

Curricular Affairs Committee

Weds 15 October 2014 Minutes 3-4 pm Reich 300

present: Brian Cook, Catherine Hanks, Dennis Moser, Rainer Newberry, Rob Duke, Todd Radenbaugh (remote), Jayne Harvie, Alex Fitts, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith,

I. Approved minutes of Oct 1 meeting

II. Old business: what to do about C/O/W??

Rainer sent GERC a memo outlining problems with the proposed 'C' and suggested solutions. GERC met Tues 14 Oct. Leah Berman, GERC chair sent results of that meeting by email. These are listed below.

(0) There seemed to be consensus in the room that 2 C courses would be ok (albeit not ideal), rather than 3. This addresses some concerns that currently, in many disciplines, it is possible to meet the W/O requirement via two courses that are each W + O/2, or one WO course and one W course. Note that there's an implicit assumption that more than likely, departmental Capstone courses would be written in such a way as to satisfy the C requirements.

(1) We think it is important that the C courses integrate at least two forms of communication. (That is, we are choosing to not simply reformulate/revise the current W and O requirements.)

In particular, we want to require that C courses include x% writing component, y% oral component, and z% other mode, where $x > 0$, $y > 0$, $z \geq 0$, $x > y$, and the minimum allowable for $x + y + z$ is in the ballpark of 60%. (The particular percentages have not been discussed, really. Numbers banded about were 35% writing, 15% oral, 10% other, say, but I'm totally making those numbers up. Note the 'other' category *would not be required*.)

The y% oral component could be in modes other than in-class presentation; they might also include synchronous video presentation (e.g., Skype), asynchronous video presentation (video/slides with narration), etc., to allow for the development of C courses offered via distance. The z% "other communication" might include websites, blogs, prezi/powerpoint slides (without voiceover) etc.

Here, I think that these percents are probably "portion of the assessed work of this type that contributes to the grade" a la the current "W courses must have 50% of the assessed work be written" or what the current W guidelines say. Anyway, the point is that the committee thinks it's important that the C courses emphasize more than just writing but rather more forms of communication in a single course.

(2) It's important that the C courses focus on communication within the discipline; that is, that C courses take audience/genre into account.

(3) It is important that requiring human feedback on the C components of the course is baked into the guidelines for determining whether a course satisfies the requirements for a C.

(4) We are going to try to steal/modify language from the current W and O course descriptions when drafting the proposed guidelines for C courses.

(5) We are committed to providing options for C/2, but we need to determine what that would look like. (e.g., could a C/2 course *just* do some writing, or *just* some oral communication? Or would it need to do both, just less? We didn't have a chance to discuss this.)

III. New business GERC's proposed changes in Core requirements.

(Background: Pres. Gamble indicated to David Valentine that he'd approve any changes in UA regulations RE GERs and would even be willing to suspend regulations as needed. Dave's opinion: might as well get to work on revising UAF's core requirements, and assume that UA regs would be changed as needed.)

To that end we 9bd.9.

BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics	An additional social science, humanities, or Arts course
1 Math + 2 lab natural science lab courses	1 Math + 1 Nat Sci lab course + an additional Math or Nat science course

There would be merit in making our new GERs as similar as possible to those of UAA and UAS, so as to get closer to the BOR mandate of 'common GERs'.

Below are copies of UAS and UAA's GERs

What strategies should we employ in moving towards modifications to 'CORE'?

- a. Should individual departments create lists of appropriate 100 and 200-level courses?
- b. What to do about History? (Suggestion: ask them if they'd be willing to change to 'Humanities')
- c.

