
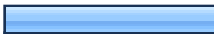












1. SECTION 1: General Education credits Current Board of Regents Regulation 10.04.040 (<http://www.alaska.edu/bor/policy-regulations/>) mandates that the Baccalaureate General Education—however satisfied—requires at least 34 credits. The current UAF Baccalaureate Core requires 38 - 39 credits. Do you think the number of required General Education credits should be:

		Response Percent	Response Count
a. Increased to 40 or more		7.3%	18
b. Kept the same (38-39 credits)		31.5%	78
c. Reduced slightly (to, for example, 36 credits)		25.8%	64
d. Held to no more than the required minimum (34 credits)		35.5%	88
		Comments	61
		answered question	248
		skipped question	4



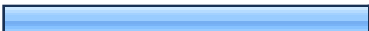

2. SECTION 2: Satisfying the new Learning Outcomes Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts. Do you think Learning Outcome 1 could best be addressed:

		Response Percent	Response Count
a. By the current Core Curriculum		22.6%	57
b. By a different list of specific courses (i.e. similar structure to the Core but different sets of prescribed courses)		15.1%	38
c. By a broader, more flexible selection of courses		59.5%	150
d. In some other way		2.8%	7
		Comments	66
		answered question	252
		skipped question	0





3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning. Do you think Learning Outcome 2 could best be addressed:

		Response Percent	Response Count
a. By the current Core Curriculum		24.3%	61
b. By a different list of specific courses (i.e. similar structure to the Core but different sets of prescribed courses)		18.7%	47
c. By a broader, more flexible selection of courses		51.0%	128
d. In some other way		6.0%	15
		Comments	58
answered question			251
skipped question			1

4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.” Do you think Learning Outcome 3 could best be addressed:

		Response Percent	Response Count
a. By the current Core Curriculum		17.7%	44
b. By a different list of specific courses (i.e. similar structure to the Core but different sets of prescribed courses)		16.1%	40
c. By a broader, more flexible selection of courses		54.8%	136
d. In some other way		11.3%	28
		Comments	62
		answered question	248
		skipped question	4





5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

		Response Percent	Response Count
a. The department of the student's major		34.0%	85
b. The college of the student's major department		30.8%	77
c. A university-wide body, committee or administrator		24.8%	62
d. Other		10.4%	26
		Comments	58
		answered question	250
		skipped question	2






6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.” Do you think Learning Outcome 4 could best be addressed by (check all that apply):

		Response Percent	Response Count
a. The current Core Curriculum		19.7%	49
b. Submission of a thesis, project or portfolio		47.4%	118
c. An internship or other “applied” experience		46.6%	116
d. A capstone class		56.2%	140
e. Another method		10.8%	27
	Comments		57
		answered question	249
		skipped question	3






7. What is the best method for students in your major to demonstrate synthesis? Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

		Response Percent	Response Count
a. The department of the student's major		64.8%	160
b. The college of the student's major department		21.5%	53
c. A university-wide body, committee or administrator		10.1%	25
d. Other		3.6%	9
		Comments	37
		answered question	247
		skipped question	5

8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator). The current Writing Intensive course requirement makes an effective contribution to training students to write at the level expected of college graduates.

		Response Percent	Response Count
a. I strongly agree		18.7%	45
b. I agree		34.0%	82
c. I partially agree		29.0%	70
d. I disagree		11.6%	28
e. I strongly disagree		6.6%	16
		Comments	73
		answered question	241
		skipped question	11











9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

		Response Percent	Response Count
a. I strongly agree		9.8%	23
b. I agree		34.0%	80
c. I partially agree		32.8%	77
d. I disagree		16.6%	39
e. I strongly disagree		6.8%	16
		Comments	60
answered question			235
skipped question			17





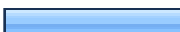


10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

		Response Percent	Response Count
a. Strongly agree; i.e. the Core will need to be replaced with something substantially different.		22.4%	55
b. Agree; i.e. the Core will need to be substantially revised.		25.6%	63
c. Partially agree; i.e. the Core needs some revision.		35.0%	86
d. Partially disagree; i.e. the Core needs some revision but is basically sound.		11.8%	29
e. Disagree; i.e. the Core effectively satisfies the new learning objectives.		5.3%	13
		Comments	38
		answered question	246
		skipped question	6

11. SECTION 3: Demographics The College or School of my primary faculty appointment is:

		Response Percent	Response Count
a. CEM		11.2%	27
b. CLA		25.7%	62
c. CNSM		17.4%	42
d. Cooperative Extension		0.8%	2
e. CRCD		19.9%	48
f. Library		1.2%	3
g. SNRS		2.9%	7
h. SOC		0.4%	1
i. SOM		6.6%	16
j. Other		13.7%	33
		Other	29
		answered question	241
		skipped question	11



12. My current UAF faculty rank is:

		Response Percent	Response Count
a. Adjunct		25.9%	65
b. Post-doctoral fellow		0.0%	0
c. Term-funded assistant professor		8.0%	20
d. Instructor		4.0%	10
e. Tenure-track assistant professor		14.3%	36
f. Associate professor		26.7%	67
g. Full professor		18.3%	46
h. Other		2.8%	7
		Other	7



answered question 251

skipped question 1




13. Do you currently teach a Core course at UAF?

		Response Percent	Response Count
a. Yes		34.4%	86
b. No		65.6%	164
		answered question	250
		skipped question	2



14. Have you ever taught a Core course at UAF?

		Response Percent	Response Count
a. Yes		49.4%	122
b. No		50.6%	125
		answered question	247
		skipped question	5

15. How long have you taught at UAF?

		Response Percent	Response Count
a. 0-5 years		34.7%	86
b. 6-10 years		21.8%	54
c. More than 10 years		43.5%	108
		answered question	248
		skipped question	4

16. Have you taught for at least one year at another accredited college or university?

		Response Percent	Response Count
a. Yes		57.2%	143
b. No		42.8%	107
		answered question	250
		skipped question	2

Q1. SECTION 1: General Education credits

Current Board of Regents Regulation 10.04.040 (<http://www.alaska.edu/bor/policy-regulations/>) mandates that the Baccalaureate General Education—however satisfied—requires at least 34 credits. The current UAF Baccalaureate Core requires 38 - 39 credits.

Do...

1	Looking at many of our degrees, it appears that departments think they need more than the available credits left over after the core to meet their education needs, resulting in degrees that are significantly over the 120 minimum. This forces students wanting to graduate in four years to cram classes in and I don't see that as being good education. We need more depth, not breadth.	Oct 31, 2012 12:55 PM
2	Reduce to 34-36 credits, depending upon what is learned from the surveys and other data. Support students meeting the core sooner, and then taking more specialized courses in their major. However seems there is also a need to support students taking classes in their major earlier in their academic career. Students can/should start learning about what they are interested in, so they see the relevance in their educational experiences to keep them motivated.	Oct 30, 2012 2:15 PM
3	I believe that the General Education requirements are a major cause of student dropping college or not pursuing a degree at all, and many careers do not require things like calculus, for instance (I have an MBA and have not used calculus since college). I think the whole education system needs to be revamped.	Oct 30, 2012 1:39 PM
4	UAF students currently benefit from a robust Core curriculum, and this commitment to broad-based learning should continue. UAF students often arrive in need of strengthening and reinforcement of high school learning, and the Core accomplishes this. Reducing the number of credits for the Core (or Gen Ed) would compound already existing weaknesses in our students' academic preparation and so would weaken their educations and the value of a UAF degree. We should be especially careful not to reduce the number of credits just to produce graduates faster: the quality of the education our students receive is far more important than the timetable that is involved. UAF students are academically diverse. Some students finish quickly; some work while studying; and others just need more time and support to meet college-level graduation standards. Whatever the individual student's situation, we should not dumb down the Gen Ed requirements to push them through the system quickly for unsound and purely data-driven reasons, but rather should create a general education system that ensures that each and every graduate receives a high-quality education.	Oct 29, 2012 11:32 PM
5	Emphasis needs to be given to written language skills.	Oct 29, 2012 10:22 PM
6	I would choose B or C. It depends on what the GE credits end up being FOR...	Oct 29, 2012 11:49 AM
7	decreasing the overall credits and reorganizing so that more of the program required course credits transfer to a Bachelors degree.	Oct 29, 2012 10:58 AM
8	students need to work more toward their 10,000 hours of expertise in their desired field.	Oct 28, 2012 7:56 PM
9	I feel more emphasis should be placed in the degree specific courses.	Oct 27, 2012 10:55 PM
10	there should be choice of courses used to satisfy the G.E. requirement. Don't	Oct 27, 2012 7:51 PM

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Do...

make the mistake we (the precious "Core Curriculum Committee" made.

