The UAF Faculty Senate passed the following at its Meeting #103 on September 24, 2001:

MOTION:
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The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs, Faculty Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals & Oversight Committee.

Gary Holton, Curricular Affairs
Joan Leguard, Faculty Affairs
Debi McLean-Nelson, Faculty Development, Assessment & Improvement
Julie Riley, Faculty Appeals & Oversight

EFFECTIVE: Immediately

The UAF Faculty Senate passed the following at its Meeting #103 on September 24, 2001:

MOTION:
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The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum by adding a General Statement and updating the Philosophy Statement.

EFFECTIVE: Immediately

RATIONALE: The updated Philosophy statement has been open to comment on the CORE web site since January as a motion to replace the 1990 version.

The Committee was asked to create a basic CORE statement, which we have done and is also on the web site as well as in the CORE Notebook.

The Committee feels that replacing the outdated philosophy statement with this carefully updated statement is significant to the Accreditation process.

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PROPOSED GENERAL STATEMENT:
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The Baccalaureate Experience

General Statement

UAF Core Curriculum Courses

The University of Alaska Fairbanks Baccalaureate Core Curriculum provides students with a shared foundation of knowledge and skills. Required of all graduates, the Core introduces students to the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, mathematics, and the social sciences. These requirements help students develop the mental skills that will make them more effective participants, both in college and life in general.

Continually reviewed and enriched, the Core offers more than 80 courses to fulfill degree requirements. Not only does the Core provide students with a common learning experience, but it also enhances students' appreciation of cultural diversity and its implications on an individual and a social basis. Students must complete a minimum of 38 credits to satisfy the Core requirement:

Communications (9 credits)

ENGL 111X Methods of Written Communication (3)
ENGL 211X Intermediate Exposition, with Modes of Literature (3) OR
ENGL 213X Intermediate Exposition (3)
COMM 131X Fundamentals of Oral Communication: Group Context (3) OR
COMM 141X Fundamentals of Oral Communication: Public Context (3).

Library Information and Research (0-1 credits)

Successful completion of library skills competency test OR
LS 100X or 101X prior to junior standing

Writing- and Oral-Intensive Courses (0 additional credits)

Successful completion of two Writing-Intensive courses designated (W) and one Oral-Intensive course designated (O) or two oral-communication courses designated (O/2), at the upper-division level. Please consult the UAF Catalog to find out which courses are designated (W) and (O).

Perspectives on the Human Condition (18 credits)

ANTH 100X OR SOC 100X Individual, Society, and Culture (3)
ECON 100X (3) OR PS 100X Political Economy (3)
HIST 100X Modern World History (3)
ART/MUS/THR 200X Aesthetic Appreciation: Interrelationship of Art, Drama, and Music (3) OR
HUM 201X Unity in the Arts (3)
ANS 202X Aesthetic Appreciation of Alaska Native Performance (3)
ENGL/FL 200X World Literatures (3)
COMM 300X Communicating Ethics (3) OR
JUST 300X Ethics and Justice OR
NRM 303X Environmental Ethics and Actions OR
PS 300X Values and Choices OR
PHIL 322X Ethics

OR complete 12 credits from the above courses plus two semester-length (10 credits) courses in a single Alaska Native language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level.

Mathematics (3 credits)

Math 107X Functions for Calculus (3) OR
Math 131X Concepts and Contemporary Application of Mathematics (3) OR
Math 200X, 201X, 202X, 262X, 272X (3), OR any math course having one of these as a prerequisite.

*Math 161 is not an equivalent course to Math 107X.

Natural Sciences (8 credits)

Complete two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis. Both courses must be from the same emphasis area, that is, either breadth or depth.

Breadth Emphasis
The two courses must be in different natural sciences or must be interdisciplinary in nature.

Select two courses from the following:

ATM 101X Weather and Climate of Alaska (4)
BIOL 100X Human Biology (4) OR
  BIOL 103X Biology and Society (4) OR
  BIOL 104X Natural History of Alaska (4) OR
CHEM 100X Chemistry and the Modern World (4)
GEOG 205X Physical Geography (4)
GEOS 100X Introduction to Earth Science (4) OR
  GEOS 125X Humans, Earth, and Environment (4) OR
  GEOS 120X Glaciers, Earthquakes, Volcanoes (4)
MSL 111X The Oceans (4)
PHYS 102X Energy and Society (4) OR
  PHYS 175X Astronomy (4)

