didn't put enough of professions in there. EIT's efforts to incorporate professional ethics into Ethics and Society were unsuccessful, so EIT put a lot of effort to develop a professional ethics course and eventually got a core course approved.

Daryl Rice: It's a new day for ABET. Accreditation doesn't require specific courses. There are problem on both sides of this issue. There may be some motion from the Philosophy department. They are willing to rethink that course to make it a case study basis. It would be easier to fit EIT into such a framework. That's the kind of thing that would benefit from returning to the process.

Senator Tschumi: Ethics in the Profession is not about case studies.

Senator Finzer called the question. The vote to close debate was in favor on voice vote.

President Smith-Olinde called for a voice vote. Senator Tschumi requested a division of the house. The amendment carried on a hand vote. (NOTE: in the minutes, this is indicated by a strike-through in the motion above.)

Senator Jovanovic moved to postpone. Senator Tramel seconded. The motion failed on voice vote.

Senator Jovanovic moved to put the exemption paragraph (from March) back into the motion. Senator Anderson seconded. The motion failed on voice vote.

Senator Anson requested that the History of Civilization paragraph be read, since this was different from the motion published in the agenda.

Senator Tschumi: When we look at the way the Undergraduate Curriculum Revision Task Force structured the core, the requirement for the high level reasoning provided by mathematics is clear and required for every student. I look at the 21/14 proposal and mathematics isn't in the common core. It's in the college core. (President Smith-Olinde: This content was separated into the college core since AHSS, CPS, and others may only require college algebra, whereas students in CoS and EIT might take different courses.) You don't need to delegate that to the colleges. The same goes for the

sciences. (Senator Wright: The 21/14 is all university core. The “college core” is just the bits that vary from college to college. The Council on Core Curriculum and Policies still maintains university level approval for inclusion into the college core.)

Senator Sims: What about transfers into engineering? Will those programs accept business calculus?

Senator Tschumi: You're getting confused between program requirements and core requirements.

Senator Jovanovic reminded everybody that we have a core in place now. It is 44 hours with a few exceptions. If you want that, vote against this motion.

Senator Anson called the question which passed on a voice vote.

The motion carried on voice vote.

President Smith-Olinde moved to amend Article III of the Constitution of the University Assembly to add the Council on Core Curriculum and Policies on behalf of the Executive Committee. This motion requires a 3/5 vote at two faculty senate meetings during the academic year.

FS# 2012-13_10. Motion: To accept the following definition for the Council on Core Curriculum and Policies and institute this Council as one of the UALR Faculty Senate:

“Council on Core Curriculum and Policies *Elected Council of the Senate*

On behalf of the Faculty Senate, and subject to that body’s authority, the Council on Core Curriculum and Policies shall maintain criteria and approve courses for inclusion and retention in the UALR Core Curriculum (Standard Core and College Cores). The Council on Core Curriculum and Policies shall report all of its actions promptly to the faculty.

In reviewing curriculum matters, the Council on Core Curriculum and Policies shall consider current policies and criteria of the U of A System and the Arkansas Board of Higher Education.

In academic units (programs, departments, schools, colleges) proposals for requests for course inclusion of new courses in the UALR Core will be routed through program, department, school, college curriculum committees and to the Undergraduate Council before being sent to the Council on Core Curriculum and Policies. Recommendations of the Council on Core Curriculum and Policies are subject to review by the Faculty Senate following an unsuccessful resubmission and appeal by the authors within 10 business days of the notification of the Council on Core Curriculum and Policies’s decision to the Faculty Senate Executive Committee. Proposals not reviewed by the Faculty Senate or having passed Faculty Senate review shall be routed to the vice chancellor and provost and the chancellor.

The Council on Core Curriculum and Policies shall be composed of two ~~one~~ voting representatives from each College with undergraduate program(s): ~~Arts, Humanities and Social Sciences; Business; Education; Engineering; Professional Studies and Science.~~ The representative must be drawn from an academic unit which has ~~at least one program that is not exempt from the UALR Standard Core.~~ These representatives will be elected from among ~~tenured, tenure-track and non-tenure track faculty and will be elected by the tenured, tenure-track and non-tenure track faculty members of each college in a process determined by the college.~~ In addition there will be three (3) ~~at-large~~ representatives, ~~to be elected by the faculty as a whole at the Spring Assembly meeting.~~ Council on Core Curriculum and Policies terms will be for three (3) years. Members may serve two consecutive terms. Individuals may be re-elected to serve after not serving for at least two (2) years. Two (2) students shall serve as voting members of the Council on Core Curriculum and Policies on policy matters, but will not vote on course decisions. Elected representatives in the Student Senate are eligible to serve as student members of the Council on Core Curriculum and Policies and will have 1-year terms.”

and to modify the authority of the Undergraduate Council as follows:

“Undergraduate Council: On behalf of the Faculty Senate, and subject to that body’s authority, the UALR Undergraduate Council shall review, interpret, and recommend action on all general undergraduate academic policies except for the duties delegated to the Council on Core Curriculum and Policies; it shall review and recommend approval or disapproval of curriculum proposals and degree programs. The council shall report all of its actions promptly to the faculty.”

