

**Present:** (several via audio) Rainer Newberry, Chair; Karen Gustafson Ken Abramowicz, Cindy Hardy, Dennis Moser, Margaret Short, Alex Fitts, Linda Hapsmith, Stacey Howdeshell, Holly Sherouse, Caty Oehring, Jayne Harvie, Rob Duke, Sarah Hardy, Todd Radenbaugh, David Valentine, Cecile Lardon, Sarah Stanley

**I. Approved Minutes of last meeting**

**II. The BOR approved this resolution at their 4 April meeting:**

"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. ....

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements. ....

the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016"

We agreed to a several-prong solution:

A. Divide "General Education" requirements into two groups (a) "General Education" Requirements (in the strict sense of the 34 credits required by Univ Regulations ) and (b) "Baccalaureate Requirements" (or call it something else) in the sense of further requirements that don't fall under the BOR resolution above (e.g., capstone, 'civic engagement', etc). By doing so we can work towards closer agreement with the former while still allowing for considerable inter-University variations in the latter.

(Note added by Pres. D. Valentine: There are multiple pressures statewide and at the national level to move in the direction of common GERs. By separating out the lower division GERs, we not only satisfy most of the issues the BOR is trying to address, we also preserve the ability to implement the more upper-division integration aspects that GERC has proposed. We also preserve UAF's ability to adapt our upper Division 'Baccalaureate Requirements' as future opportunities and constraints arise without having to worry about coordination across institutions in the UA system. )

B. Make as highest priority revising (as needed) University Regulations concerning the 34 'common core of the general education' credits. In particular, the regulations call for social science courses that are 'broad survey courses'. Other wording changes with possible implications are also proposed. Another proposal is that the 6 credits of social sciences, currently required to be in two different disciplines, no longer be so required. Another possible change is from the current requirement of 15 social sci/hum/arts credits with only 12 specified to specifying all 15 credits. That is, to align with the current UAF GERC proposal, we might propose to change 'at least 3 credits in general humanities' to 'at least 6 credits in general humanities'. Exactly how such changes in rules would be decided upon or whether they should be made at all is something that needs to be resolved relatively quickly.

C. Work towards developing an overlapping common set of courses that would satisfy University General Education Regulations in the natural sciences, social sciences, humanities, and arts with common course numbers and descriptions where appropriate. **(How EXACTLY WILL THIS BE DONE??)**

(4) Continue working on modifications to baccalaureate requirements that are beyond the BOR's 34 credits of 'Gen Ed'. To this goal we will consider three trial motions for our next CAC meeting.

Current University Regulations	Proposed Revised language
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<b>Oral Communication Skills</b>	<b>Oral Communication Skills</b>
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 to respond to and to communicate ideas to diverse and changing audiences.
<b>Written Communication Skills</b>	<b>Written Communication Skills</b>
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 to respond to and to communicate ideas to diverse and changing audiences.
<b>Quantitative Skills</b>	<b>Quantitative Skills</b>
Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem solving skills as well as skills in the manipulation and/or evaluation of quantitative data.	Courses that fulfill this requirement emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and evaluation of quantitative data
<b>Natural Sciences</b>	<b>Natural Sciences</b>
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.
	<b>Arts</b>
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.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.
<b>Humanities</b>	<b>Humanities</b>
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.
<b>Social Sciences</b>	<b>Social Sciences</b>
Courses that fulfill this requirement are <u>broad survey courses</u> which provide the student with exposure to the theory, methods, and data of the social sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies

## Current General Education University Regulations

### Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

<b>Written Communication Skills</b>	<b>6 credits minimum</b>
<b>Oral Communication Skills</b>	<b>3 credits minimum</b>
<b>Humanities/Social Sciences</b>	<b>15 credits minimum</b>
at least 3 credits in the arts	
at least 3 credits in general humanities	
at least 6 credits in the social sciences, from <u>2 different disciplines</u>	
<b>Quantitative Skills/Natural Sciences</b>	<b>10 credits minimum</b>
at least 3 credits in mathematics	
at least 4 credits in the natural sciences, including a laboratory	
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<b>Total</b>	<b>34 credits minimum</b>