



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Friday, October 19, 2012, 1:00 p.m.

Faculty Senate Meeting

Legends Room, Stevens Athletic Center

MINUTES

Present: **CAHSS**—Matson, Jensen, Estes, Steele, Minnick, Corwyn, Lopez-Ramirez, Anson, McAbee, Finzer. **CB**—Edison, Funk, Powell. **CE**—Hayn, Hughes, Nolen, Barrett, Burgin. **CEIT**—Tschumi, Wright, Chiang, Anderson, Jovanovic. **LAW**—none **LIBRARY**—none. **CPS**—Wichinsky, Golden, Barnes, Rhodes, Thombre. **COS**—Douglas, Davidson, He, McMillan, Prince, Sims, Legrand. **EX OFFICIO**—Anderson, Robertson, Smith-Olinde.

Absent: **CAHSS**—Yoder, Amrhein, Bunch, Porter **CB**—Mitchell, Nickels. **CE**—none. **CEIT**—Tramel. **LAW**—Stewart, Fitzhugh, Goldner. **LIBRARY**—Russ, **CPS**—Faust. **COS**—Benton, Tarasenko, Cui. **EX OFFICIO**—Ford, Turner, Mohsin.

I. Welcome and roll call

President Smith-Olinde welcomed the senators, called the meeting to order at 1:00 pm and invited Secretary Wright to call the roll.

II. Review of minutes

Senator Powell moved the minutes from the 9/21/12 meeting. Senator Sims seconded. Secretary Wright amended the minutes to include Senator Legrande as present. Motion passed. Senator Powell moved the minutes from the 10/5/12 meeting. Senator Nolen seconded. Motion passed.

III. Announcements

President Smith-Olinde announced that the Trojan Grill is now open and that it is a lovely facility. Students at the opening spoke favorably about a new, central location where they can gather.

IV. Reports

A. Chancellor's Report

Chancellor Anderson reported that hearings on higher education funding are coming soon; however the vote will not occur until January. Many legislators who will be present at the hearings will be "term-limited" before the January votes.

Chancellor Anderson reported that the Discover UALR campaign is now underway.

B. Undergraduate Council Report

Senator Jovanovic reported for UGC Chair Mike Tramel. Systems Engineering "Solid Modeling and Design" course was approved. Degree name change to Communications Science was approved.¹

C. Graduate Council Report

Graduate Council Chair Amanda Nolen reported that the November report will be a good one. Stay tuned.

V. Old Business

The postponed motion FS 20-12-13_2 was resumed. After this meeting's amendment, the motion reads

FS# 2012-13_2. Faculty Senate Executive Committee (No second required; majority vote at one meeting.)

Motion: Whereas, the Faculty Senate voted on August 31, 2012 to adopt the "following general rules to guide these deliberations to a fruitful conclusion" regarding the Undergraduate Curriculum Review (UCR) report:

1. The UCR and faculty task group reports will be distributed to all faculty immediately. An open meeting will be held next Friday, Sept. 7, following a week for additional input from any faculty member by the technical means the Senate will devise.
2. The Faculty Senate will first debate, and modify as appropriate, the UCR's report; amendments are to be submitted in writing to the Faculty Senate President at least 2 days in advance of the meeting when possible.
3. After the Faculty Senate has debated and modified as appropriate the entire UCR report, senators will have an opportunity to revisit and offer amendments to any portion of the report. Following this final amendment period, the Senate will vote on the document as amended.
4. Once the Faculty Senate has agreed to the document, it will be the responsibility of the Faculty Senate Executive Committee to insure that the document is converted into legislative language without changing the meaning of the document and introduce the new legislation to the Faculty Senate.
5. Only after the document has been converted to legislative language and passed by the Faculty Senate will it be forwarded to the Chancellor for his consideration and approval.
- 6. *New courses may not be added into the UCR distribution framework in section 1. a. until criteria describing what a course in the distribution should accomplish have been agreed upon by the senate. An ad hoc committee will develop these criteria, disseminate them to the senate, and move them before the second pass through the document.***

Therefore, be it

¹ Laura, Could you clarify this? My notes are garbled.

Moved: The five recommendations of the Undergraduate Curriculum Review Task Force and the 6th recommendation added to the motion at the Sept. 21 meeting of the Faculty Senate be sent to the Faculty Senate Executive Committee to convert to legislation.

“Recommendations

0. Educational Outcomes

General education nurtures in students the knowledge, skills, habits of mind, and values that provide a foundation for their baccalaureate program and for lifelong learning. General education fosters intellectual breadth, serves as a context for more specialized study, and is essential to the full development of persons who wish to participate meaningfully in the various communities of which they are a part.

