

# General Education Review Committee Agenda

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**12:30-1:30**

February 17, 2012

**ADM 204**

## **I. Call to Order**

### **Roll**

( ) Vacant	UAB/COH	Social Sciences
( ) Utpal Dutta	UAB/SOE	
( ) Kevin Keating	UAB/Library	
( ) Kathryn Hollis-Buchanan	UAB	
( ) Vacant	UAB	
( ) Suzanne Forster	CAS	Humanities
( ) Len Smiley	CAS	Quantitative Skills
( ) Marcia Stratton	CAS	Oral Communication
( ) Walter Olivares	CAS	Fine Arts
( ) Robert Capuozzo	COE	
( ) Sandra Pence	CTC/COH/Chair	
( ) Kyle Hampton	CBPP	Social Sciences
( ) Deborah Fox	Mat-Su	Written Communication
( ) Hilary Davies	UAB	Ex officio/UAB Chair
( ) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

## **II. Approval of Agenda (pg. 1)**

## **III. Approval of Summary (pg. 2)**

## **IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby**

## **V. Chair's Report – Sandra Pence**

## **VI. Course Action Requests**

A. GER Equivalency Table (pg. 3)

## **VII. Old Business**

A. BOR Policies (pg. 4-10)

B. Develop recommendation for OAA regarding GER assessment process (pg. 11)

## **VIII. New Business**

A. Review Faculty Senate Bylaws governing GERC

B. Future plans: Work on committee goals

a. GER classifications: review/revise objectives → new templates  
(work with AA assessment coordinators for each classification)

## **IX. Informational Items and Adjournment**

# General Education Review Committee Agenda

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**12:30-1:30**  
February 10, 2012  
**ADM 204**

## **I. Call to Order**

### **Roll**

( ) Vacant	UAB/COH	Social Sciences
(x) Utpal Dutta	UAB/SOE	
(e) Kevin Keating	UAB/Library	
(x) Kathryn Hollis-Buchanan	UAB	
( ) Vacant	UAB	
(e) Suzanne Forster	CAS	Humanities
(x) Len Smiley	CAS	Quantitative Skills
(x) Marcia Stratton	CAS	Oral Communication
(e) Walter Olivares	CAS	Fine Arts
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC/COH/Chair	
(x) Kyle Hampton	CBPP	Social Sciences
(x) Deborah Fox	Mat-Su	Written Communication
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(e) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

## **II. Approval of Agenda (pg. 1)**

*Approved*

## **III. Approval of Summary (pg. 2-3)**

*Approved*

## **IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby**

## **V. Chair's Report – Sandra Pence**

## **VI. Course Action Requests**

A. Proposed Catalog Change: Transfer of GER Credits Within the UA System (pg. 4-5)

*Waive first, approve for second*

*1<sup>st</sup> Marcia Stratton*

*2<sup>nd</sup> Robert Capuozzo*

*Approved*

*A UAA table of GER substitutes was distributed to the board*

*Look over the table for next week and find any mistakes*

## **VII. Old Business**

A. Develop recommendation for OAA regarding GER assessment process (pg. 6)

## **VIII. New Business**

A. Review Faculty Senate Bylaws governing GERC

B. Future plans: Work on committee goals

a. BOR policy—GERs (consider recommending LEAP?)

*The board started to review BOR policies*

b. GER classifications: review/revise objectives → new templates  
(work with AA assessment coordinators for each classification)

