

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

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

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.