



## FACULTY SENATE

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### Faculty Senate Meeting Minutes

Friday, December 5, 2014

1:00 PM until Adjournment

DSC B&C

*Present:* **CALS**— Cheatham, He, LeGrand, Merrick, Street, Anson, Douglas, Ecke, Kyong-McClain, McAbee **CB**— Funk, Mitchell, Henden, Farewell. **CEHP**— Kuykendal, Layton, Vander Putten, Carmack, Evans, Faust, Hayn, Thomas. **CSSC**— Giammo, Giese, Craw, Golden Rhodes, Scranton, Jensen, Matson, Hawkins (alt). **CEIT**— Anderson, Jovanovic, Tramel, Tschumi, McMillan. **LIB**— Macheak **LAW**— Fitzhugh. **EX OFFICIO**— Anderson, Toro, Ford, Wright.

*Absent:* **CALS**— Seo, Finzer (alt. for Amrhein), Maguire. **CB**— none. **CEHP**— Jones, Prince. **CSSC**— none. **CEIT**— Bayrak. **LIB**— none. **LAW**— Aiyetoro, Boles. **EX OFFICIO**— Morris, McNeill.

#### I. Welcome and Roll Call

President Wright called meeting to order 1:05 pm. Secretary McMillan called the roll. President Wright rearranged the agenda order to allow Chancellor Anderson to present his report next. See the minutes below under section V. A. for the Chancellor's report.

#### II. Review of Minutes

There were two corrections to the minutes of the Nov. 14, 2014 Faculty Senate meeting. The minutes should say "Faculty Senate Meeting Minutes", not "Faculty Senate Meeting Agenda" at the top, and the reference to the President of the Board of Trustees should be Chair of the Board of Trustees.

The motion to approve the minutes as corrected was moved and seconded. The motion carried by voice vote.

#### III. Announcements

Pres. Wright announced that the UALR Volleyball team is playing in the Div. I NCAA tournament in Kansas. It is one of the most successful teams in UALR history – undefeated

in conference play, won the Sun Belt tournament. The games are streamed live at NCAA.com.

Sen. Tschumi thanked Joanne Matson for posting Democrat-Gazette news articles related to eVersity on the listserv.

#### IV. Introduction of New Topics (2 min limit, no discussion)

None

#### V. Reports

##### A. Chancellor's Report – Joel Anderson

Chancellor Anderson thanked the Senate for letting him give his report early on the agenda, as he is attending the ADHE 2014 Trustees Conference this afternoon at Pulaski Technical College. This meeting is important for him to attend because it will include a presentation to Boards of Trustees about the Governor-elect, Asa Hutchinson.

Chancellor Anderson began his remarks by stating that we are adjusting to reality. This year's budget is under control. In the spring, we have a new governor and a new legislature, which will affect next year's budget. We do not know fall enrollment nor if there will be a tuition increase. We will deal with a health insurance increase for certain.

We have weathered a shortfall in revenue by strict control of personnel positions that have become vacant. It has not been pain free, but we have not had to let anyone go. We are looking at all processes and units and the Provost has been seeking input from all. We can not afford what we have been doing in past. Issues related to release time, class sizes, class schedules, and use of lecturers are coming to the surface. We need substantial consistency across colleges and the campus to balance the budget and to achieve equity.

He noted a dose of optimism coming from the head of the Association of State Heads of Education (aka Shane Broadway), who spoke at a meeting this morning. Broadway stated that the core mission of the university is not changing, it remains to preserve, discover and disseminate knowledge. Beyond that – much has changed (except for the very wealthiest institutions). At public institutions, roles are changing. In the long run, whoever pays is going to call the tune. In earlier days, graduation was on the student. Now, graduation is on the institution. The Morrill Act (Land Grant Act) 1862 was adopted to serve the student with limited means, but great ability. Now in the 21<sup>st</sup> century, the role of the University is to serve people with just ordinary ability. We will invest to play the long game. We will continue to see students accomplish great things, academic departments do great things and faculty will accomplish great things from time to time. We will contribute to the greater good of society.

Chancellor Anderson closed his remarks by wishing all a good and restful holiday season.

##### B. Provost's Report – Zulma Toro

Provost Toro reported that she is finished with her meetings with all of the Department chairs. In that process, discussions were focused on plans for the future, the student success initiative, and ideas on how to enhance revenue and reduce costs, among other is-

sues. Next, she will meet with every dean and associate dean to review specific recommendations. The recommendations will be shared with the University Planning and Finance committee, then go to the Chancellor (before the end of Jan.).

She reported on the status of ongoing searches - including the Dean of the Graduate School, Vice Provost for Research Innovation and Economic Development, the Dean of the Donaghey College of Engineering and Information Technology and the Director of the Office for Institutional Research.

She reported that the last ‘Conversations with the Provost’ meeting had been held on Dec. 1. That meeting included an informative and rich dialogue following the presentation of Greg Barret and Sherry Rankins-Robertson after their visit to Arizona State University. They will present a brief overview of their visit later today.

She reported that we have been in communication with the office of Academic Affairs at the University of Arkansas System. Dr. Michael Moore has agreed to meet with the UALR Vice Chancellors to discuss what are the specific expectations about UALR supporting eVersity. We will be meeting with Michal Moore every month about academic affairs.

She thanked all for their dedication to our students and our institution and wished all happy holidays.

#### C. Council on Core Curriculum and Policies – Belinda Blevins-Knabe

Johanna Thomas, co-chair, gave the report. They have begun to work on the process for assessing the core. Two course changes were approved – changes to course descriptions. The College of Social Sciences and Communication’s college core was vetoed by the Chancellor.

#### D. Undergraduate Council – Mike Tramel

Mike Tramel reported that the Undergraduate Council processed 11 curriculum changes since their last report. George Jensen presented information to the council regarding curriculum development and implementation for the UALR Honors College. Sheri Tucker presented information to the council regarding use of electronic Program Change Forms (PCF) and Course Change Forms (CCF). He thanked the members of the Undergraduate Council for their service this year.

