Invited: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig, Ken Abramowicz, Rainer Newberry, Rob Duke, Todd Radenbaugh (remote), Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Caty Oehring, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

I.   **Approve minutes from Feb. 23 meeting (attached)**

II.   **Catalog Changes (Recommended by Registrar Libby Eddy)**
NOTE: Deletions are in [[double brackets]]; additions are **ALL CAPS, BOLD**.

PAGE 86 General University Requirements
You must earn at least 9 semester [[hours]] **CREDITS AT THE 100 LEVEL OR ABOVE** for an occupational endorsement.

PAGE 94 General University Requirements
You must earn at least 30 semester [[hours]] **CREDITS** for a certificate and 60 semester hours for an associate degree (including transfer credits) **AT THE 100 LEVEL OR ABOVE**.

Pg 94 How to Earn a Certificate of Associate Degree
Unless otherwise specified [[by the appropriate academic unit]], a course may be taken more than once toward fulfilling a degree, certificate or major requirements. However, credit hours for such courses count only once toward total credits required for the degree or certificate.

Pg 129 General University Requirements
For a UAF bachelor's degree, you [[need]] **MUST EARN** at least 120 semester credits **AT THE 100 LEVEL OR ABOVE**, including transfer credits.

Pg129 How to Earn a Bachelor's Degree
Unless otherwise specified **[[by the appropriate academic unit]]**, a course may be used more than once toward fulfilling degree, **[[certificate,]]** major and minor requirements. Credit hours for these courses count only once toward total credits required for the degree or certificate.

Pg 248 Course Numbers
050-099 -- Developmental courses are preparatory courses that do not apply to **OCCUPATIONAL ENDORSEMENT, CERTIFICATE**, associate, baccalaureate or graduate degree requirements.

III.   **New business**

A. Definition of Credit Hour – Discussion item
   1. BOR Policy on the definition for one credit hour changed in August 2014. The Provost is currently reviewing the change to offer her view on the impact to UAF. Senate President Lardon has asked CAC to consider revising the Course Degree Procedures Manual section

on credit hour equivalencies: **"we clearly need to update the Senate policy on credit hours to better reflect the variety of ways courses are taught these days. Personally, I think we need to get away from counting minutes of specific activities and move toward a more flexible definition."**

2. **eLearning has made a recommendation for online courses (see attached document), which, even if we make no other changes, should be considered for inclusion in the Course Degree Procedures Manual.**

3. **The question before us is: do we need to make changes? It does not appear that UAF's current policy violates UA regulations, but...**

PREVIOUS BOR POLICY: "Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 2250 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college."

CURRENT BOR POLICY: (R10.04.090.F.2) "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, 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 as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college."

CURRENT UAF FACULTY SENATE POLICY:

http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/
UAF Faculty Senate policy states that "One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction" (FS meeting #3, March 25, 1988). 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.

Related to credit hours is the length of the semester. This was establish as Senate policy, "The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester." (FS meeting #21, October 15, 1990)

The 2007-2008 catalog (p. 226) indicates that:
"One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (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.)

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate. For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

The following standards establish the minimum requirements for an academic unit of credit (FS meeting #141, February 5, 2007):

1. 800 minutes of lecture (plus 1600 minutes of study)

2. 1600 or 2400 minutes of laboratory (or studio or other similar activity)
3. 2400 - 4000 minutes of supervised practicum
4. 2400 - 8000 minutes of internship (or externship, clinical)
5. 2400 - 4800 minutes of supervised scholarly activity

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. The number of minutes required for one credit of laboratory (1600 or 2400) depends on the amount of instruction given during the lab.   For typical science and engineering labs where students work with teaching assistant guidance performing preset exercises, 2400 minutes (3 hours/week/credit for a 14 week semester) is used. For labs in which a faculty member interacts with students and provides feedback throughout the laboratory period (clinical labs, art studio, automotive technical labs) 1600 minutes (2 hours/week/credit for a 14 week semester) is used. A course submission with a lab component should include a justification for the number of minutes of lab per credit employed.

