University of Baltimore – University Faculty Senate
Meeting Minutes: 13 March 2013

Attendance:
Senators: Dan Gerlowski (MSB / UFS President); Stephanie Gibson (CUSF); Christine Spencer (CPA / UFS Vice President); John Callahan (CUSF rep); Dick Bucher (Adjunct); JC Weiss (MSB); Betsy Yarrison (CAS); Stanley Kemp (CAS); Catherine Johnson (Library/ UFS Secretary); George Julnes (CPA); Dennis Pitta (MSB); Jose Anderson (Law); Bob Bogomolny (University President); Joe Wood (Provost)

The meeting was called to order at 12:02 p.m. by UFS president Dan Gerlowski.

1. UFS President Gerlowski announced that the MS in Nonprofit Management has been approved by the Regents.
2. The agenda was amended to include a discussion about Sakai access for administrators that are members of UFS. It was moved that the body include the Provost, Associate Provost and University President, or their representatives in the UFS Sakai page. The motion was approved. The agenda was then approved.
3. The February minutes were approved.
4. In his report, the University President noted that budget discussions are still taking place in the legislature. At the University, the budget call will be out within a day or two of the March 13 UFS meeting. A few senators raised questions about sequestration. The President and Provost noted that they don't anticipate a large impact, that the financial aid office is being proactive and the President reiterated that doesn't want to see any student give up on their schooling because of challenges with financial aid.
5. The Provost reported that his office is finalizing a number of policies to bring forward to the body. These policies include the adjustment of the add/drop policy to coincide with the start of the class rather than the start of the semester, a prior learning policy that could be applied to MOOCs and other online learning, and an expansion of the early alert system. Faculty awards have been given to Byron Warnken for mentoring and JC Weiss for public service. There will be an award ceremony at UB on Friday, April 12. He also reported that the faculty salary study is now under way and includes an advisory panel of faculty from each school and the library.
6. UFS President Gerlowski announced that the Library Faculty Senate has created an approved a constitution for its faculty body and the constitution is now awaiting administrative approval.
7. Tom Darling and Dan Gerlowski presented data from the President’s University Budget Task Force (PUBTF) report. They began by thanking Steve Percy for convening the group and then included a history of the body. The presentation included an explanation of three major focus areas of the report: transparency, instructional spending and fiscal sustainability. The University President commended the group for their extraordinary time and effort and noted that as a result of the task force’s work,
the budget discussion on campus has moved from conflict to discussion. The work of the PUBTF will now be passed along to the University Budget Committee. Their report to the senate can be found as an attachment to these minutes.

8. CPA Dean Steve Percy presented a revision to the Academic Plan that was presented to the senate during our February 6 meeting. The plan was revised based on feedback from the faculty. Senators from the College of Arts and Sciences raised some concern about Goals 4 and 6 explaining that there are not clear resources dedicated to fulfilling the goals stated in this document and that UB has unique challenges when it comes to continuing education programs. Senator Callahan moved that the UFS endorse the "University of Baltimore Academic Goals and Priorities (Revised: March 1, 2013) as a statement of goals as input to the University’s strategic planning process. This endorsement is done with the caveat concerning faculty resource availability. The UFS does not believe that the University has sufficient faculty resources to attain all of these goals in a meaningful way across the university’s programs. The UFS expresses concern that the current level of faculty resources, and the incentive and workload structures for individual faculty do not fully support a sustained pursuit of all of the stated goals. This motion passed unanimously.

9. Senator Yarrison, Chair of the Academic Policy Committee presented proposed changes to academic policy. It was moved that the senate thank the APC for their nice work and approve the document with a correction: The proposed new catalog copy regarding “Acceptance into a major” should read “…All students must declare a major when they have completed 45 credits" instead of "...All freshman students must declare a major...” (attached to the minutes below). The motion passed unanimously.

10. UFS Secretary Catherine Johnson announced that this year’s nominating committee will consist of each school’s senate president and a representative from the law school and library senates. The committee will come forward with more information in the April meeting.

11. Mike Kiel, a representative from the General Education Council, presented a number of documents to the senate including a Vision Statement, Competencies & Learning Outcomes, Credit Breakdown, and an outline of the Sophomore Seminar. The following motions were made and unanimously approved:

Motion 1: As a standing committee of the UFS, the GEC brings the motion that “The UFS approve the General Education Vision Statement captured in the document with that title brought before it for its March 6, 2013 meeting.”