11	This reduction will keep us more competitive with other universities and MAUs.	Oct 25, 2012 12:43 PM
12	more than 36 to me would be a little too overwhelming..	Oct 25, 2012 7:30 AM
13	Do not drop math, English or science courses. Perhaps some module style, 1 credit courses in arts could be available.	Oct 24, 2012 4:22 PM
14	I also feel strongly about having these courses taught by our best faculty. Dept. Heads just need to get tough on this issue. If we want our students to really be prepared for the "breakout" and moving from our core into minor and major courses, then these classes need to updated and presented by strong faculty.	Oct 24, 2012 12:08 PM
15	There is no need to change anything	Oct 24, 2012 11:20 AM
16	Have no input but have to answer, what is the current national Standard?	Oct 24, 2012 9:41 AM
17	A general ed core is extremely important and should not be eroded.	Oct 24, 2012 9:31 AM
18	Humanities credits need to remain at a substantial level.	Oct 24, 2012 9:15 AM
19	I think one year of general education is acceptable--that would be 34 credit hours for a full time student (including one language with lab and one science with lab). As a complement to this, I also feel that majors should have more credit hour requirements (e.g., ~50) to better train and prepare students for a more competitive job market or additional advanced studies/training.	Oct 24, 2012 5:18 AM
20	Less is better. That allows more flexibility in the majors.	Oct 23, 2012 4:28 PM
21	I believe in as much flexibility for the student's sake. For example, a good student might want to take a challenging class in place of a less challenging survey-type class, we should let them.	Oct 23, 2012 4:27 PM
22	I teach in an applied science - our students are not able to finish their program in 4 years. Many transfer students take 6 years largely because they have to finish core classes that did not transfer. Problems with math preparation also contribute to the prolonged retention. However, many of these students take core courses at the 100 level in their senior year. Reducing the core requirement will alleviate some of these problems.	Oct 23, 2012 4:16 PM
23	If GenEd requirement is set to more than 34 credits there should be a very good reason. Default position should be 34 credits. Note: I like the concept that not all requirements need to be met by credits. The more a student can meet requirements using non-credit experience, the more room the student will have for major and for electives. I wouldn't give them "credit" for experience, but perhaps they could meet requirements that way, akin to testing out of something.	Oct 23, 2012 4:13 PM
24	We need greater flexibility and integration of general education into the entire	Oct 23, 2012 1:07 PM

Q1. SECTION 1: General Education credits

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Do...

degree program.

- | | | |
|----|--|-----------------------|
| 25 | Requirements might be weighted according to majors so that student can get more breadth; i.e. less math and science GE for students in those majors, less humanities and social science GE for students in those majors. | Oct 22, 2012 1:27 PM |
| 26 | I don't have strong opinions. | Oct 22, 2012 12:17 PM |
| 27 | There should be more consistency among UA. Ease of movement among the institutions is a major concern of students. The costs to students for the additional 4-6 credits should be taken into consideration. | Oct 22, 2012 11:33 AM |
| 28 | the minimum is plenty | Oct 21, 2012 11:13 PM |
| 29 | UAF students are not required to take enough skills-building writing classes. Just about every study shows the direct connection between solid writing skills and college success. Current requirements of one skills-building writing course as a freshman and one as a sophomore are not nearly enough. | Oct 21, 2012 8:45 PM |
| 30 | Leads to more well rounded students ready to face the world. | Oct 19, 2012 11:12 AM |
| 31 | How many credits ought to be required depends somewhat on what the options are for courses. | Oct 19, 2012 8:46 AM |
| 32 | Before you can determine the number of credits - you must first determine what those Gen Eds are. Identify Gen Eds then determine number of credits. This question should be at the end. How do you know how many credits there should be if you aren't sure what you plan to offer? | Oct 19, 2012 8:08 AM |
| 33 | My answer really would depend on what courses/options would be in the core and the goals of the core at UAF. We still seem to be taking a 'checklist' approach to the core versus an integrative approach. Do students and faculty understand how the core is woven together and supports additional academic work, life-long learning, engaged citizenship, etc.? | Oct 19, 2012 7:23 AM |
| 34 | More important is that the quality of the courses (and quality control!) be improved. For instance, ENG111X and ART/MUS/THR 200X have many, many sections with little or no standards or oversight for their curriculum. Some sections are quite rigorous and well taught, and others are, frankly, quite shabby. | Oct 18, 2012 2:21 PM |
| 35 | On looking at our core requirements, it seems that the difference between the minimum credits mandated by BOR and our core can be accounted for in one required science (4 credits) and the Library Science (1 credit). I don't advocate eliminating these courses without much discussion of what would replace LS, for example, or whether all students should have two core science courses, but this would be one way to bring the core to the minimum recommendation. | Oct 18, 2012 1:57 PM |
| 36 | This would allow colleges to select their own "general education" courses necessary for their appropriate degrees. | Oct 18, 2012 12:43 PM |

Q1. SECTION 1: General Education credits

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Do...

37	Perceptions of rigor vs. real rigor vs. graduation rates seem to be where the locus of the current discussion is, but I think we need to really ask how much "real estate" any core ought to claim within a degree program. How much time do we need to carry out the objectives and outcomes, and what is most integrative for students working in specialized degree programs?	Oct 18, 2012 11:26 AM
38	The overall credits required for a degree have decreased so keeping the general education requirements minimized will help the degree programs keep their total credits in check while providing the students all the program specific content they need to succeed.	Oct 18, 2012 9:55 AM
39	While the current total is sufficient and similar to those of other institutions, I think our current core is too heavy on the sciences. A reduction of one science requirement would be desirable.	Oct 17, 2012 1:28 PM
40	There is a university-wide lack of capacity for effective writing by students of this university, and so further writing requirements should be added, PARTICULARLY technical writing.	Oct 17, 2012 11:50 AM
41	Given our demographic of many transfer students, 38-39 credits can delay their graduation by one or sometimes two semesters.	Oct 17, 2012 11:29 AM
42	degree programs need more time for disciplinary content and can incorporate some of the core requirements (oral, writing) as they do now. There does need to be more emphasis on written work throughout the entire curriculum of every degree.	Oct 17, 2012 11:11 AM
43	With the wide variety of programs that UAF offers students would be better served by holding the required core to 34 credits and allowing individual programs to add to their own core requirements courses that best support program goals. For instance a program where a specific type of writing (legal, technical, creative etc.) was highly emphasized could include those subjects as required courses for the program.	Oct 17, 2012 11:03 AM
44	This really depends on the content of the core	Oct 17, 2012 10:50 AM
45	This change would meet the minimum BOR requirements as well as be in line with the other MAUs in UA system.	Oct 17, 2012 10:44 AM
46	I think we should head towards 3 year bachelor degrees with more focus on depth than breadth.	Oct 17, 2012 9:30 AM
47	it is unreasonable to expect that a degree will take more than 4 years even if the student is attending full time. That is what happens when degrees requires more than 120 credits. Keeping the core at 34 allows more flexibility within the majors.	Oct 17, 2012 8:08 AM
48	No preference. I am more interested in competencies as demonstrated by the ability to write at the college level. Establish a linkage between credits and this objective, and the metric then attains value.	Oct 17, 2012 7:58 AM

Q1. SECTION 1: General Education credits

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Do...

