



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

*Friday, November 02, 2012, 1:00 p.m.*

## **Faculty Senate Meeting**

*Dickinson Auditorium*

### **Article I. MINUTES**

*Present:* **CAHSS**—Jo Anne Matson, George Jensen, Sarah Beth Estes, Julie Steel, Brad Minnick, Corwyn, Laura Amrhein, Adriana Lopez-Ramirez, Ed Anson, Jess Porter, Erin Finzer. **CB**— Steve Edison, Mark Funk. **CE**— Judy Hayn, Gail Hughes, Amanda Nolen, Greg Barrett, John Burgin. **CEIT**— Pete Tschumi, Andrew Wright, Chia-Chu Chiang, Gary Anderson, Nick Jovanovic, Mike Tramel. **LAW**—none. **LIBRARY**—none. **CPS**— Lillie Wichinsky, Jim Golden, Rhodes, Avinash Thombre. **COS**— Bryan Benton, Marian Douglas, Denise Legrand. **EX OFFICIO**—Provost Robertson, President Olinde-Smith.

*Guests Present:* None

*Absent:* **CAHSS**—Paul Yoder, Kris McAbee, Clea Bunch **CB** –Robert Mitchell, Jim Nickels, Lars Powell. **CE**—none. **CEIT**— none. **LAW** – June Stewart, Kathryn Fitzhugh, Chuck Goldner. **LIBRARY**— Russ. **CPS** – Amy Barnes, Judith Faust. **COS**— Olga Tarasenko, Elizabeth Sloan Davidson, Qingfang He, Tom McMillan, Jingbiao Cui, Bennie Prince, W Jay Sims. **EX OFFICIO**—Chancellor Anderson, Past President Ford, Staff Senate President Turner, SGA President 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*

The minutes from 10/19/12 meeting were approved unanimously on voice vote.

#### *III. Announcements*

*President Olinde-Smith announced that an Ad Hoc committee had been formed and charged with developing criteria whereby courses may be approved to satisfy the various distribution requirements.*

## **VII. Old Business**

Resumption of FS 2012\_13\_2 ...

**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

**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. deleted

ii. deleted

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.”

Senator Jovanovic moved ...

“Replace Section I.B.3 in the recommendations with the following:

“Second language proficiency must be demonstrated by a passing a competency test, or by taking a 2000-level or above course in one of the following areas:

- o American Sign Language (INTR 2320)
- o A world language (CHIN 2311, CLNG 2301, FREN 2311, GERM 2311, LANG 2311, SPAN 2311, etc.)

Students whose first language is not English may also satisfy this requirement by demonstrating proficiency in English as a Second Language (ESL) in appropriate ESL courses, and the required general education courses in English composition and humanities.”

Lacking a second, the motion was not considered.

Senator Jovanovic moved “Delete Sections I.B.3 from the recommendations.”  
Senator Tschumi seconded.

Senator Cheatham read into the minutes that "existing program requirements will not be affected by FS 2012\_13\_2."

The motion carried unanimously on a voice vote.

Senator Jensen moved  
“Replace section 1.b with

'Except for majors that must adhere to standards established by national accrediting agencies, 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 majors will include, as appropriate to the discipline:

1. a communication-in-the-discipline course which covers writing and speaking
  2. a course which covers research methods, ethics, and critical thinking
  3. instruction on technology within other required courses in the major'
- and delete sections 1.C, 2, and 4."

Senator Steel seconded.

Senator Wright moved to strike "chosen by the student." Senator Finzer seconded. In favor: Students and advisors have free choices that may not result in the best educational outcome. Faculty will be involved in helping students to determine what is best for them to take, rather than leaving them on their own to figure it out. If majors have no incentives to specify what content should be in the 12 hours, they are likely to indicate to the student, "just take 12 hours."

Against: This requirement may make changing majors problematic. Double majors might have to satisfy 90 hours (45+45) rather than 79 hours (90-12), since the 12 hours outside of the department might be disjoint. Students will have less choice, since the majors will now be telling them what to take for both their inside-the-department credits as well as their outside the department credits.

Side discussion: Senator Matson proposed that these departments could develop packages of certifications using these twelve hours from which students could select, thereby giving some benefit to taking a complementary package of electives.

The amendment failed 12-15.

The motion passed with a vast majority and a few negative votes.

Senator Jovanovic moved to strike the words "upper level" from section 3. Senator Tschumi seconded.

In favor: Some degrees may not have 30 hours of upper level credits available to them after credit has been transferred from another university. It would be preferable not have have students retake courses that they have already taken.

Against: 30 hours of upper level credit will allow UALR to create some distinction to its degrees. Otherwise, students could transfer the major of the degree from another institution, take a couple of courses, and get a UALR degree.

The motion failed 12-16.



Senator Jovanovic moved to amend section 3 to read “At least 30 hours of the undergraduate degree, of which at least 15 must be upper level, must be taken at UALR.” Senator Tschumi seconded.

The motion passed on voice vote.

Senator Jovanovic moved  
“Replace Section V with the following statement:

‘New or existing, lower- or upper-division courses can be approved as general education courses and added to the appropriate lists by submitting a Curriculum Change Form (CCF) through the standard curriculum approval process.’”

Senator Tramel seconded.

In favor: The UGC can handle these matters. We don't need an additional committee. UGC can use the criteria which are being developed to guide them in making decisions. The matter of keeping general education relevant is really an assessment issue, not a curricular decision-making issue.

Against: The faculty who review general education should be committed to the specific issues of general education. Faculty are elected to UGC for a variety of reasons. UGC tends to lose history and consistency on the matter of general education.

Senator Tschumi moved to postpone this amendment until the Ad Hoc Committee has reported. Senator Avinash seconded. Motion to postpone passed on voice vote.

Senator Tschumi moved to postpone the main motion to the November 16<sup>th</sup> meeting. Senator Steel seconded. Motion to postponed passed on voice vote.

## *X. Open Forum*

None

## *XI. Adjourn*

At 3:00, the meeting was adjourned.