



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Friday, April 20, 2012, 1:00 p.m.

Faculty Senate Meeting

Dickinson Auditorium

MINUTES

Present: **CAHSS**—Anson, Bunch, Clausen, English, Estes, Finzer, Giammo, Lopez-Ramirez, McAbee, Porter. **CB**— Edison, Funk, Mitchell, Nickels, Watts. **CE**— Barrett, Burgin, Hayn, McAdams. **CEIT**— Anderson, Tramel, Tschumi. **LAW**— Goldner. **LIBRARY**— Russ. **CPS**— Barnes, Collier-Tenison, Golden, Smith-Olinde. **CSM**— Benton, Cui, Douglas, Grant-Scott, Guellich, McMillan, Sims, Tarasenko. **EX OFFICIO**— Anderson, Ford. Senate Counsel: Faust.

Guests Present: Daryl Rice, Associate Vice Chancellor for Student Success; Felecia Epps, Chair of Undergraduate Curriculum Review Task Force

Absent: **CAHSS**— Amrhein, Deiser, Kleine, Yoder. **CB** —. **CE**— Nolen. **CEIT**—Babiceanu, Jovanovic, Tebbets, Yanoviak. **LAW** -- Fitzhugh. **CPS** – Rhodes, Thombre. **CSM**— Prince. **EX OFFICIO**— Robertson. Lewis, Patterson.

I. Welcome and roll call

President Smith-Olinde welcomed the senators, called the meeting to order at 1:05 pm and invited the secretary to call the roll.

II. Review of minutes

Senators were invited to comment on the minutes of the March 30, 2012, meeting of the Senate as distributed and posted on the web site. Clausen noted that she would correct a typo that Smith-Olinde had brought to her attention. It was moved (McMillan) and seconded (Ford) that the minutes be accepted with those corrections. Motion passed on a voice vote.

III. Announcements

President Smith-Olinde. I have one announcement and an update. Technology is wonderful when it works. When it doesn't, bad things happen. The Chancellor hadn't gotten any of our

resolutions because of some change Google had made that affected Google Docs. To make a long story short, he just got them on Tuesday [April 17], so that is when his 10 days begin.

The update concerns the Conflict of Interest policy. As you know, the System Relations Committee has been working on this and may have something ready for us by the May meeting.

IV. Introduction of New Topics (2 minute limit; no discussion)

President Smith-Olinde invited senators to address topics of interest to the body. There were none.

V. Reports

A. Chancellor Joel Anderson.

President Smith-Olinde invited Chancellor Anderson to the podium.

Chancellor Anderson: Thank you, Laura. I'm going to exit in a hurry. Some of you know that the president of the UA System is hosting a symposium on Distance Learning on our campus today; lunch is going on now. I'll share a thought on distance learning. If you go back to the time when movie cameras came along, the first movies were simply the filming of a play on stage, but before too long, technology advanced, shutter speeds became faster, it became possible to add sound and cameras became more portable – so people started to notice that there's a different way to tell the story. You could go out on the plains, or on the top of a skyscraper or a raging river – the technology made it possible to change the way it was done. And another parallel: 35 years ago Bruce Lindeman gave an Economics course on television which was basically someone filming him while he lectured at the blackboard with chalk. So the parallel is, the story was told in a somewhat different way and made accessible to a greater number of people and we're seeing a similar kind of story with what's happening now in distance education. And at a time when hand-held devices are everywhere, it's time for it. President Bobbitt will make a strong case for it today.

A few updates:

Provost search: John Hicks is working very hard and I think it's possible to bring candidates to campus before the end of the spring semester. We're not going to rush it, but if we can get people on campus, that helps inform the process and helps us make better decisions.

