

Curric Affairs Committee 25 August 2014 Agenda 9 – 11 am Chanc Conf Rm  
audio conference information: 1-800-893-8850 Participants' PIN: 1109306

invited: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig (can't make this time), Ken Abramowicz, Rainer Newberry, Rob Duke (remote), Todd Radenbaugh (remote), Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith, Stacey Howdeshell7heSept 15, 29; Oct 13

IV. Proposed statement to go to Fac Senate as part of their pre-meeting package and to be basis for short presentation & Discussion at Fac Senate Meeting (attachment 1)

Strategy: Divide Overall Requirements for Baccalaureate Degrees into two parts

- (a) General Education Requirements (= 'identical' at UAA, UAS, UAF)
- (b) Baccalaureate Requirements (= unique to UAF)

#### V. PROPOSED MOTIONS TO FAC SENATE

Motion#1 : to approve proposed changes in GER Regulations (as specified, attach 1)

MOTION #2

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### Proposed Instructional Objectives

The student will integrate and apply learning from multiple disciplines and skill sets.

The student will demonstrate ability to contribute to existing bodies of knowledge, work in professional settings, and (or) create products relevant to the student's further educational, and life goals.

The experience will demonstrate student possesses

1. The ultimate rules for 'C' courses are not yet fixed; these are the proposed rules and are included to give faculty members a better understanding of what the 'C' courses would likely entail.
2. Based on the above, all existing O and W courses would need to be revised and reviewed to qualify for 'C' status. None would automatically become 'C' courses.
3. It is not clear how current W,O or W<sub>1/2</sub> courses would fit into this scheme. Would they become 'C', or simply be counted as 'C'?
4. Although the majority of Curricular Affairs Committee members do not favor the motion, out of respect to the GERC subcommittee of CAC, we offer it to the Faculty Senate for their consideration.

### MOTION #3B

The Curricular Affairs Committee moves that the Faculty Senate submit the following change to the UAF baccalaureate requirements for a faculty vote of approval:

"Replace the current requirement for two written intensive and one oral intensive class with a requirement that all baccalaureate degrees contain a communication component integrated within the upper division course requirements."

The School/College/Program/Department (i.e., hereafter referred to as the applicable unit) in control of each degree is responsible for creating a specific list of communication objectives for each degree and implementing a plan to integrate appropriate communication components within the degree (course) requirements in the applicable unit. The applicable unit shall also create appropriate assessment criteria, collect and review relevant assessment data, and take appropriate action.

relationships within and among communities; or explore how historical contexts, issues and developments shape human conflicts and interdependencies from local to global and inform the search for possible solutions to contemporary social problems

(A) attribute courses include topics such as Alaska/northern ecosystems and/or climate change; indigenous peoples, languages and world views; intercultural relations and politics in Alaska and the Arctic; economic development industry, engineering challenges and their relation to the environment in the north; natural resources and systems. Courses with this attribute address Alaskan and circumpolar issues as a substantial component of the course and have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North.

(D) attribute courses will place social justice in historical and political context; enable students to articulate insights into their own cultural rules and biases; demonstrate a complex understanding of the complexity of the history, values, politics, beliefs, and practices of other cultures; interpret intercultural experiences from more than one worldview; and articulate a complex understanding of cultural differences in verbal and non-verbal communication. Courses in this category may focus on differences among people in the United States and/or on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States.

**Attach1: A statement to the UAF faculty Senate from the Curricular Affairs Committee  
RE the BOR resolution of 4 April 2014 and impacts on UAF's attempt at 'Core' reform**

For the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'.

**Meanwhile, The BOR approved this resolution at their 4 April meeting:**

"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. ....

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements. ....

the Board of Regents resolves **to charge** the faculty across the UA system to develop and adopt common

<b>Current University Regulations</b>	<b>Proposed Revised language</b>
<b>Oral Communication Skills</b>	<b>Oral Communication Skills</b>
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.	Courses that fulfill this requirement provide guided practice in using oral communication as a tool to respond to and to communicate ideas to diverse and changing audiences.
<b>Written Communication Skills</b>	<b>Written Communication Skills</b>
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.	Courses that fulfill this requirement <b>provide guided practice</b> in using writing as a tool to respond to and to communicate ideas to diverse and changing audiences.
<b>Quantitative Skill</b> 6.3(i) on Skill 6.8 (ii) 8.1.1 (ii)	