NOTE: friendly amendments are shown as strike-through of all deletions and underline of all additions.

Senator Giammo moved to modify the first sentence of the third paragraph to add “of new courses” between “course inclusion” and “in the UALR core” and to add “ before being sent to Council on Core Curriculum and Policies” after “...and to the Undergraduate Council.” Senator Matson seconded. The amendment was accepted as friendly.

Senator Nolen commented that there should be something to handle "substantial revision" to courses.

Senator Sims: The Blue Ribbon criteria have been superseded by the new criteria. All courses in the Core would be approved and modified.

Senator Tschumi remarked that he had suggested for the previous motion that authorized the Executive Committee to write this legislation that a list of colleges is not necessary and may cause problems if those colleges change an amendment to this Council would be required. This amendment was accepted as friendly.

Senator Tschumi remarked that colleges with all of its programs requiring an exemption, even if it is only one course, cannot have a representative on this council. This disenfranchises an entire college. It is unnecessary as colleges will choose representatives that have vested interest in the core. (This amendment was accepted as friendly.)

Senator Tschumi remarked that the third sentence of the fourth paragraph "These representatives will be elected in a process determined by the college." is unnecessary because all faculty senate committees require this anyway. This amendment was accepted as friendly.

Senator Jovanovic moved to change the first sentence of the fourth paragraph from "... one voting representative from each College ..." to "... two voting representatives from each College ..." and to delete the sentence reading "In addition there will be three (3) at-large representatives, ... meeting." This amendment was accepted as friendly.

Senator Jovanovic remarked that the charge of this new Council interferes with the authority of the Undergraduate Council which has say " ... on all general undergraduate academic policies ... "

Senator Tschumi: We resolved this constitutional question by sending courses to Undergraduate Council after they were included in core when we adopted the Blue Ribbon Core. He offered the amendment to modify the Undergraduate Council to say "except for the duties delegated to the Council on Core Curriculum and Policies" at the end of its first sentence. This amendment was accepted as friendly.

Senator Finzer recommended changing all references to "Council" to read "Council on Core Curriculum and Policies." This amendment was accepted as friendly.

The motion carried on voice vote. This is the first passage and a second vote must be taken at another academic year faculty senate meeting.

President Smith-Olinde moved to adopt the operating procedures for the newly approved Council on Core Curriculum and Policies. (No second required; majority vote at one meeting.)

FS# 2012-13_11. Faculty Senate Executive Committee: Council on Core Curriculum and Policies operating procedures. Motion: To adopt the following as the initial operating procedures for the Council on Core Curriculum and Policies:

- A. The UALR Council on Core Curriculum and Policies (henceforth 'Council') a standing committee of the Faculty Senate, will be responsible for:
1. Adapting the Ad Hoc Criteria Committee's report to accommodate the curricular areas of the UALR Standard Core and the College Cores:
 - English/Communication – Written;
 - Fine Arts;
 - Humanities;
 - Social Sciences;
 - Mathematics;
 - Science;
 - English/Communication – Spoken
 2. Maintaining the criteria for determining whether a course is appropriate to satisfy a curricular area in the UALR Standard Core;
 3. Developing and maintaining a submission and approval process for UALR Standard Core course inclusion;
 4. Developing and maintaining a re-approval process, including a timeline, for UALR Standard Core course continuation;
 5. Developing and maintaining a plan to assess educational outcomes of the UALR Standard Core;
 6. Overseeing college/program course inclusion beyond the UALR Standard Core to ensure the coursework meets the State Minimum Core;
 7. Providing a detailed, written review to submitters for all decisions;
 8. Granting exemptions to the UALR Standard Core requirements to programs, where appropriate, as outlined in part C.
 9. Developing application and exemption forms reflecting these guidelines.
- B. Operating procedures of the UALR Council on Core Curriculum and Policies
1. Any course already approved by UGC is eligible to be considered for inclusion in core. Any new or modified courses must first be approved by UGC before being considered for inclusion in core.

2. The Council will consist of one voting representative from each College with undergraduate program(s): Arts, Humanities and Social Sciences; Business; Education; Engineering; Professional Studies and Science. The representative must be drawn from a program that is participating in the UALR Standard Core. These representatives will be elected from among tenured, tenure-track and non-tenure track faculty and will be elected by the tenured, tenure-track and non-tenure track faculty members of each college in a process determined by the college. In addition there will be three (3) at-large representatives, to be elected by the faculty as a whole at the Spring Assembly meeting. No chair, assistant dean, associate dean, dean, vice provost or vice chancellor shall serve as a voting member of the Council. One representative from the library and one representative from the Provost's office will serve as ex officio, non-voting members.