Statement of Financial Interest: As I already reported to the Policy Advisory Council (PAC), the Ethics Commission's decision was that all chairs and directors had to file the statement of financial interest. In conversation with President Bobbitt, I asked if he would have any objection to my writing to the chair of the Ethics Commission asking them to reconsider. President Bobbitt said he had a better idea, to go speak with him in person. But that hasn't happened yet. I'm not overly optimistic that they will change their minds but . . .

Financial Front: We've been able to put together a 1% raise pool, and it's a merit raise, which means that not everyone will get 1%; in addition, we have allocated about .5% to the deans for some market equity. Also, we are covering all the employees' share of the health insurance

increase in the Classic Plan and a similar amount in the Point of Service Plan; this was accomplished by a reallocation of 1.5% across campus.

Fall Break- I have just received that and I may veto it (or I may require more time) – because I think it might be a mistake. I think it's more than a calendar issue; it's also a vacation issue. Calendar is becoming more complicated. We'll see how that comes out.

Undergraduate Curriculum proposal: This is a topic that I can't address in detail, but I want to make two points. If you have curriculum requirements that are complicated, complex, you make things difficult for students, faculty and advisors. The other point is that the proposal needs to be friendly to transfer students. This is important because we have more entering transfer students each year than we have entering freshmen. The other requirement besides simplicity would be flexibility. It's important that we do what we need to do but not make it more complicated than necessary.

I really don't have time for questions but am happy to answer if someone has a burning question that can be answered quickly. (There were none)

B: Provost Robertson:

President Smith-Olinde reported that Robertson was at the Distance Learning Symposium.

C. Graduate Council: Chair: Amanda Nolen

Nolen could not be present but had notified President Smith-Olinde that Grad Council will not bring a recommendation to the Senate until fall.

D. Undergraduate Council: Chair: Jeanette Clausen

Clausen: The Undergraduate Council has continued to receive and review a variety of course and program changes, most of them routine types of changes to update or streamline programs and make new opportunities available to students. Here are three items that I thought would be of interest to senators:

- From Secondary Ed and Integrated Science, a proposal for two new one-credit classes (SCED/IGSC 1101 and 1102) that introduce freshmen to the teaching of STEM subjects in elementary and middle school. Students work with a focused curriculum package that prepares them to conduct inquiry-based lessons for elementary students. The purpose is to allow UALR freshmen to find out early on if teaching is a career option they may wish to pursue – in other words, the goal is to recruit students to a teaching track very early in their college career. As an additional incentive the classes are offered to the students at no cost. If you want more information, ask Tony Hall in Physics or James Fetterly in Education.
- From Rhetoric and Writing, a redesign of the developmental courses, to combine developmental reading and developmental writing in a single [new] course, RHET 0321, Academic Literacy. The existing developmental writing class (0310) will be phased out. The goal is to move students through the developmental courses more quickly – the same goal as for the new Math courses I reported on last month. These redesigned courses are part of the

Complete College America initiative. If you want to know more about this initiative, contact George Jensen or JoAnne Matson in Rhetoric and Writing.

- From Construction Management, now to be known as the Department of Construction Management and Civil and Construction Engineering, as you heard last month. This department presented a Letter of Notification to create a new degree option by reconfiguring existing programs. The LON states the department's intent to offer a B.S. in Architectural and Construction Engineering. The department expects approval of this new option at the April 27 meeting of ADHE. According to information provided, only 17 accredited Architectural Engineering programs exist in the US and none are in Arkansas, so this program is expected to fill a need in the state. If you want to know more, talk to Nick Jovanovic or Mike Tramel.

This concludes my report.

E. Associate Vice Chancellor Daryl Rice: TransFlex Program

President Smith-Olinde invited AVC Rice to the podium.

Rice: TransFlex is just a cute name for a program to provide flexibility for transfer students and help them move through their requirements more quickly. It was piloted several years ago with four departments that were given authority for 3 years to adjust certain requirements (core, minor, residency, and upper-level hours) for transfer students. Last year, the Senate looked at the results and extended the same flexibility to all departments. The Senate stipulated that departments must file a report on the adjustments they made. The data I have were collected between July 1, 2011 and April 4, 2012. I started in July because although the policy was approved in January 2011, there were details that had to be worked out. We had to decide what the policy really means and develop a process.