Motion 2: As a standing committee of the UFS, the GEC brings the motion that “The UFS approve the domains of General Education shown in the document “General Education Program Competencies and Preferred Learning Outcomes, for clarity those domain areas are: Quantitative & Qualitative Thinking, Critical Thinking & Ethical Reasoning, Communication, Global and Intercultural Knowledge, Humanistic and Aesthetic Thinking, and Personal and Professional Skills.

Motion 3: As a standing committee of the UFS, the GEC brings the motion that “The UFS approve the preferred learning goals for each of the domain areas shown in the
document “General Education Program Competencies and Preferred Learning Outcomes.”

Motion 4: As a standing committee of the UFS, the GEC brings the motion that “The UFS approve the required courses and the stated number of credits regarding the domain areas shown in the document “Model Map Using Existing COMAR and UB General Education Courses and Redistribution of General Education Credits under Competency Model.”

Motion 5: As a standing committee of the UFS, the GEC brings the motion that “The UFS approve the “Purpose” section, the “Structure Section,” and the “Common learning goals” section of the document “Sophomore Seminar” with the requirement that a complete course approval of a sophomore seminar course will be obtained in the Fall 2013 semester congruent with the “purpose,” “structure,” and “common learning goals” sections.

The meeting was adjourned at 1:30pm.
Report to the University Faculty Senate
(March 13, 2013)
REGARDING THE FINAL REPORT
PRESIDENT’S UNIVERSITY BUDGET TASK FORCE

Historical Context: President Bogomolny’s January 2011 Update to the campus community included a link to an analysis of FY 2006-2010 budget trends posted on Administration and Finance’s web-site. That document stated that “The majority of the budget increase ($11,215,000, or 60 percent) was directed to Academic Affairs.” In response to this and other statements in that document the UFS created a Select Budget Task Group and asked that it conduct an independent assessment of budget trends. The UFS specifically asked its Select Budget Task Group to compare changes in expenditures at UB vis-à-vis other UMS institutions.

**Percent of Selected Expenditures Going To Instruction and Academic Support**

<table>
<thead>
<tr>
<th></th>
<th>FY 2004</th>
<th>FY 2006</th>
<th>FY 2008</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>UB</td>
<td>68.2%</td>
<td>68.9%</td>
<td>62.3%</td>
<td>61.4%</td>
</tr>
<tr>
<td>USM Avg.</td>
<td>67.2%</td>
<td>67.2%</td>
<td>68.1%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

Data Source: Governor’s Proposed Operating Budgets.

**Percent of Selected Expenditures Going To Institutional Support**

<table>
<thead>
<tr>
<th></th>
<th>FY 2004</th>
<th>FY 2006</th>
<th>FY 2008</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>UB</td>
<td>23.6%</td>
<td>28.8%</td>
<td>29.3%</td>
<td>27.6%</td>
</tr>
<tr>
<td>USM Avg.</td>
<td>23.2%</td>
<td>24.4%</td>
<td>22.5%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

Data Source: Governor’s Proposed Operating Budgets.
**President’s University Budget Task Force:** After reviewing the Select Task Group’s Report, UB Administration responded that the data were correct, but disagreed with the conclusions drawn from those data. In early fall 2011, President Bogomolny created the PUBTF.

The primary portions of the final report of the PUBTF addressed several areas, I focus on primary areas below.

**FISCAL TRANSPARENCY**  
App. C: TRANSPARENCY IN THE UNIVERSITY OF BALTIMORE BUDGET PROCESS

1. **Guiding principles:** The UB budget process should be built upon the following guiding principles:
   a. Transparency throughout the budget process will facilitate engagement of the entire university community in the process, leading to appropriate civic discussion and solid public understanding of all elements of the budgeting process and its outcomes.
   b. Transparency should be present throughout the end-to-end budget process, including the areas of reporting, scheduling, data availability and analysis, and decisions.
   c. Transparency shall be ensured by using online facilities as a storehouse of data and disclosing appropriate information throughout budget process.

