

Present: Rainer Newberry; Cindy Hardy; Rob Duke; Margaret Short; Karen Gustafson; Dennis Moser; Todd Radenbaugh (audio); Doug Goering; Alex Fitts; Jonathan Rosenberg; Carol Gering; Libby Eddy; Caty Oehring, Jayne Harvie

1. Approved Minutes of last meeting

2. GERC update via Jonathan Rosenberg ± Cindy Hardy Website has example courses for most proposed designators for most categories including designator. Faculty will be notified about the site and two open meetings will be held during week of Dec 2.

3. OLD BUSINESS:

A. global removal of 'or instructor permission' for course prerequisites?

No update from Registrar (and Vice Provost Fitts?) Not sure where to go with this.

**B. request to modify Committee-related bylaws OUR ASSIGNMENTS:
PROPOSED REVISED WORDING (THANKS TO ROB DUKE!!!!!!!!!!!!!!)**

" STANDING

~~1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes on all levels except the graduate level. In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary.~~

MEMBERSHIP AND EX OFFICIO MEMBER APPOINTMENTS

1. Members are appointed by the Administrative Committee.
2. Non-voting ex officio member(s) may be appointed by the Provost;
3. The committee may add non-voting ex officio members as deemed necessary.

MEETINGS AND APPOINTMENT OF CHAIR

1. The Chair at the end of the academic year will represent the committee on the Administrative Committee over the summer break, or will appoint a continuing committee member to be his or her representative.
2. Upon convening of the first meeting each academic year, the committee shall consider nominations for Chairperson with the previous chair or appointed representative acting as temporary Chair. If neither are available, a senior committee member will preside until a new Chair has been selected.

This wording was unanimously approved.

4. NEW BUSINESS

A. SADA MOTION (Enclosed) WAS UNANIMOUSLY APPROVED.

B. Motion to change transferability of 'core' courses BASICALLY effects making transfers of "Perspectives on Human Condition" courses more flexible. All in attendance approved the concept, although some members had reservations. We agreed to move this forward as a discussion item to the FAC SENATE and to revisit with specific modifications at next meeting.

C. Motion to change BOR Core Soc Sci requirements

BoR regulation R10.04.040A.6 requires cores for the Social Science requirement: "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." Request that the words "broad survey" be removed. THIS IS A PLACEHOLDER FOR THE PROBLEM OF MISMATCH BETWEEN THE PROPOSED GER REQUIREMENTS AND BOR REGULATIONS. GER REQUIREMENTS CANNOT BE IN VIOLATION OF BOR REGULATIONS. CHOICES ARE TO MODIFY ONE OR THE OTHER.

We agreed that this is a problem that needs to be addressed with all the pieces at once.

MOTION:

The Faculty Senate moves to adopt the following changes to the 2014 Catalog that update the Writing placement sections and clarify catalog language on placement and prerequisites.

Effective: Fall 2014

Rationale: This motion amends the current 2014 Catalog to incorporate changes that result from Statewide alignment of English 111X and DEVE placement (see placement table below). It further addresses reading placement, making reading classes more consistent with DEVE placement at the DEVE 060 and DEVE 104 level.

The motion also reflects changes in the Placement section language in the recently passed Math placement motion (but not amending the Math placement portion of that motion), change language that have accumulated in the catalog over time, and language changes that clarify curriculum practice in student placement.

CAPS and Bolded Addition [[]] Deletion Page 34 of current 2014 Catalog:

PLACEMENT REQUIREMENTS

Many UAF courses require placement. All students planning to take courses with specific placement requirements must meet those requirements prior to registering for those courses. [[Students who meet basic skills standards in reading, writing and mathematics should enroll in the appropriate level 100 courses. Those whose scores place below these standards must enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100s.]] Specific writing, reading, and math placement requirements are found in sections 3(u)-8n33(a)-3422(p)-2s

CRITICAL THINKING AND READING. THE SCORE FROM ANY OF THE TESTS (SEE TABLE) PLACES THE STUDENT IN THE APPROPRIATE WRITING CLASS. A WRITING SAMPLE, GIVEN ON THE FIRST DAY OF CLASS, MAY MODIFY THIS PLACEMENT. DEGREE OR CERTIFICATE SEEKING STUDENTS PLACED INTO DEVELOPMENTAL WRITING OR READING COURSES SHOULD REGISTER FOR THEM DURING THEIR FIRST SEMESTER. THESE COURSES ARE DESIGNED TO HELP STUDENTS GAIN COMPETENCIES NECESSARY TO SUCCEED IN COLLEGE-LEVEL COURSES. [[a scored writing sample: SAT, ACT Writing, ASSET,