3. Council terms will be for three (3) years; one-third of the initial members will serve for one (1) year, one-third for two (2) years, and one-third for three (3) years, to be determined by lot. Members may serve two consecutive terms. Individuals may be re-elected to serve after not serving for at least two (2) years.

4. The members of the Council will annually elect the chair from among its members, with the term of chair being one (1) year. A Chair-elect will also be elected annually. Chairs may succeed themselves for a total of three (3) terms.

5. The Office of the Provost and Vice Chancellor for Academic Affairs shall provide staff support to the committee, scheduling meetings, preparing agendas and minutes, and providing such other support as may be required.

6. Student input is valuable for developing and maintaining the UALR Standard Core. Two (2) students shall serve as voting members of the Council on policy matters, but will not vote on course decisions. Elected representatives in the Student Senate are eligible to serve as student members of the Council and will have 1-year terms. The Student Senate will hold elections each year by October 1. If the numbers of elected undergraduate students willing to serve are less than the number of positions to be filled, then nominations for these positions will be solicited from the university community.

7. The Council will report regularly to the Faculty Senate and university community, with the actions taken at each meeting disseminated through the provost's office within five business days of each meeting.

8. If the Council rejects an application, the committee must provide a detailed, written explanation to the author(s) explaining why the proposal was not accepted. The author(s) may address the Council's concerns and resubmit the proposal within the same semester to the Council; said course will not need to be resubmitted to the Undergraduate Council. If the resubmission is not accepted, the author(s) may appeal the decision of the Council to the Faculty Senate. The author(s) will apply in writing to the Executive Committee within 10 business days of the notification of the Council's decision. The final decision on course inclusion resides with the Faculty Senate.

9. This document may be amended by a 2/3 affirmative vote of the Council on Core Curriculum and Policies and ratification of those changes by the UALR Faculty Senate.

B. Appeals for Exemptions to the UALR Standard Core

1. Individual programs or departments may appeal to the Standard Core Curriculum Council to be exempted from all or part of the UALR Standard Core requirements when implementing the UALR Standard Core would:
2.
 - 1.a. conflict with accreditation requirements;
 - 1.b. increase program requirements to more than 120 hours for graduation or further increase the total number of hours for graduation for programs which have received approval from the Arkansas Department of Higher Education to require more than 120 hours;
 - 1.c. otherwise bring the program into conflict with state law, Board policy, or University policy.
3. Exemption request must include relevant documentation demonstrating how the UALR Standard Core conflicts with any of the above (1.a. – 1.c.) including but not limited to: detailed accreditation requirements, ADHE/Board/University policies, state law, etc.
4. The Council may choose by a majority vote to grant exemptions for one to four years or an unlimited exemption. During the final year of the exemption, the department or program may reapply for an exemption, at which point the Council may grant them one additional temporary exemption of no more than two years or make the exemption permanent or deny them any further exemption. Permanent exemptions should be granted only in cases where it would not be possible to bring the program's or department's requirements in line with the UALR Standard Core without creating

problems with accreditation, total hours, state law, or relevant policy, as outlined above. Exemptions would be permanent so long as there are no significant changes to the program curriculum.

5. If the Council rejects an application for an exemption, the committee must provide a detailed, written explanation to the author(s) explaining why the application was not approved. The author(s) may address the Council's concerns and resubmit the proposal within the same semester. If the resubmission is not accepted, the author(s) may appeal the decision of the Council to the Faculty Senate. The author(s) will apply in writing to the Executive Committee within 10 business days of the notification of the Council's decision. The final decision on exemptions resides with the Faculty Senate.
6. In the case of persistent exemptions of groups of programs, the Council will examine the UALR Standard Core and may recommend changes to the UALR Standard Core which may resolve these persistent exemptions.

Senator Jovanovic asked what would happen if a program had a 1-4 year exemption and the exemption expires. Wouldn't a curriculum change form be required to change the program?

Considerable discussion ensued between Senators Giammo, Tramel, and Tschumi regarding where the authority to initiate curriculum changes resides. In particular, Senator Tramel was concerned that a change could be initiated to a program by faculty other than the academic unit faculty and how this might affect accreditation.

Senator Wright indicated that the operating procedures for the Council on Core Curriculum and Policies could address this issue through their operating procedures and that this is not a relevant matter to the definition of the Council itself. For instance, the original exemption request could include a "fall back curriculum" to which the curriculum would revert once the exemption expired or authorization to deliver the program could be removed until the faculty of the academic unit proposed a curriculum change to resolve the removal of the exemption (similar to ADHE's authority to guarantee compliance with state law).