ENGL	S261	Introduction to Creative Writing	3
HIST	S105	World History I*	3
HIST	S106	World History II*	3
HIST	S131	History of the U.S. I*	3
HIST	S132	History of the U.S. II*	3
HUM	S120	A Sense of Place: Alaska & Beyond	3
JOUR	S101	Introduction to Mass Communication	3
PHIL	S101	Introduction to Logic and Reasoning	3
PHIL	S201	Introduction to Philosophy	3
PHIL	S301	Ethics	3
RUSS	S101	Elementary Russian I	4
RUSS	S102	Elementary Russian II	4
SPAN	S101	Elementary Spanish I	4
SPAN	S102	Elementary Spanish II	4

Social Sciences 6-9 Select a minimum of two from the following from two disciplines:

ANTH	S101	Introduction to Anthropology	3
ANTH	S202	Cultural Anthropology	3
ANTH	S211	Fundamentals of Archaeology	3
ECON	S100	Introduction to Economics	3
ECON	S201	Principles of Economics I:Macro	3
ECON	S202	Principles of Economics II:Micro	3
GEOG	S101	Introductory Geography	3
GOVT	S101	Introduction to American Government	3
GOVT	S102	Introduction to Political Science	3
GOVT	S230	Introduction to Political Philosophy	3
GOVT	S251	Introduction to International Relations	3
HIST	S105	World History I*	3
HIST	S106	World History II*	3
HIST	S131	History of the U.S. I*	3
HIST	S132	History of the U.S. II*	3
PSY	S101	Introduction to Psychology	3
PSY	S250	Lifespan Development	3
SOC	S101	Introduction to Sociology	3
SOC	S201	Social Problems	3

Select one from the remaining humanities and social science courses (3 credits) .

***History courses can be used as humanities OR social science requirements, but not both.**

Mathematics & Natural Sciences 10-12 Select one from the following (at least 3 credits):

Mathematics and Statistics

MATH	S106	Concepts and Contemporary Applications of Mathematics	3
MATH			

UAA vs UAF vs UAS General Education Requirements

Oral Communications Skills — 3 Credits			
Oral Communications Skills — 3 Credits		Quantitative Skill	
MATH S107 • STAT S107	MATH S107 • STAT S107	MATH A107, A108, A109, A172, A200, A201, A272 •	MATH F103X, F107
F202X, F262X, F272X • STAT F200X			STAT A252, A253, A307
Written Communication Skills — 6 Credits			
ENGL F111X, F211X, F213X		ENGL S111, S211, S212	
ENGL A111, A211, A212, A213, A214, A414			
Tier 2: Disciplinary Areas			
Fine Arts — 3 Credits			
MUS A121, A124, A215	MUS F200X • THR F200X	THR S211, S214, S215	ART A170 •
			ART F200X • ART F201X • ART F202X • ART F203X • ART F204X • ART F205X • ART F206X • ART F207X • ART F208X • ART F209X • ART F210X • ART F211X • ART F212X • ART F213X • ART F214X • ART F215X • ART F216X • ART F217X • ART F218X • ART F219X • ART F220X • ART F221X • ART F222X • ART F223X • ART F224X • ART F225X • ART F226X • ART F227X • ART F228X • ART F229X • ART F230X • ART F231X • ART F232X • ART F233X • ART F234X • ART F235X • ART F236X • ART F237X • ART F238X • ART F239X • ART F240X • ART F241X • ART F242X • ART F243X • ART F244X • ART F245X • ART F246X • ART F247X • ART F248X • ART F249X • ART F250X • ART F251X • ART F252X • ART F253X • ART F254X • ART F255X • ART F256X • ART F257X • ART F258X • ART F259X • ART F260X • ART F261X • ART F262X • ART F263X • ART F264X • ART F265X • ART F266X • ART F267X • ART F268X • ART F269X • ART F270X • ART F271X • ART F272X • ART F273X • ART F274X • ART F275X • ART F276X • ART F277X • ART F278X • ART F279X • ART F280X • ART F281X • ART F282X • ART F283X • ART F284X • ART F285X • ART F286X • ART F287X • ART F288X • ART F289X • ART F290X • ART F291X • ART F292X • ART F293X • ART F294X • ART F295X • ART F296X • ART F297X • ART F298X • ART F299X • ART F300X
AKNS A101A, A101B, A101C, A101E, A102A, A102B,	BA F323X • COMM F300X •	AKL S105, S106, S	
ENGL F200X • FL F200X • HIST F100X •	S112 • ENGL S215, S223, S224, S225, S226,	A102C, A102E, A201 • ART A21	
A262, A360A,			