49	I'm not even sure that 34 is a necessary number. If the purpose is to instill in students the foundations of western civilization, making them better human beings, the number of credits is quite arbitrary. Substitute more rigor for the subtracted credit hours, i.e., make it harder to pass the core for better outcomes.	Oct 17, 2012 7:36 AM
50	Also there should be the potential to satisfy the 34 credit minimum through a very broad set of classes that can and should be taught in all schools across the campus. Specifying single courses is really narrow minded view of the requirements and really doesn't consider the needs of the students education.	Oct 17, 2012 7:18 AM
51	If the goal is to allow students to graduate in four years why add additional credits?	Oct 17, 2012 6:12 AM
52	a dozen core classes seems a bit small, given that there is some variation of choices, and given that this is all that we can be certain will be held in common reliably among all UAF alumni. Having shared experiences helps groups with bonding, and a slightly larger core serves the purpose of forcing students to know individuals outside their majors. The "Ivory Tower" already tends to silo people/ideas too much... more uniformity in our "output" (ie, students/citizens being provided for future employers/politicians) is also probably good.	Oct 16, 2012 10:28 PM
53	I support the concept of the core and think that problems can be addressed directly, rather than by reducing the core.	Oct 16, 2012 9:27 PM
54	The current UAF Baccalaureate Core requires too many credits, and a number of the required courses do not significantly add to the value of students' general education.	Oct 16, 2012 9:10 PM
55	In today's fast paced society - a good general education fulfills many needs.	Oct 16, 2012 8:55 PM
56	"If it ain't broke, don't fix it." It took 20 years to create a core that works for the students, and that we all understand.	Oct 16, 2012 8:54 PM
57	It should be reduced further to about 30 credits maximum, if possible.	Oct 16, 2012 8:03 PM
58	I have to say as currently implemented, some Core courses are the least valuable part of a bachelor's degree.	Oct 16, 2012 7:55 PM
59	We need all grads to know how to speak, think, argue and write well. We can give more choice in what they take as Core/GERC but lets keep it to 36 credits.	Oct 16, 2012 7:47 PM
60	I believe that a more rigorous General Education is beneficial to UAF students as it allows them to come into contact with a broad range of disciplines. This is particularly useful for those students who are unsure of which area of study they want to pursue.	Oct 16, 2012 7:32 PM
61	Students should pay for what they want to learn about and for what advances them in their career field.	Oct 16, 2012 5:51 PM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

1	The current core does a far better job of covering natural and social sciences, math, humanities, language/culture, history than any proposed alternative I've heard of. The sole exception is technology, for which a simple fix would be altering one of the perspectives' courses.	Nov 2, 2012 11:42 AM
2	I'd go for broader, more flexible selection of courses over anything similar to the Core we have now, but we might also consider a minimum number of universal courses that meet the goals of the learning outcomes and then have a broad selection of courses that can be used to deepen student experience and understanding. For learning outcomes 1 and 2 I think a more connected, targeted Core is needed. Current system may have been connected at one time, but it is experienced today in a very random, disconnected way.	Oct 31, 2012 12:55 PM
3	Foreign languages should become required (101 and 102 courses at least)	Oct 30, 2012 10:02 PM
4	Again, please see above comments. Further, I believe that the purpose of a college or university degree is to prepare people for their chosen field of professional and personal interest. As a K-12 teacher, I believe that is where people need a "taste" of the core subjects so that they may make intelligent choices throughout life.	Oct 30, 2012 1:39 PM
5	The current Core courses already address these issues, but I think that student engagement would improve with more choices in how to study them. At the same time, I think that students should NOT be given free range to pick from all of our courses in a random fashion (e.g. pick any biology course, any math course, any humanities course, any social science course in the entire catalog), but rather should be given a list of broadly-based courses that meet learning outcomes that fit the principles of a coherent general education program. This program should require that eligible courses expose students broadly to material from multiple cultures and traditions of thought, and should NOT simply allow students to pick courses from pre-existing interests (that's what the major and the general electives are for!) but rather nudge them into exploring new areas of study and even encountering material about populations and parts of the world that may seem unfamiliar and scary. My perspective on this question is informed by the fact that I have a BA from an Ivy League school but was ill-served by its overly flexible menu system. My school's curriculum allowed me to deepen my existing interest in European and North American cultures but did not demand that I explore other parts of the world. This became a clear disadvantage when I graduated and moved to an area with many immigrant populations with whose worlds I was unfamiliar. A further disadvantage of the excessive choice I enjoyed as an undergraduate was that I was also drawn to courses in subjects to which I had been exposed in high school--history, literature, certain foreign languages--but was not exposed to what disciplines not taught in high school (such as sociology or psychology) might offer. A strength of UAF's current Core is that it insists that students look through the lenses of different peoples and different disciplines, but a weakness is that the lack of choice within certain of the disciplines (those in which only one or two courses are the only options) creates resentment in students and decreases motivation. The current system also forces students with different levels of preparation together. Since I teach a 200-level Core course regularly, I see how this one-size-fits-all approach can	Oct 29, 2012 11:32 PM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

frustrate students and faculty alike. So I'd also like to see a list of options that allows some students (those in need of more support, for example) to meet a given requirement at the 100- or 200- level but for others to choose a more advanced course to meet the same requirement.

6	Critical writing, professional writing, and basic conventions need to be addressed	Oct 29, 2012 10:22 PM
7	Either A or C would work, but not a new list.	Oct 29, 2012 1:42 PM
8	The Oral and Writing Intensive designations for many of the current Core courses are meaningless. This aspect of the Core definitely needs revision.	Oct 29, 2012 11:49 AM
9	I would require that all BA students, at least, study a foreign language. I would keep the ENGL 200X course, as it is the best means of presenting insight into a range of other cultures from a variety of perspectives. We want our students to have the world opened to them.	Oct 29, 2012 11:01 AM
10	These Learning outcomes can and should be accomplished through courses available within other degree programs. Cross content curriculum.	Oct 27, 2012 10:55 PM
11	I was heavily involved in the last revision of the core. We sought new and existing courses, taught by UAF's best teachers (often in teams) exploring new methods of synthesis and exposition, etc, etc. What we got was disaster - crap courses taught by adjuncts with ever decreasing standards.	Oct 27, 2012 7:51 PM
12	A specific body of classes will stay true to the purpose of Core and outcome 1.	Oct 25, 2012 12:43 PM
13	Most learning outcomes are also addressed by the major. Can't think of any major that does not address any of the points that make up LO 1. Same holds for most others.	Oct 24, 2012 5:04 PM
14	See comments in question 10	Oct 24, 2012 4:22 PM
15	Courses that are cross curricular that include several content areas are more meaningful. For example, for a GER, there might be a course that encompasses history, economics, art, literature, science/technology of a particular period of time in US or World History.	Oct 24, 2012 3:57 PM
16	Give faculty some latitude to think without constraint, much like Honors Professors can explore and deliver in-depth content while ENGAGING the students in the process. It's their money! They deserve better!	Oct 24, 2012 12:08 PM
17	If students do not have to take ECON 100 or Poli Sci 100, they will not get help in understanding the business environment. This will reduce their job opportunities.	Oct 24, 2012 11:20 AM
18	I think we can build a core curriculum that meets this learning objective, but gives students more of a "menu" of courses to choose from so they can focus in their core interest areas.	Oct 24, 2012 10:16 AM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

19	Include ESL courses.	Oct 24, 2012 10:09 AM
20	Not sure what this says or means for that matter, Definitions are in order for this.	Oct 24, 2012 9:41 AM
21	I think that core requirements should require students to take courses in the categories listed by Learning Outcome 1, but not specifically require any particular course. Learning Outcome 1 is stated generally, and the university's policy should reflect that generality. Furthermore, giving students some additional freedom to choose their courses, allows them to create a curriculum more applicable to their lives, and inspires more diversity in the spectrum of ideas students can be exposed to. Some of the core requirements can already be satisfied by any one of a list of courses; I think that this structure should be replicated for all of the requirements.	Oct 24, 2012 9:38 AM
22	The arts would be better served with discipline specific survey courses rather than attempting to convey a massive amount of information in one semester.	Oct 24, 2012 9:15 AM
23	The current CORE is not sufficient for meeting this outcome.	Oct 24, 2012 5:18 AM
24	I think this is bet met by either expanding the options or by focusing it down to just 1 or 2 focused core classes that are specifically designed to achieve this outcome (such as Portland State University has). Because we have a lot of non-traditional and transfer students, I don't think the focused core class method works well. Therefore, I would suggest giving students the freedom of a broad range of classes. This is best accomplished by having better advising for students, to identify courses that would be challenging for each particular student and broaden their knowledge in ways they are missing.	Oct 23, 2012 4:27 PM
25	I teach in the applied sciences - we have courses at the 100, 300 and 400 level that pertain to this criterion. It would be best if we could use those courses at least as partial credit for this learning outcome.	Oct 23, 2012 4:16 PM
26	b or c. At minimum, the list of specific courses (and the courses themselves) needs to be updated. General Education should include both skills and content. The content part should not be about sampling bits of this or that, but a college-level survey view of things like history, natural science. Well-designed survey courses are better than "pick one of each" focused courses. They should be different and more engaging than high school survey courses, requiring students to think and not just assimilate.	Oct 23, 2012 4:13 PM
27	I really don't know the current core curriculum that well but there was no option to select 'I lack adequate knowledge to decide'.	Oct 23, 2012 4:06 PM
28	I like the approach taken in the Math and Natural Sciences areas of the core. You have to learn some math, and you have to learn some science, but the actual content is pretty flexible. I wish more students did not take Math 107 as their math requirement; it's not useful as a terminal course. Perhaps more work could be done to promote (and perhaps reinvigorate) Math 103.	Oct 23, 2012 3:57 PM
29	If specific courses are needed just to satisfy learning outcome 1, this severely	Oct 23, 2012 2:49 PM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

