

Curricular Affairs Committee

Draft Meeting Minutes for Mon., Mar. 23, 2015 – 1-2pm, Runcorn Room

Present: Brian Cook, Chair; Ken Abramowicz; Casey Byrne; Rob Duke (phone); Libby Eddy; Alex Fitts; Cathy Hanks; Linda Hapsmith (phone); Cindy Hardy; Jayne Harvie; Joan Hornig; Stacey Howdeshell (phone); Rainer Newberry; Caty Oehring; Todd Radenbaugh (remote); Holly Sherouse.

I. Approve minutes from Mar. 9 meeting (attached)

Meeting minutes for March 9 were approved as submitted.

II. Catalog Changes (Recommended by Registrar Libby Eddy)

A. From page 46 of the 14-15 catalog:

DF Deferred — This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in noncompletion by the end of the semester. Credit may be withheld without penalty until the course requirements are met within an approved time.

1. Libby and Holly say that the looseness of the statement "within an approved time" has led to some faculty not specifying a time frame and then ultimately not choosing to assign a final grade, preferring the DF to giving a student a failing grade. A DF is not like an incomplete (I), which defaults to an F after one year. At the moment, a DF can remain indefinitely on a student's transcript. They do not receive credit until a grade is assigned, but it also doesn't count for or against their GPA.
2. For clarity, DF grades can be assigned to undergraduate or graduate students; CAC is only considering the DF's use for UNDERGRADUATE students.
3. The wording of "within an approved time" matches the language in UA regulations. The question is if UAF should have additional guidelines for assigning the DF grade and/or for how long it can appear on a student's transcript without penalty. And, if there is to be a penalty, what should it be?
4. Rainer has recommended a form, similar to the one in use for Incompletes.
5. From Libby: "Our students in rural health care practicums and community health programs need more than one year to complete their work. The form would have to allow the faculty to specify a time or have a default time frame (two years?). I've talked with the Provost about the need to have the grade change from DF to something - she'd prefer a withdrawal."
6. There are also a considerable number of DF grades currently assigned that need to be resolved, per Holly.

Holly and Libby explained the issues with the DF grades. Graduation can be held up, and student aid can be affected when "DF" is not resolved in a timely manner. Changing "DF" to "W" after two years meets the non-punitive intent of the regulation for this grade. While it is being used as intended in many cases, there appear to be some two-year programs which are mis-using it. It was agreed any action should only affect undergraduate courses, not graduate level.

The pros and cons were discussed of using a form to extend the "DF" grade beyond two years. The idea was not pursued.

How to remedy the situation of many old "DF" grades on the books was discussed. Faculty could be provided the opportunity to turn in

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 commonly used at UAF:

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 laboratory (or studio or other similar activity)
4. 2400 - 4800 minutes of supervised practicum
5. 2400 - 8000 minutes of internship (or externship, clinical)
6. 2400 - 4800 minutes of supervised scholarly activity

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 existing semester-long course that is to be offered in a “compressed to less than six weeks” format must be approved by the college or school's curriculum council and the appropriate UAF Faculty Senate Committee (SADA, Core Review, Curriculum Review or GAAC). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

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. For courses that do not employ lectures, but that are intended to achieve learning outcomes equivalent to those of a lecture course (e.g., some eLearning classes), 800 minutes of structured instructional activities are expected per credit, in addition to at least 1600 minutes/credit of other work that the student completes independently. “Structured instructional activities” is not intended to mean synchronous interaction with an instructor, but rather faculty-designed instructional activity intended to facilitate student learning.

Proposed statement for UAF Catalog:

A credit 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 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.)]

CAC members discussed the proposed changes and agreed to send this change to the Administrative Committee for the Faculty Senate agenda.

A. O/W Change to Communications requirement

- Current version (below) reflects changes we made in the last CAC meeting.

Draft MOTION:

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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~~ THEIR 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. EXISTING O AND W DESIGNATORS WILL REMAIN IN PLACE (IF APPROPRIATE) FOR A PERIOD OF 2 YEARS FROM FALL 2016 TO FACILITATE STUDENTS UNDER CATALOGS WITH O/W REQUIREMENTS.

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 communications-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.

CAPS = additions

[[]] = deletions

This motion will ~~delete~~ CHANGE 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 FOR STUDENTS UNDER CATALOGS PRIOR TO FALL 2016 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 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.

B. Statewide Gen Ed committee update – Rainer Newberry

C. Motion to replace PHC courses

DRAFT MOTION:

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.

D. Probation/disqualification policy – still on hold.