#### E. Graduate Council – Kent Layton

Kent Layton reported that the Graduate Council approved 2 requests for Affiliate Graduate Status, supported 3 curriculum proposals from the College of Business and 1 curriculum proposal from the College of Social Sciences and Communication. They also completed a conditional admissions policy. It will be brought to the Faculty Senate in January.

#### F. On-line Task Force – Greg Barrett and Sherry Robertson

Greg Barrett and Sherry Robertson reported on their visit to Arizona State University (ASU). ASU uses a student success centered, corporatized approach. They started with programs offered face to face, then put them online. Money went back to the programs. Full-time faculty built it. It is not contingent faculty and it includes tenure-track faculty. They started with 9 programs and hundreds of students. They now have 70 programs and 10<sup>3</sup> students. They use multi-

pronged advertising. Their online model can be adopted in UALR's environment. They report an 83% retention rate for upper division transfer students. Their overall retention rate ASU is 87%.

They use ONBOARDING. Applications for admissions are completed within 24 hours, transcripts are evaluated within 7-10 days. An academic success seminar is required for all students. No faculty members advise students at ASU advisors are professional. Advising is done at the university level. These practices were begun for the online programs, but have since been applied to the whole student population across their 5 campuses.

All faculty are provided with access to become online students in a 6 week class. Instructional designers help faculty. There is 24 hour support 7 days a week for faculty and students. There is critical tracking through a dashboard to identify students in jeopardy and to address retention. Tutors are all student peers, they are paid student workers. This is a retention issue - paying tutors keeps them in school

#### G. Ad Hoc On-line Committee – Lisa Sherwin

Lisa Sherwin reported on the efforts of the Ad Hoc Online Committee. She noted that many faculty are already successful in teaching fully online courses using best practices. The committee is working on an outline for the creation of a program over the next 5 years. They also looked at the practices of the big players in online programs (ASU, Colorado Global, Western Governors University and Southern New Hampshire)

Who are the big ones - ASU, Colorado State University Global, Western Governors University, Southern New Hampshire. All serve both traditional and non-traditional students. Students get immediate and consistent support at registration and enrollment. There is a smooth interface with regard to enrollment, financial aid, etc. The websites are very rich with important information. There is 24/7 support. They include faculty qualifications. Classes are small – on average 20 students. Classes are faculty led. They have multiple formats, online only, online with face to face and have 15 weeks and 7 week sessions.

The committee is calling for volunteers for a preparedness survey in the spring.

### VI. Old Business

- A. Motion FS\_2014\_27: Executive Committee (Legislation. 3/5 Majority vote at two meetings, second vote.) Tweak Council on Core Curriculum and Policies to generalize approval process (no second required)

Modify the paragraph describing curricular routing to:

In academic units (programs, departments, schools, colleges) curricular proposals for requests for course inclusion of new courses in affecting the UALR Core, including but not limited to course inclusion in the core, modifications to existing core courses, and inclusion in the college core will be routed through program, department, school, college curriculum committees and to the Undergradu-

ate Council before being sent to the Council on Core Curriculum and Policies. Recommendations of the Council on Core Curriculum and Policies are subject to review by the Faculty Senate following an unsuccessful resubmission and appeal by the authors within 10 business days of the notification of the Council on Core Curriculum and Policies's decision to the Faculty Senate Executive Committee. Proposals not reviewed by the Faculty Senate or having passed Faculty Senate review shall be routed to the vice chancellor and provost and the chancellor.

**Commentary:** The current “routing” language is not general enough to all of the matters that are governed by the authority of the Council on Core Curriculum and Policies. This statement needs to be generalized for clarity.

There was no discussion

The motion was approved by unanimous voice vote.

## VII. New Business

- A. Motion FS\_2014\_33. Faculty Senate *Executive Committee* (Legislation. Majority Vote at One Meeting) To approve 2014 Fall Graduates

“Those applicants completing all requirements for various degrees in the 2014 Fall Semester shall be approved for graduation. (see attachment 3 for a list of candidates for graduation, current as of 12/3/14)”

There was no discussion

The motion was approved by unanimous voice vote.

- B. Motion FS\_2014\_32: Executive Committee (Recommendation. Majority vote at one meeting) eVersity Recommendations (no second required)

**Whereas** the faculty of the University of Arkansas at Little Rock (UALR) are committed to the principle of increasing access to higher education in Arkansas; and

**Whereas** the mission of UALR as a metropolitan university has always included providing alternate delivery methods to adult, working, and other non-traditional students to promote and extend access to higher education; and

**Whereas** UALR has led the effort in Arkansas to reach students through on-line education going back to the early days of distance education, and

**Whereas** more than 15% of UALR students take only on-line courses, and

**Whereas** more than 40% of UALR students take at least one on-line course, and

**Whereas** University of Arkansas campuses offer a variety of online courses and programs; and

**Whereas** the model being adopted for eVersity governance, curriculum development, and teaching will divert faculty time and energy from their home institutions, and

**Whereas** both the state of Arkansas and the UA system have always discouraged duplication of efforts when approving new programs, both on the grounds of efficiency and of cost; and

**Whereas** communication on eVersity has restricted participation, debate, and discussion; and

**Whereas** the arrangements for UALR temporarily “loaning” eVersity its Higher Learning Commission accreditation are vague; and

**Whereas** curricular and governance processes that are not “consistent with the principles of sound democratic government” and whose “governmental structure “ does not include an organization that is “predominantly faculty “ may negatively impact this accreditation,

**Therefore be it resolved** that the Faculty Senate recommends that

1. eVersity continue to explore alternative models, such as a portal (where students can access *all* online courses and programs offered by UA campuses in one simple, seamless, administrative step), and
2. the UA Board of Trustees invest its resources in helping its campuses develop state-of-the-art online programs; and
3. eVersity take advantage of UALR's existing systems of curriculum and governance supervision rather than inventing new processes, and

**Whereas** 90 institutions outside of Arkansas are currently authorized to offer courses and programs to Arkansas students through online delivery methods; and

**Whereas** over 14,000 Arkansas students are currently enrolled in such out-of-state institutions; and

**Whereas** the UA System intends eVersity to offer an in-state alternative to these out-of-state competitors; and

**Whereas**, given the similarity of mission and student demographic between UALR and eVersity, it may be likely that eVersity will draw students from UALR rather than from out-of-state competitors, and

**Whereas** the programs under development by eVersity include the general education core, Business Administration, and Criminal Justice, all programs available fully online at UALR; and

**Whereas** the purpose of a university system should be to support its constituent campuses;

**Therefore be it further resolved** that the Faculty Senate recommends that the Board of Trustees assess the impact on enrollment and funding of its constituent campuses due to eVersity.