You see the numbers [on Rice's handout, attached to these minutes]. It summarizes adjustments made for 81 students, shows the average number of hours they brought in, and gives a breakout of the categories.

- The core was adjusted for 18 students
- The minor was waived for 35 students
- The number of upper-level hours was adjusted for 56 students

The data are broken out by department and include all departments that made at least one adjustment. Two numbers on the handout are inflated. One is the number of upper level hours waived (UL). I saw that people were waiving more UL hours than I was comfortable with – but I didn't have authority to do anything about it, so I met with each college, with deans and chairs. My message was that you need to be careful how many UL hours you waive – after all, 45 hours are only 3 semesters of UL work. When pressed as to how many were too many, I said I get really nervous if it's anything over 9 and the Chancellor agreed with that. So after about October, no one waived more than 9 hours, but before that, there were quite a few who did. The second number that's inflated is the number of hours saved by waiving the minor. To clarify: if you waive the minor and you waive UL hours, it isn't clear how to report it, especially with a transfer student who hasn't really decided what to major in yet. Those two categories overlap, because most minors include UL hours.

So what I did with the data – I did an eyeball, and if they had waived a minor and waived 9 UL hours, I reduced that number to 9 [hours waived for minor and UL together]. If I had asked people to redo the form, those numbers would probably have come down more. I can take some questions.

Watts: Why are the numbers so high for Criminal Justice?

Rice: A couple of reasons. They were used to using TransFlex (they were part of the pilot project) and they have a lot of majors with a lot of transfer hours (many students who bring in military credit). By contrast, another department with a large number of transfer students didn't even know they could do something to help their transfer students because they didn't know about TransFlex. Nursing used to use TransFlex a lot but things have changed for them and they don't have as great a need to use it.

Ford – This is only a third of all our departments. – can you account for that. [Rice –no.]

Ford -- But it's an obvious question.

Rice: The thing that stood out to us was the total number of hours that transfer students are bringing in. Maybe some people were asleep at the wheel, maybe they don't know about it.

Ford: Or maybe we don't have the word out to them.

Rice: We do now; as already mentioned, I met with each chair and dean to discuss it.

Douglas: Based on your comment that you don't have authority to give any guidance – does this body have any ideas on this? I thought there was a limit [to what can be waived].

Rice: This body is the one to do it.

Hunter: Does it seem to you that getting through our current core is a problem for transfer students?

Rice: Let me recognize that what I'm going to say is in an explosive context. I think there may be good arguments for dropping from a core of 44 hours, maybe even to 35. But I have yet to see that our core is what's hanging up the transfer students. I tend to doubt that that's the case. I have the sense that old stories have not kept up with new practices. I think there was a time when our current core could have been an impediment for transfer students. I think that changed when the Senate passed a distribution requirement. Also we have cores, we don't have one core. I think the issue of transfer students might be a red herring. I could go into all the Byzantine rules [President Smith-Olinde: But you won't!] – But I'll just say that what happens with transfer students is, if the course counted as gen ed at the former institution, we will find a way to count it here. I'm not saying there aren't other arguments.

F. Chair, Undergraduate Curriculum Task Force: Felecia Epps

President Smith-Olinde: We are all very aware that there are differences of opinion about the report that Felecia Epps is going to present. We need to acknowledge that the Task Force worked hard, over two summers, with no extra pay, and we can all be very appreciative of them.

Epps: That was kind of scary, Laura. I have my protection [=the task force members] here, almost a Marine Corps rifle squad. Now if I can figure out where my PowerPoint is.