	limits choices. I am a firm believer in cross-curricula studies.	
30	The current core is not far off from covering this learning outcome, but greater flexibility is warranted.	Oct 23, 2012 1:07 PM
31	This outcome is so broad that justification could be found to include a wide array of courses. This calls for a menu approach: a list from social sciences, a list from humanities, a list from natural sciences; leaving the choice of specific classes to the students.	Oct 22, 2012 1:27 PM
32	yes!!!! flexible!!!	Oct 21, 2012 11:13 PM
33	Exception: UAF needs more required skills-building writing courses at the 100 and 200 level as part of the Core Curriculum.	Oct 21, 2012 8:45 PM
34	Revisiting the current Core Curriculum could probably address these outcomes.	Oct 19, 2012 8:46 AM
35	The wording of Learning Outcome 1, in my opinion, is too vague. Needs more specificity as to outcomes, but needs to be flexible, least prescriptive, in course offerings.	Oct 19, 2012 8:08 AM
36	Departments should be allowed to map their courses against the core and demonstrate how particular courses required for the major are aligned to and satisfy the learning outcomes.	Oct 19, 2012 7:23 AM
37	I think this option is very appealing to students, and it CAN work IF: 1) the selection of courses is very well thought out and 2) the quality of academic advising is very high. I went to a university that had NO core curriculum. This was an Ivy League school catering to very independent and motivated students, who were theoretically creating their own core curriculums. I was independent and motivated, but I was also 18 years old (i.e. YOUNG) and I had a terrible advisor. As a result, I made some rather bad choices.	Oct 18, 2012 2:21 PM
38	No current "technologies" requirements in the core	Oct 18, 2012 2:19 PM
39	I am ad advocate of the current core, especially of the current "Perspectives" courses for Baccalaureate students. I see it as well-rounded and flexible and, with careful planning and thought, keeps pace with current trends and needs. It would be far better for Perspectives faculty to work together to coordinate content and intent so that the Perspectives truly fulfills its mission. Technology is the one lack in the prescribed core, but students in the Liberal Arts often address this content area by taking classes such as CS101 as well as the technology covered in LS101.	Oct 18, 2012 1:57 PM
40	The limited menu of core courses has to be revised and reassessed as to their ultimate value. A designator for a course (similar to "s" or "h") could be one option which may enable a wider variety of courses to be approved to meet the core requirements. C1=Social-cultural C2=Physical/Natural, etc. Regulate the core so that breadth is accomplished, but allow latitude for the subjects.	Oct 18, 2012 12:43 PM
41	Some sort of summative course would be helpful (such as, a required	Oct 18, 2012 12:13 PM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

undergraduate seminar). Or, it could be done by a small number of courses that are specifically for integrating knowledge. For example, a course in "Civics" or "Science and Society" or "People and their institutions."

42	I don't think we're talking about skills acquisition here, but rather knowledge acquisition which means traditional pencil and paper courses won't suffice. These new courses might be best run as experiential, constructivist-based courses that also include student knowledge as a very sophisticated, already well-developed phenomenon worth examining and integrating.	Oct 18, 2012 11:26 AM
43	1) Learning Outcome #1 should be reworded to be more specific about what the goal is 2) I think this goal can be met with a far simpler core curriculum than the current system that requires an enormous poster full of multicolored pies and rainbows to explain	Oct 17, 2012 3:56 PM
44	UAF needs to offer more 100 and 200 level (intro and survey) classes in Biology, Chemistry and Physics. Students at UAF have limited options to discovering areas of study they may be interested in.	Oct 17, 2012 1:50 PM
45	Diversity of liberal fundamentals is key to good scholarship, and a broader selection of course would encourage this.	Oct 17, 2012 11:50 AM
46	We currently have a very narrow set of choices for the core classes which I find do not serve students well in this area. If core classes are to be of value and satisfy this learning outcome they also need to be seen as relevant by students. If a course is viewed as a barrier to success rather than a contributor or just a hoop to be jumped through, we are unlikely to satisfy this outcome. By including a broader more flexible selection of courses in the core we will engage more students and in turn satisfy the learning outcome ... because they are actually interested!	Oct 17, 2012 11:03 AM
47	I'd like to make students more active participants in their education and choose courses in what interests them - within a general structure we provide. This would also make it easier for transfer students.	Oct 17, 2012 10:50 AM
48	I would reduce the Core math and science to two requirements instead of four.	Oct 17, 2012 10:44 AM
49	revised core courses designed specifically to meet the objectives	Oct 17, 2012 10:42 AM
50	Courses still need to be in the UAF catalog however	Oct 17, 2012 9:00 AM
51	But I do think that some of the core courses should be rethought--some of them are so broad in scope that instructors must work against the course description to produce a rigorous and cohesive course.	Oct 17, 2012 8:13 AM
52	Students need more flexibility. The requirements to take a set of courses like the current core are antiquated and arbitrary. More flexibility would allow students to pursue courses that interest them, while still requiring them to take things like math and science, or languages, that they might not otherwise consider.	Oct 17, 2012 8:08 AM
53	It is not enough to build knowledge. One must be able to demonstrate it and	Oct 17, 2012 7:58 AM

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

even apply it in some way that reflects critical thinking and the capacity to continue learning. These objectives do not appear necessarily embedded in the foregoing outcome statement.

- | | | |
|----|--|-----------------------|
| 54 | By far the biggest complaint I have from my students is the requirement to take a course they already had at another institution. The requirement for a specific class also does not take into consideration a student's life experiences. The requirements should be far more flexible so a student is required to take a course in history but can choose the history that broadens their education. It should not repeat it. | Oct 17, 2012 7:50 AM |
| 55 | Again by broader it is not meant that the student has a choice of course A or B, but possibly a choice of either course A THROUGH course M. | Oct 17, 2012 7:18 AM |
| 56 | I'd like to see it easier for students to transfer to UAF. Many student's currently transfer to UAF, having fulfilled general education requirements at other schools that don't transfer to UAF because ours are so specific. I also would like to see UAF students have more choice in selecting social science and humanities core classes. Currently, they can choose from a variety of natural science classes that meet their interests and needs, but they are forced to take very specific (while also being very general) social science and humanities core classes. I would like to see the core help to broaden students' education while also being relevant to their degree program and ultimate career goals. | Oct 17, 2012 6:38 AM |
| 57 | Goals are, by their nature, broad statements. Students should be allowed choices in the "paths" they choose to meet them. | Oct 17, 2012 6:12 AM |
| 58 | On the other hand, I would like a greater specification of the specific outcomes desired for some of these... I don't want to sacrifice being able to assume core knowledge of, for example, basic physics or basic biology. But if other courses (perhaps in SNRAS, or perhaps in engineering?) can address some of that core knowledge, that would be satisfactory and give some students greater relevance and thus interest. | Oct 16, 2012 10:28 PM |
| 59 | Either c or d. | Oct 16, 2012 9:10 PM |
| 60 | Even within the current core - there is a wide variety, simply based on WHO is teaching the course. | Oct 16, 2012 8:55 PM |
| 61 | Alaska and sustainabiity should be emphasized much stronger. | Oct 16, 2012 8:24 PM |
| 62 | Letting students pick courses that actually interest them is the best way to keep them engaged. | Oct 16, 2012 7:55 PM |
| 63 | Lets get a few desirable learning outcomes, or graduate attributes, then look at our course offerings and see which ones satisfy these attributes. Sometimes one course in an area is not enough; a second that builds on the first is needed. | Oct 16, 2012 7:47 PM |
| 64 | I think smaller liberal arts schools have a good template for this. Create core curriculum pathways that encourage students to develop competencies in all of these areas through customizable learning tracks. Of course, the core classes | Oct 16, 2012 6:59 PM |