Discussion –

Sen. Anson and several others commended those who worked on this statement. Sen. Tschumi commented that it contributes much more to the overall discussion. Several senators state that we should make our statement even stronger.

There was a concern about the quoted text in the section:

**‘Whereas** curricular and governance processes that are not “consistent with the principles of sound democratic government” and whose “governmental structure “ does not include an organization that is “predominantly faculty “may negatively impact this accreditation,

Several senators pointed out that we know the context because we have been discussing it all semester, but others who read this might not. It was suggested that we should cite the source from where the quoted text is derived – something like:

“as stated in UA Board policy 100.4”

Pres. Wright accepted this as a friendly amendment.

Discussion continued. Sen. Jovanovic asked if including that Whereas phrasing would invite criticism from eVersity, since they have asked for faculty volunteers from UA System campuses and units. Sen. Tschumi stated that they might respond by saying that we just don’t understand the process. Pres. Wright reminded all that the future arrangement of eVersity does not at present include faculty and suggested that we keep this phrasing because faculty should be involved.

Sen. Cheatham suggested that we add to the last Be It Resolved statement – that the eVersity share their assessment of impact, once completed.

Pres. Wright accepted this as a friendly amendment.

There was no further discussion.

The motion was approved as amended by unanimous and loud voice vote.

[Changes below - underlined]

**Whereas** the faculty of the University of Arkansas at Little Rock (UALR) are committed to the principle of increasing access to higher education in Arkansas; and

**Whereas** the mission of UALR as a metropolitan university has always included providing alternate delivery methods to adult, working, and other non-traditional students to promote and extend access to higher education; and

**Whereas** UALR has led the effort in Arkansas to reach students through on-line education going back to the early days of distance education, and

**Whereas** more than 15% of UALR students take only on-line courses, and

**Whereas** more than 40% of UALR students take at least one on-line course, and

**Whereas** University of Arkansas campuses offer a variety of online courses and programs; and

**Whereas** the model being adopted for eVersity governance, curriculum development, and teaching will divert faculty time and energy from their home institutions, and

**Whereas** both the state of Arkansas and the UA system have always discouraged duplication of efforts when approving new programs, both on the grounds of efficiency and of cost; and

**Whereas** communication on eVersity has restricted participation, debate, and discussion; and

**Whereas** the arrangements for UALR temporarily “loaning” eVersity its Higher Learning Commission accreditation are vague; and

**Whereas** curricular and governance processes that are not “consistent with the principles of sound democratic government” and whose “governmental structure “ does not include an organization that is “predominantly faculty “ as stated in UA Board policy, may negatively impact this accreditation,

**Therefore be it resolved** that the Faculty Senate recommends that

1. eVersity continue to explore alternative models, such as a portal (where students can access *all* online courses and programs offered by UA campuses in one simple, seamless, administrative step), and
2. the UA Board of Trustees invest its resources in helping its campuses develop state-of-the-art online programs; and
3. eVersity take advantage of UALR's existing systems of curriculum and governance supervision rather than inventing new processes, and

**Whereas** 90 institutions outside of Arkansas are currently authorized to offer courses and programs to Arkansas students through online delivery methods; and

**Whereas** over 14,000 Arkansas students are currently enrolled in such out-of-state institutions; and

**Whereas** the UA System intends eVersity to offer an in-state alternative to these out-of-state competitors; and

**Whereas**, given the similarity of mission and student demographic between UALR and eVersity, it may be likely that eVersity will draw students from UALR rather than from out-of-state competitors, and

**Whereas** the programs under development by eVersity include the general education core, Business Administration, and Criminal Justice, all programs available fully online at UALR; and

**Whereas** the purpose of a university system should be to support its constituent campuses;

**Therefore be it further resolved** that the Faculty Senate recommends that the Board of Trustees assess the impact on enrollment and funding of its constituent campuses due to eVersity and share the assessment with its constituent campuses.

- C. Motion FS\_2014\_30: Executive Committee (Legislation. Majority vote at one meeting.) (Action to be submitted to the University Assembly for ratification at two consecutive Assembly meetings.)

Modify Article II and Article III of the constitution of the UALR Assembly to:

## **Article II**

### **Amending the Constitution**

Amendments to the Constitution of the UALR Assembly may be proposed by a majority vote of the Faculty Senate, provided a quorum is present, or by a petition signed by thirty (30) members of the UALR Assembly and presented to the office of vice chancellor and provost. Ratification of amendments shall be by three-fifths vote of the Assembly, provided that quorum is present, at two consecutive meetings of the Assembly. The motion on the second vote must be verbatim the motion passed in the first vote and is not amendable. At least ten (10) calendar days must elapse between the first and second meetings of the Assembly. No final vote shall be taken on a proposed amendment until it has been submitted to the Executive Committee of the Assembly and published as part of the agenda for two consecutive Assembly meetings, except that provisions concerning the composition of Assembly committees and councils shall be amended by action at one Assembly meeting in accordance with the above procedures.

The Faculty Senate shall have the power to amend provisions concerning the creation, abolishment and composition of Faculty Senate councils and committees as specified under *Article III, The Faculty Senate, Councils and Committees of the Faculty Senate*. The Staff Senate shall have the power to amend provisions concerning the creation, abolishment and composition of Staff Senate committees as specified under *Article V, Composition and Functions of the Staff Senate*.

Whenever the University changes an administrative title, the corresponding title may be changed in this document through majority vote of the Faculty Senate at one meeting provided that a quorum is present and that the proposed amendment has been submitted to the Executive Committee of the Faculty Senate and published as part of the agenda for that Faculty Senate meeting.