I'm hoping this is my second to last time standing before you talking about the Undergraduate Curriculum Task Force. Listening to the Chancellor earlier, with his emphasis on the idea of simplicity, of friendliness to transfer students, and flexibility, I need to say that those were some of our guiding principles. One thing that has been determined since we began work is the state legislation of 120 hours for most baccalaureate degrees – this was outside of our control but it is something we considered. And my reinforced firing team here are the experts; I really consider them to be the experts and I've been the shepherd; they are all right here and I've asked them to be ready to chime in. I would like to say there was an amazing amount of consensus.

To review our process: Daryl Rice was originally part of our process and was very helpful because he knew all the background and all about the various cores. We began by learning about the background and the various pieces of legislation that affect us – the state minimum core, the Roger Phillips Act, and Act 747. We looked at peer institutions and as part of that process we noticed a tendency to refer to general education [rather than core] and educational outcomes – that's where that came from. Then last fall we came to the Senate with our philosophy and outcomes statements and asked you to approve those in principle. We met with several constituencies (employers, alumni, other stakeholders). From employers, I heard a span of things but three stood out: employers want graduates who can communicate effectively; solve problems and think critically, and work collaboratively. Each Task Force member was asked to meet with their college. We also reviewed syllabi to get a sense of what was going on – We found all kinds of different things, a range of practices in terms of what is included in syllabi or not (such as learning outcome statements). There may be a need for a review body for syllabi and some kind of faculty development as well. Over the summer we worked to create charges for the task groups. Right before spring break we heard from them, and then we had a lovely day to develop the final report. You are already familiar with the philosophy statement, the educational outcomes, and the guiding principles.

So now we get to the crux of the plan and this is where it may get interesting.

We are recommending that the core be reduced to 35 hours. This allows some flexibility for departments and programs to have some additional requirements.

This slide shows you what we currently have and what we are recommending.

English and communication: the requirement remains the same.

Math got right to the point: one 3 hour course.

Science: the statement about eliminating the “two for one” rule may require some explication, but other than that it's 8 hours, the same as what we have now.

Fine Arts/Humanities: 6 hours from two different disciplines.

Social Science: 6 hours, 3 of which will be a new course to be taught by a variety of departments and to emphasize social science methodology.

US Traditions – 3 hours.

The plan calls for some courses that will have to be developed and additional graduation requirements at the upper level (three hours each in social sciences and humanities). The second language proficiency requirement has been broadened so it can be filled in a number of ways.

In addition, we have these intensive courses where you would be meeting these requirements for competencies throughout the curriculum – to take communication for example, this means not a course in Communication but it would be Communication Intensive.

We have redefined the Minor requirement to make it more flexible.

The Residency requirement now will specify 30 upper-level hours to be taken at UALR (whether on campus or online). And the requirement of 45 UL hours remains the same.

Common themes from the task groups: there was a concern that there needs to be some entity somewhere to oversee all this – a General Education Committee of the Senate. And another consistent theme was that there needs to be some kind of faculty development, to prepare faculty to develop these courses. If there is funding available, the process could begin over the summer – that might not be possible but meanwhile there is a phase-in plan. That is the end of my report.

Ford: Let me suggest something – this is a report for discussion; this is not the time to make motions to amend. So now is the time to talk about it because it's not on the floor for action.

Tschumi: Senator Yoder is not here today. I want to encourage everyone to read the minutes of last month's Senate meeting, containing Yoder's comments concerning the Values Task Force.

President Smith-Olinde – Those items are not in this report

Kaiser: If Daryl Rice thinks that our core is not a huge problem for transfer students, what is the compelling reason for reducing it?

Anson: Besides the fact that various majors have accreditation issues, we have numbers of programs that are putting more and more requirements in their major. And the reason our core is not a problem for transfer students is because we're waiving various things.

Brenton: It is also consistent with our desire to look at the entire undergraduate curriculum – some requirements should be at the upper level.

Giammo: We made a concerted effort to look at these issues as a whole, so the requirements do continue throughout the student's education at UALR.