Q2. SECTION 2: Satisfying the new Learning Outcomes

Learning Outcome 1 states that students should “Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World” through study of the natural and social sciences, technologies, mathematics, humanities, historie...

also need to reflect a new core philosophy, and incorporate more "in context" and/or "applied"/multidisciplinary outcomes

65	I think more flexibility in course selection can be helpful to both our current students and transfer students as long as (and this caveat must be emphasized) the overall thrust of the selections maintains the breath of knowledge mandated by our current core. More specifically, students of all majors should be required to take courses in the humanities, histories, languages and the arts even if a student is majoring in a STEM discipline. Moreover, while intersections between types of knowledge should be strongly encouraged, no type of knowledge should be privileged over any other.	Oct 16, 2012 6:50 PM
66	I think if students prove they have these skills through work experience they could earn the credits.	Oct 16, 2012 5:51 PM

Q3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

1	There may be a problem with this learning outcome. The LEAP objectives naturally apply more easily to liberal arts colleges than to state universities.	Nov 2, 2012 11:42 AM
2	Same thought as above.	Oct 31, 2012 12:55 PM
3	Include foreign language requirement	Oct 30, 2012 10:02 PM
4	Where are students currently learning technological competence? Is it integrated into the coursework for (some) core courses?? What evidence is there to measure collaborative learning??	Oct 30, 2012 2:15 PM
5	please see above...	Oct 30, 2012 1:39 PM
6	More so than with question 2, I'm having trouble seeing how these concerns are not taken up in courses that focus on the specific subject areas listed under Learning Outcome 1. So I'm choosing b for this question as well as for #2, and wish the committee the best in figuring out a way of implementing this objective. It seems that these objectives could be embedded in courses in most disciplines.	Oct 29, 2012 11:32 PM
7	Same comment as for #2: The Oral and Writing Intensive designations for many of the current Core courses are meaningless. This aspect of the Core definitely needs revision.	Oct 29, 2012 11:49 AM
8	I think students would be best served by taking their second writing course as juniors or seniors, once they have declared their major.	Oct 29, 2012 11:01 AM
9	Same comment as previous.	Oct 27, 2012 10:55 PM
10	Any time you require ALL students to take the same course, you get lower and lower standards. The real problem is entrance standards (or lack thereof). With a choice of courses at least some conscientious students and those with effective advising will get a solid core background.	Oct 27, 2012 7:51 PM
11	Developing some, if not most, of these skills should be an integral part of each course that the students take. Separate classes do not need to be offered to address these skills.	Oct 25, 2012 1:12 PM
12	A specific body of classes will stay true to the purpose of Core and outcome 2.	Oct 25, 2012 12:43 PM
13	See comments in question 10	Oct 24, 2012 4:22 PM
14	Not all courses address critical thinking skills which can certainly be incorporated into the curriculum. Since students already multi-task with the aid of cell phones, iPads, etc, they have some skills in researching topics important to their world. Students need opportunities to research topics as appropriate for content areas as this is a life-long skill.	Oct 24, 2012 3:57 PM
15	See above comments.	Oct 24, 2012 12:08 PM
16	I believe the existing core curriculum would better serve the students if they were required to take the 100 and 200 level courses in their first two years of education. As it stands, too many of them end up waiting until their 4th year to	Oct 24, 2012 11:33 AM

Q3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

take them. I believe that causes them to miss out on a LOT of what they might have gained in the Outcome 2 arena because they haven't developed the academic skills and knowledge to fully benefit from the more advanced classes.

17	Need to assess whether technological competence is high already--and let students who don't need that training choose something in its place. Likewise the old "library science" course might need updating to recognize incoming students' competence already in researching material.	Oct 24, 2012 10:16 AM
18	Include ESL courses.	Oct 24, 2012 10:09 AM
19	Same as above	Oct 24, 2012 9:41 AM
20	Oral, writing and communication skills must be addressed directly in core classes.	Oct 24, 2012 9:15 AM
21	The current CORE is not meeting this requirement (based on student abilities in these areas) and a broader more flexible selection leads to increased variation in student preparedness for advanced courses and post-college life.	Oct 24, 2012 5:18 AM
22	Courses in many majors can fulfill the needs for learning Outcome 2.	Oct 23, 2012 4:28 PM
23	My suggestion is the same, broaden the offerings and offer BETTER advising/mentoring. Another way this learning outcome could be met it by a SERVICE LEARNING component.	Oct 23, 2012 4:27 PM
24	I teach in an applied science - we address this learning outcome in all of our 200, 300 and 400 level courses. It would be best if those courses could count towards the core.	Oct 23, 2012 4:16 PM
25	b or c Again, at minimum the courses need to be revised. Students are not now learning the intellectual skills they need. Partly this is a failure of primary and secondary education -- they get to college without the pre-college skills. But I do think UAF needs to put more emphasis on intellectual skills such as critical reading, writing skills, constructing an argument, logic (logic and ethics make a good, engaging combination for reasoning skills). Or we could teach writing skills in a wide range of different subjects, but the courses need to be explicitly designed to use the subject matter to teach WRITING SKILLS, not the subject matter. Not just writing as an add-on to a subject course, giving it a W designator. Also I think teaching writing skills is much more important than oral expression because writing has to be explicitly taught. Oral expression skills can derive from writing skills, but not the reverse.	Oct 23, 2012 4:13 PM
26	I really don't know the current core curriculum that well but there was no option to select 'I lack adequate knowledge to decide'.	Oct 23, 2012 4:06 PM
27	same as #2	Oct 23, 2012 2:49 PM
28	The operative phrase is "across the curriculum". These skills should not be viewed as something to be covered and done with during a student's first two years; these should be reinforced every year in increasingly sophisticated ways.	Oct 23, 2012 1:07 PM

Q3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

29	Some way needs to be found to stop kicking the problem down the road. Too many students pass their English Comp requirements and still can't write. Faculty teaching upper division classes should be able to assume that students have the basic skills so they can focus on concepts, content and advanced skills.	Oct 22, 2012 1:27 PM
30	Need a Gen Ed "Critical Thinking" course that can be satisfied by Philosophy (current logic course), Psychology course & Communication (Argumentation & Debate) course	Oct 19, 2012 8:08 AM
31	Again, I don't think the course selection is the issue here. All of these intellectual and practical skills can be incorporated into the existing courses or a list of new ones. The important thing is that the curriculum of the courses have more oversight.	Oct 18, 2012 2:21 PM
32	These topics should be included in every degree. In many degrees these are covered through O and W courses designed into the degree program so that students can review these important academic skills in the context of their chosen field.	Oct 18, 2012 1:57 PM
33	The other "problem" with specific courses is the problem of transfer students, both in and out of the institution. The rigidity of the current core should deter any student when choosing a college for their education.	Oct 18, 2012 12:43 PM
34	Technological literacy is not adequately served by LS 101. It seems likely that with the increase in distance ed courses by on-campus students, we'd do well to require a FIRST SEMESTER course that goes into detail for the distance ed technologies and related technologies. Sort of an "Introduction to eLearning" segment. This could even be a virtual segment, pre-req for other courses. Something is needed to get ALL students up to speed in a relevant manner.	Oct 18, 2012 12:13 PM
35	This is going to be tough to do especially when it seems like our new core reform efforts are still Cartesian and Newtonian in basis though we seem to be looking to a new worldview for some of our ideals. Can we achieve these new ideals while contextually situating a core in old methods of thinking and teaching?	Oct 18, 2012 11:26 AM
36	1) The core curriculum should within the same set of courses not only ensure the substantive breadth outlined in LO1 but AT THE SAME TIME build the analytic skills desired in LO2. For example, all core humanities and social sciences courses should also be writing intensive course, while the core math and science courses should meet standards for quantitative reasoning and laboratory experience.	Oct 17, 2012 3:56 PM
37	LS101 could be dropped or changed, since it focuses on the requirements for CLA majors only.	Oct 17, 2012 12:37 PM
38	Again, writing capacities are low, and should be increased with a wider selection of writing courses, especially technical writing.	Oct 17, 2012 11:50 AM
39	The current menu of core course options does not address this at all. This should be a common expectation of every degree recipient whether Associate level, baccalaureate, masters or doctorate.	Oct 17, 2012 11:11 AM