Senator Tschumi: Another basic issue is that any action taken by Undergraduate Council or Graduate Council, either to approve or disapprove, contains an option for someone who doesn't like the change to appeal to faculty senate. This legislation does not have a general way of appealing to faculty senate.

President Smith-Olinde indicated that the Executive Committee had copied the appeal language from Undergraduate Council to Council on Core Curriculum and Policies (see third paragraph, second sentence).

The motion carried on voice vote.

Tom Clifton (Calendar Committee chair) presented the recommended calendars to the senate. The first calendar (1-B) is the existing, approved calendar for 2013-2014. The Committee was recommending replacing calendar 1-B with a new calendar 1-A that includes two AP compatible 8 week terms within the 16 week term and to include one AP compatible summer term. Calendar 1-C is the calendar for 2014-2015 containing the 8-week embedded terms and calendar 2-A is the calendar for 2015-2016 containing the 8-week embedded terms.

Senator Douglas moves approval of calendars 1-A, 1-C, 2-A on behalf of the Calendar Committee (no second required).

Senator Matson moved to amend the motion to split the week between the first and second 8-week terms so that the first half of the week will be used for finals, and the other half will be used for grade processing. Senator Tschumi seconded.

Senator Douglas asked Joyce (from Records) whether there were discussions with AP folks about why they wanted the whole week. (Joyce: we could work with three days.)

Senator Mitchell: Will this amendment elongate the term?

Senator Matson: no.

Senator Mitchell: By adding extra time for finals, faculty will have to be present for longer in the summer.

Senator Tschumi: Can't faculty continue to do what the current catalog is doing if they want? They don't have to set a later final.

Senator Nolen: This amendment would add study days to first eight week term. But, it doesn't affect the second eight week.

Senator Tschumi: We could give some time at the end. There is plenty of time before the summer term starts. (Clifton: Changes in times could have unexpected negative impact on entire calendar.)

Senator Matson attempted to withdraw the amendment but the second blocked pending further discussion.

Senator Hayn liked the intent of the amendment, but the logistics are getting tight and you don't want to screw up the grade processing.

Senator Tschumi: academic importance overrides the logistics.

Senator Jovanovic expressed confusion. There is only one period in between 8-week terms.

Senator Giammo indicated that we don't have time to think about the implications of these changes. Leave the calendar as is for 2013-2014 and think about it for the following year.

Senator Nickels moved to table but it died without a second.

Senator Tschumi requested that the committee be directed to look at future years and see how it works next year. Senator Matson withdrew amendment with the consent of the second.

The motion carried on voice vote.

Senator Edison moved FS#2012-13_13, which replaces administrator titles on the Academic Technology and Computing Committee, which had changed in recent years. Senator Douglas seconded.

Motion. FS#2012-13_13. Academic Technology and Computing Committee. (No second needed, 3/5 majority vote at two consecutive meetings.)

That the following be adopted to replace the current charge of the Academic Technology and Computing Committee:

This committee shall be concerned with University computing services policies that affect academic programs and the general interest of UALR. This committee serves as a formal communication channel for the faculty and students with the ~~Office of Computing Services~~ Information Technology Services. The ~~Chief Information Officer~~ Vice Chancellor of Information Services shall keep the committee informed on issues, policies, and resource allocations affecting the academic community via technology and

computing at the university level. On an annual basis the committee shall review the ~~Office of Computing Services'~~ Information Technology Services' policies as they affect the academic community. This review should include examining the impact of resource allocation of new technology to the learning process in a benefit/cost framework. In addition, the committee will consult with the ~~Chief Information Officer~~ Vice Chancellor of Information Services concerning budgets, both current and future, projected and actual expenditures. The committee shall furnish a report of their review and budget conference to the Faculty Senate by March 15 of each year.

The Academic Technology and Computing Committee shall consist of two full-time faculty members from each college or school including the library to be named by the

Committee on Committees. In addition, two students shall be named by the Student Government Association. The ~~Chief Information Officer~~ Vice Chancellor of Information Services, the Provost ~~and the Director of Scholarly Technology and Resources (STaR)~~ or their designees shall serve as ex officio members without vote. Any faculty member holding a position of "faculty in residence" within the ~~Office of Computing Services~~ Information Technology Services may serve as a voting committee member during their appointment to such post. The terms of the two students shall be one year, while the terms of the appointed faculty members shall be two-year staggered terms.

The motion carried on voice vote.

Senator Jovanovic was given the option to move FS# 2012-13_3, which was the last item on this agenda. He declined to make the motion.

VII. Old Business

There was no old business.

