

**Faculty Senate Meeting Agenda**

**Friday, October 18, 2013**

**1:00 PM until Adjournment**

**Ledbetter A & B**

- I. **Welcome and Roll Call**
- II. **Review of Minutes**
- III. **Announcements**
  - A. Race for the Cure – Oct. 19, 2013 & Senate Water Table
- IV. **Introduction of New Topics** (2 min limit, no discussion)
- V. **Reports**
  - A. Chancellor: Joel Anderson
  - B. Provost: Zulma Toro-Ramos
  - C. Undergraduate Council Report: Mike Tramel
  - D. Graduate Council Report: Marc Seigar
  - E. Council on Core Curriculum and Policies – Belinda Blevins-Knabe
- VI. **Old Business**
- VII. **New Business**
  - A. FS\_2013\_7. Criteria for Mathematics Curricular Area  
Resolved that the Faculty Senate recommend the criteria contained in attachment 1 in completion of the General Education Core (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting).
  - B. FS\_2013\_8. Criteria for English Language Communication – Written Curricular Area  
Resolved that the Faculty Senate recommend the criteria contained in attachment 2 in completion of the General Education Core and that the Curricular Area currently known as “**English Language Communication – Written**” be changed to “**Communication – Written**” (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting).

- C. FS\_2013\_10. Charge to Undergraduate Council – Clarify what is meant by “must come from other departments” in baccalaureate degree requirements. (resolution, from Executive Committee, no second required, majority vote at one meeting).

*Whereas the baccalaureate degree requirements passed by the Faculty Senate on March 15, 2013 (FS\_#2012-13\_2, section 2, the first part of the divided question) state "majors must have a minimum of 45 hours of upper level credit, at least 12 hours of which, chosen by the student, must come from other departments...", and*

*Whereas some degree programs are combined major/minor programs and some Departments have more than one degree program or more than one discipline, the requirement of 12 upper level hours from 'other departments' puts limitations on hours that can be chosen by the student, and the requirement of 12 upper level hours from 'other departments' might result in more than 120 required hours to complete a degree.*

*Therefore, the Faculty Senate charges Undergraduate Council to investigate these issues and propose changes in the legislation to address the problems by January 11, 2014 and deliver the results to the Executive Committee for Faculty Senate action.*

- D. FS\_2013\_9. Resolution from Ad Hoc Committee on On-Line Higher Education (resolution, from Ad Hoc Committee on On-Line Higher Education, second required, majority vote at one meeting).

*Whereas the purview of UALR's Faculty Senate includes all things educational and academic, the Faculty Senate hereby resolves that all matters concerning academic and educational issues at the University of Arkansas at Little Rock shall be considered matters of shared governance and shall therefore involve faculty input at every stage of the decision making process.*

- E. Charge to Ad Hoc Committee on Meta-majors

VIII. **Open Forum**

IX. **Adjourn**

Attachment 1 . Math Criteria

Passed by the Council on Core Curriculum

10-4-13

**Courses to meet the Area of Mathematics:**

Courses in this area focus on teaching students the concepts and methodologies, findings, and applications of mathematics while developing their inquiry and analysis skills. All courses in this area also address quantitative reasoning, critical thinking, problem solving, and a commitment to ethical behavior.

EDUCATIONAL GOALS	LEARNING OUTCOMES
Skills 1 - Communication	<ul style="list-style-type: none"> <li>- understand and use basic mathematical formulas and terminology</li>   <li>- explain orally and in writing the mathematical “reasonableness” of a statement that is presented as being implied by data</li>   <li>- communicate about math precisely orally and in writing</li> </ul>
Skills 2: Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	<ul style="list-style-type: none"> <li>- interpret, analyze, and identify appropriate applied math models, data and graphs</li>   <li>- develop abstract and quantitative reasoning ability</li> </ul>
	<ul style="list-style-type: none"> <li>- make appropriate decisions regarding the use of technology when solving problems, recognizing both the insight to be gained and the limitation</li> </ul>

Skills 3 – Information Technology	- use information resources like the Internet reflectively for inquiry, exploration, and communication
Knowledge 1 – Concepts, Methodologies, Findings, and Applications of Mathematics and the Social and Natural Sciences, Engineering, and Technology	- understand mathematical relationships among quantities  - understand fundamental mathematic/algebraic operations
Values 1 – Ethical Behavior and Personal Responsibility	- take responsibility for completing assignments in an ethical manner, working on their own when required and acknowledging resources when used  - understand the duty to be precise and accurate with data
Values 3 – Global and Cultural Knowledge	- analyze “real world” implications and develop mathematical models that aid in the understanding of current global issues

Attachment 2 – Communication - Written

Passed by vote of the Council on Core Curriculum

10-11-13

**Courses to meet the area of English Language/Communication:**

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, support ideas by integrating research, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic arenas of life.

These learning outcomes should be achieved over two courses, both of which should be writing-intensive and process-approached.

The beginning course should focus on foundational rhetorical skills through research-intensive writing. The advanced course should focus on helping students transfer these skills to other arenas of life, specifically to academic discourse in a range of disciplines and for civic engagement.

Curriculum Area	Educational Goals	Learning Outcomes
English Language/Communication	Skills 1- Communication (oral, written, visual, second language; professional self-presentation)	<p>communicate clearly and fluently in writing through using appropriate genres for interpersonal exchange and extended discourse</p> <p>determine the needs of different audiences for specific purposes through various writing situations/contexts to adapt texts in rhetorically appropriate ways, including attention to voice, tone, structure, and level of formality</p> <p>use proofreading skills to control surface feature issues of grammar, syntax, punctuation, and spelling</p> <p>develop clearly identifiable theses, assertions, or claims with supporting evidence through the recursive process of writing</p>
	Skills 2- Critical thinking, quantitative reasoning and solving problems individually and collaboratively	<p>use reading and writing for inquiry, learning, thinking, and communicating</p> <p>understand and implement methods for finding, evaluating, analyzing, and synthesizing primary and secondary sources</p> <p>engage in writing as a social and collaborative process, including the review of work-in-progress</p>

	<p>Skills 3- Information Technology (locating, retrieving, evaluating, synthesizing)</p>	<p>develop 21<sup>st</sup> century digital literacies for drafting, reviewing, revising, editing, and sharing texts</p> <p>locate, evaluate, organize, and use research materials from electronic sources</p>
	<p>Values 1- Ethical behavior and personal responsibility</p>	<p>adhere to ethical uses of sources</p> <p>practice appropriate documentation of research</p> <p>recognize the value of and demonstrate respect for other points of view</p> <p>understand that communicating and working with others requires taking responsibility for one's own work</p>
	<p>Values 2- Civic Responsibility</p>	<p>recognize the importance of written communication in academic, professional, and civic arenas of life</p> <p>apply writing skills for civic engagement</p> <p>understand the relationships between language, knowledge, and power</p>