Curric Affairs Committee **Weds 12 November 2014 Agenda** 3-4 pm Reich 300
audio conference information: 1-800-893-8850 Participants' PIN: 1109306 Chair's PIN: 1109371

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 Oering, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

I. Approve minutes of Oct 29 meeting

II. Old business

A. Guest John Heaton, History Dept—discussion how can History at UAF be compatible with UAA & UAS.

B. **Update** *from GERC concerning 'C' requirement:* ***see notes below***

Learning Outcomes

1. Students will be able to communicate using a variety of modes (e.g., written, oral, web-based?) using the standards and conventions typically/commonly found within their disciplines
2. Students will be able to select the appropriate mode of communication for a variety of audiences
3. Students will be able to communicate using methods & technology appropriate to their fields & disciplines

Process of meeting the learning outcomes
In achieving the learning outcomes, students must demonstrate
—some mastery of written communication
—Some mastery of oral communication
—There must be some instruction/assessment that focuses on process in communication, rather than just product (e.g., the written communication assessment can't all be by means of tests or homework where students write and then are graded and that's it for communication about writing).

Method of achieving the Learning Outcomes
The consensus of the Wednesday meeting is that—especially for disciplines outside of CLA—while there is great interest in ensuring that students indeed can communicate according to the above learning outcomes (and perhaps some more that have not yet been articulated), it is a huge burden to try to do all those learning outcomes (especially in the micromanaged way of the current O requirement) in the context of a single course or two. The discussion settled on

Every major must submit a plan for how students in that particular major will satisfy the C outcomes.

the point is to meet our upper-division communcation-in-the-discipline outcomes through a variety of required courses, rather than in one or two courses specifically chosen to meet the requirement.

After the plan is submitted and has been approved (presumably by the Core Review committee), then majors/departments would have to assess how the plan is working, e.g., as part of their SLOA reports.

Still To Do:

It would be great if this requirement—with the added flexibility—did not just turn into a joke requirement.
(1) What does the initial plan look like?
(a) How do we ensure that every department has appropriately stringent requirements within their program description, as opposed to just "oh we're doing everything fine now"?
(b) How do we ensure that this doesn't just become more busywork on faculty plates, but instead helps departments and majors actually achieve their communication goals?
(c) In terms of bureaucracy, do we need to devise a sequence of questions that programs would need to answer, detailing what sorts of communication-related assessment happens when & where?

(2) What are our guidelines? If we say "departments need to develop a plan for meeting the learning outcomes" and that's it, then it is very hard for an external committee (e.g., Core Review) to determine if the proposal is reasonable, and it is easy for departments to just ignore the whole thing. On the other hand, allowing more flexibility for how to achieve the learning outcomes is good.

C. Where we stand RE Fac Alliance and GERs *--see text of email below Sent from David Valentine, Fac Alliance Pres to Fac Alliance*:

"As I mentioned in my lengthy e-mail to you last week, UAF faculty are wondering which direction GERs are going across the system. There's a bit of a vacuum of information, and I'm afraid that we to some extent have to fill it. At this point, for example, UAF faculty need to know if GER revision at UAA or UAS will require revisions to university regulations, and if so, of what nature. We are worried about moving too far in a direction different from UAA and UAS to the point that we could end up in a disagreement over regulations. As I mentioned last week, it appears likely we need to become more active--either ourselves or via a task force--in coordinating GE revision activities across the system." "Everyone responding agreed that a discussion of this should be on this Friday's agenda, and it is." [note: this Friday meaning Friday in two days].

CURRENT UA REGULATIONS REGARDING GERs (section R10.04.040)

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.

2. Written Communication Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating

3. Quantitative Skills Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.

4. Natural Sciences Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.

5. Humanities Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, *history*, and philosophy within the context of their traditions.

6. Social Sciences Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

B. Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	15 credits minimum
	at least 3 credits in the arts
	at least 3 credits in general humanities
	at least 6 credits in the social sciences, from 2 different disciplines
Quantitative Skills/Natural Sciences	10 credits minimum
	at least 3 credits in mathematics
	at least 4 credits in the natural sciences, including a laboratory
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Total	34 credits minimum

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.

2. Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.

3. Credit may be counted towards general education or a degree major requirement, but not both.

4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.