

January 20, 2010

**Faculty Senate Curricular Affairs Committee
Four Hundred Seventy-Fifth Report**

At the December 14, 2009 meeting of the Curricular Affairs Committee and during the December-January intersession the following matters were considered and are now presented to the Faculty Senate.

SECTION I

Informational Matters

A. College of Arts and Sciences

1. Communication Studies

CHANGE: Cross-listing of PRS 442 to include “(or COM 442)”

2. Letters

ADD: **LET 150X Experiential Learning in Disability Studies (1)**
Provides opportunity for students to spend 25-30 hours outside the classroom in an experiential setting in a disability organization and to keep a reflective journal about their experience. Must be taken concurrently with LET 151 topic Social, Political and Ethical issues in Disability.

B. College of the Engineering

Department of Ocean Engineering

CHANGE: Method of instruction for OCE 205 to (Lec. 4)*

C. College of the Environment and Life Sciences

1. Department of Geosciences

CHANGE: Title for GEO 204 to “Problem Solving in Earth History” and description to: “Geological problem solving, emphasizing questions in Earth history. Time, plate movements, ancient environments, climates, and the fossil record introduced in an historical context.”

2. Department of Nutrition and Food Sciences

CHANGE: Description for NFS 207 by adding “Not open to students with credit in 210.”

*Inadvertently omitted from 464th Report of the CAC.

D. Online Courses

The CAC reviewed the online version of “CPL 202 (or GEG 202) Introductory Urban Geography: Understanding Cities (Atash)” and notified Enrollment Services that it may be scheduled beginning in the Summer 2010.

SECTION II

Curricular Matters which Require Confirmation by the Faculty Senate

A. College of Arts and Sciences

Department of Physics

ADD: **PHY 210 Radiation Safety (1)**
Radiation safety instruction sufficient to qualify students as radiation workers under state and federal regulations. (Lec. 1)

B. College of the Environment and Life Sciences

Department of Landscape Architecture

a. CHANGE: Title, credits, description, method of instruction and prerequisite for LAR 301

LAR 301 Landscape Expression and Analysis (4)
Focuses on existing landscape methodologies to examine the earth's surface: using topographical surveying, 3-D mapping, soils analysis, graphic depiction, land interpretation and land development drainage and associated environmental impacts. (Lec. 3, Studio 2) Pre: 244 and MTH 111. For LAR majors or with permission of instructor.

b. CHANGE: Curricular requirements for the B.L.A. by reducing credits to 126 as follows:

- 1) increase LAR program course credits from 61 to 64 (63 for transfer students);
- 2) reduce supporting electives from 15 credits to 7-8;
- 3) delete NRS 212 from the list of supporting requirements and add GEG 101, CPL 434 and CPL 538;
- 4) reduce free electives from 11 to 6.

SECTION III

Joint Report of the Curricular Affairs Committee and Graduate Council on 400-Level Courses

At the November 23, December 14, 2009 meetings of the of the Curricular Affairs Committee, including the intersession period, and the December 14, 2009 meeting of the Graduate Council, the following matters were considered and are now presented to the Faculty Senate.

A. Informational Matters

1. College of Engineering

- a. Department of Chemical Engineering and Department of Mechanical, Industrial and Systems Engineering

*ADD: **CHE 475X (or MCE 475X) Nuclear Engineering Measurements (3)**

Experimental techniques to measure the interaction of radiation and matter. Experiments with instrumentation, counting, data analysis. Determination of reactor characteristics, operation, and flux measurements, using a pool type reactor. (Lab. 6) Pre: at least one of the following courses - 471, 472, 473X, 474X. Not for graduate credit.

- b. Department of Civil and Environmental Engineering

*ADD: **CVE 466X Structural Concrete Laboratory (1)**

Laboratory on structural concrete and construction technology involved in the materials aspects of the use of concrete. Cement properties, mix design, testing of fresh and hardened concrete, admixtures, reinforcement, concrete failure. (Lab. 3) Pre: 465 or concurrent enrollment in 465. Not for graduate credit.