## **IX. Informational Items and Adjournment**

**GER Quantitative Skills (Mathematics at UAF, Mathematics and Statistics at UAS)**

UAA		UAF		UAS	
		MATH F103X (3)	Concepts and Contemporary Applications of Mathematics		
MATH A107 (4)	College Algebra	MATH F107X (4)	Functions for Calculus	MATH S107 (4)	College Algebra
MATH A108 (3)	Trigonometry			MATH S108 (3)	Trigonometry
MATH A109 (6)	Precalculus				
MATH A172 (3)	Applied Finite Mathematics	MATH F161X (3)	Algebra for Business and Economics		
MATH A200 (4)	Calculus I	MATH F200X (4)	Calculus I	MATH S200 (4)	Calculus I
MATH A201 (4)	Calculus II	MATH F201X (4)	Calculus II	MATH S201 (4)	Calculus II
	Several years ago, we were told that MATH had too many GER courses, so we removed MATH A202 from the GER. It remains in our curriculum.	MATH F202X (4)	Calculus III	MATH S202 (4)	Calculus III
				MATH S205 (3)	Mathematics for Elementary School Teachers I
				MATH S206 (3)	Mathematics for Elementary School Teachers II
MATH A272 (3)	Applied Calculus	MATH A262X (4) MATH F272X (3)	Calculus for Business and Economics Calculus for Life Sciences		Notes: MATH S107 or higher or STAT S107 or higher satisfy GER at UAS.
STAT A252 (3)	Elementary Statistics				
STAT A253 (4)	Applied Statistics for the Sciences				
STAT A307 (4)	Probability and Statistics				
		STAT F200X (3)	Elementary Probability and Statistics		
				STAT S107 (4)	Survey of Statistics
				STAT S273 (3)	Elementary Statistics

Here is the list of BOR Policy and Regulation that GERC has been asked to review and categorize:

- RED: Policies which are incorrect or out-of-date and need to be revised.  
YELLOW: Policies which may require a detailed examination at a later time after dealing with the RED category.  
GREEN: Policies which do not need to be changed.

BOR website: <http://www.alaska.edu/bor/policy-regulations/>

09.01.012. Expectations: Teaching and Learning

09.01.014. Expectations: Curriculum

10.04.010. Academic Program Integration

10.04.020. Degree and Certificate Program Approval

10.04.030. Credit Hour Requirements for Degree and Certificate Programs

10.04.040. General Education Requirements

10.04.050. Discipline Course and Credit Hour Requirements.

10.04.060. Transfer of Credit

10.04.062. General Education Coursework Transfer

10.04.064. Degree and Certificate Credit Transfer

10.04.070. Non-Traditional Learning

10.04.080. Developmental and Remedial Education

10.04.090. Evaluation of Student Performance and Course Level Definitions

10.04.100. Academic Calendar

10.04.110. Inter-Institutional Delivery of Courses and Programs

10.04.120. Reserve Officers Training Corps (ROTC)

<http://www.alaska.edu/bor/policy-regulations/>

**REGENTS' POLICY**  
**PART IX – ACADEMIC POLICY**  
**Chapter 9.01 - Student Affairs; General Provisions**

**P09.01.012. Expectations: Teaching and Learning.**

- A. The university will provide a faculty that:
1. is actively involved in curriculum development and refinement;
  2. is proficient and current in the subject matter;
  3. uses effective teaching and learning strategies;
  4. is available for consultation;
  5. works cooperatively with students and colleagues; and
  6. works to instill in each student a life-long joy of learning.
- B. Students will:
1. meet the prerequisites for courses in which they enroll;
  2. participate in course activities to the best of their abilities;
  3. invest the time and effort demanded by course requirements; and
  4. work cooperatively with faculty and colleagues.

(10-02-98)

**P09.01.014. Expectations: Curriculum.**

- A. The university will:
1. design and implement a curriculum of high quality that is current, responsive to student and community needs, consistent with the university's mission, meets accreditation standards when applicable in accordance with P10.02.070, and is within the limits of facilities, resources, and personnel;
  2. provide accurate and available statements of program and other academic requirements;
  3. offer courses on a schedule and sequence that permit students to complete a degree or certificate within the time specified by the program; and

4. provide knowledgeable advisors to help students identify appropriate courses and possible vocational options.

B. Students will:

1. seek advice from faculty and staff who are knowledgeable about program and other academic requirements;
2. be familiar with program and other academic requirements;
3. be familiar with the course schedule and sequence and plan a program of study accordingly; and
4. undertake a manageable course load.