Anderson – Shifting from the first 2 years to later on – we don't really have a 35 hour core.

Tschumi – Here is the reason for making a distinction – statewide, the core is lower-level, and they make a distinction between upper and lower level requirements. Maybe we need to keep our language clean and refer to the core as 35 hour lower level. I would like to ask AVC Rice to clarify what he means about core not holding back transfer students.

Rice: Last year, 259 students transferred in with an Associate of Arts degree, and 75 with an Associate of Science (none with Associate of Arts in Teaching). The students with the AA come in with far more than 35 credit hours in courses that are widely identified as core or general education. With the AS degree, it's more complex, but it's with these 75 students [with AS degrees from Arkansas institutions] that we have no choice. There are other transfer students who can benefit from TransFlex, as I explained earlier, so we've got all these different things going on.

Ford: Let me go back to Joe's point. My problem with adding two courses at the UL is that it appears we are trying to get around the law. Now don't get me wrong: I think students need more UL hours, but it could have that appearance – so is that a wise decision?

Giammo – There's nothing in the law now that prevents us from keeping the [44 hour] core that we have now, so I don't think that argument will hold. We're not slipping something extra in.

Philpotts – I frankly think this core would be more complicated for our students than our current 44 hour core. What about other institutions? I don't think students will like this. They come here thinking they are done with core and then they get these additional requirements – the proposal is well intentioned but . . .

Kaiser: By slipping in graduation requirements on top of core, in effect you're requiring just as many hours as before, or almost as many.

Rice: There is no state law that says that an institution must accept whatever any transfer student brings in. Roger Phillips only applies to students who have completed an AA, AS or AA in Teaching at an Arkansas institution. If you look at those transfer students, you will see that the students who come in with an AA degree have taken at least as many hours in core types of courses as our core. With AS degrees, there may be some that don't require quite that many – but it's people with those specific degrees, not just any transfer student.

Anson – For the two-year colleges, the maximum of 60 is imposed on them just as 120 hours is imposed on us.

Tschumi –The argument for having those UL hours has been a topic of discussion for a long time. When we did the Blue Ribbon committee, it was brought up that with only lower level courses, it is hard to get to that deeper level of critical thinking. We have been relying solely on the major for that, but there is also research that says, if you take students to another knowledge domain, they revert back to that lower level of critical thinking. So that is the rationale for requiring UL hours outside of the major.

Brenton: I would like to make three points. (1) Quite a few other universities that have adopted the state minimum core have done so by adopting additional requirement at the upper level (2) The UL humanities and social science courses may or may not be an additional requirement for some majors – we looked at a lot of majors. (3) Our intent in having some UL requirements was not to sneak in more hours, it was a genuine intention to accomplish those learning outcomes, a philosophical issue, and it's very consistent with what other institutions are doing.

Hunter: In your presentation, I was confused about the foreign language requirement.

Giammo The change would be at the program level. Departments will be able to choose how they define the second language requirement. Some will choose a spoken language or sign language, while others may choose math or computer science.

Hunter: I like the upper level hours requirement – what disturbs me is the way this is done. I wish we could just say it's all general education; simply the language [of the document] gives me the sense that we're trying to do something tricky. But in the humanities, at the lower level, there are no humanities – it would make more sense to have one arts and one humanities course

required, and then at the UL again have both. There needs to be both options at both levels or if not, we should not call it Fine Arts and Humanities when humanities are not an option.

Kaiser –I would like to support that; literature and philosophy are important for the core.

President Smith-Olinde: I wish to speak for Laura Amrhein, who is not here today; she asked me to relate that it was never the intent of that committee to argue for 6 hours of art at the expense of the humanities.

Ramsey: I agree with most of the comments that have been made. One change I would like to recommend: I think it is more accurate to say Composition and Communication, not English and Communication, because the English department has no responsibility for the writing courses.

