I. Introduction to the issues facing us today and this semester – rj newberry
   (note: we will know more following Joint UA Deans Meeting 26 Aug)

II. Election of chair for Curricular Affairs and Curriculum Review committee

III. Attempt to set meetings day/time for semester: RJN suggests alternate Monday afternoons
     which do not conflict with Faculty Senate meetings = Sept 15, 29; Oct 13, 27; Nov 10,24; Dec 8

IV. Proposed statement to go to Fac Senate as part of their pre-meeting package and to
     be basis for short presentation & Discussion at Fac Senate Meeting (attachment 1)
     Strategy: Divide Overall Requirements for Baccalaureate Degrees into two parts
     (a) General Education Requirements (= ‘identical’ at UAA, UAS, UAF)
     (b) Baccalaureate Requirements (= unique to UAF)

V. PROPOSED MOTIONS TO FAC SENATE

Motion#1: to approve proposed changes in GER Regulations (as specified, attach 1)

MOTION #2

The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF
baccalaureate requirements for a faculty vote of approval:

Each student must complete a capstone experience in the student’s major or program, as described below. It
will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate,
and assess their capstone experience.

Rationale: This change is proposed in support of satisfying UAF’s Learning outcome #4: “Integrate and
apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them
to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be
demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical
proficiency, information collection, synthesis, interpretation, presentation, and reflection.”

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements;
the purpose of this change is to create a UAF-wide requirement. Hence, we envision this proposed
change as not adding a significant burden to UAF faculty and students.

Proposed criteria for Capstone Experience
The Capstone experience will demonstrate students’ ability to integrate a wide range of learning. Students
will make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer
their learning to new, complex areas of inquiry, products, or situations within or beyond conventional
coursework. Specifically, the Capstone will:

• Require that students demonstrate the appropriate skill levels in communication and (as
appropriate) quantification.
• Integrate learning from major requirements.
• Guide students through a project or experience relevant to their educational goals
• Provide a basis for evaluating student performance
• Make completion of most General Education Requirements a prerequisite.
• Be suitable as a means for assessing the major requirements
Proposed Instructional Objectives
The student will integrate and apply learning from multiple disciplines and skill sets. The student will demonstrate an ability to contribute to existing bodies of knowledge, work in professional settings, and (or) create products relevant to the student’s further educational, career and life goals. The experience will demonstrate the student possesses intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university. Each student will complete a body of work as the culmination of the student’s baccalaureate education.

Course examples
NORS 484 W/O Seminar in Northern Studies: An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor. (3+0)

PS F499 W Senior Thesis: Thesis will draw from the literature in at least two sub-fields of political science (U.S. government/politics, political theory, public law, comparative politics, international relations) in its analysis. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; PS F101; PS F222; senior standing; permission of instructor. (1.5+0+7.5)

MOTION #3A
The Curricular Affairs Committee moves that the Faculty Senate submit the following change to the UAF baccalaureate requirements for a faculty vote of approval:

Replace the current requirement for 2 written-intensive and one oral intensive class with three courses marked 'C', that integrate several kinds of communication practices with upper-division content, typically in a student’s major, as described below.

Draft Guidelines for 'C' courses Minimum criteria for course approval:
1. Explicitly address at least three of these objectives:
   A. Students will be able to revise written work in response to instructor and peer feedback.
   B. Students will be able to write effectively for diverse audiences.
   C. Students will be able to recognize and navigate the concepts, genres, and conventions of the course discipline.
   D. Students will be able to select appropriate writing technologies to collaborate in personal, professional and civic relationships.
   E. Students will be able to listen effectively and respond effectively to communication practices in the course.

2. At least 50% of the grade must come from assignments utilizing the types of writing and combination of written and non-written forms of communication most appropriate to disciplinary needs and standards and course content. Non-written forms of communication may include, but are not limited to: oral presentations, discussions, training, videography, podcasting, or performance.

3. Provide guided and prompt feedback and opportunities for student revision on student projects, presentations, and papers.

4. In addition to written and spoken communication, address other forms of communication in the course discipline, such as reading and listening and multimodal, digital, or visual communication.

5. Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority, academic honesty, and personal credibility.

6. Faculty must have attended a training workshop, to be offered every semester.

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: "Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."

************************************************************************************

Notes concerning the proposed requirement:
1. The ultimate rules for ‘C’ courses are not yet fixed; these are the proposed rules and are included to give faculty members a better understanding of what the ‘C’ courses would likely entail.
2. Based on the above, all existing O and W courses would need to be revised and reviewed to qualify for ‘C’ status. None would automatically become ‘C’ courses.
3. It is not clear how current W, O or W, O½ courses would fit into this scheme. Would they become C2, C3, or simply be counted as ‘C’?
4. Although the majority of Curricular Affairs Committee members do not favor the motion, out of respect to the GERC subcommittee of CAC, we offer it to the Faculty Senate for their consideration.

MOTION #3B
The Curricular Affairs Committee moves that the Faculty Senate submit the following change to the UAF baccalaureate requirements for a faculty vote of approval:

"Replace the current requirement for two written-intensive and one oral-intensive class with a requirement that all baccalaureate degrees contain a communication element integrated within the upper-division course requirements."

The School/College/Program/Department (i.e., hereafter referred to as the applicable unit) in control of each degree is responsible for creating a specific list of communication objectives for each degree and implementing a plan to integrate appropriate communication components within the degree course requirements. The applicable unit shall also create appropriate assessment criteria, collect and review relevant assessment data, and take appropriate actions to close-the-loop in the assessment process. The applicable unit will report on communication actions in a separate section of the report filed as part of the regular UAF program review process.

Rationale
The motion is intended to de-centralize UAF's communications requirements beyond the 34-credit UA GER. Assessment and monitoring of the existing communications requirement has been difficult and ineffective. The current system of 2Ws + 1O is conceptually simple and easy to enforce on students but is a 'one size fits all' approach to a complex problem. Having a single set of rules for the O and W classes theoretically makes them possess uniform characteristics—but in practice neither course content nor effectiveness are actually monitored. Piggybacking on the existing assessment and program review processes will likely increase the effectiveness of both monitoring student communications outcomes and taking more appropriate remedial action that may be necessary to ensure that students meet the communication objectives. Use of the existing assessment and program review processes will potentially be more efficient for both faculty and administrators.

Taking this approach would allow individual applicable units to tailor their communications requirements to the specific needs of students in a given applicable unit. Both the number of courses to be so required and the content of the courses would potentially vary across between applicable units.

Taking this approach would require that each applicable unit take responsibility for ensuring the communications abilities of its students. This is both a golden opportunity and a heavy responsibility.

MOTION#4 FOR DISCUSSION ONLY AT THIS TIME

The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must take one course with each of these attributes:
- (E) Civic Engagement (3 credits)
- (A) Alaska and the Circumpolar North (3 credits)
- (D) Intercultural Competence and Diversity (3 credits)

Courses taken to satisfy these (E, A, D) requirements may also satisfy any other baccalaureate requirements.

Total credits to meet this requirement: 9 credits
Total credits in addition to the GER required to satisfy this requirement: 0 credits

Explanatory Notes
(E) attribute courses will offer coursework and/or experiential learning opportunities that enhance students’ understanding in at least one of the following areas: civic identity and commitment, civic communication, civic action and reflection, and civic contexts and structures. These courses will include either direct civic engagement (e.g. a service learning project) with an academic reflection on the experience; address multiple ethical frameworks that inform
Courses with this attribute address Alaskan and circumpolar issues as a substantial component of the course and have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North.

**A attribute courses** include topics such as Alaska/northern ecosystems and/or climate change; indigenous peoples, languages and world views; intercultural relations and politics in Alaska and the Arctic; economic development, industry, engineering challenges, and their relation to the environment in the north; natural resources and systems. Courses with this attribute address Alaskan and circumpolar issues as a substantial component of the course and have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North.