Proposed amendments must be considered during the regular nine-month academic year.

...

## **Article III**

### **The Faculty Senate**

#### **Councils and Committees of the Faculty Senate**

Amendments concerning Faculty Senate councils or committees may be proposed by any member of the Faculty Senate. Ratification requires a three-fifths vote of the Faculty Senate at two meetings during the regular nine-month academic year provided that a quorum is present and that the proposed amendment has been submitted to the Executive Committee of the Faculty Senate and published as part of the agenda for that Faculty Senate meeting. The motion on the second vote must be verbatim the motion passed in the first vote and is not amendable.

**Commentary:** At the first Senate meeting of the Fall 2014 semester, both of these issues arose. A point of order was raised regarding the need for verbatim motions on the second of two votes. Since the current language is vague, it is preferred to tighten it up. The second issue regarding administrative titles was raised at the same meeting, where a motion to explicitly change titles was withdrawn. The constitution does not provide a convenient means of changing administrative titles other than the amendment process, so it is desirable to lower the threshold on how this amendment may be accomplished.

Pres. Wright has called an Assembly meeting Jan. 15, so that we will have two Assembly meetings to clear through constitutional amendments.

Discussion –

Sen. Jovanovic stated that the first two changes introduce potential inefficiency. If a fatal flaw is identified, this language requires to vote down and start over.

Pres. Wright stated that the interpretation has been over the years that you do have to vote on the same wording twice. This states what we do.

The motion was approved by unanimous voice vote.

- D. Motion FS\_2014\_31: Executive Committee (Legislation. Majority vote at one meeting.) (Action to be submitted to the University Assembly for ratification at two consecutive Assembly meetings.)

Modify Article III of the constitution of the UALR Assembly to:

## **Article III**

### **The Faculty Senate**

#### **Composition of the Faculty Senate**

...

The faculty of each of the aforementioned colleges or schools with ten (10) or more faculty shall be entitled to elect a minimum of one senator, with additional Faculty Senate seats apportioned on the following basis: a second Faculty Senate seat for those colleges or schools with twenty (20) to twenty-nine (29) full-time faculty; a third Faculty Senate seat for those colleges and schools with thirty (30) to thirty-nine (39) full-time faculty members; a fourth Faculty Senate seat

for those colleges and schools with forty (40) to forty-nine (49) full-time faculty members; a fifth Faculty Senate seat for those colleges and schools with fifty (50) to fifty-nine (59) full-time faculty members; and so forth for each additional ten (10) full-time faculty. *The Faculty Senate will be reapportioned every two years, prior to Faculty Senate elections, by the Executive Committee of the Faculty Senate, based on current information as to the number of full-time faculty members in each college or school. If a new college or school is created in the year between reapportionments, the Faculty Senate shall be reapportioned prior to Faculty Senate elections in that interim year.* The Executive Committee of the Faculty Senate shall assign faculty members of units not otherwise represented in the Faculty Senate to a single unit solely for purposes of representation in the Faculty Senate provided that such full-time faculty members number twenty (20) or greater; otherwise, the Executive Committee shall, subject to challenge on the floor of the Faculty Senate, assign such faculty members to one or more units that are represented in the Faculty Senate, such assignment being solely for purposes of representation in the Faculty Senate. When a single unit is created for purposes of representing faculty members of units not otherwise represented in the Faculty Senate, the Executive Committee of the Faculty Senate has the responsibility for supervising elections to the Faculty Senate from this unit.

**Commentary:** There have been two instances Since 1999 where a new college has been added during a year between apportionments. Strictly following the constitution would require that those colleges would not have representation until the following year. In both cases, the Faculty Senate has acted to prevent that problem from occurring. This amendment will protect against such a problem in the future.

Sen. Jovanovic asked for clarification on the time between reapportionment. It is two years.

The motion was approved by unanimous voice vote.

- E. Motion FS\_2014\_34: Executive Committee (Legislation. Majority vote at one meeting) General Education and Baccalaureate Degree Requirements: Associate Degrees (no second required)

Whereas both the General Education Requirements and Degree Requirements have been modified so many times in recent years that it is difficult to find a definitive document describing existing policies, and

Whereas the core requirements for Associate degrees are tucked under the Graduation requirements policy (see, for instance, Policy 507.1), and

Whereas the authority to modify Policies 503.3 and 507.1 lies within the legislative authority of the Faculty Senate, and

Whereas the mark-ups of Policies 503.3 and 507.1 to include all Faculty Senate legislation to date are documented in President Andrew Wright's 11/10/2014 memo (Gen. Ed.) and 11/14/2014 memo (Degree Requirements), and

Whereas the statement on “higher level courses” is an artifact of the editorial process and has become irrelevant in current policy, and

Whereas the Council on Core Curriculum and Policies made a *sub rosa* change in the Citizenship category of Educational Outcomes through the definition of the criteria in all of the curricular areas,

Therefore, Be it Resolved that General Education Requirements be amended to include associate degrees as follows:

An associate degree must contain the courses from the UALR Core Curriculum in the following curricular areas:

Communications – Written (6 hours)

U. S. Traditions (3 hours)

Mathematics (3 hours)

Any associate of arts, associate of science, or associate of science in teaching which has been designated as a transfer degree per Act 182 of 2009 will adopt the UALR Core Curriculum.

Any associate degree which has been designated as a transfer degree per Act 182 of 2009 will adopt the interim college core until such a time as that college or program has completed its desired college core through the curriculum process.

