

Name:	General Education Curriculum and Alliances				
Purpose:	The General Education Curriculum and Alliances Committee exists to provide guidance to the Student and Academic Affairs Council on general education curriculum and academic partnerships within UA-Pulaski Tech.				
Sponsor:	Provost				
Chair:	Faculty member elected from membership				
Recorder:	Elected from membership				
Membership:	Members (By Title or Constituency)	Member Type	Division/ Department	Voting (Y or N)	Other Notes
	Associate Provost	Permanent	Provost's Office	Y	
	Assistant Registrar	Permanent	Registrar's Office	Y	
	1 Staff	Representative	Advising	Y	
	1 Staff	Representative	Libraries	Y	
	1 Instructional Dean	Representative	Rotating Schools	Y	
	1 Faculty	Representative	Mathematics	Y	
	1 Faculty	Representative	Natural and Physical Sciences	Y	
	1 Faculty	Representative	Languages and Communication	Y	
	1 Faculty	Representative	Fine Arts and Humanities	Y	
	1 Faculty	Representative	Education and Reading	Y	
	1 Faculty	Representative	Social and Behavioral Sciences	Y	
	2 Faculty	Representative	School of Technical & Professional Studies	Y	
		1 Student	At-large	N/A	Y

General Education Curriculum & Alliances

Committee Charter

Last Revised: 11/14/2023

Membership Totals:	14, all voting (57% Faculty)
Resources:	AHECB Policy, HLC Policy
Meeting Schedule:	2 nd Tuesday, monthly at 3:00 PM

Duties: (Reviewed Annually)	<ol style="list-style-type: none">1. Initiates actions, devises procedures, and makes recommendations to the Provost and Student & Academic Affairs Council on any and all aspects of General Education Program administration and program features.2. Establishes the definition, criteria, and learning outcomes for general education.3. Reviews syllabi and approves courses used to satisfy UA - PTC general education requirements.4. Facilitates ongoing review, assessment, and modification of the general education curriculum.5. Provide leadership at the college level through reviewing UA-PTC General Education learning outcomes.6. Create and revise the General Education Learning Outcomes (GELO).7. Provide support at the departmental/school level through reviewing and recommending changes to the General Education core for all educational programs.8. Provide support in advancing program and transfer pathways.9. Provide support for curriculum redesign as needed to ensure courses are viable and relevant.10. Govern language for the General Education Program section of the catalog.11. Review articulation agreements for high school and make recommendations for improvement.12. Review UA-PTC strategic business alliances and make recommendations for improvement.
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HLC Alignment:

The General Education, Curriculum, and Alliance Committee will specifically look at the following HLC criteria: 2.C., 3.A., 3.B., and 4.A.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

<p>Boundaries:</p>	<ul style="list-style-type: none"> • Committee input is related to the defined purpose and may be strategic, operational or improvement focused in nature. • The Chancellor and Board of Trustees are the final authority for matters involving the strategic plan, board policy, and budget. • The Chancellor reserves final decision-making authority for operational matters. • Recommendations should not be counter to any accreditation standards or other external compliance or regulatory expectations. • Recommendations for changes or additions to any formally adopted policies and procedures will go through the appropriate review and approval structures.
<p>Operating Guidelines:</p>	<p><u>General Guidelines</u></p> <ol style="list-style-type: none"> 1. Annually review charter. 2. Annually staff and train members on effective and efficient meeting practices using quality tools. 3. Annually select chair and recorder, if needed. 4. Review work delegated by Council and assign work (with deadlines) to appropriate committees and/or members. 5. Receive and review reports on a monthly basis. Provide feedback to each committee. 6. Submit recommendations to appropriate Council. 7. Prepare monthly reports for appropriate Council. 8. Review data sets assigned to the group for analysis, make recommendations that support data-based decision making, establish deadlines for recommendations, and develop strategies for sharing results college-wide. <p><u>Committee/Council Business</u></p> <ol style="list-style-type: none"> 1. All procedures, rules for program proposals, and channels for submission will be determined by vote of the committee/council. All changes to procedures and forms will be submitted to constituencies for review and approval before implementation. 2. Agenda items and related materials may be submitted by group members and non-group members to the chair/liason for consideration; they should be submitted at least five (5) business days prior to the meeting by 5 PM. 3. Meeting notices and tentative agenda will be distributed at least three (3) business days in advance of the meeting.

4. Minutes of proceedings—Minutes will be recorded for each meeting and provided in advance of the next meeting. Minutes will be reviewed for accuracy and completeness. Approved minutes will be posted in the designated document repository within three (3) business days of the approval meeting.
5. All action items must be completed in a timely manner; preferably by the established deadline.

Meetings

1. Regular Meetings— Meetings will occur once per month.
2. Special Meetings—As needed and defined/called by the chair.
3. The first meeting of the academic year will be dedicated to orienting members.
4. Attendance at meetings—Attendance is an expectation of appointment and will be recorded at each meeting.
 - It is the responsibility of the group member to notify the committee chair when he/she will not be able to attend a scheduled meeting.
 - If a member of the group has three (3) absences (Proxies included) in one (1) academic year, the chair will notify the member and his/her supervisor or constituency about the absences, and will submit a request for a replacement to the supervisor or constituency.
 - If a member is unable to attend, s/he may send a proxy. Proxys are permitted to engage in questions and debate but are only entitled to vote on items ready for a vote on the agenda at the beginning of the meeting (Old Business). Proxys may not introduce new business. Proxys are used to determine a quorum at the initiation of the meeting, but proxies may not constitute more than half of the attending members at any meeting. On votes other than Old Business they are not counted in determining majorities but their presence shall continue to count toward the required quorum for the vote. No member may have more than three (3) proxies in one (1) academic year.
5. Meetings will be open to all represented persons, although privileges may be limited.
6. Begin and end meetings on time: use cell phones as universal time
7. Quorum will be 50% plus one of the total current membership.
8. The group will conduct meetings and decision-making processes according to the latest edition of Robert’s Rules of Order. The chair may appoint a parliamentarian to assist the chair.
9. Decisions will be made based on a majority vote of those present.

Member Conduct/Ground Rules

1. Come prepared; Read all materials prior to meeting.
2. The meeting environment is a safe zone; there is no rank in the room.

	<ol style="list-style-type: none"> 3. Members of the group will be collaborative, engage in collegial discussions, be respectful of other members and presenters and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents. 4. One speaker at a time. 5. Agree only if it makes sense to do so. 6. Support decisions made on consensus. 7. Keep comments on target with topics/tasks at hand. 8. Be respectful of one another. 9. All ringers on cell phones/electronic devices should be turned off or set on vibrate. <p><u>Annual Evaluation Process</u></p> <ol style="list-style-type: none"> A. Past Year's Accomplishments of Goals 4. Committee/Council Self-Evaluation
Subcommittees:	None
Versions:	<ul style="list-style-type: none"> • Charter Drafted: Spring 2018 □ Charter Adopted: March 30, 2018 □ Revised: Nov. 5, 2019 • Revised: Oct. 12, 2021