



effect statements from UAF and UAS will be distributed along with some guidance from the by the MAUs with respect to SDI and what their MAU plan is for FY14 at the June BOR meeting. Primary purpose is to update them and have them give input on effect statements (in groups by themes) and encourage them to work with their MAU leadership on the FY14 plan that will be presented to BOR. The May 31st meeting with Terry MacTaggart will focus on how they can help implement actions to impact effect statements – including across MAU collaboration.

MAUs will identify those Deans/Research Directors who will attend the May 31<sup>st</sup>. Dana should put up a straw for consideration based on input from the MAUs. Can we impact this one? Speak to what we can exercise control over and areas that we make recommendations for others. Perhaps identify UA ownership and areas where we are in a partnership but not the lead – educate and advocate for some areas where we cannot directly impact outcomes. In theme 5 item 19 an in house issue, items 17 and 21 are things we cannot do on our own (UAF list). Identify effect statements we are primarily responsible for and those where we are not.

7. Proposed Credit Hour Board Policy and University Regulation – Dana will confirm Carnegie definition to ensure our regulation meets that standard.

Draft Board of Regents Policy – “P10.04.XXX A definition of a credit hour, consistent with the policies and standards of the Northwest Commission on Colleges and Universities will be established and maintained in the accompanying university regulation. Each MAU will establish processes to periodically review credit hour assignments to assure that they are accurate and Reliable.”

Draft University Regulation – “R10.04.XXX Calculation of credit hours includes both direct instruction and all forms of course related student engagement. One credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an equivalency that reasonably approximates three hours of student work per week for one-semester for at least 2250 minutes of total student engagement, which may include examination periods. The following standards establish the minimum time requirements for an academic unit of credit:

1. 750 minutes of lecture plus 1500 minutes of study or laboratory, studio, or similar activity;
2. 2250 minutes of any combination of laboratory or studio; supervised practicum, internship, externship, or clinical experience; or other supervised scholarly activity.”

Equivalencies to this standard may be approved by the chief academic officer of the MAU based on intended learning outcomes.

8. Developmental Education report for June BOR – attachment - a recommendation was made by the Alaska Advisory Task Force on Higher Education and Career Readiness (HECR) in its final report and Representative Seaton has asked the Board for a report on this recommendation during 2012-2013 (so the June BOR is our last opportunity). Recommendation 3.H is as follows:

*The University of Alaska Board of Regents should review their current models of providing developmental education, analyze what programs work best, what alternative and emerging pedagogies show promise, and what best practices are being utilized in other states. The review should consider the cost of developmental*