

**University Curriculum Committee
Report to Faculty Senate
May 1st, 2019**

Committee Membership:

	Name	Unit	Term of Service	
1	Todd Hodgkinson	SOE	Thru May 2020	Chair 2018-2019
2	Carrie Dunham-LaGree	Cowles	Thru May 2021	
3	Janet Wirth-Cauchon	AS – Social Sciences	Thru May 2020	
4	MaryAnn Huey (Replaced by Muir Eaton at mid-year)	AS – Natural Sciences	Thru May 2020	
5	Joan McAlister	AS – Humanities	Thru May 2019	
6	Sarah McCoy	A&S – Fine Arts	Thru May 2021	
7	Michael Andreski	CPHS	Thru May 2019	Vice Chair 2018-2019
8	Jill VanWyke	SJMC	Thru May 2020	
9	Danielle Shelton	Law	Thru May 2021	
10	Liping Zheng	CBPA	Thru May 2021	
11	Chrystal Stanley	CAAD	Thru May 2021	Non-voting
	Art Sanders	Associate Provost	Life	Non-voting

*The committee did not have a representative from CAAD in 2018-2019. We hope that a new representative be chosen for next year.

Chair and Vice-Chair for 2019-2020

Dr. Michael Andreski will serve as chair for the 2019-2020 academic year. The committee will elect a vice-chair at our final meeting on 05.06.2019.

Activity Report and Recommendations:

An on-going charge of the University Curriculum Committee (UCC) is to review proposals submitted by faculty and staff seeking Area of Inquiry (AOI), Honors (HONR), Interdisciplinary (INTD), and First-year Seminar (FYS) designation for their courses. In addition to carrying out this charge, the UCC was also tasked with reviewing all Global and Cultural Understanding (GCU) (n = 146) and Quantitative Literacy (n = 18) AOI coursework in the Drake Curriculum. It should be noted that this secondary charge is in-keeping with the Faculty Senate recommendation that the UCC review all AOI coursework on a three-year basis (see Appendix A).

In September, the committee put out a call to all department chairs—and all instructors that teach a course designated as meeting the learning outcomes for the GCU AOI— notifying them of our intention to review all GCU designated courses (see Appendix B). We received **eighty-five** submissions from faculty requesting GCU designation and approved **fifty-four** (65%) of these classes for designation (See List of Courses approved in 2018-19 in Appendix D).

In our review of GCU submissions, it was apparent that some faculty were not aware that the learning outcomes for this AOI had been revised in 2018 (even though this was explicitly stated in our call). Committee members also noticed that some faculty were not aware that their course needed to meet all four learning outcomes. Furthermore, some faculty had difficulty showing how their course met learning outcomes three and four (See Appendix C). These challenges should be taken into advisement during the next comprehensive review of this AOI category.

During our review, the committee also debated whether or not Advanced Placement and/or International Baccalaureate courses should continue to count for Area of Inquiry credit. In the end, the UCC agreed that this was decision better left to Faculty Senate.

In addition to evaluating the eighty-five proposals submitted by faculty seeking GCU designation, committee members also reviewed **thirty-four** proposals requesting INTD, HONR, or another AOI designation. At the time of this report, nineteen of these proposals (70%) were approved by the committee (See List of Courses approved in 2018-19 in Appendix D).

Finally, the committee evaluated **fourteen** course proposals submitted by faculty/staff interested in teaching First-Year Seminar (FYS) in the fall of 2019. The committee approved all fourteen proposals, two under the condition that the faculty member participate in one of the FYS workshops run by the Associate Provost's Office in the fall (see appendix).

In total, the UCC reviewed 126 submissions during the 2018-2019 academic year.

The committee chose not to review coursework under the Quantitative Literacy designation (n = 18) for two reasons: 1) Given the inordinate number of proposals that

we received asking for GCU designation, we simply lacked the time to take up this review; and b) the committee wanted to wait until Faculty Senate acted upon the recommendations put forth in the 2017-2018 Drake Curriculum and Assessment Committee (DCAC) report—specifically, that the UCC be tasked with reviewing and possibly revising the learning outcomes for this AOI, so that the outcomes emphasize “quantitative critical thinking over mechanics.”

