

Curricular Affairs Committee – Mon., April 29, 2015 – 11am-12pm, Kayak Room

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

I. Approve minutes from April 13 meeting (attached)

II. Next meeting

Tentatively May 11 from 1-2 p.m. in the Kayak Room; we will meet only if something critical emerges from the next Senate meeting or something else develops from some other source.

III. Thanks to all for your service to the committee and the Senate this year!

IV. Best wishes to Libby on her retirement!

V. Old Business

1. Title IX Statement

I made the recommendation about posters/signs to Mae Marsh's office; I didn't have any response.

2. Resolution on GER changes ("buckets")

The Administrative Committee approved the resolution for consideration by the full Senate at the May 4 meeting. The final text is as follows:

RESOLUTION

WHEREAS, the University of Alaska Fairbanks Faculty Senate recognizes the need to revise the Core Curriculum; and

WHEREAS, the Senate wishes to widen student choice in the university's general education; and

WHEREAS, the General Education Revitalization Committee has proposed a "classification list" system (lists of approved courses which fulfill arts, humanities, and social science general education requirements) to replace the current Perspectives on the Human Condition (PHC) courses;

THEREFORE BE IT RESOLVED that during the 2015-2016 academic year the UAF Faculty Senate will adopt a classification list system that will meet general education requirements in arts, humanities, and social sciences in lieu of the currently-mandated PHC courses, with the new system to take full effect as of the 2016-17 Course Catalog.

3. O/W Motion - Public Forum Update

As expected, there were a lot of questions and a few misunderstandings about the new O/W policy, which were (hopefully) cleared up at the meeting. We didn't have any strong reactions against.

Some issues/ideas that were raised:

1. Current W/O classes bring some departments new students.
 2. Students having to take W/O courses in other disciplines broadens their experience
 - a. Leah reminded everyone that the “decorations” (A=Artic; E=Civic Engagment; D=Diversity) proposed by GERC, if adopted, would potentially eliminate this issue.
 3. Several people are having issues with learning outcome 3 (translating disciplinary content for those outside the discipline).
 4. Who is best qualified to teach writing/communication? Perhaps some departments or individual faculty members may feel that this is best done by others who specialize in developing writing/communication skills.
 - a. A suggestion was made for a university-wide writing committee and/or some very structured resources (individuals or online materials) which could assist those in dealing with developing new courses or adapting existing courses to beef up communications content.
 5. Developmental Ed is working on a one-credit add-on course that could be tacked on to existing courses for individual students who need additional assistance with meeting communications requirements.
 6. Questions were raised about who will review the plans and ensure that communications outcomes are being taught and assessed; we discussed the work being done to develop better assessment in individual colleges/schools and campus-wide.
- Current version of the motion (below) reflects revisions by Cindy Hardy (marked in what will likely appear **grey**).

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~~ ARE 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 their ~~program~~ addresses 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 ~~lower and/or upper level~~ courses and/or non-curricular degree requirements chosen to meet the needs of the particular program. ~~This should be done~~ in such a way that all the outcomes are met somewhere in the ~~collection of~~ courses ~~required for the completion of a degree~~. 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~~ An ad hoc committee ~~will be~~ formed to review the initial Communications Plans. ~~They suggest the~~ In addition ~~of~~ an additional checkbox ~~on~~ ~~will be added to~~ 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~~ ~~will~~ 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~~ A long-term committee ~~will be established~~ that can serve as a resource for communications-related courses, ~~as well as to~~ ~~and~~ assess the long-term efficacy of Communications plans.
8. ~~Finally, GERC recommends a~~ A web page (similar to the SLOA) ~~will be established~~ 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.

4. GER – Lab Science and Math

From Leah Berman:

Another part of the GER proposal that could use a resolution is that GERC proposed changing the Natural Science & Math requirement from “2 lab sciences and one math” to “one lab science, one math and one other course that is either lab science or math”.

It turns out that actually changing this will be important for alignment, because currently UAA and UAS require one lab sci, one non-lab sci, and one math (so, we’re not quite aligned on this) while UAF requires 2 lab sciences. The interpretation of this for transferability here at UAF is that a student at UAA/S who takes a non-lab-science **cannot** have that course counted for GER—so this is the only situation currently where GER one place does **not** transfer as GER in Fairbanks.

(In fact, apparently the registrars at UAA and UAS feel that UAF is currently out of compliance with university regs—and this part of the regs are not supposed to change!)