**MINUTES – GENERAL EDUCATION POLICY REVIEW COMMITTEE** (GEPRC)

**ROOM 110 NOEL FINE ARTS CENTER – June 21, 2011; 1 p.m.**

MEMBERS PRESENT: N. Fernando, D. Guay, J. Houghton, R. Olson, J. Sage, J. Schneider

MEMBERS EXCUSED: M. Bixby, G. Olsen, R. Sirabian, G. Summers

1. D. Guay called the meeting to order at 1:10 p.m.

2. The minutes of June 14, 2011 were approved by general consent.

3. There were no announcements

4. New Business: Placement, Test-out, and Credit-by-exam

Committee members discussed briefly the math placement exam. Dale Rohm, chair of the Department of Mathematical Sciences, requested that other departments not use the math placement exam for competency but only for placement into quantitative literacy courses. The committee discussed briefly the differences between placement, test-out, and credit-by-exam. Some confusion was voiced with the math placement exam not being regarded as a competency exam. It was noted that the math placement exam results determine a student’s appropriate math level, therefore some competency is tested by the placement exam. J. Houghton advised that the present general degree requirements (GDR) policy require all GDR courses to have a test-out opportunity.

J. Schneider forwarded GEPRC members a general education program placement, test-out, and credit-by-exam policies draft earlier in the week. The committee reviewed the draft. J. Schneider explained that the UW-Stevens Point catalog had two areas that talked about GDR placement, test-out, and credit-by-exam; one area in the general academic information page and the other in individual departments academic information. She advised that in the drafts she incorporated information from the catalog as well as information from the UW System (UWS) test-out website; the first paragraph in both draft versions was taken from the UWS test-out website. The versions differed in the specific placement test information; the information was taken from the two different catalog areas with revision in some instances to provide better clarity. English information was consistent in both areas of the catalog but Foreign Languages and Mathematics information differed. J. Schneider informed members that UWS had three placement test areas (English, Foreign Languages, and Mathematics). Her intent with the draft versions was to explain what is done at UW-Stevens Point with UWS placement results. She advised that English and Foreign Languages departments intended to continue using the placement test results for test-out purposes in the same manner as currently. She shared that UWS only exempted English 101 for English test-out. J. Schneider stated that in conversation with D. Rohm, she was informed that math would continue to use the math grid “as is” as its placement tool. She drew committee members’ attention to the addition of a sentence under the mathematics placement area regarding a GEP quantitative literacy exemption; she noted that D. Rohm expressed his comfort with a GEP quantitative literacy test-out for math placement results of code 7 or higher. The committee briefly discussed which draft version was preferred; committee preference was for the first version.

 Committee members discussed the Foreign Language placement and test-out text. The Foreign Language text of the policy was revised. Revisions included removing the mention of specific languages, adding a notation regarding retroactive credits, and other minor editorial changes. A brief discussion followed regarding placement test opportunities for foreign students. The committee revised the last sentence to accommodate various foreign language placement test/test-out possibilities including those for students whose first language was not English. J. Schneider will have Richard Ruppel, chair of the Department of Foreign Languages, review the revised foreign language placement policy draft.

Committee members discussed the possibility of a GEP quantitative literacy exemption. J. Sage shared his understanding that further development of quantitative literacy was desired for all UW-Stevens Point students regardless of the student’s level of quantitative literacy knowledge. It was noted that the learning outcomes for quantitative literacy differed from those of math; although a math course could incorporate the quantitative literacy learning outcomes, math placement didn’t automatically satisfy the quantitative literacy learning outcomes. The committee reviewed GDR math requirements of UW-Eau Claire, UW-La Crosse, and UW-Oshkosh. The committee discussed the math placement grid and math GEP requirements.

The committee briefly discussed the 60-credit rule and credit limit restrictions; information regarding completion requirements at the 30 and 60 credit thresholds and related restrictions are available on the Registration and Records website. It was noted that Step 5 of the general education program included a statement that foundation level coursework should be completed by the time a student had completed 60 credits.

The committee revised the “notes” area under Mathematics; all information that referred to GDR policy was removed or revised. J. Schneider questioned the reference under the second bullet point of a transfer student contacting the Admissions Office to determine their math placement code; she will consult the Admissions Office for more information. The meaning of “an alternate placement process” in the fourth bullet point was also discussed. Committee members questioned if there may be alternate exam options for math placement. D. Rohm will be attending the June 28, 2011 GEPRC meeting; the committee will clarify whether math placement exam options exist.

Discussion continued regarding the possibility of a test-out for the GEP quantitative literacy requirement. It was voiced that the intent for including quantitative literacy in the GEP was the desire for more quantitative literacy in UW-Stevens Point students’ general education. By providing a quantitative literacy test-out, less quantitative literacy could result. It was reiterated that the quantitative literacy learning outcomes weren’t necessarily satisfied by math courses. J. Schneider asked if the present GDR test-out policy would be continued in the GEP. Committee members responded that the intention was that the present GDR test-out policy would continue with the GEP. The committee generally consented not to include an exemption from the GEP quantitative literacy requirement with a math placement code of 7 or higher. Students would still have a test-out opportunity via the GEP test-out policy.

A brief discussion followed on whether a student could test-out of a first year seminar (FYS) and if an exception for the FYS would be needed in the test-out policy. The committee discussed the test-out fee amount and who had authority over the fee amount charged. R. Olson suggested that a maximum test-out fee amount be specified rather than leaving the fee amount open-ended.

The committee reviewed credit earning alternatives information on the Admissions website noting the mention of a maximum of 32 credits that can be earned through advanced placement, credit-by-exam, and test-out. The committee reviewed information regarding test-out and credit-by-exam under the degree requirements catalog area; inconsistent language was noted. J. Schneider will review various web areas and compare information; the draft policy language will be revised as necessary. She will also add information regarding the 32 credit maximum allowed for advanced placement, test-out, and credit-by-exam credits towards required credits to graduate.

D. Guay informed committee members that he had posted transfer information for non-Associate Degree holders to the worksite for committee members to review. D. Rohm will be attending the next GEPRC meeting.

5. The meeting was adjourned by general consent at 3:05 p.m.

Minutes Recorded by: Nanci Simon, Secretary to the Faculty Senate