

## Curricular Affairs Committee Meeting Minutes for 18 March 2013 (J. Harvie)

Voting members present: Rainer Newberry (Chair); Ken Abramowicz (phone); Cindy Hardy; Sarah Hardy (phone); David Henry. Voting members absent: Retchenda George-Bettisworth; Karen Gustafson; Todd Radenbaugh. Guest: Gary Jacobsen, School of Education. Ex officio members present: Doug Goering (phone); Alex Fitts (phone); Jonathan Rosenberg; Carol Gering; Libby Eddy; Lillian Misel. Jayne Harvie taking notes.

### 1. APPROVED MINUTES OF 25 Febr

### 2. NEW BUSINESS: Document from GERC + DISCUSSION (J. Rosenberg)

#### KEY QUESTION FROM GERC: WHAT'S THE NEXT STEP?

**RJN's proposal: clarify some key issues relative to what this would imply about changes in the core curriculum. The following 7 were briefly discussed (more for the first than the last). CAC members had no additional questions to bring to GERC concerning the GERC document.**

1. with regards to Communication: Would the 3 credit multimedia communications course replace Comm 131/141 or would it be in addition to Comm 131/141? Alternatively, would the 3 credit multimedia communications course serve instead of the O+W requirement or would it be in addition to the O + W requirement?

More clarification is needed from GERC, and GERC wants more faculty input on this topic. A subgroup of GERC seems to feel that the COMM courses could substitute for the O and W designator requirement, but this view may not be representative of the whole GERC (per Cindy H.). General agreement, however, that while O and W is a good concept, it's not working practically in execution.

2. With regards to 'Civic Engagement', is this envisioned as a course (but with multiple options) similar to the current required 'perspectives' courses (e.g., equivalent to Hist 100x) or is it instead envisioned as instead something equivalent to the current 'ethics' requirement? If the former, would it really fit in the BOR definition of the required GE social sciences courses ("broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences")?

Civic Engagement is a broad area! Jonathan R. agreed with the comment that social science courses could fit in this category. Perspectives on the Human Condition is the most controversial among both faculty and students. As this gets discussed at units, will they want to create even more courses to fit in this category? Statement was made to the effect that a Civic Engagement designation could supersede an (s) or an (h). Doug G. suggested integrating this idea with the Capstone courses. There continue to be issues with lower vs. upper division requirements and their availability in the programs, as well as the issue of satisfying BOR General Education requirements.

Discussion followed about compatibility of the(s) with Civic Engagement. Cindy H. pointed out there are two threads to this conversation depending upon value rubrics concerning Liberal Arts vs. the Sciences. David H. commented that Civic Engagement = service learning, and this is very different than the Perspectives core area.

Long discussion boiled down to the fact that the BOR GenEd requirements DO NOT EQUAL the (s) requirements of the Bachelor of Arts degree. And additionally, the recognition that only BA requires (s) and (h) courses.

3. Same questions as above regarding "intercultural Knowledge and Competence". Can this also be reasonably included in the category of 'broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences'?

4. Although no specific mention has been made of such in the document, past discussions suggest that GERC favors replacing the current 'perspectives' requirements by some combination of the above two + a wide variety of CLA courses that satisfy BOR minimum requirements for soc sci/hum. Is this the case? If so, would History fall under 'general humanities' (as specified by BOR regulations) or would it fall under 'social science' (as it does for the BA requirements)?

5. BOR minimum requirements are for 15 credits of soc sci/hum, including 3 credits of art, 3 of 'general humanities', 6 of soc sci, and 3 unspecified. The GERC document instead calls for 6 credits of 'general humanities'. How strongly is GERC committed to overriding the BOR minimum requirements in this case?

6. The faculty poll of October 2013 indicated a desire to decrease the total number of required core credits to a number closer to the the BOR minimum of 34. In what ways do the proposed conform to that desire?

7. One version of current vs. new core requirements is given below, based on the document provided (and ambiguities). We would like GERC to supply their version.

**Current**

Engl 111 (3)  
 Engl 211/213 (3)  
 Comm 131/141 (3)  
 Soc/Anth 100x (3)  
 Econ 100x or PS 100x (3)  
 Hist 100x (3)  
 Engl/FL 200x (3)  
 ART/MUS/THR 200x or HUM 201 Or ANS 202x (3)  
 2 semesters of lab science (8)  
 1 college math class (3)  
 Ethics (3)  
 2 W + 1 O class (integrated into major)