Q3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

40	Identical to my comments for the previous section!	Oct 17, 2012 11:03 AM
41	See comment above. However, I don't think students are being challenged in those areas. A lot of faculty seem to rely on specialty courses (e.g., O, W) instead of incorporating those skills into all of their courses. The result is that O & W courses are not much fun to teach - students are only there for the O or W - and students complain when they have to write in a non-W course. These skills should be integrated across the curriculum.	Oct 17, 2012 10:50 AM
42	I would keep the English, Communication, Library skills and Humanities core (ENG111, ENG 211, ENG 200x, ART/MUS/THR 200x, COMM 1311X and COMM 141X and LS101X. I would add a computer literacy course of some kind that offers an array of necessary computer technology skills. I would get rid of the oral and written intensive courses in the various disciplines. Perhaps, if writing and communication need to be experienced at the upper division level in the Core, existing such as ENG 200X and a new Communication course at the 300 level or COMM 300X could be created or augmented for the writing and oral intensive requirements, respectively. Allow the experts to teach the writing and communication course rather than instructors that have no clue how to facilitate or evaluate writing and oral intensive skills and performance.	Oct 17, 2012 10:44 AM
43	revised core courses designed specifically to meet the objectives	Oct 17, 2012 10:42 AM
44	We need more critical thinking!	Oct 17, 2012 9:30 AM
45	The current core is good--a different list of specific courses might be better but it's hard to tell without any sense of what those courses might be.	Oct 17, 2012 8:13 AM
46	see answer for #2.	Oct 17, 2012 8:08 AM
47	I lack familiarity with the courses that purport to deliver this outcome. However, on the surface, this outcome shows what Peter Drucker would term a hero sandwich of good intentions, which argues a lack of useful focus. Many of my students struggle with writing a coherent paragraph that supports a topic sentence and then flows in some logical way without the distractions of abominable spelling and grammar. This suggests that there is a more immediate priority that compels attention: first pants, then shoes.	Oct 17, 2012 7:58 AM
48	See comment above. Students should be able to enhance, not repeat educational experiences.	Oct 17, 2012 7:50 AM
49	I would hope that this learning outcome is also a goal of the rest of students' university education.	Oct 17, 2012 7:36 AM
50	Again by broader it is not meant that the student has a choice of course A or B, but possibly a choice of either course A THROUGH course M.	Oct 17, 2012 7:18 AM
51	Any college level course can and should provide these skills; the Core doesn't need to be specific to meet the goals of Outcome 2.	Oct 17, 2012 6:38 AM
52	Choosing "C" would lead to courses that are an inch deep and a mile wide relative to Learning Outcomes 1 and 2. There would be no way to guarantee any	Oct 16, 2012 10:23 PM

Q3. Learning Outcome 2 states that students should “Develop Intellectual and Practical Skills across the Curriculum” including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

depth.

53	These outcomes can easily be achieved within the student's major.	Oct 16, 2012 9:10 PM
54	Some sort of project-based discipline specific teamwork course sounds like the best way to satisfy this requirement.	Oct 16, 2012 7:55 PM
55	Same as above. We need the Graduate Attributes list first, then a look at what classes conform to these.	Oct 16, 2012 7:47 PM
56	I think if students prove they have these skills through work experience they could earn the credits.	Oct 16, 2012 5:51 PM
57	These skills could—and should—be included in MANY courses, or perhaps even ALL courses. Maybe we could institute an addition to the syllabus requirements in which the faculty member checks which of these skills are addressed in the course and provides examples of the methods employed.	Oct 16, 2012 4:12 PM
58	Remove the COMM classes	Oct 16, 2012 4:05 PM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

1	The learning outcome is broad and ambiguous and covers a multitude of meanings.	Nov 2, 2012 11:42 AM
2	I think it would be good if the departments were able to utilize existing or develop new courses that address this learning outcome in ways that are specifically relevant to their degree.	Oct 31, 2012 12:55 PM
3	Foreign languages fit perfectly with "Global Contexts and Intercultural Competence"	Oct 30, 2012 10:02 PM
4	The current Core courses already address these issues, but I think that student engagement would improve with more choices in how to study them. At the same time, I think that students should NOT be given free range to pick from all of our courses in a random fashion (e.g. pick any biology course, any math course, any humanities course, any social science course in the entire catalog), but rather should be given a list of broadly-based courses that meet learning outcomes that fit the principles of a coherent general education program. This program should require that eligible courses expose students broadly to material from multiple cultures and traditions of thought, and should NOT simply allow students to pick courses from pre-existing interests (that's what the major and the general electives are for!) but rather nudge them into exploring new areas of study and even encountering material about populations and parts of the world that may seem unfamiliar and scary. A strength of UAF's current Core is that it insists that students look through the lenses of different peoples and different disciplines, but a weakness is that the lack of choice within certain of the disciplines (those in which only one or two courses are the only options) creates resentment in students and decreases motivation. The current system also forces students with different levels of preparation together. Since I teach a 200-level Core course regularly, I see how this one-size-fits-all approach can frustrate students and faculty alike. So I'd also like to see a list of options that allows some students (those in need of more support, for example) to meet a given requirement at the 100- or 200- level but for others to choose a more advanced course to meet the same requirement.	Oct 29, 2012 11:32 PM
5	See previous comments about ENGL 200X	Oct 29, 2012 11:01 AM
6	A course geared specifically to actual civic engagement would be helpful. Core classes for Alaska Native studies already exist. Practical application of outcome 3's principals waits until after graduation--when no mentors are usually available. Learning in a classroom is one thing, practical experience is needed to master.	Oct 28, 2012 7:56 PM
7	I would like to see more National contexts as well as Global and local cultural contexts. The University should represent all civic levels within its course requirements.	Oct 27, 2012 10:55 PM
8	I'm not enthusiastic about this as a requirement for ALL students. To effectively achieve this outcome would require more courses than a student has time for.	Oct 27, 2012 7:51 PM
9	Such a worthwhile outcome for our UAF students!	Oct 25, 2012 12:43 PM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

10	See comments in question 10	Oct 24, 2012 4:22 PM
11	Please refer to comment number 2	Oct 24, 2012 3:57 PM
12	We must be teaching with the best technologies available. Our students are WAY ahead of us. It is we who are dragging feet. SO, lets get with some faculty workshops to forage and delight in the newest info delivery systems.	Oct 24, 2012 12:08 PM
13	Again, having some economics helps students to get a job and to understand business which is so important.	Oct 24, 2012 11:20 AM
14	Same as above	Oct 24, 2012 9:41 AM
15	This area receives little attention in the current core and needs some specific direction in a revised core.	Oct 24, 2012 9:15 AM
16	Again, I believe that this outcome is also not being met by current requirements and students do not demonstrate possession of these tools. I also do not believe knowledge of Alaskan and Alaska Issues is essential in a university wide CORE and should be restricted to choosing between either a poly-sci class setting local issues or a culture class.	Oct 24, 2012 5:18 AM
17	These things should be incorporated into courses that already fulfill other outcomes from one and two. In other words, core courses should satisfy two things.	Oct 23, 2012 5:43 PM
18	Same as above.	Oct 23, 2012 4:28 PM
19	Same suggestion. This one is also ideal for a SERVICE LEARNING component - as an option.	Oct 23, 2012 4:27 PM
20	I think this type of interdisciplinary learning would be better achieved by team teaching a seminar or discussion with faculty from different colleges. Alternatively each college would host a seminar for their sophomores that would include discussions with faculty from other colleges. I am not sure how that would be achieved with workloads but the students would be most likely to engage in these issues if they recognized that faculty from different disciplines were engaged.	Oct 23, 2012 4:16 PM
21	I think this can be the most flexible part of the General Education curriculum, and is most amenable to "meeting requirements" rather than "earning credits." This is where a student could meet requirements through life experience (grew up in a rural village, lived in a foreign country or immigrant family in the U.S., extensive civic engagement in high school or as college extracurricular activity). CONSIDER MAKING THIS A GRADUATION REQUIREMENT rather than part of General Education curriculum, because it is not necessarily best addressed in a classroom and not necessarily in the first two years of college or associates degree program. Also because it could be met by experience rather than course credit, it doesn't need to fit in the 34-credit (or whatever) GenEd program.	Oct 23, 2012 4:13 PM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