IV.   Old business

A. O/W Change to Communications requirement

- Current motion (forwarded from GERC – edit/notes are mine)
  - See also attached copy of the draft Communications plan form, created by GERC for use by departments
- See my suggested changes at item number 5 under Rationale and to the specified catalog changes. Rather than deleting the O/W designators and courses from the catalog, I propose we keep them for the 7 years that students could be under a different catalog that still has O/W requirements for the Core.
- Rainer has suggested removing the word "designators" from the motion and replacing it with "requirement," which is in line with retaining the designators for a period of time.

Draft MOTION:
=============
The ~~General Education Revitalization Committee and the Curricular Affairs Committee recommend that the~~ Faculty Senate moves to replace the upper division Oral (O) and Written (W) ~~designators~~ REQUIREMENT with the requirement that each degree program must satisfy the following Communications Learning Outcomes within the degree program:
UAF undergraduates will demonstrate effective communication when they are able to:
- **Explain disciplinary content using a variety of modes of communication.**
- **Communicate to audiences in the discipline using appropriate disciplinary conventions.**
- **Translate disciplinary content to audiences outside the discipline, making disciplinary knowledge relevant to broader communities.**
- **Integrate feedback from others to enhance or revise communication.**

Each baccalaureate degree program must submit a Communications Plan that demonstrates how students will achieve each of the learning outcomes as part of the requirements of the major or degree program. Not all courses or requirements need to support every outcome; however, all the outcomes must be met by the completion of the degree.

EFFECTIVE: Fall 2016

RATIONALE: The GERC committee and Curricular Affairs, as part of ~~its~~ <u>THEIR</u> work to revise UAF's core requirements in response to the Faculty Senate adoption of the LEAP outcomes, propose replacing the current W/O designators with a requirement that students achieve the Communications Learning Outcomes that is integrated into each baccalaureate degree program and major.

1. The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the departments (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a requirement that is transparent to the student and is achieved simply by the student completing the degree requirements associated with their program.

2. To ensure student achievement of these Communications Learning Outcomes, each department will demonstrate how they address these learning outcomes by developing a Communications Plan that integrates communication at the lower- and upper-level into each degree or program, typically via a collection of courses and/or non-curricular degree requirements chosen to meet the needs of the particular program, in such a way that all the outcomes are met somewhere in the collection of courses. The Communications Plan for each degree will describe the collection of courses (possibly, both in and out of the department) and other requirements (if any) and how they contribute to meeting these outcomes.

3. Departments will submit the Communications Plan for each degree program as part of their SLOA plans, and subsequently, by submitting a short summary report addressing how the plan is working (and revising the plan as necessary). Once a department has submitted a plan, which will include a required path/collection of paths through the degree wherein students will achieve the Communications Learning Outcomes, then all students in that degree will achieve the Communications Learning Outcomes by virtue of satisfying the degree requirements of that program.

4. To facilitate implementation, GERC recommends an ad hoc committee be formed to review the initial Communications Plans. They suggest the addition of an additional checkbox on Major/Minor course change forms asking "does this change affect Communications Outcomes Plans?", so that departments are aware of potential changes.

5. <u>EXISTING O AND W COURSES AND DESIGNATORS SHOULD REMAIN IN PLACE FOR A PERIOD OF 7 YEARS FROM FALL 2016 TO FACILITATE STUDENTS UNDER CATALOGS WITH O/W REQUIREMENTS.</u>

6. 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 communications-related courses, as well as to assess the long-term efficacy of Communications plans.

7. Finally, GERC recommends a web page (similar to the SLOA) where communications plans are collected and disseminated across the university.

****

CAPS = additions
[[ ]] = deletions

This motion will ~~delete~~ <u>CHANGE</u> the following statements ~~from~~ in 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 <u>FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016</u> are 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 <u>FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016.</u>

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 <u>FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016.</u>
Two courses designated O/2 are required to complete the oral communication intensive requirement.

