



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

To: Duane Hrncir, Interim Provost and Executive Vice Chancellor
University of Alaska Anchorage

Cc: Sam Gingerich, Interim Chancellor

Fr: Monique Marron,
UAA Governance Office

Re: 040618-2 Motion to Endorse the UA Faculty Alliance Request to Amend University
Regulation R10.04.040

On April 6, 2018 the Faculty Senate approved the following endorsement:

The UAA Faculty Senate endorses the UA Faculty Alliance request, stated in the attached letter from the Chair of Faculty Alliance dated February 15, 2018 to the Presidents of the UA Faculty Senates, to amend University Regulation R10.04.040.

Please see the enclosed documents for more information.

If I may be of further assistance, please let me know.

Provost

Approved Disapproved

Comments:

Duane Hrncir, Interim Provost and Executive Vice Chancellor

4/28/18
Date

Chancellor

Approved Disapproved

Comments:

Sam Gingerich, Interim Chancellor

4/28/2018
Date



UNIVERSITY
of ALASKA
Many Traditions One Alaska

Date: February 15, 2018

To: Faculty Senate chairs
Faculty Alliance members

From: Faculty Alliance Chair, Lisa Hoferkamp

Subject: Revisions to UA Regulation R.10.04.040

Dear Governance Colleagues,

The General Education Requirement Coordinating Task Force (GER-CTF) along with disciplinary leads from all three UA universities and representatives from the Faculty Alliance (FA) met on the UAA campus from February 10 through February 11, 2018 at a GER Retreat to discuss what actions remain in order to complete the Board of Regent's (BoR) mandate to align GERs across the UA system. Among the GER courses that have not already been aligned, those for which reasonable modification will bring them into compliance with the alignment criteria set forth by the BoR were distinguished from those requiring unreasonable modification. It was agreed by attendees that between now and the end of faculty contracts, May 12, 2018, alignment of the former will be completed and the latter will be formally unaligned through changes in course number and title. Those in attendance at the GER Retreat agreed to make every possible effort to complete these tasks by May 12, 2018 such that the only task remaining after May 2018 is completion of curriculum committee process. The curriculum committees at each of the universities will process the necessary changes to the GER courses in AY18-19 with the expectation that aligned GERs will be entered into each university's AY

19-20 catalogue. The GER alignment work will be coordinated at each university by the disciplinary leads who will be responsible for reporting progress to that university's GER-CTF representative. The chair of the GER-CTF will report regularly to the FA. Through this line of communication, adherence to the agreed upon timeline will be encouraged and supported.

Changes to University Regulation R.10.04.040 regarding descriptions of GER categories, GER credit distributions and GER credit assumptions previously formulated by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015 were also discussed at the GER Retreat. The group considered potential benefits and impacts to each university resulting from the proposed revisions and unanimously agreed that the former generally outweighed the latter. It was agreed that the proposed revisions to University Regulation R.10.04.040 should be presented to the UAA and UAS curriculum committees and faculty senates through their Faculty Alliance representatives. The UAF faculty senate has already considered these revisions and passed a motion of support for subsequent action by the FA. If the UAA and UAS curriculum committees and faculty senates approve the revisions, a motion is requested from each of those senates stating curriculum committee and faculty support as well as approval for the FA to move forward with presenting the proposed revisions to the Academic Council. Please note that the motion requested from the UAA and UAS faculty senates should reflect thorough vetting at each university such that the three motions (UAA, UAF and UAS) demonstrate system-wide approval for the proposed revisions to UA R.10.04.040.

A succinct description of each of the proposed revisions followed by the original regulation with edits is appended to this letter. Please consider this request to present these documents to your faculty senates for distribution to curriculum committees and constituent faculty. Once adequately reviewed, please report to me each body's decision regarding a motion of support for presentation to the UA Academic Council.

Best Regards,

Lisa Hoferkamp

Digitally signed by Lisa Hoferkamp
DN: cn=Lisa Hoferkamp, o=University of Alaska
Southeast, ou=Natural Sciences,
email=la.hoferkamp@alaska.edu, c=US
Date: 2018.02.17 09:40:41 -09'00'

Lisa Hoferkamp

Motion: The General Education Task Force 2017-18 proposes that UAA, UAF, and UAS Faculty Senates propose to the UA system president, via the Faculty Alliance, the following modification to University Regulation R.10.04.040.

