Chair Jennifer Ricketts called the meeting to order at 3:17 PM. A quorum was established with 9 voting members. Two more members arrived after approval of the minutes.

I. Approval of Meeting Minutes from September 17, 2014
Tom Fleming motioned to accept the minutes. The motion was seconded and passed with 8 in favor and 1 abstention.

II. Tier One and Success Course Proposals
The Tier One Subcommittee presented one new Tier One course for consideration:

- **TLC 150C1, Schooling & Diversity: Race, Class, Languages, LGBT & Immigration** (Individuals/Societies, Diversity Emphasis)
  Most members agreed that the content was sufficiently broad for Tier One and the learning objectives were appropriate for this Study Area, but one member felt it was too narrowly focused on schooling so would be better placed in Tier Two. All agreed that several changes were needed to the syllabus: an explanation of how Honors students will be accommodated, a clear statement on when students are expected to interact online (if this component is synchronous), clarification of the discussion board posts and responses, clarification on how 40% of the grade will be completed by week 8, the addition of an option to revise and resubmit one written assignment, and the addition of an information literacy learning outcome.

Victor Braitberg motioned to conditionally accept this course, contingent upon the aforementioned changes to the syllabus. The motion was seconded and passed with 9 votes in favor and 1 opposed.

The Tier One Subcommittee presented two new Success course proposals for consideration:

- **HED 296, Academic Success Seminar**
  The Subcommittee felt this proposal met the definition of a success course. The course targets a specific population—transfer students on academic probation—that have a unique set of needs. The other success courses offered by this department are designed for freshmen in New Start or Arizona Assurance. Members agreed that the in-class/out-of-class assignments are appropriate for 1 credit. Both instructors have experience working with transfer students.

  Kim Jones motioned to accept HED 296 as a Success Course. The motion was seconded and passed unanimously with 11 in favor.

- **TLC 310, Learning Strategies for College Students**
  Members agreed that the content fit the definition of a Success Course and there was an appropriate target population—majors in the Learning, Literacy & Language major and other Education majors who want to become successful college students. However, several concerns were expressed. While the in-class meeting time satisfies the criteria for a 3-unit course, the out-of-class assignments do not merit 3
credits. Members who have taught or reviewed the syllabi of other success courses suggested that the content could easily be taught in a 1 or 2-unit class. Another reason for reducing the credits is that students cannot apply more than 3 units of Success credit toward their degree. If students previously took a New Start Success Course, for example, they wouldn’t be able to apply a 3-unit class toward their degree. Additionally, TLS 310 doesn’t meet the guidelines for an upper-division course; lower-division courses develop skills such as those listed as learning outcomes. Members felt the course should be reduced in units and offered as lower division. Finally, it is unclear in the syllabus how points are attributed to each assignment.

Tom Fleming motioned to table this proposal to see if the instructor can provide compelling justification for a 3-unit, upper-division Success Course. The motion was seconded and passed unanimously with 11 in favor. [Note: The alternative is to restructure the course for fewer units at the lower division level and submit a new proposal.]

III. Tier Two Course Proposals
The Tier Two Subcommittee presented one course modification for consideration:

- AFAS 318, Pan African Dance Aesthetics (Arts, Diversity Emphasis).
  This existing course meets the content and mechanics criteria for Tier Two – Arts and Diversity. Members noted that there are two versions of assignment point values, but both meet the 40% requirement.

  Amy Fountain motioned to accept this course for Tier Two – Arts and Diversity Emphasis. The motion was seconded and passed unanimously with 11 in favor.

The Subcommittee presented two new courses for consideration:

- DNC 101, Dance Appreciation (Arts).
  The content and learning outcomes meet all the criteria for this study area. However, this course is proposed as temporary. UWGEC has not approved temporary/experimental courses because students should be able to count on the course being available for several years. This has implications for repeating the course or applying for a GRO. Another concern relates to a fully online course—there is no monitoring system to ensure that the users are the students they claim to be. For example, exams could be proctored at approved testing facilities where student photo IDs can be verified.

