October 23, 2015
2:00-5:00pm
ADM 204

I. Roll
() Sandy Pence (FS) () Vacant (CBPP) () Robin Hanson (LIB)
() Utpal Dutta (FS) () Carrie King (COH, Chair) () Vacant (KPC)
() Cheryl Smith (FS) () Yvonne Chase (COH) () Luke Grabarek (Mat-su)
() Alberta Harder (CAS) () Vacant (COE) () Kathryn Hollis-Buchanan (Kod)
() Barbara Harville (CAS) () Vacant (CTC) () Christina Stuive (ADV)
() Vacant (CAS) () Jeff Hoffman (COENG) () Ian Minnock (USUAA)

Ex-Officio Members
() Susan Kalina
() Lora Volden
() Scheduling and Publications

II. Approval of the Agenda (pg. 1-2)

III. Approval of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair, Carrie King
B. GERC Chair, Sandy Pence

VI. Program/Course Action Request- Second Readings
Chg ___________ BS, Aviation Technology

VII. Program/Course Action Request- First Readings
Add ___ EE A417 ______ Green Electrical Energy Systems – Stacked with EE A617
Add ___ EE A427 ______ Fundamentals of Smart Grids
Chg ___ PEP A384 ______ Cultural and Psychological Aspects of Health and Physical Activity

VIII. Old Business
IX. **New Business**  
   A. Report on General Education Alignment across the UA System: A Proposal for Student Success (pg. 5-27)

X. **Informational Items and Adjournment:**
I. Roll
(x) Sandy Pence (FS)  (x) Carrie King (COH, Chair)  (x) Luke Grabarek (Mat-su)
(x) Utpal Dutta (FS)  (x) Yvonne Chase (COH)  (x) Kathyann Hollis-Buchanan
(x) Cheryl Smith (FS)  ( ) Vacant (COE)  ( ) Vacant (KPC)
(x) Alberta Harder (CAS)  ( ) Vacant (CTC)  ( ) Vacant (KPC)
(e) Barbara Harville (CAS)  (x) Jeff Hoffman (COENG)  (x) Ian Minnock (USUAA)
( ) Vacant (CAS)  (x) Robin Hanson (LIB)  
( ) Vacant (CBPP)  ( ) Vacant (KPC)

Ex-Officio Members
(x) Susan Kalina
(e) Lora Volden
(x) Scheduling and Publications

II. Approval of the Agenda (pg. 1-2)
Approved

III. Approval of Meeting Summary (pg. 3-4)
Luke Grabarek attended the meeting representing Mat-su
Approved as amended

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Dan Kline’s GER workshops have been well attended

B. University Registrar Lora Volden
The Spring course schedule will go live on October 26th

V. Chair’s Report
A. UAB Chair, Carrie King
The board agreed to start the meeting at 2:00 and to not meet in groups beforehand

B. GERC Chair, Sandy Pence
Approved LEGL A449

VI. Program/Course Action Request- Second Readings

VII. Program/Course Action Request- First Readings
Chg CSCE A201 Computer Programming I
Chg CSCE A211 Computer Programming II
Both CSCE courses are waived for first reading, approved for second reading
Chg  BA, Computer Science
Chg  BS, Computer Science
CS programs are waived for first reading, approved for second reading

Add  EE A472  Advanced Linear Systems – Stacked with EE A672
Waived first reading, approved for second reading

Chg  AAS, Air Traffic Control
Waived first reading, approved for second reading

Add  PSY A356  Psychology of Learning
Add  PSY A356L  Psychology of Learning Laboratory
Add  PSY A367  Cognitive Psychology
Chg  BA, Psychology
Chg  BS, Psychology
Waived first reading, approved for second reading

Add  LEGL A398  Individual Research
Add  LEGL A449  Jurisprudence and Legal Theory
Waived first reading, approved for second reading

Chg  AAS, Professional Piloting
Waived first reading, approved for second reading

Chg  BS, Aviation Technology
Accepted for first reading

VIII.  Old Business

IX.  New Business

X.  Informational Items and Adjournment:
Report on General Education Alignment across the UA System: A Proposal for Student Success

Faculty Alliance GER Alignment Task Force
May 2015

A. COMMON UA GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Based upon the work of the General Education Learning Outcomes committee from 2010-12, the GER Alignment Task Force of the Faculty Alliance committee acknowledges that the Faculty Senates of the University of Alaska Anchorage, Fairbanks, and Southeast have adopted following Common General Education Student Learning Objectives as guiding principles:

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

1. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, mathematics, humanities, and the arts.

2. **Develop Intellectual and Practical Skills** across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

3. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

4. **Integrate and Apply Learning**, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

The Common General Education Student Learning Objectives align with the General Education Requirements (GERs) as specified in BOR guidelines and University regulations, but the recommendations below also require a revision to university regulatory language.