2. College of the Environment and Life Sciences

- a. Department of Biological Sciences

CHANGE: Description and prerequisite for the following courses:

- a) BIO 445: Hormones and their regulation of early development, growth, metabolism, salt and water balance, adaptation to stress, reproduction, and behavior. Pre: 341 or 345 or equivalent; BCH 311 recommended.
- b) BIO 467: Roles of natural selection, individual learning, and cultural transmission in shaping animal behavior. Pre: two semesters of BIO.

- b. Department of Natural Resources Science

*ADD: **NRS 431X Urban Wildlife Ecology and Management (2)**

Introduction to urban wildlife management, including a summary of urban ecosystems, urban habitats, and urban wildlife research techniques and management approaches. (Lec. 2) Pre: BIO 262 or NRS 223 or permission of instructor. Not for graduate credit.

* No action by the Graduate Council. Not for graduate credit

- *c. Department of Nutrition and Food Sciences and Department of Fisheries, Animal and Veterinary Science

CHANGE: NFS 434 (AVS 434) by deleting prerequisite

- d. Department of Nutrition and Food Sciences

- 1) CHANGE: Credits for NFS 451 to (1-3)
- 2) CHANGE: Prerequisite for NFS 458 to “Pre: 395, 440, or permission of instructor.”

B. Curricular matters which require confirmation of the Faculty Senate

1. College of the Environment and Life Sciences

a. Department of Landscape Architecture

*1) CHANGE: Cross-listing of CPL 434 as “CPL 434 (or MAF 434)” to “CPL 434 (or LAR 434)” and prerequisite to “Pre: Sophomore (45 credits completed) standing and above.”

**2) CHANGE: Prerequisite for GEG 488 by deleting “Pre: graduate standing or permission of instructor.”

SECTION IV

Joint Report of the Curricular Affairs Committee and University College and General Education Committee on Grand Challenges pilot beginning for freshmen in fall 2010

At the December 14, 2009 meeting of the of the Curricular Affairs Committee and during the intersession period, and at the January 14, 2010 meeting of the University College and General Education Committee, the following matters were considered and are now presented to the Faculty Senate.

A. Informational Matters - Background and Rationale

Early in the fall semester 2009, the Faculty Senate Executive Committee and Provost DeHayes established a General Education Task Force to consider ways to modernize the University’s General Education program. This Task Force comprises members of the Faculty Senate Executive Committee, the University College and General Education Committee, the UCGE SAGE, and additional faculty members who have expressed interest in general education. This Task Force agreed to develop a pilot general education initiative for freshmen entering in the fall 2010 within the constraints of the current program.

*No action by Graduate Council. Not for graduate credit.

**Inadvertently omitted from 474th Report of the CAC.

As part of the pilot, it was agreed to develop General Education Grand Challenges interdisciplinary courses. At the request of the General Education Task Force, the proposed interdisciplinary course shells are based on the model of the 100-level honors courses, such as HPR 107 Honors Course in Letters or HPR 110 Honors Course in Social Sciences. These shells can be used to approve the new, interdisciplinary Grand Challenge Courses the Provost has suggested as a way to improve the freshman experience and to reinvigorate the general education program. Once these course shells are created and approved for credit in the particular general education area, new proposals for Grand Challenge courses in these areas can be approved without having to go through the entire approval process. Instead of requiring approval from the appropriate college curriculum committee, the University College and General Education Committee, the Curricular Affairs Committee, and the Faculty Senate, new topics for Grand Challenge courses can be scheduled as particular topics of these open-ended topics courses and can be offered up to three times before they have to be approved as permanent topics in their particular areas.

