



## President of the Faculty Senate

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TO: Faculty Senate  
FROM: Amanda Nolen, President of the Faculty Senate  
SUBJECT: Interpretation of Legislation Regarding I) General Education Curriculum, and II)  
Authority to Map Educational Goals to Learning Outcomes  
DATE: April 22, 2019  
NUMBER: FSM\_2019\_4

I. Interpretation of Legislation: **Be it resolved** that the intent of FS\_2013\_7, FS\_2013\_8, FS\_2013\_11, FS\_2013\_12, FS\_2013\_13, FS\_2014\_16, FS\_2014\_17, FS\_2014\_18, FS\_2014\_19, FS\_2015\_1 were to amend FS\_2012-2013\_10 as amended by FS\_2014\_9 shown in the attached general education requirements policy mark-up (underline indicates addition, strikethrough indicates deletion).

*Commentary:* In May 2013, the Faculty Senate approved the revision to the General Education requirements (FS\_2012-2013\_10) and approved the Operating Procedures for the Council on Core Curriculum and Policies (FS\_2012-2013\_11). The Operating Procedures charged the Core Council with adapting the report from the Faculty Senate's ad hoc Criteria Committee's report (see [https://ualr.edu/facultysenate/files/2014/01/criteria\\_report\\_draft.pdf](https://ualr.edu/facultysenate/files/2014/01/criteria_report_draft.pdf) with minority report [https://ualr.edu/facultysenate/files/2014/01/criteria\\_minority\\_report.pdf](https://ualr.edu/facultysenate/files/2014/01/criteria_minority_report.pdf)) to accommodate curricular areas of the core. In particular, this report contained a mapping of curricular areas to educational goals. The general education curriculum, FS\_2012-2013\_10, defined the curricular areas, and, in most of the definitions, included the mapping between curricular areas and educational goals.

Subsequently, the newly formed Council on Core Curriculum and Policies produced legislation, consistent with their charge, to formalize the Ad Hoc Criteria Committee's report. These pieces of legislation were FS\_2013\_7 (Mathematics), FS\_2013\_8 (Written Communications), FS\_2013\_11 (Social Sciences), FS\_2013\_12 (Fine Arts), FS\_2013\_13 (Communications - Speech), FS\_2014\_16 (Science), FS\_2014\_17 (Humanities), FS\_2014\_18 (History of Civilization), FS\_2014\_19 (US Traditions), and FS\_2014\_9 and FS\_2015\_1 both addressing Interdisciplinary Studies.

These pieces of legislation defined the learning outcomes for each of the curricular areas that mapped onto the educational goals as identified in the original general education curriculum policy FS\_2012-2013\_10. However, these pieces were not clearly understood to be amendments to that original piece, even though in some cases the newer pieces modified the definition of the curricular areas including which educational goals they were mapped onto that were originally defined in FS\_2012-2013\_10. This interpretation explicitly states that the newer pieces were amendments to FS\_2012-2013\_10 as indicated in the mark-up in the attached.

II. Interpretation of Legislation 2: **Be it resolved** that the mappings between educational goals and curricular areas as defined in FS\_2012-2013\_10 as amended by FS\_2014\_9 and Interpretation of

Legislation 1 remain under the authority of the Faculty Senate. The approval process for amending the mappings would follow the legislative process defined in Article III of the constitution (Faculty Senate). The approval process for amending the Learning Outcomes would follow the curricular process defined in Article III of the constitution: Committees of the Faculty Senate, Council of Core Curriculum and Policies.

*Commentary:* In AY 16-17, the constitution was amended (FS\_2017\_3) to authorize Core Council to amend the Learning Outcomes for the curricular areas as reflected in FS\_2013\_7, FS\_2013\_8, FS\_2013\_11, FS\_2013\_12, FS\_2013\_13, FS\_2014\_16, FS\_2014\_17, FS\_2014\_18, FS\_2014\_19, FS\_2015\_1. Since these pieces of legislation also defined the mapping between curricular areas and learning outcomes, it is not clear if the intent of this change was to give core council authority over just the learning outcomes or the mappings as well. This interpretation explicitly states that while the Core Council has the authority to modify the learning outcomes for the curricular areas, only the Faculty Senate has the authority to approve modifications to the mapping between educational goals and curricular areas.