B. Motion to replace PHC courses
    <u>DRAFT MOTION:</u>

The Faculty Senate moves to replace the current Perspectives on the Human Condition (PHC) courses in the Core Curriculum with pre-approved lists of courses from which students can select to fulfill General Education Requirements in humanities, social sciences, and the arts. Students will need to complete 15 total credits: 3 credits in arts, 3 credits in humanities, 6 credits in social sciences, and 3 credits from an additional course in any one of the three areas.

This change will go towards fulfilling Learning Outcome 1 of the learning outcomes adopted by Faculty Senate in 2011: **Build knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of its work, the General Education Revitalization Committee (GERC) has recommended this change to facilitate students' achievement of learning outcomes previously approved by the Faculty Senate. Providing lists of courses instead of specified courses will increase the opportunity for students to choose topics most interesting to them when they are completing their general education requirements.

Further, the Board of Regents has mandated that UAF, UAA and UAS come up with a plan for aligning their general education requirements. UAF is currently the outlier in its offering very narrow options for completing general education requirements; UAA and UAS currently have pre-approved lists of courses.

The 3 areas (arts, humanities, social sciences) and the number of credits required in each area follow current university regulations:
Current General Education University Regulations:
Humanities/Social Sciences   15 credits minimum [3 unspecified]
- o   At least 3 credits in the arts
- o   At least 3 credits in general humanities
- o   At least 6 credits in the social sciences [from 2 different disciplines]

Perspectives on the Human Condition	Replaced with Courses that Match Current University Regulations
HIST F100X--Modern World History	"broad survey courses which provide the student with exposure to the theory, methods and data of the social sciences"
ECON/PS F100X--Political Economy	
ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	"courses that introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions"
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	"an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills"
ETHICS (BA F323X, COMM F300X, JUST F300X, NRM F303X, PS F300X, PHIL F322X)	[UAF-specific requirement]

Questions:
- 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?
- Do we wait until later to deal with the proposal for "decorating" courses with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement)?
- 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.

C. Statewide Gen Ed committee update – Rainer Newberry

D. Probation/disqualification policy – still on hold.

PROPOSED eLEARNING DEFINITION FOR ONLINE COURSES

The current federal definition of credit hour was established in October 2010. A Dear Colleague letter published in 2011 gave additional guidance on this topic: http://ifap.ed.gov/dpcletters/GEN1106.html. In part, it says:

> A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of work expected in a Carnegie unit: key phrases being "institutionally established," "equivalency," "reasonably approximates," and "minimum amount."

University of Alaska (UA) Regulation 10.04/02 F.2 states:

> A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
> 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks of one semester or trimester hour of credit, 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 as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college.

This aligns with the Northwest Commission on Colleges and Universities (NWCCU) accreditation policy. In fact, UA regulations reflect NWCCU's policy nearly verbatim.

UA regulation, NWCCU policy, and the federal definition all emphasize **amount of student work** as the key metric for determining credit hours.

Instruction in a fully online course may look different than in a classroom-based course. Online courses frequently employ more active learning strategies and less didactic methods. Despite methodology differences, each UA course must meet the learning outcomes established for that course designator—regardless of delivery mode. It is expected that the total time spent on learning activities in an online course will roughly equate to the total time spent on attendance and out-of-class work for a classroom-based course.

To address this expectation, UAF eLearning has suggested four common categories for student effort in an online course:
1) INSTRUCTION (things like lectures, readings, teacher-student conferences)
2) INDIVIDUAL RESEARCH (individual research for papers or projects)
3) ASSIGNMENTS (completion of projects and assessments)
4) COLLABORATION (discussion, groups projects, blog commenting)

During the process of course development, instructional designers ask the faculty member to identify percentages of expected student effort within these four categories. Further, the faculty developer is asked to ensure that the total approximates the total expected effort for an equivalent classroom-based course (i.e., 2,400 minutes per credit hour).