

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (unanimously)  
=====

The UAF Faculty Senate moves to amend the New Degree Program Request (Format 3) and Major Program Change (Format 5) in the Academic Course and Degree Procedures Manual to include a full description of the student learning outcomes assessment process for new programs and revision for major program changes.

EFFECTIVE: Immediately

RATIONALE: Development and implementation of student learning outcomes assessment programs are professional teaching duty are also a requirement of our institutional accreditation. This motion brings us into compliance with accreditation standards.

\*\*\*\*\*

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION RECOMMITTED TO COMMITTEE  
=====

The UAF Faculty Senate moves to establish a Departmental Honors policy. Criteria for award of departmental undergraduate honors include:

1. An overall GPA of 3.0 and 3.5 in the student's major
2. Evidence of exceptional academic achievement in one or more of the following areas:
  - a. completion of significant research under guidance of university faculty member;
  - b. completion of a specific cluster of advanced courses with a GPA of 3.5 or higher;
  - c. completion of a senior thesis with distinction;
  - d. score at or above the 85th percentile on specialty GRE test or other "standard" test;
  - e. completion of an outstanding portfolio of student work.

Departments wishing to award this honors designation will submit a plan to the curricular affairs committee, indicating the specific evidence of exceptional academic achievement the department requires. Departments with approved plans are responsible for notifying the registrar's office of their honorees one month before graduation. Names of students receiving departmental honors will be listed with other student honorees in the commencement program, and the designation will appear on students' transcripts.

EFFECTIVE: 1999-2000 academic year

RATIONALE: UAF lacks a system for recognizing

outstanding graduates in their fields of study, which this proposal would establish. Also, departmental honors will be an incentive spurring student achievement in UAF's disciplines and programs.

\*\*\*\*\*

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (1 nay)  
=====

The UAF Faculty Senate moves to recommend that the draft common grading system submitted by the UA Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: Last year the Senate approved the recommendations of the Curricular Affairs Committee as their response to the UA Faculty Alliance common grading policy. This fall, representatives from all three campus curricular affairs committees and the registrars have worked together to formulate a new draft based on the recommendations made last year.

\*\*\*\*\*

12/1/98

PROPOSED REGENTS' POLICY 10.XX.XX

UNIVERSITY OF ALASKA COMMON GRADE SYSTEM

The University of Alaska will establish a common grade system which will be applicable across the university system. This policy has a corresponding university regulation.

-----

PROPOSED UNIVERSITY REGULATION 10.XX.XX

UNIVERSITY OF ALASKA COMMON GRADE SYSTEM

Grading System

All course grades are academic letter grades unless otherwise specified in the catalog or class schedule. The method of grading is an integral part of the course structure and is the same for all students taking the course, except for students auditing a course or electing the credit/no-credit option. Instructors are expected to give each student a written course syllabus at the beginning of the course that includes the course grading policy, the subject matter of the course, and the course requirements. Non-academics grading options such as credit/ no-credit, pass/no-pass and pass/fail are available at the option of a MAU.

## Grades

## A

Indicates a thorough mastery of course content and the outstanding performance in completion of all course requirements. (Includes A- if accepted at that MAU.)

## B

Indicates an above average level of acquired knowledge and above average performance in completion of course requirements. (Includes B+ and B- if accepted at that MAU.)

## C

Indicates an average level of acquired knowledge and average performance in completion of course requirements. (Includes C+ and C- if accepted at that MAU.)

## D

The lowest passing grade, it indicates a below average level of acquired knowledge and below average performance in completion of course requirements. (Includes D+ and D- if accepted at that MAU.)

## F

Indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements.

## CR

Credit. Indicates that full course credit was awarded under the credit/no-credit option and the student's work was equivalent to "C" or better.

Credit/No-Credit Student Option. The Credit/No-Credit option is a student-initiated grading option that encourages students to explore areas of interest not related to their academic major (i.e., undesignated electives). The instructor is not aware that this option has been selected by the student and grades the student using the grading basis approved for that course (A-F, P/NP, or P/F). Students are awarded credit for the course if their final grade is "P" or "C" or higher, and a grade of "CR" is entered in the student's transcript. If performance falls below that level ("D", "F", "NP") neither the grade "NC" nor the course is recorded in the student's transcript.

The student may elect the CR/NC option for one undesignated elective each semester during the first two weeks of the semester, with a maximum of 15 credits earned by this option applied to an Associate or Baccalaureate degree. Courses in a student's major or minor, GER/core, or specific degree requirements are not allowed under this option. If a student later changes a major or minor and the course becomes a requirement, the course may be accepted in the new major or minor at the discretion of the new department. The CR/NC option is not available for graduate courses, nor can this option be used on courses repeated for GPA improvement. A student may either elect credit/no-credit status or change from it during the first two weeks of any regular semester or for a prorated length of time in a compressed course period (e.g., the summer session or in any fall- or spring- semester course completed in less than the full duration of the semester) by filing the appropriate forms.