(10-02-98)

**REGENTS' POLICY**  
**PART X – ACADEMIC POLICY**  
**Chapter 10.04 - Admission and Graduation Requirements**

**P10.04.010. Academic Program Integration.**

- A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:
1. sharing intellectual and material resources;
  2. collaboration among units in teaching, research/creative activity, and public service;
  3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
  4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
  5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.
- B. The faculty and academic officers of the university will be collectively responsible for establishing and maintaining procedures to affect these practices, in accordance with

applicable regents' policy and university regulation .

(02-16-96)

**P10.04.020. Degree and Certificate Program Approval.**

All program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements and workforce credentials to the president.

(12-08-05)

**P10.04.030. Credit Hour Requirements for Degree and Certificate Programs.**

A. The minimum number of credits that may be required by a degree or certificate program will be, for each level:

Occupational Endorsement	9 credits
Certificate	30 credits
Associate degree	60 credits
Bachelor's degree	120 credits
Master's degree	30 credits
Graduate Certificate	12 credits
Post-Baccalaureate Certificate	24 credits

B. The maximum number of credits that may be required by a degree or certificate program will be, for each level:

Occupational Endorsement	29 credits
Certificate	60 credits
Associate degree	75 credits
Bachelor's degree	132 credits
Master's degree	45 credits
Graduate Certificate	29 credits
Post-Baccalaureate Certificate	60 credits

C. The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.

D. The president may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate MAU faculty senate and chancellor.

E. Non-credit only workforce credentials have no minimum or maximum number of continuing education units or contact hours.

F. While no minimum or maximum credit hours are required for the doctorate, a student is

expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.

(12-08-05)

#### **P10.04.040. General Education Requirements.**

University general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality. Each MAU will have a common core of general education requirements consisting of a minimum of 34 credits of coursework distributed among categories as described in the accompanying university regulation. This core will be the minimal requirements for the general education curriculum for baccalaureate degrees. The definitions of distribution categories for the common core of general education requirements and the distribution of credit among these categories will be established by university regulation, following review by the faculty and the MAU chief academic officers and the recommendation of the chancellors.

(02-16-96)

#### **P10.04.050. Discipline Course and Credit Hour Requirements.**

Courses and credit hour requirements will be established by each MAU for each degree and certificate program approved by the board and will be published in current catalogs.

(02-16-96)

#### **P10.04.060. Transfer of Credit.**

A. To serve students who obtain their college education from two or more institutions, the university will provide transfer processes that:

1. enhance the ability of students to achieve their educational goals;
2. expand student access to the educational opportunities in the university ; and
3. recognize the distinction and maintain the integrity of individual degree programs.

B. It is in the interest of both the student and the university that its universities accept in transfer as much credit as is appropriate to the student's new degree and graduation requirements. To further facilitate student ability to benefit from the range of academic offerings available within the university system, the maximum articulation possible among degree and certificate programs will be sought. Information on course transfer and articulation among the programs of the universities and community colleges will be published in their catalogs.

(02-16-96)

#### **P10.04.062. General Education Coursework Transfer.**

A. The general education requirements for each university and community college will



include a common core of coursework constructed in part to facilitate transfer of general education credit among the universities and community colleges.

- B. A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges.
- C. A student who has completed some of the general education requirements at one university system university or community college will have those credits count toward fulfillment of the same categories of general education requirements outlined in the common core at all University of Alaska universities and community colleges. This applies even if there is no directly matching coursework at the institution to which the student transfers. This statement will be published in each university and community college catalog.

(02-16-96)

#### **P10.04.064. Degree and Certificate Credit Transfer.**

- A. Articulation agreements developed for transfer of credit between universities to meet degree or certificate requirements or for joint delivery of similar programs will be approved by the appropriate chancellors. They will be made readily available to advisers and students.
- B. Admission of students to degree and certificate programs will be subject to completion of appropriate prerequisites, to timely completion of application procedures, and to space availability.
- C. Students will fulfill the graduation requirements of the university and the requirements of the certificate or degree program from which they expect to graduate.
- D. University system universities and community colleges are encouraged to develop degree programs that build upon a student's prior experience. Such degrees may include:
  - 1. associate of applied science degrees, which build upon a student's previous training, or
  - 2. baccalaureate programs, which build upon certificate and associate programs.