**And Be it Further Resolved** that the general education portion of the associate degree requirements

“ ... including the following 15 hours of core courses:

*RHET 1311 Composition I*

*RHET 1312 Composition II*

*SPCH 1300 Speech Communication*

*HIST 2311 U.S. History to 1877, or HIST 2312 U.S. History since 1877, or*

*POLS 1310 American National Government*

*MATH 1315 College Mathematics or MATH 1302 College Algebra*

...”

be deleted from Degree Requirements

**And Be it Further Resolved** that the requirement “Higher level courses, particularly mathematics and science, will satisfy Standard Core and College Core requirements.” be stricken,

**And Be it Further Resolved** that the curricular area description in the College Core for Humanities be replaced with the statement “See the curricular area for Humanities in the UALR Standard Core” and that the description in the College Core for Social Sciences be replaced with the statement “See the curricular area for Social Sciences in the UALR Standard Core”,

**And Be it Further Resolved** that the Educational Outcomes, Citizenship, be changed to

Values:

1. Ethical and Personal Responsibility
2. Civic responsibility.
3. Global and cultural Understanding

**And Be it Further Resolved** that

The Associate of Arts, Associate of Science, and Associate of Arts in Teaching will be designated as a transfer degrees per Act 182 of 2009.

**And Be it Further Resolved** to add the following modification and citation clause to both “General Education Requirements (Policy 503.3)” and “Graduation Requirements (Policy 507.1)”

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The Policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

### And Be it Further Resolved that

1. the custodian of Policies 503.3 and 507.1 shall be the Faculty Senate and
2. the name of Policy 503.3 shall be “General Education Requirements for Baccalaureate and Associate Degrees” and
3. the Source of Policies 503.3 and 507.1 shall be designated as the minutes of the appropriate Faculty Senate meetings where these policies are amended.

Such that, the policies after amendments shall be as shown in attachments 1 and 2.

Pres. Wright introduced the motion with the following comments:

“Before I introduce the motion, I wanted to make a few remarks.

Since I've been involved with the Executive Committee, I've become increasingly aware of how fragmented the Faculty Senate legislation has become. Since 1969, when the UALR Assembly formed at the joining of Little Rock University to the University of Arkansas system, we have made policy through accretion. In other words, we just keep layering new changes on top of old policies, in many cases without knowing what those old policies were.

In the last two years we've had a number of reversals that have led me to believe that the system of amending legislation whose only existence is in the record of Faculty Senate or Assembly minutes going back to 1969 is a bad practice.

Admission policy

Late Add policy

Fall Break policy

AIGC and FGC operating procedures

Adding Student Affairs to constitution

The reason we've had issues with the associate degrees is that the general education requirements for associate degrees had been inserted into the degree requirements section of the undergraduate catalog rather than the general education requirements section. Lacking a coherent policy, this bit was missed, and we had to go review many more documents to come up with legislation that should address all aspects of this issue.

These reviews take many hours, and it is not acceptable that the Executive Committee should be put into a position of either spending all its time reading old senate minutes or making dangerous legislation.

So, the motion that I'm about to introduce contains a new way of doing business.”

Discussion –

Sen. Anson commented that the general policy is a very good one, and he recommended its approval.

Sen. Tschumi stated his concerns – that we need to ensure that we have control over the policies. We do not cite administrative policies. These policies are owned by the Chancellor. We can't assert that we control any of these policy numbers. We need to maintain control of our policies. We will not realize if someone goes and modifies our policy. If you compare the actual policy – policy got changed in the undergraduate catalog. Because we don't review the undergraduate catalog, it just sat there. If we go back and use the policy number, we might pick up incorrect wording. We can't give up this control. I object to references to administrative policies in our own legislation. We can go into our records (minutes) and cite the legislation. It is not hard, I went into the records for the Associates Degree requirements. This is from the minutes of March 1991 - states the current requirements of the Associates Degree.

Sen. Jovanovic stated that we need to assert that we have the authority to control those memos.

Pres. Wright stated he disagreed.

Sen. Tschumi stated that the policy on policy assigns a custodian.

Pres. Wright stated that this motion says Faculty Senate will be the custodian.

Sen. Tschumi stated the administration has control over those policies. He agreed that they have to follow our legislation. But, if we make a change, we don't get to change the faculty handbook. We know that we don't own the faculty handbook. The administration owns the faculty handbook, but they have to copy what we do. They have to change it to match us.

Sen. Anson stated that these are curricular policies. The Senate has control over those. The Senate has control over the content.

Sen. Jovanovic noted that the document provided herein specifics different language than what was approved in the legislation. There are inconsistencies.

Pres. Wright said – we are not voting on the mark-up, we are voting on the policy. It will be our (your) task to update the mark-up to reflect the current policy.

Tschumi noted that foreign language is left out because of state law. It must come from a program requirements. It should not be in there at all.

Pres. Wright reminded that we are not creating something, this is what the undergrad catalog says now.

Giammo – the problem is the scattering of legislation throughout minutes. It is not in just one document. There are documents out there that try to do that. But these are not what we write. We need a third category – one that keeps track.

Pres. Wright – if the Chancellor does not accept this legislation, then we will create our own policy. It would have modification clauses which would require the Chancellor to bring policy in alignment of our legislation.

Tschumi – if he give us control, that is a different issue. We should have problems with this.

Douglas – when a CCF goes through, it was my assumption that someone outside the department assimilates this into the catalog. Who checks the undergraduate catalog?

Sen. Funk called the question, and Sen. Anson seconded

The motion to refer the previous question (FS\_2014\_34) was approved.

Motion FS\_2014\_34 as written was approved by voice vote, with some vocal nays.

### VIII. Open Forum

The discussion of eVersity continued. Someone asked how the resolution get to eVersity? Pres. Wright stated that he will write a memo and pass it on through the Chancellor. Sen. Tschumi suggested that Pres. Wright get on the agenda of the next Board of Trustees meeting, and that a pool of faculty attend the meeting in support. Sen. Jensen noted that there was a reporter in the room earlier and asked if we could provide the revised version of the resolution to that reporter. Sen. Funk suggested that we try to make sure that we clearly communicate the tone of our concerns. Pres. Wright reported that he has spoken with the Higher Learning Commission (HLC). They consider the Clinton School a part of UALR. According to the HLC, there are two ways to extend accreditation – to a branch campus, or an additional campus. Either way, the program has to be patched into our governance. Furthermore, if they are offering an online degree that already exists as a face to face degree, they have to be the same degree. The next Board of Trustees meeting is January 21 – 22 at UAMS.