**TENTATIVELY PROPOSED (??)**

Engl 111 equiv (3)  
 Engl 211/213 equiv (3)  
 ???Integrated written, oral, visual (3) ???  
 2 survey social science courses in 2 different fields (6)  
 New intercultural course (3)  
 (BOR indicates HIST is 'hum' not ss)  
 1 survey course in Phil, FL, Lit, Art, or Hist (3)  
 1 survey course in visual/performing arts (3)  
 1 semester of lab science + 3 credit 'Q' class (7)  
 unchanged (3)  
 New Civic Engagement course (3)  
 unchanged??  
 Alaskan Emphasis course (integrated into major?)  
 Capstone experience (integrated into major)

**Jonathan R. agreed to take all of the questions proposed above to the GERC for discussion.**

FURTHER: David H. asked if the provisional document could be shown to other faculty. J Rosenberg agreed to ask GERC about such and get back to us ASAP. GERC met the next day and agreed to respond to deal with the questions posed and STRENUOUSLY REQUESTED that the original GERC document NOT be circulated due to problems in interpretation.

### **3. OLD BUSINESS: NEW BA IN Secondary Education -- DISCUSSION W/ G. Jacobson**

Gary Jacobson addressed the committee's questions, making the case for the uniqueness of the program proposal. It's truly a double degree designed to create teachers in secondary education. It will not replace the post baccalaureate degree in secondary ed. The new program will help reduce rates of students dropping out by starting out earlier to engage them as majors who wish to teach high school. An undergraduate degree program qualifies the students for loans and Pell grants (unlike the grad-level degrees). Saves students money. Curricular Affairs UNANIMOUSLY approved the new program and moved it on to the Administrative Committee.

### **REVISIONS IN THE 2<sup>ND</sup> ED degree program in red (pg. 31-32)**

#### **"D. Planning**

##### **1. Evidence of Need**

Based on the increased enrollments in the secondary minor since its inception in 2006 and the increased number of inquiries regarding a secondary baccalaureate program it appears that a substantial interest exists. In addition, the opportunity for advising early in potential students' college careers is likely to stimulate enrollment. Finally, there is most certainly a "need" in Alaska for teachers, most especially secondary teachers. **Currently, the vast majority of our secondary students are place bound, which means that they have either started a family or already have one that is located in the major urban areas of Fairbanks, Anchorage, Mat Su, or the Kenai. This does not help to provide secondary teachers for the rural areas of the State. With an undergraduate program, most of the students will not have established themselves in the urban areas and are more likely to accept positions in the rural areas. The addition of an undergraduate program would result in more students enrolling in the Education program, which would result in more secondary teachers available to meet the needs of the State, specifically teachers for rural Alaska and for STEM positions.**

**Students entering a BA program earlier on in their programs will be far more likely to integrate their content classes with the education classes, which will increase the possibilities of forming cohorts. These cohorts will strengthen student learning and provide student support, which will help to retain students in the Secondary Education program.**

**With students entering the Secondary Education program at an earlier date, the advising would take place in the School of Education providing more consistency to make sure students will meet the State requirements for certification. Currently, we receive applications from students without a content area that**

is certifiable. For example, we have had students enter the Secondary Education program with a criminal justice degree, which is not certifiable. This person had to take several history, political science, and psychology courses in order to be certified as a middle school social science teacher. This can create a hardship for people because they are required to take content courses in addition to the education requirements, and in this example, limits the person's opportunities.

Our recruiting efforts will be greatly enhanced with a baccalaureate degree. Currently, our recruitment focuses on college seniors and "unknown" career changers, because prospective students must have a degree in a certifiable content area before looking at the Secondary Education program. With a baccalaureate degree, we can begin talking to high school seniors about an education degree within a content area, which would be more effective than telling the high school students they need to complete a content areas and then come talk to us about a post bac program.

Another huge incentive for a baccalaureate degree is the fact that scholarship opportunities are not available to graduate students, while there are many available for undergraduate students, particularly the Alaska Performance Scholarship. The Alaska Teacher Loan program, which is limited to undergraduate programs, is not available for any high school graduating senior, who may want to major in secondary education in the University of Alaska system because there are no undergraduate Secondary Education programs, and students applying to the Alaska Teacher Loan program have to be enrolled in a teacher education program to be eligible. The Alaska Teacher Loan program is not available for post bac students.

The Secondary Education Baccalaureate program appears to require 16-18 credits a semester, which is very intense and very difficult for four years. This is based on the assumption that a student would enter the Secondary Education program as a first-semester freshman and would not make any changes to the major. Realistically, this scenario is unlikely. When we started this proposal, there was an emphasis on structuring programs that would allow students to complete in four years. The proposed baccalaureate could be completed in four years provided the individual students work very hard and are persistent, but the reality is that many students would not be able to complete their programs in four years, which is why we originally planned on a five-year program and have developed check sheets for a five-year program as well as a four-year program. We have researched many universities across the country that have a baccalaureate program in secondary education and the vast majority have requirements that in all probability will require students to spend five years to complete.

Meeting adjourned at 10:15 am.