



Current catalog language (Under “ACADEMIC HONORS” on page 49)

You will make the chancellor’s list with a GPA of 3.9 and the dean’s list with a GPA of 3.5 or higher.

**CHANGE TO:**

You will make the chancellor’s list with a GPA of 3.9 or higher, ~~and~~ **or** the dean’s list with a GPA of 3.5 to 3.89.

**EFFECTIVE:**           **Fall 2012**

**RATIONALE:**       The current catalog language is vague enough that some students might expect to be on both lists, when our intention was that they are on one or the other, but not both.

The committee passed this motion and it will move forward to the Administrative Committee.

2. Mike Earnest brought the topic of a new category of registration called Directed Study before the committee. It would be similar to Independent Study courses (numbered -97), except that the course already exists and would retain its catalog number. A flag in Banner could be used to indicate that the student took the course as Directed Study (as opposed to taking it in a normal class setting). Some workload and core course issues were discussed. The item will be discussed further at the next CAC meeting.
3. Item: *X wants to teach microbio BIOL F240 next semester because there is a high local demand. However, most of those students already take A&P 112, and experience says that they can't handle 2 such big classes in one semester. So X hopes to can teach microbio 240 spread out over 2 semesters instead, fall 2012 and spring 2013. X has taught the class before in a traditional 1-semester setting so X is already approved as an instructor, but what process would be needed for a 2-semester format?*

*In effect, students would regi*

Copy of the Educational Effectiveness motion (from Item 4 under Old Business):

**DRAFT MOTION**

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: UAF institutional and specialized accreditation requires outcomes assessment reporting and assessment is important for the continuing improvement of curricula. To ensure that outcomes assessment information is collected regularly, with no long gaps, each program is asked to prepare a report every 2 years. This is consistent with the two year commitments that department chairs make so each department chair will know a report must be filed during their service. In addition, this change will provide timely information to summarize the implementation and results of assessment practices reported annually to the Board of Regents as required in policy P10.06.020.

\*\*\*\*\*

**CAPS** = Additions

**[[ ]]** = Deletions

**UAF EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY**

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of

the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum

Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment

Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning

An important element of a student's overall education is learning