



grades; after which remaining "DF" grades would be turned into "W". Libby will be consulting with the Provost on how to resolve the past grades.

The committee decided to send a motion to the Administrative Committee for Faculty Senate. Cindy Hardy also agreed to take the issue to the SADA Committee for input before Administrative Committee meets.

### **B. Minimum Grade for Certificate and Associate Degree**

1. Currently is listed as a D, as this was not changed by the move to the C- minimum for Bachelor's Degrees.
2. Some students who move into a BA program encounter issues with core and/or major classes they've taken for the Associate's Degree. The D grade counts for their Associate's, but they would have to re-take the class if they move to a Bachelor's program.
3. Libby doesn't have a recommendation, but just wants clear confirmation of which grade should be the minimum.

The question isn't that a D is the listed grade; it's that no minimum grade is currently listed, and so confusion about the true minimum grade is common. Do the requirements that specify the C- as the minimum for UAF "Core" courses apply to Certificate and Associate students, when the classes they take are called "certificate requirements" or "degree requirements" and aren't technically called "core." We agreed to interpret the statements on pages 97-99 referring to "Baccalaureate Core" to allow the C- to be used as a minimum grade for those courses only going forward. CAC will have to take up the issue next year, as the original change to C- for "core and major courses" is unclear for certificate and associate's courses, and also may not address baccalaureate requirements (as distinct from core courses). Cindy has indicated that SADA will also begin work on clarifying some of these issues.

## **III. Old business**

### **A. Definition of Credit Hour**

#### **1. Proposed change, from Rainer's subcommittee:**

Proposed UAF Faculty Senate Policy on Academic Credit existing, but to be removed \_\_\_ to be added.

A credit hour represents an amount of work that reasonably approximates not less than:

1. one hour of classroom or other faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work, and other academic work.

[One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction. It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.]

The following standards establish the minimum requirements for one academic unit of credit for the course formats

1. 800 minutes of lecture or equivalent instructional activities plus 1600 minutes of student work outside of class.
2. 1600 minutes of laboratory (or studio or other similar activity) plus 800 minutes of student work outside of class.
3. 2400 minutes of

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6. Departments should submit as part of their Communications Plans a clarification for how they will handle the transition away from O/W designators for students who fall under a catalog prior to Fall 2016.
7. Faculty Senate should determine how best to assess how well departments and majors are achieving the Communications outcomes as implemented in the Communications plan associated with each program and degree. GERC recommend a long term committee that can serve as a resource for communication related courses, as well as to assess the long term efficacy of Communications plans.
8. Finally, GERC recommends a web page (similar to the SLOA) where communications plans are collected and disseminated across the university.

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CAPS = additions

[[ ]] = deletions

This motion will ~~delete~~ CHANGE the following statements from the ~~2014-15~~ 2016-17 UAF Catalog:

Page 132, Course Recommendations for the Baccalaureate Core, fourth sentence:

Courses meeting the upper division writing intensive and oral communication intensive requirements for the baccalaureate core FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016 identified in the course description of the catalog with the following designators:

~~O~~—oral communication intensive course

~~W~~—writing intensive course

Two courses designated O/2 are required to complete the oral intensive requirement.

And page 133, final section of the listing under "Baccalaureate Core":

[[Upper-Division Writing and Oral Communication

Complete the following at the upper-division level:

Two writing intensive courses designated (W) and one oral communication intensive course designated (O), or two oral communication intensive courses designated (O/2) (see degree and/or major requirements)]

And page 136-7, text in boxes across top row of chart:

[[2 designated upper-division writing-intensive (W) and either 1 designated upper-division oral-intensive (O) course or 2 upper-division oral-intensive courses designated O/2]]

And page 248, Special or Reserved Numbers, first paragraph, second sentence:

Courses with suffixes O or W meet upper division writing intensive or oral communication intensive course requirements for the baccalaureate core FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016

And page 249, under Course Credits:

O—Oral Communication Intensive Course

W—Writing Intensive Course

Courses meeting upper division writing and oral communication intensive requirements for the baccalaureate core are identified in the course description section of the catalog with the suffixes O and W FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016

Two courses designated O/2 are required to complete the oral communication intensive requirement.

CAC members agreed to send this discussion item to the Administrative Committee, and possibly the Faculty Senate depending upon the discussion at AdCom. Approval of department plans was discussed at length, as well as the related issue of assessment. Assessment is an important piece of this and is required by the university's accreditation. However, it would be too much work for the Provost's Office and Faculty Senate to review assessment of every department plan. Assessment would be most feasible at the college / school department level. Faculty Senate could possibly review the process that was used to assess outcomes at the department level. Assessment itself is a faculty responsibility.

The items below were not discussed due to time constraints.

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**B. Statewide Gen Ed committee update – Rainer Newberry 6 m48 0.ddu4u20(r)-18 m48gd (.Tj 0.26 0 Td (**

dated that UAF, UAA and UAS come up with a plan for aligning  
UAF is currently the better in its offering very narrow opti  
requirements; UAA and UAS currently have pre-approved lists of

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“an introduction to the visual arts and performing arts as academic  
disciplines as opposed to those that emphasize acquisition of skills” ETHICS (BA F323X, C

Questions:

- x Should we specify that during the implementation process, the current table of substitutions for transfer courses would be used to allow students under previous catalogs to fulfill PHC course requirements?
- x Do we wait until later to deal with the proposal for “decorating” courses with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement)?
- x Do we specify a committee to review proposals for listing courses on the arts, humanities, and social science lists? Should it be Core Review? An ad hoc committee? We should ensure that its composition be at minimum one rep from each college or school.

**D. Probation/disqualification policy – still on hold.**