



2021 - 2022 Annual Faculty Senate Committee Report

Faculty Senate Committee Name: Academic Policies and Regulations Committee

Faculty Senate Committee Chair Name: Jeffrey Kaplan (CAS)

2022-2023 Incoming Committee Chair Name: Randy McMullen (CVPA)

Unit Representation:

BRY Suleyam (Cem) Bahadir
CAS Jeffrey Kaplan
HHS Chantelle Caro
JSN n/a
LIB Beth Ann Koelsch
NUR Susan Letvak
SOE April Dawkins
VPA Randy McMullen
Senate Jason Reddick

Academic Year Report Covers: 2021-2022

Date Prepared: 04/27/2022

List of dates the committee met: 9/14/21, 10/5/21, 11/9/21, 11/30/21, 1/19/22, 2/9/22, 3/2/22, 3/23/22, 4/13/22

List and briefly describe major accomplishments of the committee for the year:

Resolution on Simultaneous Degrees - Eliminated the requirement that undergraduate students take an additional 31 credits in order to earn simultaneous degrees

Resolution to Support the Residential College Scholar Transcript Notations - Added notation to transcripts of undergraduate students who satisfy requirements for Residential College programs

Resolution to Institute Midterm Grades - Added Midterm Grades for undergraduate courses during full 15-week semesters

Resolution Concerning I and NR Grades - Instituted rule preventing students from graduating with I or NR grades

Resolution to Reduce the Number of Students Repeatedly Failing the Same Course - Changed GPA calculation to include subsequent F grades

Letter to Provost Requesting Official Grade Submission Deadline - Sent a formal letter from APRC requesting the addition of the deadline for faculty submission of grades for standard 15-week semesters to the academic calendar and the creation of an official rule, to be hosted on the Provost's website, requiring faculty to submit their grades by that deadline.

Request of Faculty Senate Chair to Create Undergraduate Degree Completion Task Force - Asked Chair Daynes to convene a task force to gather data and propose solutions regarding problems with undergraduate degree completion

List any action items for future consideration (if applicable):

Elimination of 36 credits at 300+ level rule

UNCG has a rule requiring undergraduates to complete at least 36 credit hours in courses at the 300-level or above in order to graduate. The reason for this rule is that our accreditor, SACSCOC, requires that our students demonstrate "progressive advancement in a field of study." There are two problems with this rule.

1. It disadvantages transfer students—it basically functions as a trap which prevents transfer students from graduating. Of all the undergraduates who reach 120 credit hours, complete all the requirements for their major, but are prevented from graduating by this rule alone and therefore request that the rule be waived—over the last two years, 100% of them have been transfer students.
2. It does not at all satisfy the spirit of the SACSCOC requirement, which is clearly intended to force undergraduates to make advancement within a major rather than by taking any course with a certain number in front of it.

If we eliminate this rule, we will need another way to demonstrate to our accreditors that our students make "progressive advancement in a field of study." To do this, the APRC plans to work with the Office of Assessment, Accreditation, and Academic Program Planning to identify the small number of programs—4 or 5 out of the approximately 135 total undergraduate programs at UNCG—that would need to be revised because their program requirements do not already build "progressive advancement" into their course of study. SACSCOC does not require that students take any number of courses at the 300-level or above, just that they demonstrate "professional advancement." If an undergraduate program requires upper-level courses, has some courses listed as prerequisites for other courses, or includes some similar policies or set of policies, then "progressive advancement" is already built in.

Even though the number of programs that would need to change their requirements if the 36 credits at the 300-level or above rule were eliminated is small, it would, nonetheless, be reasonable for a number of programs to voluntarily take this opportunity to revise their requirements so as to more robustly require the development of field-specific skills and

knowledge. This is in line with how we should approach undergraduate education. Students should build their academic skills and knowledge primarily within their major, rather than by collecting 300-level courses from outside their chosen field of study.

The APRC discussed this issue at length during the 2021-2022 academic year. If the 2022-2023 APRC deems it is appropriate, the committee should consider drafting a resolution to eliminate the rule. This would be a significant change for UNCG, but ultimately a positive one.

Discuss strengths and opportunities for improvement:

This committee's members did excellent work this year and accomplished a great deal.