VIII. Adjourn

At 4:36, the meeting was adjourned.

**Appendix A. Committee Membership and Charge to the UALR Faculty
Senate's Ad Hoc Committee on Online Higher Education**

May 3, 2013

<u>College/Unit</u>	<u>Member(s)</u>
Bowen School of Law	
College of Arts, Humanities and Social Sciences	Charles Anderson Elisabeth Sherwin
College of Business	Karen Leonard Cynthia Johnson
College of Education	Greg Barrett Jennifer Holtz
College of EIT	Jim Carr Coskun Bayrak
College of Professional Studies	Vickie Lee Edwards James Golden
College of Science	Denise LeGrand Patricia Schafer Robert Belford
Library Extended Programs	Carol Macheak Belinda Blevins-Knabe
Advising	Thea Hoeft
Enrollment Management	Tammy Harrison
Graduate School	Johanna Miller-Lewis (a late addition but on the committee)

Charge in brief:

1. Conduct a strategic planning analysis of the strengths, weaknesses, opportunities, and threats (SWOT) to and for UALR in the online, distance education instruction medium.
2. Develop recommendations for online higher education at UALR including:
 - a. modes of delivery;

- b. what might constitute a favorable mix of face-to-face and online student populations for UALR;
- c. pros and cons of in-house control of the marketing of online courses;
- d. additional staffing needs to adequately serve the additional students in advising, financial aid and other services or serving these students by outsourcing various marketing, training and delivery of online higher education.

The product of this committee will be a set of recommendations for the future of online education at UALR. The recommendations will be due to the Faculty Senate no later than *March 31, 2014* so that it may be reviewed, revised, and ratified by the Senate and presented to the UALR administration by the end of the Spring term 2014. Furthermore, the ad hoc committee will be established and charged no later than the Faculty Senate meeting on May 3, 2013 so that, if it be the will of the committee, it may begin its examination of and deliberations about online education at UALR throughout the Summer and into the new academic year.

The specific responsibilities of the committee are to:

- 1) Conduct a strategic planning analysis of the strengths, weaknesses, opportunities, and threats (SWOT) to and for UALR in the online, distance education instruction medium.

Issues to consider and possible strategies to accomplish this task may be:

- a. Benchmark best online pedagogical practices, mode of delivery and online challenges and issues at peer institutions (metropolitan community engaged universities);
- b. Evaluate the potential impact of increased numbers of online students and the attrition rates of online courses for the new Arkansas Department of Higher Education performance funding formula;
- c. Analyze the implications of the existing contract with Academic Partnerships (AP) for UALR's organizational well-being and implications for faculty, students, and staff including:
 - c.i. academic freedom and intellectual property rights;
 - c.ii. implications of the AP partnership on the future of tenure and academic rank at UALR;
 - c.iii. reputational issues and their implications from using AP and traditional modes of online delivery.

The analysis is due to the Faculty Senate one week before the final Faculty Senate meeting of the Fall 2013 semester, due on *December 2, 2013*, in time for the December 6 Faculty Senate meeting.

- 2) Develop recommendations for online higher education at UALR including:
 - a. modes of delivery;
 - b. what might constitute a favorable mix of face-to-face and online student populations;
 - c. pros and cons of in-house control of the marketing of online courses;
 - d. additional staffing needs to adequately serve the additional students in advising, financial aid and other services or serving these students by outsourcing various marketing, training and delivery of online higher education.

The final recommendations are due to the Faculty Senate by *March 31, 2014*.

Appendix B. Senate UGC Report May 3, 2013

April 24, 2013 No Meeting

May 1, 2013

CNMG Program Change

Article I. CNMG 4322 Building Structure Design removed a required course and CNMG 3321 Steel Construction was added as a required course. The following choices were added to the program to allow students more options in course selection:

Article II. MGMT 1310 Fundamentals of Information Technology or CPSC Computer Literacy

Article III. MATH 1342 Business Calculus or MATH 1311 Applied Calculus I

Article IV. MKTG 2380 Legal Environment of Business or MGMT 4391 Employment Law

Article V. MGMT 3380 Business Communications or RHET 3316 Writing for the Workplace or RHET 3328 Technical Writing

Article VI. Math and Science Approved Elective: ERSC 1303 Historical Geology, ERSC 4371 Engineering Geology, PHYS 1322 Elementary Physics II, or STAT 2350 Introduction to Statistical Methods

Article VII. CNMG Approved Elective: CNMG 4399 Special Topic, CNMG 4391 Cooperative Education, or CNMG 4361 Green Construction

Article VIII. Approved Business Elective if required

SYEN 3379 Elements of Mechanical Design new course for SYEN Mechanical Option

ECET 1404 Circuit Analysis I changed course content. ETME students only take ECET 1404 and the content was changed to provide them necessary content for their program of study.