**D attribute courses** will place social justice in historical and political context; enable students to articulate insights into their own cultural rules and biases; demonstrate a complex understanding of the complexity of the history, values, politics, beliefs, and practices of other cultures; interpret intercultural experiences from more than one worldview; and articulate a complex understanding of cultural differences in verbal and non-verbal communication. Courses in this category may focus on differences among people in the United States and/or on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States. Such courses explicitly address at least two of the instructional objectives listed above; address issues of race, ethnicity, gender and sexual identity, and other markers of cultural difference as a substantial component of the course; emphasize the cultural interactions between the Western and non-Western worlds, and/or the interplay between various identity groups within the United States; and have at least 50% of the readings and assignments of the course devoted to topics relating to diversity and intercultural competence.

- Students will be provided with lists of courses with these attributes and such courses will also be indicated in their catalog descriptions. Faculty Senate committees will determine whether a course should have a certain attribute based on the above criterion.
- These requirements should not necessitate taking additional credits to satisfy a student’s common baccalaureate requirements, although depending on the choices, the courses could increase that total.
- Majors are not required to offer courses marked A, E, or D.
- It is intended that foreign languages, Alaska Native or American Sign Language, and many Study Abroad programs will satisfy the D requirement.

***************************************************************************
**Rationale:**

**The purpose of this change is to satisfy UAF's General Education Learning Outcome 3:** "Acquire Tools for Effective Civic Engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues. Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability."

***************************************************************************

**Why only a discussion item at this time:**

The intention of GERC is that a baccalaureate student could satisfy the A, D, and E requirements through taking designated Arts/Humanities/Social Science (and possibly Natural Science) courses while satisfying the BOR 34 credit GERs. (They could also satisfy the requirement by taking courses in addition to the 34 minimum if desired, but the intention is to not add to the credits required for baccalaureate degrees). BA students can easily take additional courses with A, D, and E attributes without being overloaded with credit requirements because the B.A. also requires an additional '18 credits of social science and humanities courses'. However, other baccalaureate programs do not have the same flexibility.

Based on responses to the GERC proposal, a requirement for adding A,D, and E attributes is only acceptable to schools/colleges with non-B.A. baccalaureate programs IF the attributes can be incorporated within the 34 credit 'General Education Requirements'. However, requirements for the attributes (e.g., 'have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North') seemingly violate the current restriction of acceptable GER social science courses to "broad survey courses"). Further, how do we coordinate with UAA and UAS concerning this addition to the requirements for acceptable GER courses?

In sum, although an A, D, E attribute requirement could be put in place and certainly courses outside of the 34 General Education Requirement credit could be so designated, it's not clear how we can go about incorporating the attributes into the 34 'unified UA General Education' credits. For example, one possible solution is for UAA and UAS to add A, D, and E attributes to their GER courses. Of course, they'd have to agree to do so.

**Although the majority of Curricular Affairs Committee members do not favor the motion, we offer it to the Faculty Senate out of respect to the GERC sub-committee of CAC.**
Attach1: A statement to the UAF faculty Senate from the Curricular Affairs Committee RE the BOR resolution of 4 April 2014 and impacts on UAF's attempt at 'Core' reform

For the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'.

Meanwhile, The BOR approved this resolution at their 4 April meeting:
"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. …
WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements. …
the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016"

Working with the Faculty Senate leadership, CAC proposed (and GERC approved) in April 2014 a multi-prong solution to this 'uniform GER' charge of the BOR.

'CORE' (old terminology) = GER (BOR 34 credits) + 'Baccalaureate Requirements' (BR)

34 credits (see below) to be semi-standardized between UAA-UAF-UAS; lower-division basic requirements

additional requirements, potentially different from those of UAA-UAS e.g., current O&W, Ethics

Get UAA-UAS-UAF agreement on proposed changes in University Regulations regarding GERs (See next page)

Get UAA-UAS-UAF agreement on at least overlapping sets of courses to satisfy the 34 credit GERs. If the GERC attribute system is adopted, consider assigning attributes to UAA and UAS courses in addition to UAF courses.

Begin faculty approval process for suggested modifications of these requirements (phased-in approach?)