The aligned structure detailed in this report is based upon these shared principles.

B. ALIGNED GENERAL EDUCATION REQUIREMENT STRUCTURES

In furtherance of the above learning objectives, based upon the AAC&U’s LEAP Outcomes (Liberal Education & America’s Promise) as well as general principles for general education that are specific to the missions and accreditations of the individual universities, the GER Alignment Task Force recommends that three universities agree upon the following common General Education Requirement (GER) structure for students earning B.A. and B.S. degrees. In what follows, all courses described are at least three credits.

1. **Written and Oral Communication**: 9 Credits
All students will take two courses emphasizing written communication and one course emphasizing oral communication.

(6 Credits Written)
(3 Credits Oral)

2. Humanities, Social Sciences, and Arts:
All students will take 5 courses in the broad categories of Humanities, Social Sciences and Arts; at least one course must be in the category of Humanities, one must be in the category of Arts, and one must be in the category of Social Sciences.

15 Credits
(3 Credits Humanities)
(3 Credits Social Sciences)
(3 Credits Arts)
(6 credits from above)

3. Natural Sciences and Mathematics:
All students will take 3 courses in natural sciences and mathematics, at least one of which is a natural science course with laboratory and one of which is a mathematics course.

9-10 Credits
(4 Credits Natural Sciences)
(3 Credits Mathematics)
(3 Credits from above)

General Education Requirement Total 34 Credits minimum

C. PROPOSED REVISION OF UNIVERSITY GER REGULATIONS & Alignment

In order (1) to achieve structural alignment of the GER described above across the three institutions, (2) to provide maximum curricular flexibility, (3) to facilitate assessment, (4) to enable innovation, and (5) to accommodate the faculty expertise, student bodies, and specific missions of each institution, the GER Alignment Task Force recommends the revision of the University Regulations governing the General Education Requirements. (See Appendix 1: Proposed Revision of University Regulations Regarding GERs for the details). The proposed structural GER alignment also facilitates each institution’s ability to meet NWCCU accreditation requirements for General Education. In particular, the Task Force recommends changing the distribution of credits/courses among the categories to reflect the aligned GER structure described in section B and revising the definitions of courses corresponding to those categories.

D. ARTICULATION OF COMMON BACCALAUREATE OUTCOMES ALIGNED TO GER STRUCTURES

Agreement upon the Common UA General Education SLOs and aligned GER structures and categories will facilitate a broader discussion concerning assessment of student learning and curriculum revision based upon GER assessment (‘closing the loop’):

<table>
<thead>
<tr>
<th>Common UA General Education Student Learning Objectives</th>
<th>Aligned General Education Structure</th>
<th>Aligned GER Categories</th>
<th>MAU GER Courses</th>
</tr>
</thead>
</table>

The proposed alignment structure will allow each institution to adapt, define, and assess the GER according to their own institutional needs, faculty expertise, curricular requirements, and student populations.
E. GER STRUCTURAL ALIGNMENT & INTER-INSTITUTION TRANSFERABILITY

Moreover, to fulfill the outcomes of the broad categories in the aligned GER structures, students will be allowed to take courses from any of the three universities to satisfy general education requirements; each university maintains a list (a “classification list”) of courses offered at that institution that satisfy General Education Requirements for that category.

An individual course may appear in more than one category, but a single course cannot satisfy more than one general education or degree requirement for a single student. However, courses that satisfy GER for a student may also satisfy major, minor, or program requirements.

If a student chooses to take a GER-satisfying course from a UA institution other than the student’s degree-granting institution (her “home” institution), then that course will transfer to the home institution and will satisfy the GER category requirement at the home institution according to its GER category course listing.

Current courses in each of the categories at each of the institutions are as follows.  

The Faculty Alliance GER Alignment Task Force, May 2015

Leah Berman (UAF)
Andrea L. Deweese (UAS)
Khrys Duddleston (UAA)
Mary Ehrlander (UAF)
Daniel T. Kline (UAA, Chair)
Rainer Newberry (UAF)
Heidi C. Pearson (UAS)
Sandra D. Pence (UAA)
Glenn Wright (UAS)

Appendix
1. Proposed Revision to R10.04.040 – General Education Requirements

1 In the course equivalency matrices that follow, courses in the current UAF GER common core are listed. It is anticipated that UAF’s proposed GER revision, currently under discussion and which is structurally aligned with UAA and UAS, will offer a substantially expanded slate of GER courses for each category.
## GER Course Equivalency Matrix

All courses are three credits unless otherwise noted

### Written Communication

(Currently under revision to align with PRPE-DEVE)