ECET 2305 Circuit Analysis II changed course content. ECET are the only students that take this course and the change will provide them necessary content for their program of study.

ETME 2117 Manufacturing Processes Lab changed prerequisite to corequisite.

ETME 2317 Manufacturing Processes changed prerequisite to corequisite. ETME has determined that students need to take ETME 2117 at the same time that they take ETME 2317 Manufacturing Processes to enhance the content.

Appendix C (Approved Calendars)

2013-2014 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2013						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

19 Fall Classes Begin

24 Saturday Classes Begin

September

2 Labor Day Holiday, University Closed

October

14 Fall Break, No Classes

15 Fall Break, No Classes

17 Last Day to Drop an Individual Class, by 5pm

November

27 No Classes

28 Thanksgiving Holiday, No Classes

29 Thanksgiving Holiday, No Classes

30 Thanksgiving Holiday, No Classes

December

1 Thanksgiving Holiday, No Classes

2 Classes Resume

9 Last Day of Classes; Last Day to Withdraw, by 5pm

10 Consultation Day; Finals Begin

14 Commencement

17 Last Final Exam

20 Grades Due, 12 noon

January

13 Spring 1 Classes Begin

Spring 2 Classes Begin

18 Saturday Classes Begin

20 Martin Luther King, Jr. Holiday; University Closed

February

11 Spring 2 Last Day to Drop an Individual Class with a Grade of W, 5pm

March

4 Spring 2 Last Day to Withdraw, by 5pm

5 Spring 2 Last Day of Classes; Final Exams

7 Spring 2 Grades Due, 12 Noon

11 Spring 1 Last Day to Drop an Individual Class, by 5pm

17 Spring 3 Classes Begin - TBD

19 Fall 1 2013 - Incomplete Deadline

24 Spring Break - TBD

25 Spring Break - TBD

26 Spring Break - TBD

27 Spring Break - TBD

28 Spring Break - TBD

29 Spring Break - TBD

30 Spring Break - TBD

April

15 Spring 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

May

5 Spring 1 Last Day of Classes; Last Day to Withdraw, by 5pm

6 Consultation Day; Finals Begin

13 Spring 1 Last Final Exam

Feb 2014						
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Mar 2014						
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Apr 2014						
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May 2014						
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Jun 2014						
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Sep 2013						
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Oct 2013						
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Nov 2013						
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Dec 2013						
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Jan 2014						
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Jul 2014						
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30	31					

Aug 2013						
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Sep 2013						
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Oct 2013						
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Nov 2013						
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Dec 2013						
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Jan 2014						
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May

- 13** Spring 3 Last Day to Withdraw, by 5pm
- 14** Spring 3 Last Day of Classes; Final Exams
- 16** Spring 1 Grades due, 12 Noon

Spring 3 Grades Due, 12 Noon

- 17** Commencement - TBD
- 26** Memorial Day Holiday
- 27** Summer 1 and 2 Classes Begin

June

- 9** Summer 3 Classes Begin - TBD
- 13** Summer 2 - Last Day to Drop an Individual Class, by 5pm
- 27** Summer 2 - Last Day to Withdraw, by 5pm

- 30** Summer 2 - Last Day of Classes; Final Exams

July

- 2** Summer 1 - Last Day to Drop an Individual Class, by 5pm
- Summer 2 - Grades Due, by 12 Noon
- 4** Independence Day Holiday, University Closed
- 7** Summer 4 - Classes Begin
- 8** Summer 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

- 24** Summer 4 - Last Day to Drop an Individual Class, by 5pm

Feb 2014						
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Mar 2014						
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Apr 2014						
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May 2014						
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Jun 2014						
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Jul 2014						
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2013-2014 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2014						
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August

4 Summer 1 - Last Day to Withdraw, by 5pm

Summer 3 Last Day to Withdraw, by 5pm

5 Summer 1 - Last Day of Class; Final Exams

Summer 3 Last Day of Classes; Final Exams

7 Summer 1 - Grades Due, 12 noon

Summer 3 Grades Due

Summer 4 - Last Day to Withdraw, by 5pm

8 Summer 4 - Last Day of Classes; Final Exams

12 Summer 4 grades are due by 12 noon

13 Spring 1 2014 - Incomplete Deadline

Feb 2015						
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Sep 2014						
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Mar 2015						
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Oct 2014						
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Apr 2015						
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Nov 2014						
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May 2015						
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Dec 2014						
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Jun 2015						
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Jan 2015						
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Jul 2015						
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2014-2015 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2014						
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August

- 18** Fall 1 Classes Begin
- Fall 2 Classes Begin
- 23** Saturday classes begin

September

- 1** Labor Day Holiday
- 16** Fall 2 Last Day to Drop an Individual Class with a Grade of W, 5pm