22	I really don't know the current core curriculum that well but there was no option to select 'I lack adequate knowledge to decide'.	Oct 23, 2012 4:06 PM
23	I am unsure of my support for Outcome 3, and opt to not answer question 4.	Oct 23, 2012 3:57 PM
24	I believe the local/Alaska and Alaskan issues can be addressed through life experience, reading, etc and demonstrated through current coursework.	Oct 23, 2012 2:49 PM
25	There is a great deal of room here for thinking "outside academic box". We should give or waive credit for legislative internship, study abroad, involvement in political campaigns, etc.	Oct 23, 2012 1:07 PM
26	Any General Education curriculum should have a strong component in political literacy. Students should have working knowledge--through classes and/or experience--of the political systems that affect their lives (local, national and global).	Oct 22, 2012 1:27 PM
27	I think that learning outcome 3 is stupid.	Oct 21, 2012 11:13 PM
28	Look to Global Studies minor, a greater internship program, develop closer ties the community writ-large	Oct 19, 2012 8:08 AM
29	To me, this is the outcome that is most critical for UAF graduates who will be living and working in this very unique state. Yet, I feel it is the one that gets the least attention in the curriculum overall.	Oct 19, 2012 7:23 AM
30	I don't think that teaching ethical reasoning and intercultural competence should be a core goal of college. We are teaching adults, after all. These are subgoals of individual departments, in the context of specific fields of study. Knowledge of issues (both local and global) should also be obtained through one's working knowledge of their field.	Oct 18, 2012 7:46 PM
31	same as above.	Oct 18, 2012 2:21 PM
32	Though "intercultural competence" and "knowledge of AK and AK issues" aren't specifically addressed by any course titles within the core, I'd bet students acquire these skills through the current Communication and Perspectives on the Human Condition requirements	Oct 18, 2012 2:19 PM
33	Again, these concepts can/should be built into the major or minor. There has been discussion of capstone courses or freshman seminars, which could also contain these elements. There are also some parts of these concepts in our current core, such as the 300-level ethics classes or the intercultural emphasis of ANTH 100X, HIST 100X, and ENGL/FL 200x.	Oct 18, 2012 1:57 PM
34	What does it mean to effectively engaged civically in local through global contexts? I have no idea what is hoped for with this one. I think people should have some basic familiarity with the history and cultures of the state, and how that history has been impacted by global influences. I think they should know what branches of government or civic life they should redress their grievances to	Oct 18, 2012 12:27 PM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

if they should find need. I think they should have some idea about what methods are most likely to succeed. Is that what this is about?

35	My comments for Outcome 1 apply here, also: Some sort of summative course would be helpful (such as, a required undergraduate seminar). Or, it could be done by a small number of courses that are specifically for integrating knowledge. For example, a course in "Civics" or "Science and Society" or "People and their institutions."	Oct 18, 2012 12:13 PM
36	Here we could implement service learning. While UAF is not a party school where students study from Tuesday until Thursday while taking the rest of the week off, we could broaden experience with community partnerships. Our students are much more in touch with possibilities beyond they're own recreation so maybe this would even be easier to implement at UAF than at a party school. Maybe it's already happening. If it isn't happening, civic engagement needs to go well beyond sitting as passive receptacles in the Gruening building.	Oct 18, 2012 11:26 AM
37	I am concerned that out of state students will be forced to take Alaska-specific courses that will not necessarily advance their careers and will be resented. Allowing some flexibility gets around this issue.	Oct 18, 2012 9:55 AM
38	Do we have core courses whose catalog descriptions have the phrase "civic engagement" in it?	Oct 17, 2012 2:16 PM
39	I think this is a dumb Learning Outcome and should be scrapped.	Oct 17, 2012 12:25 PM
40	There is a tremendous lack of basic knowledge of history and culture of Alaska and its peoples by UA students; this is near embarrassing when compared to the background international students have, most of whom can write in English--even if it's a second language--and have superior cultural and historical knowledge to most American/Alaskan students. Even among graduate students--particularly those from the (non-social) sciences--cultural and historical knowledge is woefully limited.	Oct 17, 2012 11:50 AM
41	I don't think the current core meets this outcome. I do think the ethics class accomplishes "ethical reasoning" I think the students I see do not take the classes which focus on Alaska, unless they from Alaska, especially my indigenous students.	Oct 17, 2012 11:29 AM
42	The current core does not do this. And if we're going to emphasize ethical reasoning, then we must do something substantive about academic dishonesty, plagiarism, failure to cite sources, and so forth. By the 400-level course, I should have to be teaching such basic concepts.	Oct 17, 2012 11:11 AM
43	I don't believe this is an outcome that can be determined by taking core courses. We could have a broader more flexible selection but there is no guarantee students would take courses that would achieve learning outcome 3. Students are not learning these things in the current core ... or if they are they are not in my classes. Especially important is intercultural competence and knowledge of	Oct 17, 2012 11:03 AM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

	Alaska and Alaskan Issues. I have students who are taking 400 level courses whose knowledge of really important pieces of legislation like the Alaska Native Claims Settlement Act is zero. Four students in a 400 level course could not identify the Alaska Congressional delegation. Many are unaware that there are Alaskans whose first language is other than English. I'm not sure that a broader selection of courses would address this. Adding a required course that everyone had to take that really covered these issues would be a good start.	
44	Someof this can be integrated across the curriculum (see psychology), but I'd like to see more organized opportunities for students to become engaged with a variety of communities.	Oct 17, 2012 10:50 AM
45	This requirement can be met through various disciplines and would open up more choice for students.	Oct 17, 2012 10:44 AM
46	revised core courses designed specifically to meet the objectives	Oct 17, 2012 10:42 AM
47	This outcome can be achieved without courses, such as through life experiences	Oct 17, 2012 9:25 AM
48	Civic engagement is broad for the state of Alaska	Oct 17, 2012 9:00 AM
49	Could also encourage community engagement through asking students to work in the community for credit.	Oct 17, 2012 8:13 AM
50	See #2 above. These outcomes could be met through courses in the core or in the student's major- preferably both.	Oct 17, 2012 8:08 AM
51	Again, first teach them to think and to write in a way that reflects coherent thought, then and only then seek to "engage" them in these endeavors which seem bent on getting something out of students before putting something into them.	Oct 17, 2012 7:58 AM
52	Current core does not address the last part of Learning Outcome 3: "Knowledge of Alaska and Alaskan Issues."	Oct 17, 2012 7:49 AM
53	Require public service.	Oct 17, 2012 7:36 AM
54	Again by broader it is not meant that the student has a choice of course A or B, but possibly a choice of either course A THROUGH course M.	Oct 17, 2012 7:18 AM
55	Very few schools offer Ethics in the upper division. Many do offer specific types of ethics, e.g. business ethics, in the upper division, but most philosophy departments offer a basic, general ethics courses as a lower division course. The Core should be able to be satisfied in two years and at two year schools, so transfer students coming from feeder community colleges can come to UAF and start working on their degree program.	Oct 17, 2012 6:38 AM
56	See above comment	Oct 16, 2012 10:23 PM
57	Either c or d. Ethical reasoning and knowledge of Alaska and Alaskan issues	Oct 16, 2012 9:10 PM

Q4. Learning Outcome 3 states that students should “Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues.”

Do you think Learning Outcome 3 could best be addressed:

can be easily incorporated into the student's major, perhaps in the capstone class.