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<tr>
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<th>UAS</th>
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<tr>
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<td><strong>ENGL F111X</strong></td>
<td><strong>ENGL S111</strong></td>
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<tr>
<td>Introduction to Composition</td>
<td>Introduction to Academic Writing</td>
<td>Methods of Written Communication</td>
</tr>
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</table>

(ENGL F190H may be substituted.)

| **ENGL A211**            | **ENGL F211X**                   | **ENGL S211**                    |
| Academic Writing About Literature | Academic Writing about Literature | Intermediate Composition Writing About Literature |

| **ENGL A212**            |                                  | **ENGL S212**                    |
| Technical Writing        |                                  | Technical Report Writing         |

| **ENGL A213**            | **ENGL F213X**                   |                                  |
| Writing in the Social & Natural Sciences | Academic Writing about the Social and Natural Sciences (3) |  |

| **ENGL A214**            |                                  |                                  |
| Persuasive Writing       |                                  |                                  |

### Oral Communication

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<tbody>
<tr>
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<td><strong>COMM F121X</strong></td>
<td><strong>COMM S111</strong></td>
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| **COMM A235**            | **COMM F131X**                   | **COMM S235**                    |
| Small Group Communication | Fundamentals of Oral Communication: Group Context | Small Group Communication and Team Building |

| **COMM A237**            | **COMM F141X**                   | **COMM S237**                    |
| Interpersonal Communication | Fundamentals of Oral Communication: Public Context | Interpersonal Communication |

| **COMM A241**            |                                  | **COMM S241**                    |
| Public Speaking          |                                  | Public Speaking                  |
**Mathematics** *(proposed aligned curriculum currently under review)*

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<tr>
<td></td>
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<td>College Algebra for Calculus</td>
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<td>Introduction to Discrete Mathematics</td>
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<td>Calculus for Life Sciences</td>
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<td>MATH A251</td>
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<td>Calculus I</td>
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## Natural Science with Lab

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<tr>
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<td>Biological Anthropology (NO LAB)</td>
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<tr>
<td><strong>ASTR A103/L</strong></td>
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<tr>
<td>Solar System Astronomy and Laboratory (4)</td>
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<td><strong>ASTR A104/L</strong></td>
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<td>Stars, Galaxies and Cosmology and Laboratory (4)</td>
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<td>General Astronomy (NO LAB)</td>
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<td><strong>ATM F101X</strong></td>
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<td>Weather and Climate of Alaska (4)</td>
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<td><strong>BIOL F100X</strong></td>
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<td>Human Biology (4)</td>
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<td><strong>BIOL F101X</strong></td>
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<td>Biology of Sex (4)</td>
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<td><strong>BIOL F103X</strong></td>
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| **BIOL A111**  
Human Anatomy and Physiology I (4) | **BIOL F213X**  
Human Anatomy and Physiology I (4) | **BIOL S111**  
Human Anatomy and Physiology I (4) |
| **BIOL A112**  
Human Anatomy and Physiology II (4) | **BIOL F214X**  
Human Anatomy and Physiology II (4) | **BIOL S112**  
Human Anatomy and Physiology II (4) |
| **BIOL/GEOL A178**  
Fundamentals of Oceanography and  
**BIOL/GEOL A179**  
Fundamentals of Oceanography Laboratory (4) | | **OCN S101**  
Introduction to Oceanography (NO LAB) |
| **BIOL/CPLX A200**  
Introduction to Complexity (NO LAB) | | |
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<td>Earth and Environment: Elements of Physical Geography (4)</td>
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<td>Glaciers, Earthquakes and Volcanoes (4)</td>
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### Natural Science — non-lab

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**Fine Arts**

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<td><strong>THR A412</strong>&lt;br&gt;History of the Theatre II</td>
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*History courses at UAS can be used as humanities OR social science requirements, but not both; at UAA history courses fill a humanities requirement; at UAF, the proposed GER revision calls for history to fill a social science requirement.*
Appendix 1: Proposed Revision to R10.04.040 – General Education Requirements

This document contains proposed changes to University Regulation R10.04.040. The proposed additions to existing regulation have been underlined and deletions are noted with strikeouts.

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, rather than focusing on rote computation. 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 student 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 student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.

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 student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

67. 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.
this requirement introduce the student 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**

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<tr>
<td>Oral Communication Skills</td>
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<tr>
<td>Humanities/Social Sciences (non-arts)</td>
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<td>Arts</td>
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<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Quantitative Skills/Natural Sciences</strong></td>
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<tr>
<td>Mathematics</td>
<td>3</td>
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<tr>
<td>Natural Sciences, including a laboratory</td>
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</tr>
</tbody>
</table>

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 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.
   - No course may satisfy more than one general education requirement for a single student.
   - 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.
5. Additional general education curricula beyond these general education requirements may be implemented by individual institutions for accreditation or other purposes and are not subject to transfer or commonality mandates set forth in Board of Regents policy or university regulation.