



FACULTY SENATE

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Friday, October 5, 2012, 1:00 p.m.

Faculty Senate Meeting

Dickinson Auditorium

Article I. MINUTES

Present: **CAHSS**— Ed Anson, Erin Finzer, Adriana Lopez-Ramirez, Kris McAbee, Jess Porter, Jo Anne Matson, Sarah Beth Estes, Robert Corwyn, George Jensen, Paul Yoder Brad Minnick **CB**—Robert Mitchell, Jim Nickels, Steve Edison, Mark Funk **CE**—John Burgin, Judy Hayn, Gail Hughes, Amanda Nolen **CEIT**—Gary Anderson, Nick Jovanovic, Mike Tramel, Pete Tschumi, Andrew Wright, Chia-Chu Chiang **LAW**—none **LIBRARY**— Russ. **CPS**—Amy Barnes, Avinash Thombre, Shannon Collier-Tenison, Jim Golden **CSM**—Jay Sims, Tom McMillan **EX OFFICIO**— Provost Robertson

Guests Present: Alexis from the Forum

Absent: **CAHSS**—Laura Amrhein, Clea Bunch, Julie Steele (for Joe Giammo) **CB** – Lar Powell (for Mike Watts) **CE**—Greg Barrett **CEIT**—none **LAW**—Kathryn Fitzhugh, Chuck Goldner, June Stewart **LIBRARY**— none. **CPS** – Sonny Rhodes, Judith Faust **CSM**—Jingbiao Cui, Bennie Prince, Denise LeGrand, Bryan Benton, Marian Douglas, Olga Tarasenko, Elizabeth Sloan Davidson, Qingfang He **EX OFFICIO**— Chancellor Anderson, Assembly President Olinde-Smith, Past President Ford, Staff Senate President Turner, SGA President, Mohsin

IX. New Business

FS 2012_13_2, which had been postponed from the Sept. 21, 2012 meeting was resumed. Vice President Estes chaired the meeting for the absent Assembly President Smith-Olinde.

The amended motion, as it would appear after all amendments in this meeting 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.

Therefore, be it

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.>

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

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).

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.”

Summary of Discussion:

Senator Wright moved the Science, Technology, and Engineering Working Group's recommendation to change the Basic Core Competency in Information Technology to the Competency in Technology. After minimal discussion, the motion carried on voice vote with a smattering of nays.

Senator Matson moved to delete the Basic Core Competencies (BRC) entirely, again. Senator Anson seconds.

In favor: There is redundancy between the BRC and the educational outcomes. BRC have never been assessed and are outdated. They don't really inform the content of UALR's general education, so their basic purpose is not being fulfilled. Better to have a list of broad guidelines.

Against: Send the whole mess to the Executive Committee and let them sort it out. The summary educational outcomes are too brief to be informative. The more prescriptive BRC provide a better frame-work to make decisions regarding general education than the educational outcomes.

The motion carried, with 21 in favor and 9 opposed (more than the 2/3 necessary for a motion to reconsider).

Senator Yoder moved to add a connective paragraph between the introductory paragraph in section 0 and the educational outcomes. The paragraph will be moved later and will describe the relationship between educational outcomes and the rest of the document. Senator Finzer seconded.

After brief discussion, the motion carried on voice vote with one nay.

Vice President Estes read into the record a prepared statement from Floyd Martin (see attached) pertinent to section 1.

Senator Anson called the quorum. A quorum was present.

Senator Anson moved that the body affirm the reduction of section 1A's general education content from 44 credit hours to 35 credit hours. Senator Burgin seconded.

In favor: It is better at the beginning to set a guideline on how many credit hours should be allocated to this section of the curriculum. This guides and shapes the overall discussion and provides a limit so that the body understands it needs to remove something from one section if it adds something to another section.

Against: Figure out what your general education requirements are and then add them up. Since the document already has the 44 to 35 reduction, moving to affirm doesn't

accomplish anything. Later motions might change the number of credit hours and would be in order.

The motion carried with 17 in favor and 10 opposed.

Senator McAbee moved to change the section name from “English/Communication” to “English Language Communication.” Senator Yoder seconded.

In favor: There are no English courses in the “English/Communication” section. This is a misguided label. The content of the section is really Communication and not English.

Opposed: The State Minimum Core calls this section “English/Communication” so naming it something different will be confusing. State explicitly disallows sign language and foreign language from this category, so English needs to be there somehow.

The motion carried on a voice vote with a smattering of nays.

Senator Yoder moved to delete ENGL 2338 from the Humanities category and to add ENGL 2335 and ENGL 2339.

In favor: “World Literature Themes” is not really a Humanities core course. “Introduction to Literature” really covers the topics that most people associate with WLT. WLT would be close to the content covered in AP English, so students could use AP to substitute for Humanities core, which they currently cannot do. Add the Mythology course to give students more options.

Opposed: Should faculty senate be adding and subtracting courses in these categories?

The motion carried unanimously on a voice vote.

Senator Jovanovic moved to replace the Mathematics competency with a competency that allows courses which require MATH 1302 and MATH 1312 to count towards the competency, in addition to MATH 1302 and MATH 1312. Senator Tramel seconded.

In favor: Most of the STEM degrees expect students to enter UALR with MATH 1302 competency, so those students have to get a waiver to satisfy this general education competency. Since this is a large population of students, the competency should explicitly allow the substitution.

Opposed: none

The motion carried unanimously on a voice vote.

Senator Tschumi moved to postpone the motion to the next regular meeting of the faculty senate (October 19). Senator McMillan seconded. Motion carried unanimously on a voice vote.