

Core Courses & Designators

Using Formats 6 and 7

- Format 6: Oral-Intensive Designator Request (accompanies Format 1 new course request, or submitted by itself for already-existing courses)
- Format 7: Writing-Intensive Designator Request (accompanies Format 1 new course request, or submitted by itself for already-existing courses)
- Format 1: New course request, and used for “X” Designator Request

Submissions for new and changed Core courses should be submitted early in the fall semester, if possible, in order to make the next printed UAF Catalog. Full approval for new or changed courses must occur by the first business day in March in order to meet the catalog production cycle. Therefore, submissions received in the spring semester may not make it through the curriculum review process in time for the March approval deadline.

Submit Formats 1, 6 and/or 7 to:

Faculty Senate Office:

312B Signers’ Hall (Include this with the Box number to ensure proper delivery.)

Box 7500

Email an electronic copy (with scanned signatures) to jbharvie@alaska.edu



WHAT IS THE APPROVAL PROCESS FOR CORE COURSE CHANGES?

The Core Review Committee reviews requests for “X”, “W”, and “O” designators. For new courses that will carry the “W” or “O” designator, a Format 1 New Course form is also required; it is reviewed separately at the Curriculum Review Committee.

In the case of new courses seeking the “X” core designator, however, both Core Review Committee and Curriculum Review Committee will review the Format 1 and syllabus. Approval by the curriculum committees is then followed by the Provost’s approval before the paperwork is advanced to the Registrar’s Office for Banner entry and inclusion in the UAF Catalog. To be included in the upcoming printed UAF Catalog, final approval at the Provost level needs to occur by the March deadline in order to meet catalog production deadlines.



WHERE DO I GET THIS FORM?

Curriculum forms may be downloaded from the links on the UAF Governance web site at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/>



WHERE MAY MORE INFORMATION BE FOUND ABOUT THESE CORE DESIGNATORS?

Appendix D contains copies of the guidelines for core designators. These are also posted online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-design/>



REQUIRED STATEMENT FOR THE “O” AND “O/2” COURSE SYLLABI:

Syllabus Statement Regarding the Oral-Intensive (O) Requirement (passed at Faculty Senate Meeting #183, May 7, 2012):

This statement, or a statement similar to it, **MUST** appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

This course is designated as Oral-Intensive (O). This designation means that the “O” or “O/2” is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. **ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:**

- A minimum of 15 percent of the graded work in the O course (7.5 percent for “O/2”) will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR ‘O’ OPTION REPRESENTED BY THE COURSE (FOUND AT <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-design/>) WILL BE LISTED.



HOW ARE DESIGNATORS REMOVED?

Departments wishing to remove “W”, “O”, or “X” designators should use the Major Course Change Format 2 form. Departments should also be aware that the Core Review Committee reviews “W” and “O” courses regularly and is empowered to remove the designators if courses are deemed lacking after they are reviewed.



IMPORTANT CHANGES ARE UNDER DEVELOPMENT CONCERNING THE UNIVERSITY GENERAL EDUCATION REQUIREMENTS. THESE CHANGES WILL AFFECT THE UAF CORE CURRICULUM.

Stay informed by contacting your Faculty Senate representatives. Information is also posted online at:

http://www.uaf.edu/uafgov/faculty-senate/committees/curricular-affairs-commit/12-13_gerc/

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	
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COURSE TITLE	
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Existing Course		New Course Pending Approval*	
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*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	
Public (large class) "O/2"	

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

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JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

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The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 1 ongoing, integrated group project with 5-8 students
- C** 2 presentations (minimum of 5 minutes per member)
- D** Question & Answer period for both presentations
- E** Group and Individual grading
- F** Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 3 presentations (minimum of 5 minutes each)
- C** Question & Answer period for both presentations
- D** Instructor Evaluation/Feedback on all presentations

PUBLIC (small class) (Regularly enrolling less than 12 students)

- A** 15% of the final grade based on oral communication
- B** 2 presentations of 20 minutes with Question & Answer or
3 presentations of 10 minutes with Question & Answer
- C** Instructor Evaluation/Feedback on all presentations

PUBLIC (large class) (Regularly enrolling 20 or more students)
"O/2"

- A** 7.5% of the final grade based on oral communication
- B** 1 presentation (minimum of 5 minutes), and
- C** 1 presentation of 8-10 minutes with Question & Answer
- D** Instructor Evaluation/Feedback on all presentations

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, Senate Core Review Committee		

These guidelines are included with this form for your reference.

