6/7/10

To: ASC CCI

From: Mark Shanda, Chair of ULAC

RE: Suggested Principles for Gen Ed – Quarter to Semester Conversion

In response to the request from the CCI to begin to formulate guidance principles to assist in the quarter to semester conversion process, ULAC reports the following:

Guiding Principles

1. Transparency. Processes, procedures, and policy should be transparent to all affected parties – students, faculty, staff.
2. First do no harm. Advising should work to enable students to graduate as efficiently as possible within a four-year time frame for most continuous enrollment students.
3. Flexibility. Advising should be empowered to be flexible in enabling students to meet general education requirements whether fully on the current GEC or the semester based Gen Ed, or somewhere in between.
4. Spirit. Assessing student achievement of the various components of the current GEC or the semester based Gen Ed during this transition should be guided by the overall spirit of general education – educating students to “solve problems; to think critically, logically, scientifically, and creatively; and to be engaged and responsible global citizens.”
5. Choice. Students and advisors should be empowered to evaluate the student’s curricular experience through the lens of the current GEC, the semester based Gen Ed, or some combination that maximizes the advantage to the student’s time to graduation.
6. Currency. In some cases, completing equivalent “contact hours of instructions” will trump the required number of “credit hours or units” in a given Gen Ed requirement.

Recommendations

1. Departments are currently being asked to provide quarter to semester equivalences for all General Education courses. These department level lists should be gathered into a single resource for advisors resulting in essentially a parallel course catalog with current quarter based listing in one column and the new semester based listing in the other for all general education offerings.

1. That the Dean of Undergraduate students should work with college level advising units and the semester conversion advising committee to establish university-wide practices for monitoring and oversight in responding to marginal or unusual request for facilitation as well as the development of additional principles and practices.