2. **Reporting:** A series of reports with key budget information are essential for budget transparency. Reports should be created and disseminated that include, but are not limited to, the following budget information: <SNIP>

3. **Scheduling:** Elements of the budget schedule should be made clear and broadly communicated, starting with a final review of the recently concluded budget year and then turning to the schedule of the sequential actions in the current year budget process. Appropriate scheduling information includes the following: <SNIP>

4. **Data Availability and Analysis:** Transparency requires use of an accessible data set with integrity. For this reason the Task Force recommends the following: <SNIP>

5. **Decision-making:** Full budget transparency requires as much engagement and participation as possible regarding the final budget decisions made in each step of the budget process.
ACADEMIC-ADMINISTRATIVE FUNDING BALANCE

App. D: Instructional Spending at the University of Baltimore

From the PUBTF Report →

To better understand the relative balance of instructional and other expenditures from its own perspective, the PUBTF took a more detailed look at this question. It performed an additional budget analysis centered on selected "instructional" categories as opposed to more general "academic" expenditures and contrasted instructional expenditures versus administrative spending (Appendix D)....

The revised definitions and the expenditure tool were used to reassess campus expenditures by categories. The net effect of using the PUBTF's adjusted expenditure category definitions — that is the net impact of these removals from and additions to instructional expenditures — would reduce instructional expenditures by 5.8% for FY 2009 and FY 2010 as reported in the Governor's operating budget.

<SNIP>

The PUBTF pursued one additional line of inquiry focused on using data from the Delta Project to compare enrollments and by-category expenditures with a set of peer institutions for the period 2004-2009 (Appendix M). Recognizing the limitations of constructed peer groups and expenditure categories, this group consisted of a sample of 11 universities established by the USM and has been used in prior comparative analyses by UB. The findings of this analysis show that:

1. Enrollments grew at a higher rate at UB than for the peer group average;
2. Following 2006, the rate of growth of administrative spending increased over that of instructional spending relative to the average of peer institutions;
3. Since 2006, the percentage of spending at UB devoted to administrative functions has exceeded that devoted to instructional functions relative to the average of peer institutions; and,
4. Compared to the peer group, UB spends relatively more on administrative functions and less on instructional functions.
<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL UGRD REVENUE</td>
<td>9,318,009</td>
<td>9,480,610</td>
<td>10,706,995</td>
<td>12,103,987</td>
<td>13,997,769</td>
<td>15,327,927</td>
</tr>
<tr>
<td>Total UB Scholarship &amp; Grant</td>
<td>1,287,602</td>
<td>1,424,059</td>
<td>1,237,368</td>
<td>2,735,933</td>
<td>2,750,137</td>
<td>2,367,271</td>
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<tr>
<td>Total Federal Grants</td>
<td>1,620,699</td>
<td>1,651,415</td>
<td>1,207,489</td>
<td>2,703,392</td>
<td>4,951,990</td>
<td>6,227,587</td>
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<tr>
<td>Total State Scholarship &amp; Grant</td>
<td>939,105</td>
<td>1,081,636</td>
<td>1,209,005</td>
<td>1,331,985</td>
<td>1,602,847</td>
<td>1,836,095</td>
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<tr>
<td>Total Tuition Waiver</td>
<td>217,705</td>
<td>217,705</td>
<td>217,705</td>
<td>217,705</td>
<td>217,705</td>
<td>217,705</td>
</tr>
<tr>
<td>Loans and/or other student payment</td>
<td>5,470,703</td>
<td>5,233,500</td>
<td>5,182,133</td>
<td>5,114,972</td>
<td>4,047,096</td>
<td>2,962,410</td>
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</table>

