

Proposed Amendments for Motions to Be Considered at the November 6 Faculty Senate Meeting

(Amendments are listed in the order in which they were received.)

Proposed Amendments to Motion for Core Curriculum Courses

1. *Amendment regarding POSC-130 and POSC-140*
Offered by: Dr. Reginald Shareef (Department of Political Science)

AMENDMENT: The Department of Political Science moves to amend the motion for approval of courses for University Core A, College Core A, and College Core B Curriculum by removing POSC 130 and POSC 140 from College Core A—Global Perspectives

RATIONALE: The department of political science is redesigning its program offerings in international relations and comparative government. These two courses only will be taught one more year.

2. *Amendment regarding RELN-206*
Offered by: Dr. E. Carter Turner (Department of Philosophy and Religious Studies)

AMENDMENT: The Department of Philosophy and Religious Studies moves to amend the motion for approval of courses for University Core B, College Core A, and College Core B to include RELN 206 (Survey of Religious Experiences) in the Humanities area of University Core B and College Core B.

RATIONALE: The Department of Philosophy and Religious Studies believes that RELN 206 is sufficiently introductory in nature. We believe that religious experience is the foundation of the study of religion, and should be included in the University Core B.

3. *Amendment regarding STAT-200*
Offered by: Dr. B. Sidney Smith (College of Science and Technology)

AMENDMENT: The Faculty Senate recommends that the Core Curriculum Course List proposed by the General Education Curricular Advisory Committee be amended as follows. That the course STAT 200 not be included in the list of courses for the Mathematical Sciences component of University Core B.

RATIONALE: It is the unanimous position of the Department of Mathematics that every Radford University student should have a course in general mathematics, i.e., a course with a MATH prefix. While we feel that STAT 200 is a very good course, and satisfies all of the outcomes for mathematical sciences, it is not sufficient by itself to satisfy our students' needs for a general education in quantitative reasoning. Those programs on campus that require STAT 200 for their majors will still be able to use it to satisfy the mathematical sciences/natural sciences component of College Core B. Making this change is not inconsistent with the characteristics document, which already allows for courses with new prefixes that do not occur in the University Core to be listed in the College Core.

Proposed Amendments to Motion for Core Curriculum Characteristics

1. *Amendment regarding statistics offerings in College Core B*
Offered by: Dr. B. Sidney Smith (College of Science and Technology)

AMENDMENT: The Faculty Senate recommends that the Core Curriculum Characteristics be amended as follows: That the current sentence in Paragraph 8 reading "Menus of courses for University Core B and College Core B will be identical, with the addition of health and wellness and foreign languages to College Core B" be amended to read "Menus of courses for University Core B and College Core B will be identical, with the addition of health and wellness, foreign languages, and statistics to College Core B."

RATIONALE: The rationale for this motion is the same as for the first motion submitted by the Department of Mathematics in regards to STAT 200.

2. *Amendment regarding frequency of course offerings*
Offered by: Dr. B. Sidney Smith (College of Science and Technology), Dr. Kay K. Jordan (College of Humanities and Behavioral Sciences), and Dr. E. Carter Turner (Department of Philosophy and Religious Studies)

AMENDMENT: The Faculty Senate recommends that the proposed Core Characteristics document be amended as follows: that Paragraph 6 of the Core Characteristics be amended to read "To ensure that students are able to fulfill degree requirements and plan schedules accordingly, the department responsible for any given Core Curriculum course will offer the course as frequently, and in as many sections, as student demand for the course will fill, within the limits of available faculty resources."

RATIONALE: The academic strength of a university is rooted in the diversity and talents of its faculty. Faculty members able to offer special topics that meet the general education outcomes of a Core Curriculum area should not be denied the opportunity to do so for merely bureaucratic reasons, nor should students be denied the opportunity to benefit from the faculty member's special expertise. However, as currently written, Paragraph 6 denies departments the option of offering courses in the Core Curriculum for which they have limited faculty resources. It has been argued that permitting "special courses" would violate the purpose of a common core, that it would result in too many courses being offered in the core, that it would be unfair to students who want to take the course for gen-ed but can't because of limited availability, and that such courses can anyhow be offered as electives. We reply first that the burden of satisfying all the outcomes in a given area that any core course must meet ensures sufficient commonality, and note that the Univ. Core A proposal is designed specifically to foster diversity of subject matter. Second, the number of courses offered in a given area is immaterial provided every course offered meets every requirement, and GECAC remains in a position under the provisions of the characteristics document to prevent inappropriate or spurious courses from getting into or remaining in the Core Curriculum lists. Finally, requiring courses that otherwise meet the requirement to be in the core to be taken on an elective basis outside the core has two unacceptable consequences: students with onerous graduation requirements, as is generally the case in programs requiring accreditation, have very limited opportunities for electives and would therefore have to forego courses that they could otherwise benefit from, and courses that would attract robust enrollment if offered in the core would often fail to meet minimum enrollment requirements, resulting in the loss to students and to the university of the benefits to be realized from a diverse and talented faculty.