### IX. Adjourn

The meeting was adjourned at 3:28 pm

# Attachment 1. Markup of Policy 507.1

## Policy: 507.1

### Baccalaureate Degree

To receive a baccalaureate degree, a student must complete ~~a minimum of 124~~ 120 hours (Academic majors and colleges may specify additional and /or more restrictive requirements) of which 30 hours must be in residence and 45 must be upper-level (3000 level or above). At least 15 upper level hours must be completed in residence. A baccalaureate degree program may require more than 120 semester hours of college credit if prior approval has been granted by the Board of Trustees or it is a requirement of an independent licensing or accrediting body.

Except ~~for~~ majors that must adhere to standards established by national accrediting agencies, students must select at least 12 elective hours outside their program in addition to the UALR Core Curriculum.

Except in majors that must adhere to standards established by national accrediting agencies, major requirements must include courses or course-work either within or outside the department on <sup>1</sup>

- Oral and written communication in the discipline
- Research methods, ethics, and critical thinking
- Technology.

These required hours must include:

- A minimum of a 2.0 cumulative grade point on all work attempted at the University.
- A minimum of a 2.0 cumulative grade point on all work attempted in the academic major.
- A core curriculum which must include a 3 hour course in U. S. history or U. S. government and a 3 hour course in College Algebra, College Math or higher level math course. See “Core Requirements for Bachelor Degrees.”
- A major.
- A baccalaureate degree seeking student in the process of completing more than one major may have one calendar year following graduation with one major to complete the additional declared major(s) if (1) the student has a valid degree plan on file which specifies requirements for more than one major and (2) if the student completes an application for graduation which indicates that a total of seven (7) or fewer hours remain to complete the additional major(s).

### Associate Degree Requirements

Except for certain programs as specified by the program, all students receiving the associate degree (the AA or AS) must successfully complete at least 60 hours ~~including the following 15 hours of core courses:~~

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<sup>1</sup> FS\_2014\_30 pushed this requirement back to “before Fall 2016”

~~*RHET 1311 Composition I*~~  
~~*RHET 1312 Composition II*~~  
~~*SPCH 1300 Speech Communication*~~  
~~*HIST 2311 U.S. History to 1877, or HIST 2312 U.S. History since 1877, or*~~  
~~*POLS 1310 American National Government*~~  
~~*MATH 1315 College Mathematics or MATH 1302 College Algebra*~~

Graduation with an associate degree requires a C average (2.0 cumulative grade point average) on all work attempted at the University; completion of at least 20 hours above the freshman level, unless specified otherwise in the program; and completion of the final 15 hours (excluding credit by examination) in residence. Hours earned as credit by examination are counted as hours toward graduation but are not counted as hours in residence. See “Credit by Examination.”

Courses completed for an associate degree at UALR will be counted toward the appropriate requirements for the baccalaureate degree.

## Second Associate Degree

An associate degree may be conferred as a second degree when the first degree is either a baccalaureate or another associate degree, subject to these provisions:

- The second associate degree must be in a different discipline from the first degree.
- Students must complete at least 15 credit hours in residence (excluding credit by examination) beyond their first degree.
- Only credit earned at UALR after completing the first degree will normally apply toward the second degree. However, students in their final semester of studies toward the first degree may complete the course load for that semester with courses applicable to the second degree. Students must file a written statement of their intent to seek a second degree with the Office of Records and Registration at the time of registration.
- A major must be completed. Courses completed within the previous degree that satisfy requirements for the second major may be accepted as satisfying course requirements, but not as hours toward the second degree. These hours do not count as part of the 30, except as specified in Item 3 above.
- The core curriculum component in the second associate degree is not required. However, if not taken as a part of another baccalaureate degree, a course in United States history or government (HIST 2311, HIST 2312, or POLS 1310) must be completed. See “Policy 503.3. U.S. Traditions: United States History or Government Requirement.”

## Second Baccalaureate Degree

Additional baccalaureate degree(s) may be conferred subject to these provisions:

- Students must complete at least 30 credit hours in residence, including courses completed previously at UALR, but excluding transfer credit, credit-by-examination, experiential credit, and repeated courses.
- A different major must be completed for each additional baccalaureate degree. Courses completed within the previous degree(s) that satisfy requirements for additional major(s) may be accepted as satisfying ~~course~~ major requirements for additional degree(s), subject to approval by the major department.
- A minor is not required for additional baccalaureate degrees.
- If not taken as a part of another baccalaureate degree, a course in United States history or government (HIST 2311, HIST 2312 or POLS 1310) must be completed, see “Policy 503.3. U.S. Traditions: United States History or Government Requirement.” However, other general education requirements are not applicable to additional baccalaureate degrees.

(Academic majors and colleges may specify additional and/or more restrictive requirements.)

- There is no second language proficiency requirement for students seeking additional baccalaureate degrees.)

## Regulations

These provisions apply to baccalaureate degrees:

- Hours earned as credit by examination are counted as hours toward graduation but are not counted as hours in residence. See “Credit by Examination.”
- A student may elect to graduate under the provisions of the UALR Undergraduate Catalog in effect during any semester in residence at UALR before qualifying for a degree. Students who interrupt their enrollment at UALR for more than five consecutive calendar years must use the catalog current at the time of readmission or later. A student transferring to UALR from regionally accredited four-year institutions, community colleges, or junior colleges with 13 or more hours of accepted credit may graduate under the provisions of a UALR Undergraduate Catalog in effect during any semester of the previous five years in which they were enrolled at the other institution. Note: At no time may a student follow the provisions of a UALR Undergraduate Catalog that is more than five years old at the time of the student’s entry into UALR.
- A student enrolled at UALR who intends to enroll concurrently or as a transient student at another accredited institution should obtain advance approval.
- A senior may participate in commencement exercises prior to the completion of all degree requirements if the student has:
  - A cumulative 2.0 grade point on all work attempted at UALR
  - A cumulative 2.0 grade point in the academic major and in the academic minor
  - No more than nine hours remaining to complete degree requirements.
  - Submitted a graduation application following prescribed procedures. See “Graduation Procedure” in the UALR Undergraduate Catalog.