October

- 3** Fall 2 Last Day to Withdraw From All Classes, by 5pm
- 8** Fall 2 Last Day of Classes; Final Exams

Sep 2014						
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Oct 2014						
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Nov 2014						
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23	24	25	26	27	28	29
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November

- 18** Fall 3 Last Day to Drop an Individual Class with a Grade of W, 5pm
- 26** No Classes
- 27** Thanksgiving Holiday
- 28** Thanksgiving Holiday

Dec 2014						
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21	22	23	24	25	26	27
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- 29** Thanksgiving Holiday
- 30** Thanksgiving Holiday

December

- 1** Classes Resume
- 8** Fall 1 Last day of class; last day to withdraw by 5 pm
- 9** Consultation Day; finals begin

Jan 2015						
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18	19	20	21	22	23	24
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- 16** Fall 1 Last Final Exam
- Fall 3 Last Day to Withdraw From All Classes, by 5pm
- 17** Fall 3 Last Day of Classes; Final Exams

- 19** Fall 1 Grades Due
- Fall 3 Grades Due
- 20** Commencement - TBD

January

- 12** Spring 1 Classes Begin
- Spring 2 Classes Begin
- 17** Saturday classes begin

February

- 19** Martin Luther King, Jr. Holiday
- 10** Spring 2 Last Day to Drop an Individual Class with a Grade of W, 5pm
- 27** Spring 2 Last Day to Withdraw From All Classes, by 5pm

March

- 2** Spring 2 Last Day of Class; Final Exams
- 4** Spring 2 Grades Due
- 10** Last day to drop an individual class with a grade of W, 5 pm

- 16** Spring 3 Classes Begin - TBD

- 18** Incomplete deadline for Fall 1 2014

- 23** Spring Break - TBD

- 24** Spring Break - TBD

- 25** Spring Break - TBD

- 26** Spring Break - TBD

- 27** Spring Break - TBD

- 28** Spring Break - TBD

- 29** Spring Break - TBD

April

- 14** Spring 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

May

- 4** Spring 1 Last day of class; last day to withdraw from all classes, 5 pm
- 5** Consultation Day; finals begin

Feb 2015						
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Mar 2015						
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Apr 2015						
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May 2015						
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Jun 2015						
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Jul 2015						
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Aug 2014						
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May

- 12** Spring 1 Last Day of Finals
 Spring 3 Last Day to Withdraw From All Classes, by 5pm

- 13** Spring 3 Last Day of Classes; Final Exams

- 15** Spring 1 grades due by noon

Spring 3 Grades Due

- 16** Commencement- Tentative - TBD

- 25** Memorial Day Holiday

- 26** Summer 1 and 2 classes begins

Sep 2014						
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Feb 2015						
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Mar 2015						
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15	16	17	18	19	20	21
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June

- 8** Summer 3 Classes Begin - TBD

- 12** Summer 2 last day to drop an individual class with a grade of W, 5 pm

- 26** Summer 2 last day to withdraw from all classes, 5 pm

- 29** Summer 2 last day of class; final exams

Oct 2014						
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Apr 2015						
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July

- 1** Summer 1 last day to drop an individual class with a grade of W

Summer 2 grades due by 12 noon

- 3** Independence Day observed

- 6** Summer 4 classes begin

- 7** Summer 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

- 23** Summer 4 last day to drop an individual class with a grade of W

Nov 2014						
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May 2015						
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Dec 2014						
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Jun 2015						
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Jan 2015						
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Jul 2015						
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2014-2015 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2015						
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August

3 Summer 1 last day to withdraw from all classes

Summer 3 Last Day to Withdraw From All Classes, by 5pm

4 Summer 1 last day of class; final exams

Summer 3 Last Day of Classes; Final Exams

6 Summer 1 grades are due by 12 noon; Summer 4 last day to withdraw from all classes, 5 pm

Summer 3 Grades Due

7 Summer 4 last day of class; final exams

11 Summer 4 grades due by noon

13 Incomplete deadline for Spring 1 2015

Feb 2016						
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Sep 2015						
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Mar 2016						
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Oct 2015						
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Apr 2016						
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Nov 2015						
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May 2016						
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Dec 2015						
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Jun 2016						
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Jan 2016						
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Jul 2016						
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2015-2016 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2015						
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August

- 17** Fall 1 Classes Begin
- Fall 2 Classes Begin
- 22** Saturday Classes Begin

September

- 7** Labor Day Holiday, University Closed
- 15** Fall 2 Last Day to Drop an Individual Class with a Grade of W, 5pm

