1. How will assessment be handled?

 The SLOs will be assessed each semester with an annual report to the University

 Assessment Committee and the General Education Review Committee.

1. What are the steps to be taken? When will this be implemented?

The next steps will be to:

 a) Develop SLOs for Tier 2 and identify courses for Tier 2

 b) Integrate with 3rd Tier

 c) Revise Framework Graphic

 d) Develop and share rubrics

 e) Revise the UOG Undergraduate Catalog and other documents to reflect changes

 f) Initiate re-articulation of general education courses with regional

 institutions

 The implementation of this GE Curriculum is projected to begin

 AY 2016-2107

1. Is there a deadline for switching to the revised program?

The new general education framework will apply automatically only to those students matriculating into the University in the Fall 2016 semester or thereafter.  However, individual students who matriculated prior to Fall 2016, may opt to complete the new GE framework instead.

1. What is the new GE program’s impact upon high school students who were dually enrolled in UOG courses?

Dual credit students enrolled in UOG courses while in high school will follow the current general education curriculum at the time of their matriculation.

1. What about transfer students? Will they have to fulfill all the new requirements?

**Transfer students will be held to the same general education requirements as stated by the catalog in force upon transfer. The University will work with regional institutions to ensure that the courses continue to articulate and similar foundational SLOs are embedded in the course. Similar practice currently in place leaves accepting of the transfer course with the department offering the course.**

**(UOG Catalog)**

1. Modern Languages are required in the current GE program, but only optional in the proposed GE program. Why?

Peer institutions such as the University of Hawaii exempt the language requirement in two-thirds of its schools. The GERC has given this serious consideration and reached the conclusion that within a universal program it is better to make language study an option for every student than it is to require it of only a few.

 A commitment to global and diversity learning, however, is one of the central pillars of the new framework, as foregrounded in Tier 2’s humanities theme: cultural perspectives. All [100%] undergraduates will be required to fulfill this component of the new framework, irrespective of major, with the option to study languages as one of several ways of fulfilling this requirement.

 By making language study an option for all rather than a requirement for some, the GERC hopes to promote intelligent student choice. We will also look to creative ways to encourage the language track within the institution, by (for example) developing courses that compliment the needs to students across a range of disciplines. *(Ref: Univ. of Buffalo, Q&A)*

1. How did this current framework come about?

**In 2011, the UOG Faculty Senate charged the General Education Review Committee (GERC) to evaluate the University’s current General Education curriculum in light of the competencies required by WASC Standard 2.2a; to align any consequent recommendations with the University’s academic and strategic plans, in support of current best practices and the Western Association of Schools and Colleges (WASC) expectations; and to frame its recommendations in response to UOG’s mission, resources, and setting. The committee proceeded to evaluate the University of Guam Institutional Learning Outcomes; reviewed the WASC Standards of Accreditation; reviewed the existing General Education Curriculum, its history, and evolution; reviewed the Association of American Colleges & Universities (AAC&U) sponsored Hart Report (2009); considered current and developing “Best Practices” and “High Impact Practices” in theory and practice by reviewing additional literature and the general education curricula at other institutions; determined that UOG’s current curriculum adheres to a *Distribution* model, with elements of *Core* and *Thematic* models; and learned that 80% of member institutions of the AAC&U employ a distribution model (p. 2) but that only 45% of those institutions (p.11) consider their general education curriculum and major programs well integrated, the lowest among all models (Hart, 2009); and reviewed the models during the 2012 UOG Faculty Development Day and obtained faculty input on the UOG General Education curriculum in light of these examples and models.**

Link to the FS Resolution 14-01

1. Does a student have to take all Tier I courses before he/she can take Tier II?

No. Students enroll in at least two of these courses each semester until completing the requirements, and all Tier I courses must be completed with a “C” or better by the end of their second year. It is expected that students will take Tier I and some Tier II courses concurrently.

1. Why is there a range in the number of credits for general education?

There is a range in the number of credits because some students may still be uncertain about their major. Those students will take courses in the Direction Reinforced component that will have Core or Diversity Foundation courses as prerequisites. This will provide more opportunity to explore interest sparked by the foundation components while going deeper into a certain theme. Students who are certain about their major will be taking courses from inside the major’s foundation theme.

1. How is this new General Education supporting STEM?

In Tier I the Quantitative Reasoning course supports STEM and under the Tier II, more specifically under the Science, Technology, Engineering, and Mathematics Foundation two themes exist. One theme is Science and Math and the other theme is Human Science. These themes will require a student take, at a minimum, seven credits including a lab.

1. How does the new GE framework differ from the old one?

The GE Framework is different in a number of ways, from having specific Student Learning Outcomes at the Core level, to providing for diversity and depth within the framework, to reducing the number of credit hours required, and allowing for more student choice.

1. Will the GE requirements vary for different colleges (e.g., CNAS vs CLASS)?

All students will complete the Core Foundation. Colleges can recommend certain general education courses for students in order to fulfill foundational knowledge required in the degree. However, a University of Guam student will have the same general education requirements listed in the catalog, while certain degree programs will make recommendations about which courses to take.

1. Were there any specific problems with the old GE structure that precipitated the need for the new framework?

In 2011, the Faculty Senate charged the GERC to evaluate the current General Education curriculum in light of the competencies required by WASC Standard 2.2a. The old GE structure adheres to a Distribution model and although many institutions employ such a model there needed to be greater integration between the general education curriculum and major program.

1. Can I still use foreign language study for GE even though the language requirement will be dropped?

Yes, even though foreign language study will not be a core foundation requirement, it can be included under Cultural Perspectives in the Diversity Foundation of the Secondary Tier. In this case, coursework in a second language could potentially be double counted as a component of your major program – consult with a program advisor for guidance on this. In addition, Chamorro language can be used for the Uniquely UOG requirement, though it cannot be double counted in this case.

1. How much of the new GE will we be able to do online (i.e., by remote learning)?

This is a dynamic issue and as such will be subject to ongoing discussion and evaluation; presently, though, online learning will not be employed for the Core Foundation. As a special situation, where students on neighboring islands in Micronesia (where UOG bears educational responsibility) are involved, provisions for remote learning will be addressed as we proceed. For the subsequent GE tiers, though, where double counting with the major program is possible, decisions for use of remote learning will be up to the sponsoring programs, pending the University’s approval and support.

1. What is the objection to the distribution model for GE?  We are focusing on developing our students, but no single department/school can accommodate all the students.

The previous or “old” model was strictly a traditional “distribution” approach, whereby the student would pick and choose classes during their first couple of years until they could decide on a major course of study. That approach lacked a “thematic” component, which encourages students to focus on selecting their major while often allowing them to achieve course credits towards that goal (by double counting) while still in the GE *modus operandi*. Furthermore, with the new approach GE is woven throughout all years of study in the major program, which meets the Standard 2 requirement for accreditation by the Western Association of Schools and Colleges (WASC). I like this better than #13 – should we just get rid of #13? (Michelle)

1. Which plan do students follow once we switch to the new GE Framework?  If they are already admitted, will they follow their catalog year or just follow the newly implemented plan.

As a rule, students who were enrolled prior to the implementation of the new GE Framework will continue with the “old” plan that is in keeping with the catalog of the year when they entered the University. However, students will have the option of switching to the new Framework at their discretion. Students are advised to discuss this issue with an advisor and come up with the best transition plan.

1. What happens to these courses if they don't meet criteria for Tier 2 and will they then not be taught?

The framework itself doesn’t decide what courses programs offer/require. This wouldn’t prevent courses from being offered.