<The Senate agreed to insert a connecting paragraph here to define what is the relationship between educational outcomes and the rest of document. *This paragraph will be moved on the second pass through the document.*>

Educational Outcomes

Skills:

1. Communication (oral, written, visual, second language, professional self-presentation).
2. Critical thinking, quantitative reasoning, and solving problems individually and collaboratively.
3. Information technology (locating, retrieving, evaluating, synthesizing).

Knowledge:

1. The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.
2. Concepts, methodologies, and the global cultural heritage of the arts and humanities.

Values:

1. Commitment to ethical behavior.
2. Civic and personal responsibility.
3. Global perspective and cultural sensitivity.
4. Appreciating diversity.

1. General Education

a. The UALR Core Curriculum should be reduced from 44 hours to 35 hours. This is the minimum core. Some departments or programs may have additional requirements. General Education should consist of the following:

English Language Communication - 9 hours

Speech 1300

Rhetoric 1311 (Comp I)

Rhetoric 2312 (proposed Comp II)

Math -3 hours

Math 1302 College Algebra, or

Math 1321 Quantitative and Mathematical Reasoning, or

Any MATH or STAT course having MATH 1302 or MATH 1321 as a prerequisite

Science – 8 hours of science lab courses that produce the following skills; data collection, analysis, interpretation and presentation, application of the scientific method, critical thinking, and experimental design.

The 2 for 1 substitution for 4 hours of lab science should be eliminated.

Fine Art- 3 hours

Intro to Music MUHL 2305

Intro to Art ARHA 2305

Intro to Theatre and Dance THEA 2305

Intro to Theatrical Design THEA 1310

Humanities – 3 hours

World Literature ENGL 2337

Mythology ENGL 2339

Introduction to Literature ENGL 2335

Ethics and Society PHIL 2320

Introduction to Philosophy PHIL 1310

Introduction to Critical Thinking PHIL 1330

Social Sciences - 6 hours

Introduction to Social Science—3 hours

This new course will be taught in a variety of departments and will emphasize social science methodology.

History 1311, or

History 1312 (World Civ I or II)

U.S. Traditions --American History or National Government – 3 hours

POLS 1310, or

History 2311, or

History 2312 (3 hrs)

b. Additional Graduation Requirements

i. ~~3 hour upper level social science approved course (Department, or home department for an interdisciplinary program, must offer Intro to Social Sciences course in order for upper level course to be approved.)~~

ii. ~~3 hour upper level approved humanities course~~

iii. Second Language proficiency or completion of a 2000 level course requirement for all majors. Programs may choose which proficiency or proficiencies (foreign language, mathematics, computer science, or ASL) satisfy this requirement for their students. Programs may seek an exemption.

This proficiency does not replace the current BA requirement of 9 hours of languages.

c. Competencies Throughout the Curriculum (beyond core requirements)

i. Communication Intensive Courses (3, at least 1 in major, 2 upper division) that meet the following criteria:

A. Writing and speaking instruction and assignments.

B. Multiple communication assignments with feedback (not just one final paper)

C. At least 40% of the grade in the course comes from the communication requirements in the course.

ii. Technology Intensive Course (at least one course in the major) that meet the following criteria:

A. Instruction and practice in using contemporary technologies effectively within individual disciplines including the ability to design, solve problems, and innovate.

- B. At least 20% of the grade in the course must be derived from the use of technology.

Note: Simply taking a course online does not satisfy the technology intensive requirement. This goes beyond using email and basic word processing.

- iii. Critical Thinking Intensive Course (3, at least 1 in major, 2 upper division) that meet the following criteria:

- A. Instruction and assignments using problem solving and analysis based on application of material in the course.
- B. Awareness or analysis of one's own learning or thinking processes.
- C. Multiple critical thinking exercises with feedback.
- D. At least 40% of the grade in the course is derived from critical thinking assignments.

- iv. Values Intensive Courses (2, at least 1 in major) that meet the following criteria:

- A. Explicit discussion of globalism, ethics, civic and personal responsibility, or diversity.
- B. These can be augmented by service learning opportunities, study abroad, internships, and research projects.
- C. At least 20% of the grade in the course is derived from values related activities or assignments. Examples might be reflection papers on service learning, papers on values throughout history or across cultures, or completing research ethics training.

(Note: These competency across the curriculum classes do not add any additional hours to graduation requirements. It is assumed that current courses used for the major and electives can be used to satisfy these requirements. One course can be designed to satisfy more than one of these competency areas. For example, a single course might be communication, critical thinking and values intensive and could count for all three categories).