1. 'Capstone' experience requirement
2. O/W ➔ 3C ? or something different?
3. Addition of A, D, E attributes (but this could also involve the 34 credits)

The next page gives (top left) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version (top right). At the bottom is the current tally of credits required as part of the GER. UA regulations can be changed by agreement of the UAA, UAF, and UAS Faculty Senates (and presumed approval by all Chancellors & President), but--if so--need to be changed soon.
<table>
<thead>
<tr>
<th>Current University Regulations</th>
<th>Proposed Revised language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Communication Skills</strong></td>
<td><strong>Oral Communication Skills</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are those which</td>
<td>Courses that fulfill this requirement provide guided practice in using oral communication as a tool to respond to and to communicate ideas to diverse and changing audiences.</td>
</tr>
<tr>
<td>emphasize the acquisition of English language skills in</td>
<td></td>
</tr>
<tr>
<td>orally communicating ideas in an organized fashion through</td>
<td></td>
</tr>
<tr>
<td>instruction accompanied by practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication Skills</strong></td>
<td><strong>Written Communication Skills</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are those which</td>
<td>Courses that fulfill this requirement provide guided practice in using writing as a tool to respond to and to communicate ideas to diverse and changing audiences.</td>
</tr>
<tr>
<td>emphasize the acquisition of English language skills in</td>
<td></td>
</tr>
<tr>
<td>organizing and communicating.</td>
<td></td>
</tr>
<tr>
<td>**Courses that fulfill this requirement provide guided practice</td>
<td></td>
</tr>
<tr>
<td>in using writing as a tool to respond to and to communicate ideas</td>
<td></td>
</tr>
<tr>
<td>to diverse and changing audiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Skills</strong></td>
<td><strong>Quantitative Skills</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are those which</td>
<td>Courses that fulfill this requirement emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.</td>
</tr>
<tr>
<td>emphasize the development and application of quantitative problem</td>
<td></td>
</tr>
<tr>
<td>solving skills as well as skills in the manipulation and/or</td>
<td></td>
</tr>
<tr>
<td>evaluation of quantitative data.</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td><strong>Natural Sciences</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are those that provide the</td>
<td>Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.</td>
</tr>
<tr>
<td>student with broad exposure and include general introduction to</td>
<td></td>
</tr>
<tr>
<td>the theory, methods, and disciplines of the natural sciences.</td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are those that provide the</td>
<td>Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.</td>
</tr>
<tr>
<td>student with an introduction to the visual arts and performing</td>
<td></td>
</tr>
<tr>
<td>arts as academic disciplines as opposed to those that emphasize</td>
<td></td>
</tr>
<tr>
<td>acquisition of skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td><strong>Humanities</strong></td>
</tr>
<tr>
<td>Courses introduce the student to the humanistic fields of</td>
<td>Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.</td>
</tr>
<tr>
<td>language, arts, literature, history, and philosophy</td>
<td></td>
</tr>
<tr>
<td>within the context of their traditions.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td>Courses that fulfill this requirement are broad survey courses</td>
<td>Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.</td>
</tr>
<tr>
<td>which provide the student with exposure to the theory, methods,</td>
<td></td>
</tr>
<tr>
<td>and data of the social sciences.</td>
<td></td>
</tr>
<tr>
<td><strong>Current General Education University Regulations</strong></td>
<td></td>
</tr>
<tr>
<td>**Credit Distribution for the Common Core of the General</td>
<td></td>
</tr>
<tr>
<td>Education Requirements for Baccalaureate Degrees</td>
<td></td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>6 credits minimum</td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>3 credits minimum</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>15 credits minimum [3 unspecified]</td>
</tr>
<tr>
<td>at least 3 credits in the arts</td>
<td></td>
</tr>
<tr>
<td>at least 3 credits in general humanities</td>
<td></td>
</tr>
<tr>
<td>at least 6 credits in the social sciences, from 2 different</td>
<td></td>
</tr>
<tr>
<td>disciplines</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills/Natural Sciences</td>
<td>10 credits minimum [3 unspecified]</td>
</tr>
<tr>
<td>at least 3 credits in mathematics</td>
<td></td>
</tr>
<tr>
<td>at least 4 credits in the natural sciences, including a laboratory</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34 credits minimum</td>
</tr>
</tbody>
</table>