  Amy suggested tabling this proposal, and members agreed. Dance needs to provide compelling justification for creating a temporary course or needs to change the proposal to a permanent course. Members would also like the second concern to be addressed.

- ENGV 360, Introduction to Close Reading (Humanities).
  The revised syllabus now meets all criteria for a Tier Two - Humanities course. The Honors contract is spelled out; the revision of one writing assignment is allowed; and 40% of the grade points are complete by week 8.

  Tom motioned to accept this course for Tier Two - Humanities. The motion was seconded and passed unanimously with 11 in favor.

IV. Undergraduate Council & BAS-Meteorology Second Language Waiver update – Tom Fleming
At the Undergraduate Council meeting, an Agricultural Education undergraduate certificate was approved, as well as a proposal to amend the Class Attendance/Administrative Drop Policy for online courses. The
Registrar had two announcements: (1) online courses will be rebranded to “i-courses” and (2) students taking an i-course will be charged a $50 tech support fee, effective in Spring 2015.

At the UGC Curriculum/Policies Subcommittee meeting, Tom presented the UWGEC’s recommendation to deny the request from Atmospheric Sciences to waive the Second Language requirement for the BAS in Applied Science with an emphasis in Meteorology. The Subcommittee agreed, believing there are ways for this BAS Program to accommodate the Second Language requirement. The request was denied. The CoS Associate Dean and ATMO Department Head then asked for a meeting with Subcommittee representatives; this is scheduled on 10/28/14. ATMO may revise the proposal and resubmit it to the UGC Subcommittee.

V. Tools and Assessment Subcommittee Update – Jennifer Ricketts

There are no changes to the overall General Education Program student learning outcomes (SLOs), but the Subcommittee proposed a set of modified Tier and Strand (i.e., Study Area) Learning Objectives. Changes were made based on conversations with SVPAA Gail Burd, and the last UWGEC discussion regarding the objectives for different Tier Strands. The proposal lists the Program-level SLOs and how the Strand-level objectives align with those. The objectives were simplified to only 4 objectives per Tier Strand. The Subcommittee asked for approval of the new Strand learning objectives. Each course is expected to provide opportunities for students to achieve one or more of the objectives.

Amy motioned to approve the Tier-Strand Learning Objectives as presented. The motion was seconded and approved unanimously with 10 in favor [one member had departed].

The next step is to conduct a pilot project to see if the Tier One-Individuals/Societies Strand courses collectively will enable students to achieve the 4 learning objectives. Jennifer presented a draft letter to course instructors asking them to reformat their syllabus to align with the proposed General Education syllabus template, which will provide information about the objective(s) that students should achieve from taking their course. The syllabus template is designed to be completed with minimal time investment. This tool will be used as the basis for later assessing the General Education Program SLOs. Concerns were expressed about a high non-response rate to an e-mail or hard-copy request. Faculty may not feel it’s important to revise a class syllabus to fit the template. The benefits of participating in the pilot will need to be highlighted, especially in terms of preparing for a department Academic Program Review and the next UA North Central Accreditation Review. What response rate would be sufficient to see if the syllabus template works as an assessment tool? Members suggested limiting the pilot to a couple dozen faculty volunteers.

Jennifer asked members to introduce this pilot project to their department and college and also ask colleagues to participate. Victor and Amy offered to participate by applying the template to their courses. They will also recruit a few more instructors of Tier One – Individuals/Societies classes who might be open to helping in the pilot phase. With the information gathered from these few participants, the Subcommittee might be able to refine the process to maximize faculty participation in the next stage.

VI. Online Education Project (OEP) Volunteers

Jennifer asked for volunteers to serve with her on Vin Del Casino’s Online Education Project Committee. Robert Indik and Amy Fountain volunteered. [10/16/14 Note: Victor Braitberg volunteered via e-mail.]

The meeting was adjourned at 5:00 PM.

Respectfully Submitted by Rebecca Pérez 10.16.2014
Edited by Celeste Pardee, 10.18.2014