## P

Pass. Indicates the satisfactory completion of course requirements under either the pass/fail or the pass/no-pass

option. A satisfactory level of work is equivalent to a "C" or better in an undergraduate course and "B" or better in a graduate course.

#### NP

No pass. Indicates failure to meet a minimal level of understanding of course content and/or completion of course requirements.

Pass/No-Pass and Pass/Fail Course Options. These grading systems are established at the time the course is approved and must apply to the class as a whole; it is not a student option. When a course is graded Pass/No-Pass or Pass/Fail, the faculty member must clearly explain this fact to the students at the beginning of the class. For performance comparison only, a grade of "P" (Pass) is considered equivalent to a grade of C or higher in undergraduate courses and a grade of B or higher in graduate courses. Pass/No-Pass and Pass/Fail grades are used to determine satisfactory academic progress and may be used to meet degree requirements. In the Pass/Fail course option, a "F" is recorded in the student's transcript and used in computing the GPA.

#### DF

Deferred grade. Indicates that the course requirements may extend beyond the end of one semester; e.g., thesis, project, research courses, internships, etc. A final grade and credit will be withheld without penalty until the course requirements are met within an approved time.

#### NB

No-basis for grade. Indicates that a student has not completed the coursework by the end of the semester. No credit is given nor is NB calculated in GPA. This is a permanent grade and may not be used to substitute for the Incomplete, "I." The "NB" is not used at UAA and UAF.

#### I

Incomplete. Indicates that a student has not completed the coursework by the end of one semester. Credit will be withheld without penalty until the course requirements are met within an approved time, not to exceed one year.

#### AU

Audit. A student-option registration status indicating that the student has enrolled for informational instruction only. No course credit is granted. The student may be given a "W" if he or she does not attend the course being audited.

#### W

Withdrawal. This is a registration status that indicates withdrawal from a course after the official course drop date.

### Computation of Grade Point Average (GPA)

The grade point average (GPA) is a weighted numerical average of the grades earned in courses by level (undergraduate or graduate) at a MAU. To compute a GPA, the cumulative number of grade points earned by level at a MAU is divided by the total number of credits for which a grade was received. Grade points for a course are calculated by multiplying the numerical value of the grade awarded, according to the chart below, by the number of credits attempted for the course. As an example, the number of credits

(for example, 3) is multiplied by the grade point value of the grade (for example, A=4) to give the total grade point (for example, 12) for each course. The sum of the grade points is then divided by the total number of credits attempted to give the GPA. UAA and UAF use the 4-point system as a measure of scholastic success (A, B, C, D, F only), while UAS includes plus and minus grades. Grades of AU, CR, NC, P, NP, I, and W do not carry grade points and therefore do not affect the GPA. Non-credit courses, transfer credits and credit-by-examination do not affect the GPA calculations. All grades (original and retakes) for a course completed are included on the student's academic record, but only the last grade earned for a course is computed in the GPA unless the course is one that can be repeated for credit.

Once the student completes the Bachelor's degree, the student's GPA in future work is calculated only on the credits and grades earned since the degree was awarded. An exception to this is made if the student is officially admitted to a second bachelor's degree program. Undergraduate courses taken while in a graduate degree program are calculated in the student's graduate GPA.

Academic letter grades at UAA and UAF carry the following grade points:

A=4.00  
B=3.00  
C=2.00  
D=1.00  
F=0.00

Academic letter grades at UAS carry the following grade points:

A =4.00  
A- =3.70  
B+ =3.30  
B =3.00  
B- =2.70  
C+ =2.30  
C =2.00  
C- =1.70  
D+ =1.30  
D =1.00  
D- =0.70  
F =0.00

\*\*\*\*\*

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (unanimous)  
=====

The UAF Faculty Senate moves to recommend that the draft course level definitions submitted by the UA Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: Last year the UAF Faculty Senate approved the recommendations made by the Curricular Affairs and the Graduate & Professional Curricular Affairs on the draft course level definitions. This fall, representatives from all three campus curricular affairs committees and the registrars have

worked together to formulate a new draft based on the recommendations made last year.

\*\*\*\*\*

12/1/98

DRAFT REPLACEMENT FOR UNIVERSITY REGULATION 10.04.09 AND  
PROPOSED STATEMENT FOR UAA, UAF AND UAS CATALOGS

## COURSE DEFINITION SYSTEM

### A. Course Numbering System

Each course offered by the University is identified by the department designator and a three-digit course number. The designator commonly abbreviates the name of a discipline or department (for example, ENGL for English). In general, the first numeral of the three-digit course number indicates the course level and the year in which the course is ordinarily taken. For example, ENGL 111 is a 100-level course and is ordinarily taken by first-year (freshman) students, and ENGL 318 is a 300-level course taken by third-year (junior) students.

### B. Course Level Expectations

Students are expected to demonstrate learning skills commensurate with the appropriate course level, and are expected to meet, prior to registering, prerequisites for all courses as listed with the course descriptions. Prerequisites indicate the preparation and/or background necessary to undertake academic study. If a student has not taken and passed the necessary prerequisites, but feels confident of performing the course work, the student may request permission from the instructor of the course to enroll in the class. An instructor withdrawal may be initiated for those students who enroll without either prerequisites or instructor permission.