Depth Emphasis
The two courses must be sequential courses or a two-semester survey in the basic natural sciences (biology, chemistry, earth
science, physics). Select one sequence from the following:

BIOL 105X-106X Fundamentals of Biology I and II (8)
BIOL 211X-212X Human Anatomy and Physiology I and II (8)
CHEM 103X-104X Basic General Chemistry/Beginnings in Biochemistry (8)
CHEM 105X-106X General Chemistry (8)
GEOS 101X and 112X The Dynamic Earth/History of Earth and Life (8)
PHYS 103X-104X College Physics (8)
PHYS 211X-212X General Physics (8)
PHYS 211X and 213X General Physics/Elementary Modern Physics (8)
PHYS 212X-213X General Physics/Elementary Modern Physics (8)

CURRENT PHILOSOPHY STATEMENT (1990):
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The Baccalaureate Experience

The Philosophy

The pursuit of the baccalaureate degree in the late twentieth century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to this phenomenon by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the university. If these encounters are to reflect a clear learning purpose, then the curriculum must reflect a clearly stated academic philosophy defining the meaning and purpose of the

baccalaureate degree at the University of Alaska Fairbanks. Formulation of this philosophy starts directly with this question.

What intellectual experiences shall be deemed essential for all UAF students, regardless of academic major or career aspirations?

On the Conduct of Intellectual Inquiry. The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than "recipe knowledge," that is, the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

Advanced Literacy in Language and Mathematics. Functional literacy is not a goal of university education. Regardless of the skill levels in English and mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1) the critical comprehension of complex reading material; 2) the preparation of clear, organized and soundly reasoned statements in a variety of written forms; and 3) the capability and confidence to orally participate in public forums.

Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgement on the uses of mathematical and statistical interpretations confronting us in everyday life.

Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power, which keys success, satisfaction and greater self-determination throughout the total academic experience and in the modern world.

The Nature and Use of Science. At its heart, "science," represents a distinct approach to the study and explanation of both the natural and social world. College-level work in the sciences should foster an intellectual comfort with different aspects of the scientific method such as the quest for objectivity, hypothesis building and testing, and with the explanatory functions of theory. Facility with quantitative

manipulations and measures associated with basic scientific enterprises is an important part of this academic process.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these frameworks. No student, for example, should graduate without a fundamental understanding of evolutionary theory because its major assumptions and propositions have triggered substantial work in virtually every other discipline. Einstein's theory of relativity is another such framework.

While particular emphasis is placed on the scientific approach in its various forms, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In modern times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should be directly dealt with in the natural and social science curriculums.

Studies in History, Language, and Culture. In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as was, poverty, and oppression.

The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions, and the way history has mixed many of these traditions into multicultural societies.

Finally, there exists one other literacy pertinent to being an educated citizen of the modern world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities.

Humanistic Expressions. It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the modern technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time and space.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the university. At a university, students should directly confront the nature of values.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

Content Concentration. Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

PROPOSED PHILOSOPHY STATEMENT (2001):
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The UAF Baccalaureate Experience

The Philosophy

The pursuit of the baccalaureate degree in the twenty-first century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to these phenomena by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the University. In order to assure that the baccalaureate experience of all University of Alaska Fairbanks students reflects the academic philosophy of a liberal education, the University has created a core curriculum. The core curriculum is designed to include the intellectual experiences considered essential for all UAF students, regardless of academic major or career aspirations.

The Core Curriculum will be sustained in quality through an on-going process of student learning outcomes assessment. The assessment will be conducted and reported by the Core Review Committee of the Faculty Senate, according to the plan approved by the Faculty Senate.

On the Conduct of Intellectual Inquiry. The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

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Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power which keys success, satisfaction, and greater self-determination throughout the total academic experience and in the contemporary world.

The Nature and Use of Science. At its heart, "science," represents distinct approaches to the study, explanation, and understanding of both the natural and social worlds. College-level work in the sciences should foster an intellectual comfort with different scientific methods and with the scientific functions of theory. Facility with the quantitative manipulations and measures associated with basic natural and social scientific enterprises is an important part of this academic process as is recognition of the qualitative approaches of human science.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these frameworks. Examples of such frameworks are Einstein's theory of relativity and evolutionary theory.

While particular emphasis is placed on scientific approaches, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In contemporary times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should continue to be dealt with directly in the natural, social, and human science curriculums.

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Finally, there exists one other literacy pertinent to being an educated citizen of the contemporary world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities. UAF students should be encouraged to recognize both the personal and professional benefits of speaking and reading other languages.

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