Philpotts: I was on the arts committee too – on that committee we talked exclusively in terms of a 45 hour core, our recommendation was put into a different context. Also I think you would have trouble finding institutions where students did not take any humanities.

Guellich – Ditto to what everyone just said about the humanities; we need literature and philosophy back in there. Similarly for the social sciences, where are anthropology, psychology, etc? I think we need a broader choice that includes all the options.

Giammo: We took the term from the state minimum core; it isn't that we decided to call it fine arts/humanities. As for the social sciences, there will be the option for departments to offer intro to social science; the idea is to have a common emphasis on social science methods, critical thinking, etc. and the actual content could vary widely. The idea was that if you want students to take your upper-level social science course, you would have to offer the lower level course.

Brenton: It's a broader brush: what is the social science method of knowing the world?

Tschumi – So Criminal Justice, Economics – they would still be included there?

Tramel - So this [social science] course, what's in it? It's in your imagination right now.

Giammo – As we said, an emphasis on social science methodology –how do you gather, evaluate, and interpret evidence, that kind of thing.

Collier Tenison – I support UL courses but my question is about prerequisites. I don't know if you can take an UL humanities class without having had any at the lower level. Do we change the prerequisites?

Brenton: We would not be eliminating prerequisites – that would be up to the department.

English – I agree with most everything that's been said – the good part that I see in this core is that it emphasizes more skills across the curriculum. What I noticed years ago was that there is not enough emphasis on methods and how to solve problems. I think the committee has made strides in that direction. One other question – I'm not sure how electives work into this? I'm sure you have a good answer. When I added up all the hours, if you did it all, it came to about 90 hours . . .

Brenton: That is one of the reasons why we decided not to just eliminate the minor – we did an analysis of what’s required and found that most majors require 36 hours or less, so if you took all these requirements, you still come out under 90 hours – we could foresee a situation where a student had met all their requirements with 90 hours and then had to take 3 more semesters to take all their electives and we could just imagine what legislators would say about that!

Rice: I want to return to Shannon’s question about prerequisites: So if I want to take an UL philosophy class, how can I do that without the prerequisite.

President Smith-Olinde: I want to remind you that have business to do on the agenda.

Tschumi – The concern is about UL courses that are not really UL – an upper level course has to build on some kind of prior background knowledge.

Hunter – I was on the humanities task group – we recommended an UL and a lower level humanities course – so we did think we might have to encourage departments to develop courses. When I see what the social sciences have done at lower level, I wish we in the humanities task group could have benefited from their ideas.

Smith-Olinde: – We don’t have to vote on this before the end of the school year. Clearly there is much more fruitful discussion that could occur.

Brenton: I would just like to make one point – I think there is much angst about the 120 hours and there needs to be resolution. I also think that most of the committee will not continue on this path [of serving on UCR].

Douglas – I’m one of those desperate programs [that is concerned about the 120 hours] – if we don’t take this vote in May, when will we do it?

Anson: I don’t see delaying this a year.

Smith-Olinde: – My sense has been, this would be an up or down vote on the entire proposal.

Faust: Two things: Even if we could do an up or down vote, we still have a ways to go until we’ve taken the substance that we want and turned it into legislation (recall the situation with P&T legislation a few years ago) – so, there is merit in accepting the broad brush that this committee has developed, and then recognize that we start in the fall to turn it into legislation.

Brenton – I think there could be some tweaks and changes before the next Senate meeting.

Douglas – I would like to know if the UCR could just bring the 35 hours as a separate vote. [The answer was No.]

Tschumi –I know of concerns that were not voiced here today.

Ford: Can we recognize there is a trade-off. If we say, we have to get this done by May, then we have a core that is not to our liking. It is probably better to wait until fall so that we can hammer out good legislation.

Rice – If we are shooting for a new core by fall, we are asking for a disaster What are our deadlines?