**TABLE 3: UB Fall Pre-Degree Cohorts, Percent in Status (as of Spring 2012 census)**

<table>
<thead>
<tr>
<th>UGRD PRE-DEGREE</th>
<th>1st Fall</th>
<th>1st Spr</th>
<th>2nd Fall</th>
<th>2nd Spr</th>
<th>3rd Fall</th>
<th>3rd Spr</th>
<th>4th Fall</th>
<th>4th Spr</th>
<th>5th Fall</th>
<th>5th Spr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreDegree, Fall 2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Not Returned</td>
<td>9%</td>
<td>26%</td>
<td>30%</td>
<td>40%</td>
<td>43%</td>
<td>47%</td>
<td>51%</td>
<td>56%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Pre)</td>
<td>151</td>
<td>91%</td>
<td>62%</td>
<td>31%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Deg)</td>
<td>11%</td>
<td>38%</td>
<td>52%</td>
<td>51%</td>
<td>44%</td>
<td>26%</td>
<td>14%</td>
<td>12%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>1%</td>
<td>6%</td>
<td>22%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>PreDegree, Fall 2008</td>
<td></td>
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<tr>
<td>Not Returned</td>
<td>8%</td>
<td>17%</td>
<td>28%</td>
<td>34%</td>
<td>40%</td>
<td>42%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Pre)</td>
<td>173</td>
<td>92%</td>
<td>71%</td>
<td>48%</td>
<td>14%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Deg)</td>
<td>1%</td>
<td>12%</td>
<td>24%</td>
<td>51%</td>
<td>50%</td>
<td>50%</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
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</tr>
<tr>
<td>Graduated</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
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<tr>
<td>PreDegree, Fall 2009</td>
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<tr>
<td>Not Returned</td>
<td>7%</td>
<td>24%</td>
<td>36%</td>
<td>44%</td>
<td>51%</td>
<td>51%</td>
<td>51%</td>
<td>51%</td>
<td>51%</td>
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</tr>
<tr>
<td>Continuing (Pre)</td>
<td>204</td>
<td>92%</td>
<td>66%</td>
<td>38%</td>
<td>18%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>Continuing (Deg)</td>
<td>0%</td>
<td>11%</td>
<td>26%</td>
<td>38%</td>
<td>39%</td>
<td>39%</td>
<td>39%</td>
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<td>39%</td>
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<tr>
<td>Graduated</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
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<tr>
<td>PreDegree, Fall 2010</td>
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<tr>
<td>Not Returned</td>
<td>11%</td>
<td>22%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Pre)</td>
<td>192</td>
<td>88%</td>
<td>74%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Continuing (Deg)</td>
<td>1%</td>
<td>4%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
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</tbody>
</table>
FISCAL SUSTAINABILITY

A central operating premise of the PUBTF was that long term financial sustainability is an important consideration for budget analyses and decisions. Current decisions can have longer term impact that may not bode well for sustaining a strong fiscal situation for the University. For this reason, exploring questions of fiscal sustainability was a third focus of the Task Force’s work. <SNIP>

The data provided in Appendix R show sources of payments for tuition revenue by payment source for FY 2006 – FY 2011. These data were provided by the Division of Enrollment Management and Student Affairs (EMSA) and were discussed in a meeting with EMSA representatives. Some trends in these data are evident and captured the attention of the PUBTF discussions. Over the five-year period, the “Total UB Scholarship and Grant” category for undergraduates has increased steadily, while the “Loans and/or other student payment” category has declined. The latter category is interpreted as the amount of money paid or borrowed by a student “out of pocket,” as defined by EMSA. Unfortunately, the PUBTF was unable to undertake in-depth analysis due to a concern for FERPA confidentiality.

PUBTF faculty members’ review of the “Total Scholarship and Grant” data in conjunction with the student recruitment and retention analyses contained in Appendices O and P led to two observations. They expressed concern regarding whether or not the University’s increasing investment in undergraduate students is being fully realized in the form of retained and graduated students. Second, the faculty on the committee expressed a concern that the relative decline (apparently 59% to 19% of total tuition) and the absolute decline ($5.4 to $2.9 million) in “out of pocket” expenses for tuition may negatively affect undergraduate students’ perception of their own level of investment in their education.

As a result of its analyses, the PUBTF identified several key strategies for advancing the long term fiscal sustainability of the institution while allowing the University to adequately support the primacy of its instructional mission. These strategies for sustainability include:

1. Attracting high tuition students, especially in UB graduate programs.
2. Maintaining the highest quality possible of incoming students that will produce high graduation rates in their academic career here at UB.
3. Building on our relationships with Maryland community colleges through well-established and productive transfer programs.
4. Utilizing UB scholarship and financial aid policies—both need and merit-based—to attract and retain students consistent with the fiscal sustainability practices above.