Some programs, e.g., the Donaghey Scholars Program, nursing programs, EIT programs, and engineering programs, already use approved and unique general education requirements. Therefore, such programs have the option of either maintaining their existing general education requirements or adopting the university-level general education requirements contained herein.

2. Minor Requirement - The university requirement of a minor should be retained but the minor should be more flexible. Flexibility includes the following:

- a. Programs may opt out of the requirement if they meet certain conditions, for example:
 - i. the major requires a large number of required hours, or
 - ii. the major already requires a significant amount of interdisciplinary work.
- b. Departments can require 2 or more cognate areas in lieu of a minor,

- c. Departments may require traditional minors,
 - d. A student and adviser may design an appropriate minor. These minors must include at least 12 hours of upper level classes.
3. Residency Requirement – At least 30 upper level hours of the undergraduate degree must be taken at UALR.
4. Upper Level Requirement – The requirement for completion of at least 45 upper level hours will remain unchanged.
5. Implementation
- a) A General Education Committee, a standing committee of the Faculty Senate, will be responsible for:
 - i. Approving courses for upper level humanities and social science and competency intensive courses and approving any other courses that are added to general education options,
 - ii. Developing a plan to assess general education competencies,
 - iii. Coordinating faculty development in areas such as communication, critical thinking, and others.
 - b) The General Education Committee will consist of at least one representative from each college. Some UCR members will serve on the Committee for the first 6 months to a year to provide continuity. Afterwards, members will be elected by procedures developed by Faculty Senate.
 - c) If funding is available, members will work during the summer of 2012 to develop the program for implementation in the fall of 2012.
 - d) Some aspects will need to be phased in over the first year.

While the new Introduction to Social Science classes are being developed and approved, existing social science options will be used to satisfy the requirements.

While upper level humanities classes are being approved, courses from the following departments and programs will be allowed to fulfill this requirement: English, History, Philosophy, Foreign Languages, and Religious Studies.

While upper level social science classes are being approved, courses from the following departments and programs will be allowed to fulfill this requirement: Political Science, Sociology, Criminal Justice, Anthropology, Psychology, Economics, Mass Communication, Geography, Speech Communication, and Gender Studies.”

President Smith-Olinde moved Senator Yoder's motion on educational outcomes. Senator Anson seconded. Senator Jovanovic raised a point of order, that the senate had moved past Section 0 and that the motion would have to wait until the senate returned to this section. The motion was ruled out of order.

Senator Jovanovic moved his amendment 5 ...

“In Section I.A, replace the Science portion of the recommendations with:
Science (8 credit hours from two different alpha codes):

ANTH 1415 Physical Anthropology
or ASTR 1301 and 1101 Introduction to Astronomy and Lab
or BIOL 1400 Evolutionary and Environmental Biology
or BIOL 1401 Science of Biology
or BIOL 1411 Introduction to Human Anatomy and Physiology I
or CHEM 1400 Fundamental Chemistry I
or CHEM 1402 General Chemistry I
or CHEM 1406 General Chemistry for Engineers
or CHEM 1409 Chemistry and Society
or ERSC 1302 & 1102 Physical Geology and Lab
or ERSC 1303 & 1103 Historical Geology and Lab
or PHYS 1300 & 1100 Physics and Society and Lab
or PHYS 1321 & 1121 Elementary Physics I and Lab
or PHYS 2321 & 2121 Physics for Scientists & Engineers I and Lab

Senator Anderson seconded.

Senator Jovanovic moved to amend the motion and delete the physics courses from the distribution. Senator Anderson seconded.

In favor: Motion should be limited to only those core science courses that are currently in the core. PHYS 2321 may not be broad enough to serve as a general education course.

Opposed: PHYS courses have not been included in the general education science distribution to this point because the Blue Ribbon Core required a lot of extra things and the physics department couldn't include them all and get the general physics that is nationally considered part of a general physics course. Now that the Blue Ribbon Competencies have been deleted, these courses are appropriate to the science distribution. It is important to include them so that UALR can comply with national general education standards. Not including physics in the general education science distribution makes us "look like anti-science wierdos [Senator Jovanovic's language]." Transfer students can take many of these courses elsewhere and transfer them into UALR and count them towards the science distribution, but native UALR students cannot.

Physics courses are already being used as part of the core through the two for one substitution. This part of the motion makes this explicit.

The amendment was defeated on a voice vote. Debate resumed on the unmodified amendment.

In favor: The courses proposed on this list are either already being used at UALR as science general education courses or are nationally recognized at other universities as science general education courses. For instance, other universities, including UAF, treat Anatomy and Physiology as a lab science. Why not us? Why limit UALR students to a very restrictive set of science general education courses.