Courses numbered 001-049 are career development courses intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. They are offered for Continuing Education Units (CEU) or for non-credit. Courses numbered 050-099 usually cover basic or developmental material and are intended to help prepare students to enter 100-level college courses. They are applicable to some vocational certificates. The 100-level courses generally require learning basic concepts. The 200- 300-, and 400-level courses require increasing sophistication in the ability to extract, summarize, evaluate, and apply relevant class material. The 500-level courses are specifically designed for professional development at the post-baccalaureate level, while the 600-level courses for advanced degrees demand rigorous analysis, synthesis, and research skills.

### C. Non-degree and Preparatory Courses

001-049: Career development or community interest courses. These courses are intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. Career development courses are offered for Continuing Education Units (CEU). One CEU is granted for satisfactory completion of 10 contact hours of classroom

instruction or for 20 contact hours of laboratory or clinical instruction. Community interest courses not offered for credit. They are not applicable to any degree requirements (even by petition).

050-099. Remedial or preparatory courses. These courses are applicable to some vocational certificates but not to any associate degrees, baccalaureate degrees, master's degrees, or professional certificates. These are developmental courses that provide supplemental preparation for introductory college courses.

#### D. Academic Credit Courses

##### Lower Division Courses

100-199: Freshman-level courses. These courses are applicable to certificates, associate, and baccalaureate degrees. They introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

200-299: Sophomore-level courses. These courses are applicable to certificates, associate, and baccalaureate degrees. They provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experience, or field, require previous college experience, or develop advanced skills.

##### Upper Division Courses

As a general guideline upper division courses require at least junior standing or equivalent experience in addition to any stated prerequisites. The student is expected to have adequate preparations and background to complete courses at this level. Upper-division courses may not be required as prerequisites for lower-division courses.

300-399: Junior-level courses. These courses are applicable to baccalaureate degrees and may be applicable to some associate degrees. They may not be applied to both a baccalaureate and a master's degree. These courses build upon previous course work and require familiarity with the concepts, methods and vocabulary of the discipline.

400-499: Senior-level courses. These courses are applicable to the baccalaureate degree and may be applicable to some associates degrees. They may also be applied to graduation requirements for some master's degrees with prior approval of the student's Graduate Study Committee. They may not be applied to both a baccalaureate and a master's degree. These courses require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems. These courses generally require a substantial background of study in lower-level courses.

600-699: Graduate-level courses. These courses are for post-baccalaureate study towards advanced degrees with approval of the student's Graduate Study Committee. A few well qualified undergraduates may be admitted to graduate courses with appropriate approval of the instructor. These courses may be used to meet graduation requirements for some baccalaureate degrees with prior approval of the major department. A student may not apply such a course to both a baccalaureate and a

graduate degree.

D. Professional Development Courses.

500-599: Professional development courses. These courses are intended as post-baccalaureate education for various professional groups who desire to continue their education at a level distinct from graduate-level education. Courses are neither graduate nor undergraduate in nature. These 500-level courses shall not be stacked with any credit courses, shall not apply toward any degree, certification or credential program, and are not interchangeable with 600-level courses.

-----

RATIONALE:

To meet the requirements of existing Regents' Policy 10.04.09:

Course Definitions

The University of Alaska will develop a course definition system which clearly distinguishes among the various types of coursework provided and the level of academic experience expected for their successful completion. This system will be constructed with the consistency needed across University of Alaska institutions to facilitate systemwide academic advising. This Policy has a corresponding University Regulation.

\*\*\*\*\*

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

RESOLUTION PASSED (1 nay)

=====

WHEREAS, the University of Alaska Fairbanks Faculty Senate considers the appointment of individuals to the University of Alaska Board of Regents to be of crucial importance, and

WHEREAS, this board governs Alaska's only public university system, and women and men from Alaska's diverse ethnic and cultural landscape should be appropriately reflected in its composition, and

WHEREAS, the Board of Regents must work in close association with and supervise the activities of the President of the University, and

WHEREAS, academic concerns and political matters of the state should be entirely separate issues, and

WHEREAS, a regent should have first-hand experience with a very large organization that has multiple objectives, functions, and geographic locations, and

WHEREAS, a regent must be a goodwill ambassador as well as a zealous defender and protector of the University of Alaska on all fronts, and



WHEREAS, a regent must possess a wide range of knowledge in order to understand issues from the perspective of faculty, staff, researchers, students, and community members at large, and

WHEREAS, a regent must possess the vision for Alaska to think far into the future, and must base decisions on the goal of maintaining the University of Alaska as one of the State's greatest and most important resources, now

THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate encourages the Honorable Tony Knowles, Governor of the State of Alaska, to use every resource and counsel available to him, and urges him to weigh his thoughts carefully in order to place individuals on the Board of Regents who will act in the best interest of the University of Alaska and the great State of Alaska.