Since we could not complete our review of the Quantitative Literacy coursework, we recommend that a review of these courses be pushed back to 2020-2021 or 2021-2022.

Recommended Charge for 2019-2020

In addition to continuing with our on-going review of proposals submitted by faculty and staff for AOI, INTD, HONR, and FYS designation, the committee recommends that Faculty Senate task it with one or more of the following charges in 2019-2020:

- 1) Review (and possibly revise) the learning outcomes for Quantitative Literacy.
- 2) Review all Scientific Literacy (n = 40) and Artistic Experience (n =59) AOI coursework (Unless DCAC has recommended that the UCC also consider revising the learning outcomes for these Areas of Inquiry).

Appendix A

University Curriculum Annual Review Cycle (2018-2027)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Artistic Experience		Fall			Spring			Spring	
Critical Thinking				Spring			Spring		
Engaged Citizen			Spring		Spring			Spring	
Historical Foundations				Fall			Fall		
Information Literacy						Fall			Fall
Global & Cultural Understanding	Fall			Spring			Spring		
Scientific Literacy		Spring			Fall			Fall	
Quantitative Literacy	Spring			Fall			Fall		
Values & Ethics			Fall			Fall			Fall
Written Communication						Spring			Spring

Appendix B

Call for Submissions

09/27/2018

Dear Instructor:

The University Curriculum Committee (UCC) and Drake Curriculum and Assessment Committee (DCAC) require all instructors who teach a course designated as fulfilling an Area of Inquiry (AOI) requirement to resubmit their course syllabi for evaluation and approval every three years.

Your course is designated as meeting the outcomes associated with the **Global and Cultural Understanding** Area of Inquiry (AOI). With that said, please submit both your course syllabus and a completed Global and Cultural Understanding request form (available at <https://www.drake.edu/dc/facultystaffresources/aoiuccresources/>) to the University Curriculum Committee, **no later than November 30th, 2018**.

Please note that, in May of 2018, the Drake Faculty Senate approved new learning outcomes for the Global and Cultural and Understanding Area of Inquiry. These outcomes are included as an enclosure to this letter. **Be sure to revise your course assignments/assessments to align with ALL FOUR of these new learning outcomes** prior to submitting your course syllabus and submission form.

Instructors who fail to submit their syllabi for approval will have the Global and Cultural Understanding designation dropped from their class beginning in fall of 2019.

Again, the **due date** to for submissions is **November 30th, 2018**.

Please direct all questions to the current UCC chair, Dr. Todd Hodgkinson (todd.hodgkinson@drake.edu).

Sincerely,

The Drake University Curriculum Committee
2018-2019

Enclosure

Appendix C

Global and Cultural Understanding Area of Inquiry Learning Outcomes

Through understanding the interaction of knowledge, awareness, and cultural responsibility, Drake students will pursue the ideal wherein all persons have value and a voice. They will learn to examine aspects of society in relation to nationality, race, ethnicity, gender or culture, including the interactive nature of relations among people who differ according to these categories. Courses that fulfill this AOI will engage students to achieve all four of these learning outcomes.

Students will be able to...

1. Interpret intercultural issues from diverse perspectives and reflect critically on the self and others to demonstrate an understanding of the complexity of cultural issues in local, national, and global contexts.
2. Explore the elements that create diversity and explain their impact on the development of a culture or interaction between cultures in the context of complex systems of exclusion and privilege.
3. Identify and analyze how institutions adjust in response to struggles among members of diverse societies and how they address their needs.
4. Reflect on their own cultural biases and consider the skills, knowledge, collective efforts necessary to help foster inter-cultural communication, respect, and understanding.

PLEASE NOTE: YOUR COURSE MUST MEET ALL FOUR LEARNING OUTCOMES, IN ORDER TO BE APPROVED FOR GLOBAL AND CULTURAL UNDERSTANDING DESIGNATION.