Opposed: Anatomy and Physiology, BIOL 1411, has a lab, but it's not a lab science course. Long lists of courses makes progress towards degree problematic because the range of choices can be overwhelming (so says Senator Jensen according to Complete College America). The more complicated the core, the more confusing to students and may delay time to degree.

This long list of courses has not been vetted according to any standards. It is not a good idea to reach into the catalog and grab a bunch of courses without establishing criteria by which they can be considered for the distribution. A collection of courses without criteria makes the problem of students passing through the degree with declining standards worse.

The amendment **failed**, 13-19.

Senator Jovanovic moved his amendment 2.

Add the following statement to the end of Section I of the recommendations:

“ Some programs, e.g., the Donaghey Scholars Program, nursing programs, EIT programs, and engineering programs, already use approved and unique general education requirements. Therefore, such programs have the option of either maintaining their existing general education requirements or adopting the university-level general education requirements contained herein.”

Senator Anson seconded.

The motion **passed** on voice vote.

Senator Jovanovic moved his amendment 25,

Replace Section I of the recommendations with:

"The 35-hour ADHE State Minimum Core Requirements are hereby adopted as the university-level general education requirements at UALR.

Individual degree programs are responsible for:

1. Specifying how the degree program will satisfy these general education requirements.
2. Specifying any additional requirements for the degree (minor, second language proficiency, upper-level courses, communications-intensive courses, etc.)
3. Submitting these specifications on a Program Change Form (PCF) through the standard curriculum change process."

Senator Anderson seconded.

The motion **failed** with three votes in favor and the remainder opposed.

Senator Jovanovic moved his amendment 6

In Section I.A, add the following PHIL courses to the Humanities portion of the recommendations:

or PHIL 1310 Introduction to Philosophy

or PHIL 1330 Introduction to Critical Thinking

Senator Tschumi seconded.

The motion **passed**, 20-12.

Senator Sims moved to modify the process for amending the UCR recommendations to add a step,

New courses may not be added into the UCR distribution framework in section 1. a. until criteria describing what a course in the distribution should accomplish have been agreed upon by the senate. An ad hoc committee will develop these criteria, disseminate them to the senate, and move them before the second pass through the document.

Senator Anson seconded.

In favor: Without criteria, process of adding courses to the distribution is flawed and likely to result in a bad outcome. The senate cannot stop now and create the criteria. This matter should be delegated to a subcommittee and allow the senate to debate courses, with criteria, on the second pass.

Opposed: This motion shuts off discussion of section 1. a. at this point, but we're not through discussing. All this process is doing is providing a recommendation to the Executive Committee. That committee can develop criteria and vet the courses before putting this into legislation. Because of our process, more is better.

The motion **passed** on voice vote.

Senator Jovanovic moved his amendment 11,
Delete Sections I.B.1 and I.B.2 from the recommendations.
Senator Burgin seconded.

Senator Tschumi moved to substitute Senator Jovanovic's amendment 12
Replace Section I.B.1 and I.B.2 in the recommendations with the following statement:
“At least two upper-division (3000-level or 4000-level) courses, for a total of at least six credit hours, must be taken outside the major. A course can simultaneously satisfy the general education distribution requirement and this upper-division course requirement if the course has the same alpha code as a course in the general education distribution list.

A degree programs is exempt from this requirement if it would cause the program to require more than 120 total credit hours.”

Senator Matson seconded.

The substitution failed on voice vote and debate returned to the amendment.

In favor: Section 1.B.1 and 1.B. 2 add 6 hours of general education requirements to the 35 hours under the table. This is piling on our poor helpless students. If minor requirement stands, then the requirements in Section 1.B.1 and 1.B. 2 will be satisfied anyway.

Opposed: Students need some experience in engaging in higher level skills, which the UCR recommendation addresses through this upper level requirement.

Points of Information:

Q: Will ADHE bar non-major, non-core requirements?

A: There is no restriction on upper level general education hours. Prerequisites and accreditation requirements are allowable.

Q: How many students enter UALR with an associates degree?

A: 870 first time entering freshmen. 1290 undergraduate transfer students (not necessarily with associates degree). The average hours that a transfer student takes towards a degree is about 25 more than a native student, usually because the student has taken too many hours at the Community College towards his/her associates degree.

The motion **passed** on voice vote.

Senator McMillan moved to postpone the motion. Senator Wright seconded. Motion to postpone passed unanimously.

XI. Adjourn

The meeting was adjourned at 3:00.