(Academic majors and colleges may specify more restrictive requirements which supersede these regulations and are detailed in the academic section of the catalog.)

### **Citation and Modification**

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The Policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

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### **Implementation Language (not part of the Policy)**

Motion FS\_2014\_30 (10/24/2014): The Baccalaureate Degree Requirements legislation regarding the major requirements in oral and written communication; research, ethics, and critical thinking; and technology originally approved in March 2013 and then amended on September 19, 2014 as Motion FS\_2014\_19, shall be implemented by Fall 2016.

Motion FS\_2013\_14 ([http://ualr.edu/facultysenate-4andw/files/2014/01/FS\\_2013\\_14-Implementation-of-GenEd-Requirements.pdf](http://ualr.edu/facultysenate-4andw/files/2014/01/FS_2013_14-Implementation-of-GenEd-Requirements.pdf)) delayed the implementation date for degree requirements in 3/15/2013 and subsequent motions.

The custodian of this policy shall be the Faculty Senate and

The Source of this policy shall be designated as the minutes of the appropriate Faculty Senate meetings where these policies are amended.

## Attachment 2. Markup of Policy 503.3

### Policy: 503.3

#### **General Education Requirements (UALR Core Curriculum)**

General education nurtures in students the knowledge, skills, habits of mind, and values that provide a foundation for their baccalaureate program and for lifelong learning. General education fosters intellectual breadth, serves as a context for more specialized study, and is essential to the full development of persons who wish to participate meaningfully in the various communities of which they are a part.

Given these goals, we endorse the following Educational Outcomes in the areas of Knowledge, Skills and Citizenship. We recognize that certain specific aspects of these outcomes will be discipline specific, and we expect that the level of competence in each area will be defined and assessed according to the individual disciplines. The recommendations for core courses and other curriculum changes should be informed by these general outcomes. As programs develop, changes, deletions or additions may be necessary, and this document outlines a process for making those changes.

#### **Educational Outcomes**

##### Skills:

1. Communication (oral, written, visual, professional self-presentation).
2. Critical thinking, quantitative reasoning, and solving problems individually and collaboratively.
3. Information technology (locating, retrieving, evaluating, synthesizing).

##### Knowledge:

1. The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.
2. Concepts, methodologies, and the global cultural heritage of the arts and humanities.

##### Citizenship: Values:

1. ~~Commitment to ethical behavior:~~ Ethical and Personal Responsibility
2. ~~Civic and personal~~ responsibility.
3. ~~Global perspective and cultural sensitivity:~~ Understanding
4. ~~Appreciating diversity:~~

#### **General Education**

The UALR Core Curriculum is 35 semester credits. These 35 credits will be divided in the following way: 21 credits in the Standard Core and 14 credits in College Cores. The Standard and College cores together satisfy the Arkansas State Minimum Core. Some colleges, departments or programs may have additional requirements.

#### **UALR Standard Core (21 hours)**

The UALR Standard Core is intended to make available to students an introduction to the richness of human thought and creativity that find expression in the areas of the liberal arts, humanities and social sciences. Additionally, the Standard Core serves as the starting point for students to achieve the UALR Educational Goals while providing a maximum of transferable credits among colleges to allow students to explore a variety of disciplines before selecting a major.

##### **Communication – Written (6 hours)**

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic lives.

Courses focus on reading and writing. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

### **Fine Arts (3 hours)**

Courses in this area offer a broad overview of one or more art forms, with options for more precise focus. They focus on the appreciation and analysis of creative artifacts; involve the synthesis and interpretation of artistic expression; and enable critical and creative communication about works of art, with some attention to international aspects of the arts. These courses place an assessed emphasis on response to arts experience both on-campus and in the community.

In addition to the knowledge domain of the arts, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

### **Humanities (3 hours)**

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts produced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

In addition to the knowledge domain of the humanities, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

### **Social Sciences – (3 hours)**

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

### **History of Civilization (3 hours)**

In an age of increasing globalization it is imperative that UALR students be introduced to the range of peoples and civilizations of the world. As citizens in a democracy, UALR graduates can act more responsibly and knowledgeably with a grasp of the varied sources of the culture in the United States.

### **U. S. History/Government (3 hours)**

For UALR graduates to accept the idea of and desire to engage in civic activities requires that they gain an understanding of how our government is structured and the history of our nation and how that history has shaped and is shaping our government.

~~Higher level courses, particularly mathematics and science, will satisfy Standard Core and College Core requirements.~~ Individual colleges will not be required to accept lower level courses to satisfy specified college/program requirements.

Donaghey Scholar courses must be accepted by all programs as meeting the Standard Core; however, the Donaghey Scholars program is not required to accept the university Standard Core courses in lieu of Donaghey Scholar program requirements.

## **College Cores (14 hours)**

### **Mathematics (3 hours)**

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of mathematics while developing their inquiry and analysis skills. All courses in this area also address quantitative reasoning, critical thinking, problem-solving, and a commitment to ethical behavior.

### **Science (8 hours)**

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of science while developing their inquiry and analysis skills. All courses in this area explore the physical world using the scientific method applying quantitative reasoning, critical thinking, problem-solving, information technology, and a commitment to ethical behavior. All courses must include a lecture and laboratory.

### **Humanities\***

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts produced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

See the curricular area for Humanities in the UALR Standard Core.

### **Social Sciences\***

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

See the curricular area for Social Sciences in the UALR Standard Core.

### **Communication – Spoken**

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic lives.

Courses focus on speaking and listening. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

### **Interdisciplinary Studies\***

To be developed.

\*Engineering programs replace these 3 credit hours with 3 hours of mathematics and/or science per the State Minimum Core.

An associates degree must contain the courses from the UALR Core Curriculum in the following curricular areas:

Communications – Written (6 hours)

U. S. Traditions (3 hours)

Mathematics (3 hours)

Any associate of arts, associate of science, or associate of science in teaching which has been designated as a transfer degree per Act 182 of 2009 will adopt the UALR Core Curriculum.

