

**Curriculum and Policies Subcommittee Meeting Minutes**  
**February 16, 2021**

**Voting Members Present:** Chair Molly Bolger, Joan Curry, Moe Momayez, Amber Rice, Claudia Stanesco, Rich Vaillancourt, Joost Van Haren

**Non-voting Members Present:** Roxie Catts, Neel Ghosh, Abbie Sorg

**Voting Members Absent:** Leslie Dennis, Jack Haskins, Roman Lysecky

**Guest Presenters:** Christy Ball, Susan Miller-Cochran, Tom Murray, Matt Ostermeyer, John Pollard, Katie Southard, Monica de Soto Vega, Ryan Winet

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Chair Molly Bolger called the meeting to order at 3:30 p.m. A quorum was established with 6 voting members. This ad hoc meeting was called to continue discussion of the proposed General Education Curriculum and its associated policy updates, which was started at the January 19 meeting.

**I. General Education Curriculum and Policies Proposal Discussion**

Prior to the meeting, subcommittee concerns regarding the proposed curriculum and policies based on initial discussion on January 19 were sent to the Gen Ed Refresh team, and small group discussions were held to clarify those concerns and brainstorm solutions. These questions and possible solutions were discussed by the presenters and the subcommittee members during the meeting.

- Implementation Concerns
  - How many courses will be offered in Spring 2022 as part of the new curriculum?
    - 30-35 courses are projected for Spring 2022, mostly as Building Connections courses.
      - Is this a realistic number of courses for the UWGEC to review and approve by the end of this semester in preparation for Spring? The concern is when the course proposals could be received by the UWGEC- faculty will need the rubrics and descriptions of the new course types in order to request inclusion in the new curriculum.
      - What size of classes are we thinking these will be? Would they be ~25 seat classes, ~200 seat classes, or some of each?
    - 15-17 courses should be available online (either live or asynchronous)
    - A number of courses (TBD) will need to be 300/400 level for transfer students in order for them to use them toward their Upper Division requirements for graduation.
    - Iterative tracking: early tracking of course proposals will take place through the Quick Start process.
  - How many courses are offered in the current Gen Ed curriculum?
    - 513 Gen Ed courses for the 2019/20 year- offered by 17 colleges. Colleges of Humanities and Social & Behavioral Sciences were together responsible for 51% of annual Gen Ed SCH during this year.
  - How many students matriculate in Spring?
    - ~1500 overall
    - ~1300 transfer students

- Would this group of students need to be considered for the Spring 2022 rollout? Transfer students should be entering with a catalog year earlier than Spring 2022, but UAccess doesn't automatically reflect their catalog year correctly. The system defaults to showing these students' catalog year as the semester they entered the UA, and this is a separate issue that needs to be addressed regardless of the Gen Ed refresh.
      - 400 Main campus, 700 UA Online
        - These numbers don't seem to add up- this data needs to be presented in the future in a way that clearly breaks down all the students so it doesn't confuse the groups it's being presented to.
    - Have we looked beyond the Spring 2022 semester to what will be needed for Fall 2022?
      - Yes, currently looking at trends and data in order to make accurate projections
      - There may be an element in UAccess in the future (possibly Fall 2023) where students can provide information on what their course needs are, to better predict what types of courses are needed
- Transfer Student Concerns
  - Concerns about advisor workload- more resources, support, and guidance for advisors are needed. The Transfer Articulation office was created to help prospective transfer students get a complete picture prior to transferring of what coursework will count toward graduation and what they will still be required to complete upon arrival. Clear, standardized answers are needed prior to the curriculum being rolled out so the advising community can appropriately work with students navigating the new curriculum (both first-year students and students bringing in transfer credit).
  - AGEC: most students don't arrive at the UA with a complete AGEC in hand. Often there are administrative issues from their community college; sometimes the student is still in the process of completing the AGEC; sometimes a UA student does a "reverse transfer" where they take their Gen Ed courses at a community college. The policy is currently written in a way that assumes that students either arrive with a completed AGEC or do not complete an AGEC at all, but in reality students' situations are often not that straightforward.
  - Gen Ed Refresh team is considering revising the Entry/Exit Course policy to only require these courses for students that enter the UA as 1<sup>st</sup> year students. The courses would be available as options for transfer students, but not required for graduation. Important to give transfer students the option as these courses can still be valuable to students regardless of where their GE coursework was completed.
    - Subcommittee members expressed support for this revision, and noted that because the AGEC sometimes takes a long time to be finalized in the system, the General Education requirement may display as incomplete on the advisement report for some students for a long time, which could be stressful and confusing.
    - It will be important to be explicit about where the line is drawn between 1<sup>st</sup> year UA students and transfer students. Many students arrive with some transfer credit from work done in High School, exam credit, etc. that would consider themselves 1<sup>st</sup> year UA students. This has already been considered, and this is already designated at the point of admission by the Admissions office; this same designation would be used to determine what GE requirements will apply to each student.
- Navigating Complexity Concerns
  - GE Attribute complexity will be difficult for students to navigate- especially for transfer students whose original institution doesn't follow the same curriculum.