Appendix D

List of Area of Inquiry (AOI) Courses
Approved by the University Curriculum Committee
2018-2019

Coursework approved for Artistic Experience:

- ART 63: Pushing Paint
- ART 70: ART 90: Drawing in Time
- ART 177: Art & Perception
- ART 185/HONR 185: Monuments and Memory

Coursework approved for Global & Cultural Understanding:

- ART 104: Freedom/Slavery/Emancipation
- ASL 002: American Sign Language II
- ASL 070: Deaf Culture
- BIO 111: Evolved Foodways
- BUS 67/HIST 67/HONRS65: Sustainable Development in Sub-Saharan Africa
- BUS 70: Globalization
- BUS 198: Issues in Global Business and Leadership
- COUN 145/245: Understanding Diverse Populations
- ECON 135: Developing Economies
- EDUC 164/264: Perspectives on Race, Gender, and Culture
- EDUC 199/299: Perspectives on Education from Finland
- ENG 20: Literature and Culture
- ENG 60: British Identity in England
- ENG 65: Introduction to African American Literature
- ENG 158/HONS 175/: Literature of South Africa
- ENG 164: Latino/a Literature
- ENG 165: Postcolonial Literature
- FREN 002: Beginning French
- FREN 052: Intermediate French II
- FREN 151: National Identity
- FREN 152: French Film
- GERM 002: Beginning German
- GERM 052: Intermediate German II
- GERM 151: National Identity
- HIST 021: East Asia to 1600
- HIST 022: East Asia Since
- HIST 60: Africa in World History

- HIST 123: Modern Mexico
- HIST 124: Aztecs, Incas, and Mayas
- HIST 125: Colonial Latin America
- HIST 126: Modern Latin America
- HIST 128: Imperial China
- HIST 129: Modern China
- HIST 135: History of Imperial Russia
- HIST 136: The Old Regime and the French Revolution
- HIST 138: History of the Soviet Union
- HIST 152: European Enlightenment
- HIST 156: Sex, Power, and War in the Aztec Empire
- HIST 176: Nationalism in Modern European History
- JAPN 002: Beginning Japanese
- JAPN 052: Intermediate Japanese II
- JMC 133: International Advertising
- LEAD 110: Leadership at Sea
- POLS 065: Comparative Politics
- POLS 126: Political Economy of Globalization
- POLS 129: Transitions to Democracy
- POLS 139: Comparative Asian Politics
- REL 62: Religions of India
- REL 64: Introduction to Buddhism
- REL 67/HONRS 089: Religions of the Middle East
- REL 114: Religions of Des Moines
- REL 121/PHIL 121: Comparative Religions
- REL 124: Inventing "Religion"
- REL 125/PHIL 125: Philosophy of Religion
- REL 151/SCSA 196: Religions of Africa
- SCSA 002: Introduction to Cultural Anthropology
- SCSR 079/HONR 79: HOME: Dwelling and Belonging
- SCSA 180: Global Political Violence
- SCSR 114: Rhetorics of Race
- SCSR 126: Rhetoric of Identity and Difference
- SCSR 180: Postcolonial Rhetorics
- SCSS 20: Introduction to Race & Ethnic Relations
- SPAN 002: Beginning Spanish
- SPAN 052: Intermediate Spanish II
- SPAN 151: National Identity
- SPAN 152: Spanish Film
- SPAN 160: Literature
- WLC 148: Intercultural Communications

Coursework approved for Critical Thinking:

- ART 185/HONR 185: Monuments and Memory
- SCSS 82: Men, Masculinity, and Movies
- THEA 005: Readings in Theater

Coursework approved for Engaged Citizen:

- ART 145: Contemporary Textiles and Fibers
- SCSS 150: Digital Storytelling
- INTD 20: Engaged Citizen Corps Seminar

Coursework approved for Scientific Literacy (Life/Behavioral/Physical):

- STEM 112: Place-based Integrated Science

Coursework approved for Historical Foundation:

- ENG 40: Renaissance Women
- POLS 172: Japan and the World: Issues of War and Memory
- SCSS 122: Making Families Public

Coursework approved for Information Literacy:

- LIB 127: Research Women

Coursework approved for Values and Ethics:

- POLS 175: Human Trafficking
- SCSS 146/Honors 146: Restorative Justice

Coursework approved for Written Communication designation:

- ENG 119: Community Writing
- ENG 199: Writing Internship
- HIST 100: Doing History: The Historian's Craft
- THEA 006: Elements of Playwriting

Coursework approved for INTD designation:

- INTD 25: Bulldogs Foundations