FSAAC reviewed the Prior Learning Assessment (PLA) plan that was shared with Faculty Senate during Fall, 2013. The committee agreed that representation on the PLA committee by a member of Academic Affairs would be beneficial.

FSAAC reviewed the plan for establishment of permanent Cross-College Curricular Coordinating Committees. This plan was met with much enthusiasm from the FSAAC as members felt strongly that this plan addressed an academic need and the implementation of this plan would facilitate communication between colleges for the betterment of curricular and ultimately student outcomes. FSAAC supported this plan and recommended that Faculty Senate support the plan.
**Action Items:**
- List item and attach supporting document if action requires such background

All members were able to provide input via email on the above issues. FSAAC endorses the “Plan for Establishment of Permanent Cross-College Curricular Coordinating Committees”.

<table>
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<tr>
<th>Describe action needed on items above (discussion and input, vote, etc):</th>
<th>By Whom:</th>
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| Forward our endorsement of the Plan for Establishment of Permanent Cross-College Curricular Coordinating Committees to Faculty Senate Cabinet (and ultimately Faculty Senate) | ___ By Faculty Senate  
___ By Cabinet  
___ Others (List-) |

**Next Meeting:**
When complete, save your report with the committee name and report date as the file name. Please send the file to Faculty Senate (Faculty.Senate@uc.edu). Thank you!
Final DRAFT Plan for Establishment of Permanent Cross-College Curricular Coordinating Committees (CC)

Background:
Cross-college curricular (CC) committees were established at the recommendation of the Collegiate Restructuring Steering Committee in 2009 and were further implemented to support semester conversion from 2010 to 2012. CC committees were established for disciplines with multiple college providers and were responsible for the ongoing development of curricular continuity across regional and uptown colleges with disputes assessed and resolved via the Academic Coordinating Committee. The primary goal for these committees was established as Improvement of the pathways for students to transition from the associate degree to the baccalaureate degree.

Recommendation:
Throughout semester conversion, faculty at colleges across the university worked collaboratively to achieve a coordination of same courses and program alignment never before achieved at the University of Cincinnati. To maintain this alignment, cooperation of faculty and administration in curricular development and course planning across colleges continues to be critical. Therefore, the academic sub-group of the Supporting our Transformation: Role of and Relationship with the Regionals task force recommends the permanent establishment of Cross-College (CC) Coordinating committees. While many groups of faculty in particular disciplines or programs continue to work effectively with colleagues across colleges, a more officially recognized structure can ensure a broader participation and provide support for these endeavors long term.

These committees will provide an important mechanism for building and maintaining strong partnerships among faculty and will increase understanding of how curricular changes in one college affect other colleges and their students. Specifically, faculty teaching within the same disciplines and offering the same courses need a forum in which to discuss effectiveness of the new semester courses, student learning outcomes, prerequisites, and other course issues, and they need to have an opportunity to collaborate when changes are being considered. Faculty in units offering associate degrees designed to transfer to a baccalaureate degree need the opportunity to discuss program curriculum and alignment of their programs with faculty in units offering the baccalaureate degree. In addition to these fundamental coordination issues, many other benefits can arise from rich discussions among faculty within the same disciplines, such as but not limited to creative solutions to problems, new ideas for courses and programs, and opportunities for collaborative research and scholarship.

The CC Committees do not replace curricular approval processes within college governance structures. The CC Committees are coordinating bodies comprised of faculty representatives who will then take recommendations to their respective units for consideration and approval, and, when appropriate, through UC’s integrated decision making structure. Therefore, the CC committees should be cognizant of the governance structures and timelines for curricular
change within colleges and at the university, thus working in advance of established approval
deadlines.

The CC Committees are not assessment committees; they do not replace the structures in place
at the colleges for designing and conducting assessment of student learning and student
success. However, the CC Committees should consider relevant assessment data to guide their
discussions and decisions.

The CC Committees are also not responsible for course scheduling. Academic Unit
Heads/Department Chairs will retain responsibility for course scheduling in consultation with
the appropriate departments.

Committee Functions:

Although each committee will have different issues to consider at various times, the following
agendas should help to guide committees.

Discipline-based issues:

- Review and/or development of student learning outcomes, course content, course
  attributes, and course prerequisites for new and existing courses
- Discussion of best practices in pedagogy and assessment as appropriate
- Examination of any issues or recommendations pertaining to student preparedness,
  support, success, and consideration of feedback from programs whose students use
  these courses
- Review of course planning guide with subsequent recommendations to academic unit
  heads if discrepancies or gaps are identified

Transition (Articulation) program issues:

- Review and/or development of program curriculum to assure continuity and seamless
  transition,
- Review and sharing of baccalaureate program admissions requirements
- Review of student transition data

Committee Organization and Representation:
Associate deans will be asked to forward the names of appropriate representatives to serve on
each committee. The number and focus of particular committees is yet to be determined. The
participating colleges for the various disciplines and programs will need to coordinate the
specific formation. In some cases, a committee might address both course/discipline and
program issues. In other cases, a separate program committee will be necessary. If no
associate degree exists for a particular shared discipline, a committee will address course
/discipline issues primarily. Each participating college should have one representative. Committee membership should be established by November 1, 2013 (*estimated date, actual date to be determined*). Each committee should select a chair for the academic year.

Please note: The UC Math Committee and the UC (English) Composition Committee will remain as they are, since they have a long history of functioning as noted above. These committees will be asked to share best practices for curricular collaboration.

**Committee Meetings:** Committees should schedule regular in-person meetings throughout the academic year. While some business can be conducted via email, it is important that members get to know each other and have time for face-to-face discussions. Coordination of the committees by the Provost’s office will be necessary for consistency. The committee functions above and committee reporting prompts below should be used to help guide committee agendas and discussions.

**Committee Reporting:**
CC Committee reports will be submitted to unit heads and appropriate associate deans and then submitted to the Provost office by May 15. These reports will be shared with AC during a summer meeting. The reports should include the following information:

- Summary of curricular changes and adjustments that resulted from the committee’s collaborations, including, when appropriate, student success data and SLO assessment that guided the changes
- Summary of other collaborative initiatives or benefits
- Summary of plans for the following year, including names of members and chair for the next academic year.