

Curricular Affairs Committee
Minutes for meeting on Mon., April 13, 2015 – 1-2pm, 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 Mar. 23 meeting (attached)

The minutes were approved.

II. New Business

A. O/W Public Forum

GERC chair Leah Berman and I are organizing a public forum on the proposed changes to the O/W. I've received only 2 statements (both from math faculty) strongly against the proposed changes, and I'm happy to send these to you if you wish to review them in detail. Their primary objections are that the current system is preferable to the one proposed, and that Communications Learning Outcome 3 ("translate disciplinary content to those outside the discipline") is burdensome and impossible in all cases.

The information session will be held on Thursday, April 23, from 1-2 p.m. in the Media Classroom (340 Rasmuson). Those who cannot attend in person but would like to call in may dial 1-800-893-8850 and use the Participants' PIN: 1109306.

III. Old business

B. Title IX Statement

As you know from Senate meetings earlier this year, faculty are now obligated to report student disclosures of sexual harassment/assault/misconduct to the UAF Title IX coordinator, Mae Marsh. This has raised the question about whether a statement alerting students to this requirement should be included on class syllabuses.

I had sent out two versions of a Title IX statement, one that CRCD is using, one that Mae Marsh's office has posted online (and that is currently posted as an option on the FS syllabus website <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements>). The two statements are virtually the same.

I didn't hear much feedback; can I assume that we're all fine with Curriculum Review's recommendation that the statements remain optional but available on the syllabus requirements page?

The committee decided against making the Title IX a requirement for syllabuses; the optional statement will remain on the website. Members recommended that the Title IX coordinator consider posting signs in classrooms to further raise awareness of the issue.

C. Gen Ed issues update

Brian discussed his meeting with Cecile Lardon, Debu Misra, Leah Berman, and David Valentine strategizing about how to move forward; there are some major sticking points about changing university GER regulations. Philosophical differences between UAF and UAA faculty are proving difficult to rectify.

D. Motion to replace PHC courses

DRAFT MOTION:

The Faculty Senate moves to replace the current Perspectives on the Human Condition (PHC) courses in the Core Curriculum with pre-approved lists of courses from which students can select to fulfill General Education Requirements in humanities, social sciences, and the arts. Students will need to complete 15 total credits: 3 credits in arts, 3 credits in humanities, 6 credits in social sciences, and 3 credits from an additional course in any one of the three areas.

This change will go towards fulfilling Learning Outcome 1 of the learning outcomes adopted by Faculty Senate in 2011: **Build knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of its work, the General Education Revitalization Committee (GERC) has recommended this change to facilitate students' achievement of learning outcomes previously approved by the Faculty Senate. Providing lists of courses instead of specified courses will increase the opportunity for students to choose topics most interesting to them when they are completing their general education requirements.

Further, the Board of Regents has mandated that UAF, UAA and UAS come up with a plan for aligning their general education requirements. UAF is currently the outlier in its offering very narrow options for completing general education requirements; UAA and UAS currently have pre-approved lists of courses.

The 3 areas (arts, humanities, social sciences) and the number of credits required in each area follow current university regulations:

Current General Education University Regulations:

Humanities/Social Sciences 15 credits minimum [3 unspecified]

- At least 3 credits in the arts
- At least 3 credits in general humanities

Perspectives on the Human Condition	Replaced with Courses that Match Current University Regulations
HIST F100X--Modern World History	"broad survey courses which provide the student with exposure to the theory, methods and data of the social sciences"
ECON/PS F100X--Political Economy	

ANTH/SOC F100X--Individual, Society and Culture	
ENGL/FL F200X--World Literatures	"courses that introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions"
ART/MUS/THR F200X, HUM F201X, ANS F202X--Aesthetic Appreciation	"an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills"
ETHICS (BA F323X, COMM F300X, JUST F300X, NRM F303X, PS F300X, PHIL F322X)	[UAF-specific requirement]

- o At least 6 credits in the social sciences [from 2 different disciplines]

Questions:

- Should we specify that during the implementation process, the current table of substitutions for transfer courses would be used to allow students under previous catalogs to fulfill PHC course requirements?
- Do we wait until later to deal with the proposal for “decorating” courses with the A (Alaska/Arctic), D (Diversity), E (Civic Engagement)?
- Do we specify a committee to review proposals for listing courses on the arts, humanities, and social science lists? Should it be Core Review? An ad hoc committee? We should ensure that its composition be at minimum one rep from each college or school.
- Leah has asked for suggestions for courses for each bucket, and currently there are:
 - o 40 suggested Social Science courses (of these 8 are history courses, which are currently counted as “humanities” for gen ed purposes under current university regulations) – probably 85% have at least one suggested “decoration
 - o 38 suggested Humanities courses (some are duplicates from the social science list, so a clearer expectation of what counts as what is clearly needed) – probably about 75% have a suggested decoration
 - o 22 suggested Arts courses, of which probably only around 7 would count under the current regulations – about 1/3 of them have decorations suggested

In lieu of bringing the current motion to the Senate; the committee decided to bring a resolution on the bucket question. The full text of this resolution, which will come before the Senate on May 4 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.

The following item was not taken up, pending the open forum meeting scheduled for April 23.

E. O/W Change to Communications requirement

- Current version (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.

F. Probation/disqualification policy – still on hold.
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