## **ATTACHMENT:**

FS\_2012-2013\_10 (as amended by FS\_2013\_7, FS\_2013\_8, FS\_2013\_11, FS\_2013\_12, FS\_2013\_13, FS\_2014\_9, FS\_2014\_16, FS\_2014\_17, FS\_2014\_18, FS\_2014\_19, FS\_2015\_1) General Education Requirements for Baccalaureate and Associate Degrees

### **Policy:**

#### **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 Goals in the areas of Knowledge, Skills and Values. We recognize that certain specific aspects of these goals 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 goals. As programs develop, changes, deletions or additions may be necessary, and this document outlines a process for making those changes.

## **Educational Goals**

### 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.

### Values:

1. Ethical and personal responsibility
2. Civic responsibility.
3. Global and cultural understanding

## **General Education**

The UALR Core Curriculum is 35 semester credits. These 35 credits will be divided in the following way: 29 credits in the Standard Core and 6 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.

Every course in the UALR Core Curriculum must have a test-out option. The test must be reviewed by the appropriate program to ensure that it meets the needs of the UALR Core Curriculum.

### **UALR Standard Core (29 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, support ideas by integrating research, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic arenas of life.

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 to teach concepts and methodologies involved in the study of arts, including formal and stylistic analysis, and the use of technical, discipline-specific vocabulary in their own analyses of art works.

Courses should enable students to expand their knowledge of the global diversity of cultures, both contemporary and historical, and their awareness of their own culture/s and private values.

Courses should require students to experience arts performances and institutions within the larger 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.

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

Courses in this area are unique in that they bridge the humanities and social sciences. They convey knowledge of key historical people, events and the context in which scientific and humanistic reason and discovery take (and have taken) place. These courses explore patterns of social and cultural change and transition over time, make connections between past and present, and facilitate critical and analytical thinking and writing. Courses in this area will also address information technology, ethical behavior and personal responsibility, and civic responsibility.

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

Courses in this area focus on the reading and interpretation of a broad survey of philosophical, literary, and other texts to focus on the examination and representation of human thought and experience. These courses employ humanistic inquiry in order to interrogate the human experience and 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.

### **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 use the scientific method, apply quantitative reasoning, critical thinking, problem-solving, information technology, ~~and~~ a commitment to ethical behavior, and civic responsibility. All courses must include a lecture and laboratory.

### **Social Sciences – (3 hours)**

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

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.

### **U. S. Traditions (3 hours)**

Courses in this area teach how our government is structured, the history of our nation, and how that history has shaped and is shaping our government. Courses in this area will also address communication, critical thinking, information technology, ethical behavior and personal responsibility, and civic responsibility.

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 (6 hours)**

The “College Cores” consists of 3 hours of Mathematics and 3 hours from any combination of the areas of Humanities, Social Sciences, Communication – Speech, or Interdisciplinary Studies.

#### **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 communication, quantitative reasoning, critical thinking, problem-solving, information technology, and a commitment to ethical behavior and personal responsibility, and global and cultural understanding.

#### **Humanities (0-3 hours)\***

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

#### **Social Sciences (0-3 hours)\***

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

#### **Communication – Speech (0-3 hours)**

Courses in this area focus on developing student knowledge and skills in a variety of spoken communication contexts.

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

#### **Interdisciplinary Studies\* (0-3 hours)**

Interdisciplinary core courses focus on at least two disciplines in order to examine how they may

collaborate to address a particular issue or problem. They explore strengths and limitations of the disciplines, as well as possible avenues of integration. Every interdisciplinary course must address the criteria for at least one of the following curricular areas: Humanities, Social Sciences, or Communications – Speech. The emphasis on interdisciplinarity should balance the modifications to the content criteria necessitated by the sharing of class time between two or more disciplines.

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

## **General Education Requirements for Associate Degrees**

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.

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

## **Interim College Core**

Any baccalaureate degree program or any associate 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:

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.

## **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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**Source:** Faculty Senate Minutes (10/21/2016, 5/3/2013, 10/18/2013, 11/15/2013, 12/13/2013, 5/9/2014, 10/24/2014, 12/5/2014, 1/23/2015, 2/20/2015, 10/23/2015)

**Revised:** 8/15/2017

**Approved by:** Chancellor

**Custodian:** Faculty Senate