Any baccalaureate degree program or any associates degree which has been designated as a transfer degree per Act 182 of 2009 will adopt the following interim college core until such a time as that college or program has completed its desired college core through the curriculum process:

Science (8 hours): any course in the science curricular area

Mathematics (3 hours): any course in the mathematics curricular area

Humanities/Social Sciences/Communications – Speech/Interdisciplinary (3 hours): any course in one of these areas (except for engineering programs which may substitute 3 hours of additional math/science)

### **U.S. Traditions: United States History or Government Requirement**

Arkansas law requires that all students who receive an associate or baccalaureate degree successfully complete a course in U.S. history or U.S. government.

This requirement can be met by HIST 2311 U.S. History to 1877, HIST 2312 U.S. History Since 1877, or POLS 1310 American National Government. Other United States history or government courses may also meet this requirement. However, the student should check with an advisor in the Department of History or the Department of Political Science before choosing to meet the requirement with any other course.

### **Second Language Requirement**

#### **BA Students**

Students seeking a BA degree in any of the following majors are required to complete a 2000-level second language course or demonstrate equivalent proficiency as measured by a competency test:

BA Anthropology BA Art History

BA Chemistry

BA Criminal Justice BA English

BA French

BA History

BA German Studies

BA International Studies

BA Interpretation: American Sign Language/English BA Liberal Arts (also offered via distance)

BA Music

BA Philosophy

BA Physics

BA Political Science

BA Professional and Technical Writing

BA Psychology

BA Sociology

BA Spanish

BA Speech Communication

BA Studio Art; Option in Applied Design

BA Theatre Arts

Languages which may be used to meet the second language requirement include French, German, Spanish, American Sign Language, and other languages as approved and arranged through the Department of International and Second Language Studies.

*Students may meet the requirement in one of the following ways:*

- Successfully completing a 2000-level second language course at UALR and satisfying all the prerequisites for that course.
- Transferring the equivalent courses from another institution of higher education.
- Demonstrating equivalent proficiency on a language test.

### **BSE Students**

Students seeking a BSE in Early Childhood Education are required to complete 3 hours of a second language and 3 hours of English as a Second Language.

Students seeking a BSE in Middle Childhood Education are required to complete 6 hours of a second language or English as a Second Language in any combination or level. Students may meet the requirement in one of the following ways:

- Successfully completing a second language course at UALR and satisfying all the prerequisites for that course.
- Transferring the equivalent courses from another institution of higher education.
- Demonstrating equivalent proficiency on a language test.

### **BSW Students**

Students seeking a BSW degree are required to complete the elementary I and II levels of a second language sequence of courses (Foreign Language 1311 and 1312 or Interpretation 1320 and 1321) or demonstrate equivalent proficiency as measured by a competency test.

Languages which may be used to meet the second language requirement include French, German, Spanish, and American Sign Language. Students may meet the requirement in one of the following ways:

Successfully completing six hours of an approved sequence of second language courses at UALR.

Transferring the equivalent courses from another institution of higher education to UALR.

Demonstrating equivalent proficiency on a language test.

### **Demonstrating Proficiency in a Second Language to Satisfy the Requirements for BA, BSE, and BSW Degrees**

Students who wish to meet second language requirements by demonstrating proficiency should take either the CAPE test or the American Sign Language Proficiency test before enrolling in UALR language courses. These tests are also used to determine placement in the appropriate language courses.

The following students do not need to take the test before enrolling in a language course:

Students who have already completed UALR second language courses.

Students who have completed university-level courses for transfer credit in French, German, Spanish, or ASL<sup>3</sup>.

Students who have never studied French, German, Spanish, or ASL before and are enrolling in first semester courses in these languages.

Second language course waivers may be granted to students with verified disabilities, after examination by a special committee. Students seeking such a waiver should contact the associate vice chancellor for academic affairs at 501.569.3204.

<sup>3</sup>Courses in signing systems other than ASL, such as manually coded English and conversational sign language, will normally not apply. Contact the Department of Counseling, Adult and Rehabilitation Education (CARE) for more information.

### **French, German, or Spanish**

Students must take a computerized, multiple-choice test (the FCAPE, the G-CAPE, or the S-CAPE) coordinated by the Office of Testing Services and Student Life Research.

To demonstrate proficiency in a language other than French, German, or Spanish, students should contact the Department of International and Second Language Studies, Stabler Hall 201 at 501.569.3272.

### **American Sign Language (ASL)**

Students may take a two-part test administered by the Department of Counseling, Adult, and Rehabilitation Education's (CARE) interpreter education program. The first part of the test is a written multiple-choice exam. The second part is an interview with the program faculty conducted in American Sign Language. Results of both the written test and interview are shared with the student at the end of the interview. Students should contact the Department of CARE for an appointment.

### **English as a Second Language**

Students whose first language is not English may use the following core courses (9 credit hours) to satisfy the second language requirement:

RHET 1311 Composition I, RHET 1312 Composition II, and

ENGL 2337 World Literature or ENGL 2338 World Literature Themes or PHIL 2320 Ethics and Society

### **Citation and Modification**

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The Policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

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### **Implementation Language (not to be included in the policy itself):**

Each college must recommend its own set of courses to satisfy curriculum areas of

3 credits of mathematics,

8 credits of science and

3 credits from among the areas of Social Science, Humanities and English Language Communications – Spoken

to the Council on Core Curriculum and Policies for approval.

That the implementation date for the new General Education Requirements (FS#2012-13\_10) shall be January 2015 and shall first be included in the Undergraduate Catalog in 2015-16. An erratum shall be issued removing the requirements passed in FS\_2012-13\_10 from the 2013-2014 catalog. All other new degree requirements related to FS\_2012-13\_10 and subsequent changes in AY 13-14 shall be delayed until the 2015-2016 Undergraduate Catalog unless otherwise specified in the legislation.

The Council on Core Curriculum and Policies is authorized to develop the criteria for the Interdisciplinary Studies Curricular Area.

The custodian of this policy shall be the Faculty Senate and

The name of this policy shall be “General Education Requirements for Bachelors and Associates Degrees” and

The Source of this policy shall be designated as the minutes of the appropriate Faculty Senate meetings where these policies are amended.