May 7, 2012
UAF Faculty Senate Meeting #183

Syllabus Statement Regarding the Oral-Intensive (O) Requirement:

This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

This course is designated as Oral-Intensive (O). This designation means that the "O" or "O/2" is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course (7.5 percent for "O/2") will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR 'O' OPTION REPRESENTED BY THE COURSE (FOUND AT <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-core-design/>) WILL BE LISTED.

November 15, 1993
UAF Faculty Senate Meeting #45

GUIDELINES FOR CORE ORAL COMMUNICATION INTENSIVE DESIGNATOR:

1. General Guidelines:

- a. A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.
- b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.
- c. These guidelines distinguish between courses emphasizing Group projects and those emphasizing Public presentations. The guidelines for courses emphasizing public communication are further divided according to the number of students regularly enrolling in a given course, i.e., Small Class (less than 12 students), Medium or Large Class (at least 12 students), and Large Class (at least 20 students). **Note specifically that under guideline 5 for a Large Class, a given course fulfills only half of the "O" intensive requirement, so that a student must take two such courses (hence the designation "O/2"). Under each of the other sets of guidelines, a single course would fulfill the "O" requirement.
- d. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

2. Specific Guidelines for "O" Designated Courses Emphasizing Group Communication in Medium or Large Class Contexts:

- a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.
- b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.
- c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.
- d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.
- e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

3. Specific Guidelines for "O" Designated Courses Emphasizing Public Communication in Medium or Large Class Contexts (Regularly enrolling at least 12 students):
 - a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons.
 - b. At least one presentation must involve questions from the audience and responses by the presenter.
 - c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.
 - d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
 - e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.
4. Specific Guidelines for "O" Designated courses Emphasizing Public Communication in Small Class Contexts (Regularly enrolling less than 12 students):
 - a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.
 - b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.
 - c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.
 - d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
 - e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.
 - f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.
 - g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
 - h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.
5. Specific Guidelines for "O/2" Designated Courses Emphasizing Public Communication in Large Class Contexts (Regularly enrolling 20 or more students):
 - a. Each student must take at least two "O/2" designated courses to meet the Core Curriculum requirement for oral intensive coursework.
 - b. Each student must be involved in the individual preparation and delivery of at least 2 course related presentations one of at least 5 minutes duration and one of at least 8-10 minutes duration, to an audience of about 20 persons.
 - c. The 8-10 minute presentation, must be a formal individual presentation, and must involve questions from the audience and responses by the presenter.
 - d. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.
 - e. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
 - f. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

Effective: November 18, 1993

Submit originals and one copy and electronic copy to the Faculty Senate Office
(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department		College/School	
Prepared by		Phone	
Email Contact		Faculty Contact	

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept		Course #		No. of Credits	
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COURSE TITLE	
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Existing Course		New Course Pending Approval*	
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*Must be approved by appropriate Curriculum Council.)

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits. If there extensive changes to an existing course, include the CHANGED CATALOG DESCRIPTION as well. (Doing so will facilitate correct Banner entries.)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The **attached syllabus** must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter.

- | | |
|----------|--|
| A | A majority of the final grade is derived from writing activities |
| B | A research paper/project |
| C | Personal conference with the student |
| D | Drafts/revisions/Feedback |

APPROVALS:

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

		Date	
Signature, Chair, Senate Core Review Committee			

GUIDELINES FOR CORE WRITING INTENSIVE DESIGNATOR:

A. General guidelines for 3-credit course with "W" designator

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

B. Guidelines for the "W" designator in Technical courses

1. In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.
2. The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.
3. The series option allows a student to replace one or both 3-credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"- designated course. The initial course in the series will be designated "W1" and, while less than three credits, will fulfill all the other general requirements for a "W." The subsequent courses will base a majority of the grade on written material. Students must take the "W1" course before taking the other courses in the series.

** To grade a course on written work means to use the student's written work as the basis for his or her grade. Written work is graded mainly on content and organization, with tone, word choice, sentence structure, grammar, punctuation, and spelling accounting for a smaller fraction of the grade.

Effective: November 29, 1990