Approving these open-ended topics courses with general education credit will give the university the ability to schedule much-needed innovative, interdisciplinary general education courses in a more rapid process than before; currently it takes almost a complete academic year to obtain general education approval for new general education courses.

This flexibility to offer new interdisciplinary general education courses can be achieved without sacrificing academic integrity by following the procedure outlined below:

- After consideration of the proposals, the Curricular Affairs Committee and the UCGE Committee will recommend to the Faculty Senate the establishment of the Grand Challenge Topic Courses. (See part B.)
- Instructors interested in creating new topics submit a course proposal (with support from their department chair and their academic dean) to the General Education Task Force established in response to the University's Academic Plan.
- The Task Force will evaluate these proposals and approve them as temporary topics if the proposals fit their respective content areas and include at least three of the approved skill areas for the course shell.
- Before a Grand Challenge course is scheduled, the GETF will submit to the University College and General Education Committee a list of the topics the Task Force wants to schedule for the upcoming semester, along with a list of the skill areas each of these courses will emphasize.
- If the UCGE Committee approves the topics, the Task Force can schedule this topic up to three times with general education credit in the appropriate area.

Or

- If UCGE questions the suitability of a particular topic for a content area or does not concur that the course includes at least three of the approved skill areas, the

GETF will be asked to submit additional documentation to obtain approval for general education.

- Once a topic is approved by the General Education Task Force and UCGE, it can be offered up to three times; after that, the topic must be submitted with appropriate documentation and support through the appropriate channels for approval as a permanent topic in accordance with the University Manual.

The process outlined above is identical to the process currently in place for honors topics courses approved for general education. Initially the Task Force will serve in the same role as the Honors Program. Subsequently the responsibility will revert to the UCGE Committee or a subcommittee of the UCGE Committee.

The University College and General Education Committee feels that approval of these new courses will enable the committee to respond in a more timely and adequate manner to the growing demand for new, innovative interdisciplinary general education courses. These new course shells and the approval process outlined here will enable the university to create Grand Challenge courses for the fall of 2010; incorporating these courses into the general education program will bring us closer to realizing several of the goals of the academic plan 2010-2015 to reinvigorate curricula and pedagogical approaches, to foster "interdisciplinary learning and discovery," and to create and support "meaningful global initiatives."

B. Curricular Matters Which Require Confirmation by the Faculty Senate

ADD: The following new "Grand Challenges (GCH)" courses:

- GCH 101 Grand Challenges in Fine Arts and Literature (3-4)**
Study of important global challenges (such as poverty, racism and diversity, global health, global economic or environmental problems, etc.), their representation in fine arts and literature, and the role of art and artists in addressing these problems. (Lec. 3-4) Taken concurrently with URI 101 and a 100-level general education course in (EC) or (ECw). Interdisciplinary general education course for freshmen only. (A)
- GCH 102 Grand Challenges in Letters (3-4)**
Study of important global challenges (such as poverty, racism and diversity, global health, global economic or environmental problems, etc.), their representation in the humanities, and the role of the humanities in addressing these problems. (Lec. 3-4) Taken concurrently with URI 101 and a 100-level general education course in (EC) or (ECw). Interdisciplinary general education course for freshmen only. (L)
- GCH 103 Grand Challenges in the Natural Sciences (3-4)**
Study of important global challenges (such as poverty, racism and diversity, global health, global economic or environmental problems, etc.), and the role of the natural sciences in addressing these problems. (Lec. 3-4) Taken concurrently with URI 101 and a 100-level

general education course in (EC) or (ECw). Interdisciplinary general education course for freshmen only. (N)

d. **GCH 104 Grand Challenges in the Social Sciences (3-4)**

Study of important global challenges (such as poverty, racism and diversity, global health, global economic or environmental problems, etc.), and the role of the social sciences in addressing these problems. (Lec. 3-4) Taken concurrently with URI 101 and a 100-level general education course in (EC) or (ECw). Interdisciplinary general education course for freshmen only. (S)