Effective: Upon approval by all three institutions

Rationale:

The language in Board of Regents Regulation regarding the general education requirements (GERs) has not been revised since 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, the humanities description combines two categories. Changing the credit distribution among the categories enables the universities to determine how best to support their individual student populations. Finally, the option for students to use GERs to satisfy major and degree requirements not only allows for more flexibility, especially for students in credit-heavy majors, but it also allows departments to use GERs as recruitment courses for their programs.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, we also recognize that revising and improving these disciplinary descriptions will be helpful to all three universities as they continue to revise their GERs.

In addition, having up-to-date language may be helpful to individual university GER committees, such as the UAF General Education Requirements & Core committee (GER&C), which bases its determination as to which courses are allowable into GER buckets on the language in the university regulations.

The language provided in this motion was developed initially by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report “Report on General Education Alignment across the UA System: A Proposal for Student Success” in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report “Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF” in March 2014. The Expanded General Education Task Force, comprised of the Statewide GER Task Force plus faculty members from UAA, UAF, and UAS serving as disciplinary leads for each of the GER categories, finalized the language that follows in the revised regulations at the General Education Task Force & Disciplinary Leads retreat in February 2018.

Specific commentary on changing subsection A: the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:

- Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- **Written Communication Skills**
 - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- **Quantitative Skills/Mathematics**
 - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- **Natural Sciences**
 - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the “practice” component, but we don’t think it *must* have that interpretation. All UAF GER natural science courses have a lab.
- **Arts**
 - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow ‘skills’ classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there is some ‘academic discipline’ content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name “arts” rather than “fine arts” to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as “fine arts”.
- **Humanities**
 - This change clearly separates arts from humanities. Note that specific fields are not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- **Social Sciences**
 - Removing the requirement that social sciences be “broad survey courses”, which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

Specific commentary on changing subsection B: minimum credit distribution

- University regulations should allow for as much flexibility as possible for each university, while maintaining a core of commonality across the three universities for general education.
- Moving ‘minimum’ to the heading saves repetition
- To satisfy their GER, students would be allowed to take one to three social science classes (possibly all in the same

- discipline), one to three arts classes and one to three humanities classes; that is, 1 of each category plus 2 more of any. However, each university could choose to set stricter guidelines, with the proviso that--as in current practice---a student who had taken courses to complete GERs at one institution would be considered to have completed GERs at the other university.
- Currently (although not explicitly required by UA regulations) all three Universities require 2 natural sciences plus 1 mathematics (including statistics) class. The proposed wording change would not change this minimum requirement, although it would allow for flexibility in the future if desired.

Specific commentary on changing subsection C: assumptions

- Emphasizes the expectation that general education courses should be at the 100 and 200 level.
- Allows for more flexibility for majors and programs that want to include GER courses explicitly in their major requirements (e.g., calculus is required for engineering courses) while maintaining the credit requirements described in subsection B.

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice. Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.~~
2. Written Communication Skills
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating. Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.~~
3. Quantitative Skills Mathematics
~~Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills and expose students to the theory, methods, and practice of mathematics as an intellectual discipline, as well as skills in the manipulation and/or evaluation of quantitative data.~~
4. Natural Sciences
~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general~~

~~introduction to the theory, methods, and disciplines of the natural sciences. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.~~

5. Arts
Courses that fulfill this requirement introduce the students to the methods and context of the arts as academic disciplines.

5.6. Humanities
Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. ~~General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.~~

6.7. Social Sciences
Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences	1-3 credits minimum
<u>Arts</u>	3 credits
<u>Social Sciences</u>	3 credits

~~at least 3 credits in the arts~~

~~at least 3 credits in general humanities~~

~~at least 6 credits in the social sciences, from 2 different disciplines~~

Quantitative Skills/Natural Sciences ~~10 credits minimum~~

~~at least 3 credits in mathematics~~

~~at least 4 credits in the natural sciences, including a laboratory~~ 3 credits
Mathematics
Natural Sciences, including a laboratory 4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

At least 3 more credits from among natural science and mathematics

Total general education credits:

34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. ~~Most~~ requirements should ~~will~~ be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. ~~Credit may be counted towards general education or a degree major requirement, but not both.~~ A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.
4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.