Each of these elements of a comprehensive fiscal sustainability policy should contribute to the UB budget process for the long-term as a means to sustain the fiscal solvency of UB for years to come. A memorandum setting forth the parameters of such sustainability has been approved by the PUBTF and sent to the President (Appendix F).
The UFS Academic Policy Proposed Revisions to the Undergraduate Catalog

Note: Copy from the 2011-13 catalog is in the left column. Proposed deletions are marked. Proposed new copy is in the right column. All changes are in boldface type. Sections highlighted in gray have were passed by the senate at its meeting on February 6.

<table>
<thead>
<tr>
<th>Current Catalog Copy</th>
<th>Proposed New Catalog Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMISSION AS A FRESHMAN STUDENT</strong></td>
<td><strong>ADMISSION AS A FRESHMAN STUDENT</strong></td>
</tr>
<tr>
<td>Selection for admission to the University of Baltimore for freshman students is based upon performance at the secondary level as evidenced by the coursework and grades on the high school transcript, scores on college admission tests, scores on advanced placement tests and high school completion test scores (i.e. GED or EDP). Applicants with 23 or fewer transferable college credits will be evaluated for admission based on freshman admission criteria. Admission officers review each applicant individually, evaluating the applicant's academic record, strength of academic program, grades earned, standardized test scores, special talents and interests and an essay. Optional but not required for admission are letters of recommendation, a resume or SAT subject tests.</td>
<td>Selection for admission to the University of Baltimore for freshman students is based upon performance at the secondary level as evidenced by the coursework and grades on the high school transcript, scores on college admission tests, scores on advanced placement tests and high school completion test scores (i.e. GED or EDP). Applicants with 23 or fewer transferable college credits will be evaluated for admission based on freshman admission criteria. Admission officers review each applicant individually, evaluating the applicant's academic record, strength of academic program, grades earned, standardized test scores, special talents and interests and an essay. Optional but not required for admission are letters of recommendation, a resume or SAT subject tests.</td>
</tr>
<tr>
<td>Applicants must:</td>
<td>Applicants must:</td>
</tr>
<tr>
<td>• complete and submit the online application for admission</td>
<td>• complete and submit the online application for admission</td>
</tr>
<tr>
<td>• make an online payment at the time application is submitted</td>
<td>• make an online payment at the time application is submitted</td>
</tr>
<tr>
<td>• submit official transcripts from all secondary/high schools attended; mid-year senior grades may be requested; all enrolling students must submit a high school transcript with final grades and verification of graduation prior to the start of their first semester at the University</td>
<td>• submit official transcripts from all secondary/high schools and colleges attended and transcripts for military credits. Mid-year senior grades may be requested; all enrolling students must submit complete transcripts with final grades and verification of high school graduation prior to the start of their first semester at the University</td>
</tr>
<tr>
<td>• submit either the SAT Reasoning Test or ACT</td>
<td>• submit either the SAT Reasoning Test or ACT</td>
</tr>
<tr>
<td>• submit an essay/personal statement.</td>
<td>Applicants not required to submit SAT scores must submit a résumé and two letters of recommendation.</td>
</tr>
</tbody>
</table>

**Students Who Have Been Out of School More Than Three Years**

Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better but who are more than three years beyond high school enrollment may be admitted without meeting the usual criteria for admission if the admission officer in the UB Office of Freshman Admission determines that the individuals applying have the potential for successful college work. This determination may be made by evaluation of successful work experiences, by essay, by portfolio assessment and/or by placement testing.

**Students Who Have Been Out of School More Than Three Years**

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Current Catalog Copy

ADVISING FOR STUDENTS ADMITTED UNDER FRESHMAN STANDARDS

The Office of Freshman Advising provides highly individualized advisement for students from the point at which they accept UB's offer of admission until they are accepted into the major of their choice.

In addition, advisors participate in the UB Early Alert program to follow up on students who might be at risk of disengaging from their academic work and to get those students back on track as quickly as possible. Students who are identified through the Early Alert program (by either low performance in attendance or poor midterm grades) will be contacted by an advisor.

Students admitted under freshman standards cannot make schedule changes without approval of their advisor. They should make an appointment with an advisor prior to registering for classes, when contemplating withdrawing from a class or making any other kind of schedule change and when preparing to officially apply for a major field of study.