AVC Wheeler – For ADHE, changes need to be in the catalog by fall 2014. What the chancellor had requested was that departments that can easily move from 124 to 120 hours should do so by May 2012 if possible, and those who need an exemption [to the 120 hours] should have that request submitted by December 2012. Others could also ask for an exception.

Smith-Olinde – Here is what I understand. The report goes back to the UCR and they they will bring something back to us for our May meeting, which is in 2 weeks, May 4!

Douglas – I can't believe we didn't applaud those people [applause for the UCR].

VI. New Business

- A. Resolution. **FS# 2011-12_18.** Athletics Committee, presented by Sonny Rhodes. (No second required; majority vote at one meeting.)

WHEREAS, the Lady Trojans basketball team had an exemplary season, compiling a 20-13 record in what had been expected to be a rebuilding year after two consecutive seasons in which they earned seeds in the NCAA Tournament.

WHEREAS, the Lady Trojans won the Sun Belt Conference championship, thus securing a third consecutive trip to the NCAA Tournament.

BE IT THEREFORE RESOLVED that the UALR Faculty Senate recognizes and congratulates the outstanding athletic achievements of UALR's Lady Trojans basketball team and, further, recognizes and congratulates the UALR Department of Athletics and Coach Joe Foley and his coaching staff for their continuing success.

Barnes moved the above motion on behalf of Rhodes, who was absent. The motion passed unanimously.

- B. **LEGISLATION. FS# 2011-12_19.** Academic Calendar and Schedules Committee. (No second required; majority vote at one meeting.) Academic Calendar 2015-16.

That the Faculty Senate approve the attached calendar (Attachment A) for 2015-16.

- C. **LEGISLATION. FS# 2011-12_20.** Academic Calendar and Schedules Committee. (No second required; majority vote at one meeting.) Amended Academic Calendar 2013-14.

That the Faculty Senate approve the amended 2013-14 calendar (Attachment B) with a Fall Break included.

President Smith-Olinde: Given what the chancellor said, maybe we don't want to do this today.

Tschumi moved, and Benton seconded, that the calendar motions be postponed until we know the chancellor's decision. The motion carried unanimously.

Douglas – What did the chancellor mean by vacation?

President Smith-Olinde – This has to do with the 9 month contract; it does not have to do with the number of instructional minutes required per semester.

VII. Old Business

There was no old business.

VIII. Open Forum

There were no comments for open forum.

IX. Adjourn

The meeting adjourned at 3:22 p.m.

Respectfully submitted,

Jeanette Clausen, Secretary

Attachment: TransFlex Adjustments 7/2011 – 4/2012.

Grand Summary

Number of Students: 81

Average Transfer Hours: 86

Distribution of Transfer Hours	<30	30-59	60-89	90-119	120-149	>= 150	No entry	Total
	1	10	33	23	8	2	4	81

	Hours	Students
Reduce Core	78	18
Waive Minor	378	35
Reduce UL	467	56
Reduce Residency	0	0

Total Hours Saved 923 NA*

*non-additive; some students have more than one type of adjustment

By Major

	Biology	Chemistry	Const. Management	Criminal Justice	Early Childhood	English	Geology	History	International Studies	Liberal Studies	Marketing Philosophy	Technical Writing	Psychology	Sociology	Speech Pathology	Total
Number Students	14	1	1	46	1	1	2	2	2	2	1	1	1	2	3	81
Average Transfer Hrs	84	48	111	90	65	41	66	60	88	76	ne	72	113	81	79	86
Hours																
Reduce Core	54	0	3	0	3	0	0	9	0	0	3	0	6	0	0	78
Waive Minor	0	0	0	333	0	3	0	0	0	0	0	0	0	0	15	378
Reduce UL	67	7	0	335	0	0	4	6	16	6	0	3	0	13	10	467
Reduce Residency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Hours	121	7	3	668	3	3	4	15	16	6	3	6	13	25	27	923