

**General Education Compliance Committee  
College Advising Staff Consultations  
March 31,2006**

Members of the Compliance Committee conducted 30-45 minutes consultation/Q&A sessions in three separate time-slots. Advisor representatives from the six colleges were consulted in pairs as follows:

2:00 pm – Colleges of Business and Education

2:45 pm – Colleges of Engineering and Fine & Performing Arts

3:30 pm – Colleges of Health & Human Services and Arts & Sciences

The following are notes from the meetings:

**College of Education –**

- Senior evaluations – some items have been counted in the wrong places
- There are problems with courses appearing on curriculum sheets – counting courses inappropriately
- Is advising an issue? It was until recently, but was corrected via turnover of personnel. The College does advisor training.
- Is there a problem with upper division or intensive courses? Not really
- Do students understand the GER? Some do some don't.
- Transfer students – there is an effort to accommodate them as much as possible; there is a feeling that there is very little flexibility with the GER. Curricula are tight with mandated coursework and students must double-dip coursework – there are few or no electives. Students can lose GER "accreditation" with transfer into the College. Another problem is that students will not have a science lab so advisors will allow science coursework to count in its place.
- Former students who have graduated are done with the GER. Other former students must be out <1 year to continue on the "old" GER; otherwise they must comply with the current model.
- Faculty members have incorporated the GER into the curriculum – it was necessary to get the faculty engaged with the GER in order to do be successful in the integration.
- GER does not get in the way of content for the major.

**College of Business –**

- OI, WI, focus seems anecdotally off-base
- Evening students cannot get WI, OI courses
- Transfer courses are an issue in counting GER. There needs to be a method determined for better integration of GER approvals for transfer courses. It was noted that some 15XX, 26XX, etc. courses have already been approved for particular schools, but others have not. Is there a way for just-in-time information?

- Students in COB were held harmless for errors until last spring. Now students are held to task.
- Accreditation body specifies GER and other coursework. They expect rules to be followed and have specific guidelines for how GER must be met. Want faculty involved in teaching within the GER.

### *General Discussion*

- WI is an issue in COB; Science is an issue in COE (early education). Broadly applying OI, WI, CI into the major would not be a problem in COE, but may be problematic in the COB.
- Logistical or communication problem? Students don't know what the courses are. Students wishing to satisfy the AL requirement gather around particular courses. It may be helpful to advertise. AS2600 does not offer enough sections.

### **College of Engineering –**

- All advisors met recently with the Provost to discuss issues of GER
- There are a limited number of courses and course offerings available; summer is an issue (no night or late PM courses available).
- Traditional Engineering students don't have too much problem; some GE is built into their curriculum. There are no issues with science and math. Engineering Tech is problematic because of the nature of the degree.
- Breadth and depth requirements went away; current accreditation agencies accepts our GER as is
- Current model squelches ability to explore in depth (students won't take a course it does not count).
- No upper division alternatives are certified as GER
- OI, WI not too much of a problem. Again, Engineering Tech is problematic because of the focus of the degree
- Transfer students cannot fit to GER well. Students here are bothered by allowing GER transfer credit (i.e., transfer students can count particular coursework while current students cannot).
- Barriers that make advising job harder? Communicate course content more clearly.
- Accreditation body – do they want to see separate classes? Yes, if they are included in the curriculum.

### **Fine and Performing Arts**

- No problem with new students coming in – not a lot of room within the curricula so the GER is largely proscribed for both art and music
- Harder with transfer students e.g., telecom courses don't count in approved areas of the GER

- When does the transfer equate occur? At advising; Appeals process – how easy is it? Upper division hours are a problem. Need to count more as satisfying the domain specific GER
- Intensives are a problem especially in the number and time offered
- Chairs feedback to advisors can be a problem
- Accrediting bodies – unsure about integration of intensives vs. individual courses
- Memo sending by Chairs to student files does not occur. DARS may help.

### **Health and Human Services**

- Pre-majors advisement curriculum sheets spell out GER well. Some programs meet requirements within the major.
- OI, CI, WI are met in major coursework – curricula are dictated. Specificity of sheets and readability is an issue. Can easily miss an intensive.
- Problems – GE program is not good for transfer students. It seems like assignments are made on an individual basis. Students who change majors also get caught. Some assignments are made by the advisors (e.g., music courses will count as transfer GER credit). It is hard to tell students that they do not comply (e.g., for the science lab course requirements, students are often permitted to substitute regular science courses).
- Need to have a common format for curriculum sheets. If OI, WI is not built into the program, students should be told up front.
- Accreditation issues in HHS are unknown with regard to programmatic vs. course specific satisfaction of the WI, OI, CI requirements. Satisfying the domain requirements are not a problem in HHS – mostly intensives.
- Training for advising GER? Advisors and faculty – yes
- Barriers to GER? Chairs may not be on board.
- Decertification – engagement of those who teach the course is important. There is a domino effect.
- Availability of AL is an issue.

### **College of Arts and Sciences**

- A&S programs are relatively liberal with respect to the GER. In A&S students pick from a list. There are some exceptions within the major.
- Students find KD to be confusing. The model 2-3, 2-3, 2-3, etc. confuses them (e.g., they will take 2-2-2). Special Topics domain is confusing because there are other ways to satisfy the GER. Only 50% or so choose ST. The PS/HPES issue is also confusing.
- Chairs will substitute within the knowledge domains. No consultation with advising staff?
- PS, AL courses are hard to find.
- Intensives – within the A&S majors there are 1 or 2 beginning courses (lower division?) within the major and 1 or 2 ending courses (upper division); the rest are elective. Hard to guarantee that the WI, OI will be taken. Only if the intensives

are required are they met. Some majors do not have any intensives. If a student steps out of the major, she/he will often need to take pre-requisites. This is a problem because students often have to step out of the major to satisfy the intensive requirements.

- When advisors are not consulted there is a problem. Paper flow is also a problem.
- KD – there are a series of "unwritten" pre-requisites for courses within the knowledge domains.
- Transfer student compliance with the GER – still have advisors making the decision. Students should be referred to the Chair who makes the decision.