Proposed New Catalog Copy

ADVISING FOR FRESHMAN STUDENTS

Students entering the university as freshmen (0-23 credits) are assigned an advisor in the Yale Gordon College of Arts and Sciences. Freshman students should make an appointment with an advisor prior to registering for classes, when contemplating withdrawing from a class or making any other kind of schedule change, and when preparing to officially apply for a major field of study. Students admitted as freshmen may declare a major when they successfully complete a minimum of 24 credits of coursework at UB with a 2.0 average or higher and have met all minimum standards for entrance into the chosen major. They must declare a major when they have completed 45 credits.

Students admitted as freshmen who have not completed their lower-level general education courses in writing and mathematics within the first 45 credits may register for subsequent semesters only with permission of the academic advisor.

Students with fewer than 24 credits may register for 300-level and 400-level courses with written authorization from the instructor, the program director, or the honors director.

Developmental Course Placement

Students will be advised to register for appropriate courses based on their placement scores. The writing and reading test determines initial enrollment in WRIT 101 (College Composition), DVRW 95 (College Reading and Writing I) or DVRW 90 (College Reading and Writing I). The mathematics placement test determines initial enrollment in MATH 115 (Introductory Statistics), MATH 111 (College Algebra), OPRE 201 (Introduction to Business Statistics), DVMA 95 (Intermediate Algebra) or DVMA 93 (Introductory Algebra).

Developmental Course Repeat Policy

Students are required to earn a PS (C- or better) in any developmental course to progress into the next course. Students who do not earn a PS grade are allowed to repeat the course two times. Since grades in developmental courses are not computed into the GPA, students who must repeat these courses should not file repeat/replacement course forms. If after three attempts the student still has not achieved a PS grade, the student will be barred from further enrollment at UB for no less than one full regular semester.

Students must remain continuously enrolled in a developmental or credit-bearing mathematics course in each enrolled semester until the mathematics general education requirement is fulfilled.

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Students are required to earn a PS (C- or better) in any developmental course to progress into the next course. Students who do not earn a PS grade are allowed to repeat the course two times. If after three attempts the student still has not achieved a PS grade, the student will be barred from further enrollment at UB for no less than one full regular semester.

Students not successfully completing DVRW 95 are not required to repeat this class if WRIT 101 is passed with a grade of C- or better. Students taking DVMA 093 or DVMA 095 must remain continuously enrolled in a developmental or credit-bearing mathematics course in each enrolled semester until the mathematics general education requirement is fulfilled.
Current Catalog Copy
Midterm Grades
All courses taught as part of a learning community within the freshman experience, developmental courses and IDIS-101: First-Year Seminar: Applied Learning and Study Skills require midterm grades. Other courses may require midterm grades but only as determined by faculty in the appropriate academic units.

Midterm grades for designated courses must be posted by the end of the seventh week of a regular semester and the fourth week of a summer semester.

ACCEPTANCE INTO A MAJOR
Students admitted under freshman standards are required to indicate an intended major when they apply for admission to the University. They are encouraged to formally declare a major after they have completed 24 credits and they must do so once they have completed 45 credits. To declare a major, students must complete the necessary forms available in the adviser’s office. These forms verify that the student has completed:
• all required developmental courses (DVxx) with a "PS" grade
• IDIS-101 with a C or better
• between 24 and 45 credits with a minimum 2.0 GPA or the GPA required for the intended major.

Transfer students declare a major when admitted as degree-seeking students. Students must meet the entry requirements of the intended major at the time of declaration.

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Midterm Grades
Midterm grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) will be assigned in all learning community courses, developmental courses and IDIS-101 Introduction to University Learning. Other courses may require midterm grades but only as determined by faculty in the appropriate academic units.

ACCEPTANCE INTO A MAJOR
Students admitted to the university as freshmen may indicate a planned major upon entry. Freshman students may declare a major when they successfully complete a minimum of 12 credits of coursework at UB with a 2.0 average or higher and have met all minimum standards for entrance into the chosen major. All freshman students must declare a major when they have completed 45 credits.

Transfer students may declare a major when admitted as degree-seeking students but must meet the entry requirements of the intended major at the time of declaration.

