II. Approval of Meeting Minutes from December 10, 2014
Malcolm motioned to approve the minutes as presented. The motion was seconded and passed with 7 in favor and 4 abstentions.

II. General Education Structural Modification – Gail Burd
SVPAA Gail Burd proposed simplifying the structure of the General Education Program by removing the 3 or 4 breadth categories within each study area. The new structure would also involve changing the study area titles for two Tier One areas: Behavioral & Social Sciences (in place of Individuals/Societies), and Arts & Humanities (in place of Traditions/Cultures). The title of the third area, Natural Sciences, wouldn’t change. Students would be asked to choose any two courses from each study area to satisfy the Tier One requirements. Tier Two would still be comprised of 4 study areas: Behavioral and Social Sciences, Humanities, Fine Arts, and Natural Sciences, with the Diversity requirement as it currently exists.

The justification for simplifying the study areas is as follows: (1) it would alleviate articulation issues for transfer students who don’t have an AGEC from an AZ community college; (2) it would reduce student confusion about the course number/letter category designations; (3) the requirements would be easier to explain to high school students at recruitment sessions; and (4) it would better align the UA’s General Education Program with those of ASU and NAU.

The distinction between Tier One and Tier Two courses would remain, as would the program-wide and study-area learning outcomes and the number of courses required to satisfy General Education. Currently approved courses wouldn’t be affected; for example, students would still be expected to develop/apply critical thinking and written communication skills in each course. A simplified structure would allow for broader assessment components. Eliminating the breadth categories would require changes to UAccess systems—for instance, fulfillment of General Education would necessitate reconfiguring the Academic Advisement Reports, which can be done given time and resources.

Some members questioned allowing students to pick any two courses from a study area because they could select courses with similar topics. Would students lose the breadth of liberal arts beyond their majors and minors if there were no categories? Instead of eliminating the categories, what about reducing the number of categories in each study area? However, within the current system there are opportunities for students to take several courses in their major discipline and college, due to overlapping areas. Gail asked members to talk with colleagues and gather feedback regarding the proposed structure. Discussion will continue at the February meeting.
III. **Course Poaching within General Education**
Gail also discussed the adjudication process for courses that might be considered poaching on another department or college. She asked the Committee to continue identifying courses that do not fall within the offering department’s subject area and to notify her when this occurs. The course will probably be brought to the Undergraduate Council for resolution (to be confirmed with the UGC Chair). Currently, proposed courses are placed on hold for 10 days within the Course Management System so that college associate deans can review proposals and can raise an objection before courses are given final approval. However, the deans rarely have time to search the inventory of proposals. Gail invited feedback and other suggestions for handling poaching.

IV. **Workshop to Improve Instructional Feedback on Student Writing**
Jennifer Ricketts recommended attending and informing colleagues about an OIA workshop for instructors on how to provide constructive feedback on papers submitted by students. The workshop, facilitated by Writing Program instructors, was especially helpful on techniques to give meaningful feedback to a large number of students in a short amount of time.

Gail stressed the importance of this workshop, given the recent study comparing writing samples of incoming freshmen and graduating seniors. The writing samples were scored blindly. To the dismay of evaluators, UA seniors scored about the same as the freshmen! This finding points to the importance of enforcing the writing requirements in General Education courses.

V. **Tier Two Course Proposals**
The Tier One and Tier Two Subcommittees presented three new course proposals for consideration:

- **ENGL 248B, Introduction to Fairy Tales** (Humanities).
  This proposal met all the mechanics and learning objectives for a Tier Two Humanities course, however, one issue was noted. The non-attendance policy on the syllabus did not align with the University absence policy in terms of religious holidays and Dean’s excuses.

  Malcolm Compitello motioned to approve ENGL 248B for Tier Two – Humanities, with the suggestion to the instructor that she align her absence policy with the University’s. The motion was seconded and passed unanimously with 13 in favor.

- **GER 312, War, Death and the Hero: Medieval Epics** (Humanities).
  The content of this new course is fitting for the Humanities. However, revisions must be made to the syllabus before it meets all Tier Two mechanics: assignments or exams must be adjusted so that 40% of the grade is completed by week 8, the point value of the papers should be clarified, and an Honors option should be added.

  Kim Jones motioned to conditionally approve GER 312 for Tier Two – Humanities, pending a revised syllabus that meets the criteria noted above. The motion was seconded and passed with 12 in favor and 1 opposed.

- **GPSV 365, The Individual, Society and the Law** (Individuals/Societies).
  This proposal was tabled in the Fall when submitted as a 400-level course. As a 300-level course, it meets all the mechanics and learning outcomes for this Tier Two study area. The qualitative and enriched Honors component was noted as exemplary. Members recommended adding a disclaimer that the syllabus is subject to change, although that isn’t required.
Malcolm Compitello motioned to accept GPSV 365 for Tier Two - Individuals & Societies, with the suggestion that the instructor add a “subject to change” statement to the syllabus. The motion was seconded and passed with 12 in favor and 1 abstention.

The Tier Two Subcommittee presented one course modification for consideration:

- **HNRS 216, An Encounter with Poets and Their Poetry** (Arts).
  This proposed modification—to update the Catalog description—was fine with the Committee. Since the course was created over 4 years ago, it was brought forward for a review. Members agreed that the course continues to meet the learning objectives for Arts and the mechanics for Tier Two.

Malcolm Compitello motioned to approve the modification and to retain HNRS 216 as a Tier Two - Arts course. The motion was seconded and passed with 12 in favor and 1 abstention.

**VI. Online Digital Badges for Information Literacy**
Nicole Pagowsky encouraged the Committee to send further feedback on the digital badges. She will provide more information on how this is functioning at a later date.

**VII. Tools and Assessment Subcommittee Update**
Ryan Foor thanked members for their feedback on the survey tool for the General Education course assessment project. Although the Subcommittee would like to pilot the survey tool with Traditions/Cultures courses this Spring via email, some members recommended meeting with the instructors to explain the survey’s importance and provide context prior to, or instead of, sending the email. To increase the response rate, it’s important to explain how participation will help the instructors, their department, and the University. The Subcommittee will meet again to discuss the next steps.

The meeting was adjourned at 4:55 PM. The next meeting is scheduled for **February 18th**. **NOTE: The location has been changed to the Main Library, Room A313.**

Respectfully Submitted by Rebecca Pérez, 1.22.2015
Edited by Celeste Pardee, 1/28/2015