October

- 6** Fall 2 Last Day to Withdraw With a Grade of W, by 5 pm
- 7** Fall 2 Last Day of Classes; Final Exams
- 9** Fall 2 Grades Due at 12 Noon
- 12** Fall Break, No Classes
- 13** Fall Break, No Classes
- 15** Last Day to Drop an Individual Class with a Grade of W, 5pm
- 19** Fall 3 Classes Begin - TBD

November

- 17** Fall 3 Last Day to Drop an Individual Class with a Grade of W, 5pm
- 25** No Classes
- 26** Thanksgiving Holiday, No Classes
- 27** Thanksgiving Holiday, No Classes
- 28** Thanksgiving Holiday, No Classes
- 30** Classes Resume

December

- 7** Fall 1 Last Day of Classes; Last Day to Withdraw with a Grade of W, 5pm
- 8** Consultation Day; Finals Begin
- 15** Fall 1 Last Final Exam
- Fall 3 Last Day to Withdraw With a Grade of W, by 5 pm
- 16** Fall 3 Last Day of Classes; Final Exams
- 18** Fall 1 Grades Due at 12 Noon
- Fall 3 Grades Due at 12 Noon
- 19** Commencement - TBD

January

- 11** Spring 1 Classes Begin
- Spring 2 Classes Begin
- 16** Saturday Classes Begin

February

- 9** Spring 2 Last Day to Drop an Individual Class with a Grade of W, 5pm

March

- 1** Spring 2 Last Day to Withdraw With a Grade of W, by 5 pm
- 2** Spring 2 Last Day of Classes; Final Exams
- 4** Spring 2 Grades Due at 12 Noon
- 8** Spring 1 Last Day to Drop an Individual Class with a Grade of W, 5pm
- 14** Spring 3 Classes Begin - TBD
- 16** Incomplete Deadline for Fall 1 2015

Feb 2016						
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Mar 2016						
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Apr 2016						
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May 2016						
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Jun 2016						
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Jul 2016						
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Sep 2015						
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Oct 2015						
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Nov 2015						
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Dec 2015						
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Jan 2016						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 2015						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep 2015						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct 2015						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov 2015						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec 2015						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 2016						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March

- 21 Spring Break - TBD
- 22 Spring Break - TBD
- 23 Spring Break - TBD
- 24 Spring Break - TBD
- 25 Spring Break - TBD
- 26 Spring Break - TBD
- 27 Spring Break - TBD

April

- 12 Spring 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

May

- 2 Last Day of Classes; Last Day to Withdraw with a Grade of W, 5pm
- 3 Consultation Day; Finals Begin
- 10 Last Day of Finals

Spring 3 Last Day to Withdraw With a Grade of W, by 5 pm

- 11 Spring 3 Last Day of Classes; Final Exams

- 13 Spring 1 Grades Due by Noon

Spring 3 Grades Due

- 14 Commencement - TBD

- 23 Summer 1 and 2 Classes Begin

- 30 Memorial Day Holiday

June

- 6 Summer 3 Classes Begin - TBD

- 20 Summer 2 Last Day to Drop an Individual Class with a Grade of W, 5pm

- 24 Summer 2 Last Day to Withdraw from all Classes with a grade of W, 5pm

- 27 Summer 2 Last Day of Classes; Final Exams

- 29 Summer 2 Grades Due by 12 Noon

July

- 4 Independence Day Holiday; no classes

- 5 Summer 3 Last Day to Drop an Individual Class with a Grade of W, 5pm

Summer 4 Classes Begin

- 22 Summer 1 Last Day to Drop an Individual Class with Grade of W

Feb 2016						
S	M	T	W	T	F	S
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28	29					

Mar 2016						
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27	28	29	30	31		

Apr 2016						
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24	25	26	27	28	29	30

May 2016						
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Jun 2016						
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Jul 2016						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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2015-2016 Academic Calendar

Approved by Faculty Senate 5/3/2013

Aug 2016						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			

August

1 Summer 1 Last Day to Withdraw of all Classes with a Grade of W

Summer 3 Last Day to Withdraw With a Grade of W, by 5 pm

2 Summer 1 Last Day of Class; Final Exams

Summer 3 Last Day of Classes; Final Exams

4 Summer 1 Grades are Due by 12 noon

Summer 3 Grades Due at 12 Noon

Summer 4 Last Day to Withdraw from all Classes, 5pm

8 Summer 4 Last Day of Class; Final Exams

10 Summer 4 Grades Are Due by 12 Noon

11 Incomplete Deadline for Spring 1 2016

Feb 2017						
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Sep 2016						
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Mar 2017						
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Oct 2016						
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Apr 2017						
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Nov 2016						
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May 2017						
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28	29	30	31			

Dec 2016						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 2017						
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25	26	27	28	29	30	

Jan 2017						
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22	23	24	25	26	27	28
29	30	31				

Jul 2017						
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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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