- The Gen Ed Refresh team has considered not tracking the GE Attributes for transfer students, though this is still under discussion and there isn't consensus yet on that possibility. While we shouldn't dilute the curriculum, we also shouldn't create an unnecessary burden for students. The GE Attributes are an important element to fully comply with the ABOR General Education policy, so additional exploration needs to be done to find a solution to this issue.
    - 1<sup>st</sup> year students will be oriented to the Gen Ed curriculum during the Entry course, so they'll have information on how to navigate the GE attributes through that experience.
  - Gen Ed Refresh team is in discussion with UITS to develop a navigation tool for the Gen Ed curriculum, hoping to be ready for November. As currently envisioned, the tool would display visually the different aspects of the Gen Ed curriculum in grey, and as students complete courses for each area, the tool would display completed requirements in color. The tool would include a course filter to help students search for courses to fulfill their remaining requirements, allowing them to search for multiple types of courses at once (for example, EP Artist courses with the Writing attribute).
    - Would advisors have access to this tool? If not, would it be possible to get a proxy view to see what students see?
    - The navigation tool would be helpful, but would also require a wide enough pool of available courses to meet the requirements in a number of ways. Without a wide enough pool and without a student planning all of their courses ahead of time, students may find themselves in a situation where they need to complete one more EP area course with one more GE Attribute, and find that there are no courses that fulfill both requirements at once, leading to a situation where the student needs to take an additional 3 units to complete the two requirements using separate courses.
- Change in Units and Exemptions Concerns
  - Currently, Science and Engineering majors are exempt from the NATS area. With the new program, having everyone take the same requirements means students in those majors will have a net increase in required units. For the College of Science, this would be an increase of 2 units; need more information on how many additional units it would be for College of Engineering and Architecture.
  - If the double dipping policy allows students to use a course from both their major and the GE, this issue could be mitigated by bringing the intro level lab sciences (Chemistry, Physics, Biology, etc) into the Gen Ed curriculum.
    - Some of these courses are already closely aligned with GE and would not require much change to meet those requirements.
    - Others of those courses are less closely aligned, and changes would be necessary to bring them into alignment. These courses are ones that students often choose to take at a community college due to the UA course's reputation. Working with these departments to align the courses with GE could make them more attractive for students to take here rather than transferring in- this could be beneficial both for the offering department and for the students.
  - The College of Engineering's accreditation doesn't allow them to double dip coursework. This issue needs to be discussed more thoroughly by the Gen Ed team and the College of Engineering, to determine how to proceed.
  - The policy needs to be explicit about how many courses can be double dipped, and in what way. The proposal currently allows for 1 course to be double dipped. There are multiple

perspectives on this issue- some people feel that there double dipping should not be limited at all, while others believe that no double dipping should be allowed. The decision of whether/how much double dipping should be allowed will be a delicate one.

- Discussion is ongoing about whether prerequisites should be allowed for Gen Ed courses. If prerequisites end up being prohibited, this may make it difficult to include the lab sciences courses in the Gen Ed curriculum.
- Would prefer to create a policy flexible enough that it will work for everyone so it wouldn't be necessary to create exceptions for specific colleges or majors.

Molly adjourned the meeting at 5:30 p.m. Progress on the General Education proposal will be presented to the full UGC at the next meeting on February 23, 2021. The next Subcommittee meeting will be on March 16, 2021, at which discussion of the General Education proposal will continue.

*Respectfully Submitted by Abbie Sorg, 3/10/21*