(02-16-96)

#### **P10.04.070. Non-Traditional Learning.**

Each MAU, in recognition of the validity of credit for experiential learning, credit for prior learning, and credit by examination, may provide students the opportunity to apply for such

credit in subjects which fall within the institution's regular curriculum.

(02-16-96)

**P10.04.080. Developmental and Remedial Education.**

To assist students in the successful completion of their educational goals, universities and community colleges of the University of Alaska will make available developmental and remedial courses in basic skills.

(02-16-96)

**P10.04.090. Evaluation of Student Performance and Course Level Definitions.**

The university will establish in university regulation a common grading system and course level definitions applicable across the university system to use in the evaluation of student performance. Student grade point averages will also be computed by a common methodology established in university regulation.

(06-10-04)

**P10.04.100. Academic Calendar.**

The academic calendar for each university campus will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days. Class schedules must provide for a minimum of 750 minutes of instruction per credit hour.

(02-16-96)

**P10.04.110. Inter-Institutional Delivery of Courses and Programs.**

- A. The MAUs will cooperate in the establishment and delivery of educational courses and programs to promote access to a quality education, minimize ineffective duplication of effort, and ensure the effective use of university resources. Inter-MAU use of faculty expertise, specialized equipment, and library collections will be promoted and collaboration with other colleges and universities will be sought.
- B. Each MAU will develop rules and procedures to provide students opportunities for academic advising prior to registration. These rules and procedures will be reviewed by the university's chief academic officers collectively in order to promote maximum facilitation and coordination of systemwide advising.
- C. Procedures governing the development and sharing of courses and programs will be outlined in university regulation.

(02-16-96)

*The General Education Review Committee recommends formation of a one-year General Education Requirements Assessment (GER) Task Force.* This task force will be funded through the Office of Academic Affairs. (Need more details on task force—composition, time commitment) The charge of this task force is to work with faculty involved in general education to develop an assessment plan for General Education Requirements at UAA. The task force should consider close alignment with the Associate of Arts degree assessment plan as an option.

*The General Education Review Committee recommends formation of a “Center for General Education” that would report to the Vice-Provost of \_\_\_\_\_ in the Office of Academic Affairs. The Center for General Education would include a position for a Director of General Education and any necessary support staff.* The director position should be a full-time position filled by a member of the faculty. The initial appointment would be for two-years, the first year would include membership on the GER Task Force for the duration of its existence and the second would include implementation of the GER assessment plan. After two years the time-commitment of the position would be re-evaluated to determine if teaching responsibilities could be added. The role of the Director of General Education would be as follows:

1. Implement the assessment plan developed by the GER Task Force.
2. Collect, analyze, and interpret data, identifying deficient areas. This task may be delegated as needed to the Office of Institutional Research.
3. Consult with faculty in each category to determine recommendations for program improvement.
4. Generate assessment report.
5. Present report to GERC for approval or further refinement and subsequent approval.
6. Facilitate implementation of corrective actions recommended in the assessment report.
7. Facilitate regular faculty review of GER Classifications including the nine GER outcomes and the outcomes of each of the eight classifications.
8. Ensure continuity between the nine over-all general education outcomes, the outcomes of each of the eight classifications, the Associate of Arts program outcomes, and the five Institutional Learning Outcomes. Representative faculty in each classification must approve outcomes for their respective classification.

Qualifications for the position of Director of General Education would include:

Required:

Qualified for appointment as a member of the UAA Faculty

Preferred:

Substantial/significant experience in General Education

Substantial/significant experience in Institutional Accreditation

Substantial/significant experience in Curriculum Development

Substantial/significant experience in Assessment

FYI: Need to add any of this to FS Bylaws? E.g. GERC should be responsible for approval of the General Education Assessment Report? (should one ever be developed)