Transfer students admitted with fewer than 45 credits may declare a major and be assigned to a program advisor upon admission to the university. Transfer students may also elect to enter UB with an undeclared major, but they must declare a major upon attainment of 12 UB credits earned with a 2.0 or higher and successful completion of additional admission standards into the major. Undeclared students will be advised in the YGCAS Office of Advising until successful entrance into a major.
Satisfactory and Unsatisfactory Progress

A student is making satisfactory progress toward completion of his/her program as long as a GPA of 2.0 or higher is maintained.

- A student who attempts 12 or more credits at the University of Baltimore and earns less than a 2.0 will be placed on academic probation. Notification of this action will be by the grade report. Probationary status is a warning that satisfactory progress is in jeopardy.

- A student who is placed on probation must obtain advisement from the appropriate academic adviser before attending classes the following semester or summer session, even if the student has already registered. Full-time students on probation must limit their regular semester load to no more than 12 credits; part-time students must limit their regular semester load to no more than 6 credits. Students on probation may not take more than 3 credits at any given time during the summer.

Students with fewer than 45 earned college credits will be placed in academic jeopardy for the following semester after earning three or more grades below C- (including F in pass/fail courses) in any full-time semester (12 or more credits, including developmental classes), regardless of whether the student's cumulative GPA is at 2.0 or above after that semester.

Students in academic jeopardy must obtain advisement from the appropriate academic adviser before attending classes the following semester or summer session, even if the student has already registered. Full-time students in academic jeopardy must limit their regular semester load to no more than 12 credits; part-time students must limit their regular semester load to no more than 6 credits. Students in academic jeopardy may not take more than 3 credits at any given time during the summer.

Students with a cumulative GPA below 2.0 will be restricted to 12 credits in the next enrolled semester if:

- they place into both DVMA and DVRW courses, or
- they fail developmental courses, or
- they are placed in academic jeopardy.
Current Catalog Copy
Components of the Freshman Experience
Learning Communities: Learning communities are the centerpiece of the freshman experience. All freshman students choose two learning communities, one each semester of the first year. The curricular coherence provided by thematically linked courses provides an excellent environment for student success. An important goal for learning communities is building social and intellectual connections from what students know when they come to UB, to what they learn in their first and second years, to what they learn in their major areas of study and eventually to how they act as responsible and educated professionals, citizens and family members.

Learning communities help students to participate more fully in their own learning, to interact more often and more deeply with faculty and staff and, most importantly, to develop academic maturity and self-confidence as they move toward their major fields of study. Critical thinking, reading and writing skills help students engage in Knowledge That Works.

- All students admitted under freshman standards are required to successfully complete IDIS 101: First-Year Seminar: Applied Learning and Study Skills prior to declaring a major in the College of Public Affairs, the Merrick School of Business or the Yale Gordon College of Arts and Sciences.
- Students who have completed a credit-bearing learning styles and study skills course at another institution of higher education with a grade of C or better may request a waiver from the IDIS 101 requirement by providing appropriate documentation (transcript and course description) to the Office of Freshman Advising.
- Students may elect to take IDIS-102: Critical Thinking and Multicultural Awareness, but IDIS-102 is not a substitute for IDIS-101.

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The requirement for completing a learning community will be satisfied if a student receives a passing grade in each of at least two courses that have been linked as a learning community.

A student may drop the third courses in a three-course learning community with permission of the instructors. One course in a two-course learning community may not be dropped.

- All freshman students are required to successfully complete IDIS 101: Introduction to University Learning.
- Students who have completed a credit-bearing learning styles and study skills course at another institution of higher education with a grade of C or better may request a waiver from the IDIS 101 requirement by providing appropriate documentation (transcript and course description).
Current Catalog Copy
Placement Testing for Lower-Level General-Education Courses
The University of Baltimore requires students to have their skills assessed in reading, writing and mathematics. All first-year undergraduate students are required to take placement tests prior to registration and will be notified of testing dates. Transfer students who have satisfied MHEC general-education requirements in composition and/or mathematics at another college or university are exempt from placement testing for lower-level general-education courses in the satisfied area(s). Transfer students who need to take placement tests to be eligible to enroll in required lower-level composition and/or mathematics courses must do so within their first semester. After their first semester they will not be permitted to register for any courses without permission until the required lower-level general-education courses have been successfully completed.

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