58	I would add Arctic much stronger; we are the university of the Arctic	Oct 16, 2012 8:24 PM
59	We need more in the way of Community Based learning, so that our students have experience in an Alaskan context. It is also amazing to me that a UAF graduate can have absolutely no knowledge whatsoever of Alaska Native culture and history. This we must add as an attribute.	Oct 16, 2012 7:47 PM
60	This is an opportunity for existing classes to emphasize context through Alaska issues.	Oct 16, 2012 6:59 PM
61	I think if students prove they have these skills through work experience they could earn the credits.	Oct 16, 2012 5:51 PM
62	Another option might be to incorporate a service learning requirement.	Oct 16, 2012 4:12 PM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

1	Alternatives to the department don't work very well at UAF.	Nov 2, 2012 11:42 AM
2	This topic warrants more discussion. Could it be assessed with a capstone project? Either the department or the college working with the student would be more informed about the variety of ways that students could demonstrate Learning Outcome 3.	Oct 30, 2012 2:15 PM
3	I'm not sure why I'm being asked to answer this question about Learning Outcome 3 but not 1 or 2. In any case, I selected d--other--because I think that asking students to take and pass courses from a list (courses that are NOT in the student's major area) is a sufficient way of administering and assessing satisfaction of this and all outcomes. Option c would also be fine, but administratively more cumbersome. (I'm not sure if c is suggesting the herculean and time-sucking task of assessing all courses for this outcome by committee, or by an administrator, but if so, I'm not for it.) Most importantly, I do NOT think that the college or department of the student's major should be able to decide this: by definition, general education asks students to range outside their disciplines and so other colleges and departments need to be involved. In other words: these competencies are needed by everyone who is a part of society and Gen Ed is for everyone. No college or department should be given the opportunity to give their students an exemption.	Oct 29, 2012 11:32 PM
4	I would argue that by passing the required courses in a particular area the students will have satisfied the outcome.	Oct 29, 2012 11:01 AM
5	These courses should be administered under a public affairs, political sciences, economic geography context.	Oct 27, 2012 10:55 PM
6	Some departments are good at this, some are mediocre and most stink, but lets insure at least some students get decent advising.	Oct 27, 2012 7:51 PM
7	These should be addressed in a context appropriate to the student's major area of study.	Oct 25, 2012 7:54 AM
8	depends what the students major is. If this is not part of the major it needs to be part of the core (flexible choice of courses)	Oct 24, 2012 5:04 PM
9	I think a university-wide body should approve the courses and then the Department/College advisors should track student completion of the requirement	Oct 24, 2012 4:22 PM
10	There should be a university wide common denominators that all colleges adhere. Each college should then come up with common denominators relevant to all departments. Each department can certainly add it's own requirements.	Oct 24, 2012 3:57 PM
11	This is all TOP-DOWN thinking. Lets do this with student input. Again, we have missed significant opportunity in not having our students totally involved in these processes.	Oct 24, 2012 12:08 PM
12	Have no clue	Oct 24, 2012 9:41 AM
13	There needs to be some balance in this objective between a curriculum that is customized to fit particular students' interests and skills, and a curriculum that is	Oct 24, 2012 9:38 AM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

interdisciplinary and exposes students to problems that are not traditionally included in their major. I suspect that college administrators may have the best understanding of how students within their college will need to understand and engage issues that are outside the normal scope of their studies.

14	There needs to be a university wide set of criteria for the rubrics to be met by students for this rubric. Without a top-down approach, variance across units would be too high and students would not be getting the same experience or exposure to what we, as a community, feel is appropriate multi-disciplinary civic engagement.	Oct 24, 2012 5:18 AM
15	This is a difficult question - I think actually that the College level might be best - they know their own student's knowledge and life goals the best and LO 3 should not be a "token" class they take that is completely separate from the rest of their education. By keeping this goal within the college they can integrate the student's goals with the learning outcome. But I also don't believe that science students should be isolated in CNSM or humanities students isolated in CLA, for example. In overseeing this, the college needs to consider the whole needs of a student. So perhaps a university wide oversight committee could help guide each college towards an effective approach. I wholly believe SERVICE LEARNING should be one way the students can achieve this goal.	Oct 23, 2012 4:27 PM
16	Unfortunately, I don't see how this could be administered by the student's major department or college if it is part of GenEd. Many students won't HAVE a major at the point when they're thinking about this. Especially not associates degree students, but also bachelor's level undergrads. Above I suggested making this a graduation requirement, not GenEd. If you do that, and you allow students to use experience rather than course credit to meet the requirement, then a university-wide body could set criteria and either the major department or academic advisors could verify that the student has met the requirement. Maybe? (Yes, this is a difficult question.)	Oct 23, 2012 4:13 PM
17	Depends on the student's major department. If a humanities department then the dept can handle this, otherwise not.	Oct 23, 2012 4:06 PM
18	I am unsure of my support for Outcome 3, and opt to not answer question 5.	Oct 23, 2012 3:57 PM
19	Unless there is a compelling reason to centralize, I favor letting the departments do this.	Oct 23, 2012 1:07 PM
20	This can be done through the current core curriculum if the courses address the tenets of Learning Outcome 3.	Oct 22, 2012 2:19 PM
21	The faculty closest to the students should be capable of monitoring and assessing their progress. New or revitalized requirements should not also create new bureaucracies and administrative positions.	Oct 22, 2012 1:27 PM
22	UAF core competencies should be the responsibility of UAF. These are the core SLO that all graduates will have. It should not differ by major, otherwise why not just let the major/college determine the competencies.	Oct 22, 2012 11:33 AM
23	get rid of it	Oct 21, 2012 11:13 PM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

24	It would make sense to assign the administration to particular relevant departments: Ethical reasoning to Philosophy (possibly Psychology); Intercultural competence to Anthropology or Cross-Cultural Studies; Knowledge of Alaska to History, Northern Studies, Political Science.	Oct 19, 2012 8:46 AM
25	Advising should be accomplished within the dept. Faculty know their own programs, core curriculum, and can advise best student needs and educational goals. DO AWAY with college level or higher advising.	Oct 19, 2012 8:08 AM
26	The idea that the university can teach "Ethical Reasoning" is laughable. Individual departments can do this through issues revealed in their own departments. But it's insulting to the students.	Oct 18, 2012 7:46 PM
27	Why should the college of XYZ determine the competence of someone's knowledge of "Alaskan Issues?" The definition of this term has to be defined outside of the interests of one college or major.	Oct 18, 2012 12:43 PM
28	A university wide body or committee. I don't think administrators alone can be entrusted with decision making authority over something so central to the mission of the university. In fact, given some of our administrations' lack of experience in higher education, they should be kept as far away from curricular matters as humanly possible.	Oct 18, 2012 12:27 PM
29	A faculty member, through regular coursework. For example if a student is required to demonstrate Outcome 3 by the end of their sophomore year, perhaps they could identify a particular assignment they submit that is suitable for Outcome 3 (and Outcome 1, for that matter). This would simply be an enhanced version of an existing assignment for a (relevant) class, with some additional scope or content.	Oct 18, 2012 12:13 PM
30	We've made great strides in Undergraduate Research and in the Honors Program. While we can't be everything to everybody, service learning might be an area to address as long as we live in Alaska. The hardest thing about living in Alaska might be trying to match the greatness of the state. In other words, it's interesting to live in a state with so many vast resources, but so few human resources.	Oct 18, 2012 11:26 AM
31	this approach would allow for standardization in assessing this with input from all departments and colleges/institutions	Oct 18, 2012 10:03 AM
32	Many of the topics in this learning outcome are not common to the teaching in the Natural Sciences (intercultural competence, for example), so we would not be prepared to effectively assess this learning outcome.	Oct 18, 2012 9:55 AM
33	Sorry, I don't understand this question. My instinct though is that this should be across the board and the Dept. of Physics for example shouldn't be able to water this down for their students just so they can take more physics classes. (no offense to physics, I picked that department at random)	Oct 17, 2012 3:56 PM
34	Can't be done by designating some of the core courses as "CE"-types? I'm not sure I understand this question.	Oct 17, 2012 2:16 PM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

35	My 18 years of experience at UAF has taught me that individual departments are not willing or able to ensure completion of goals that effect us all like development and assessment of core learning outcomes.	Oct 17, 2012 1:28 PM
36	I think this is a dumb Learning Outcome and should be scrapped.	Oct 17, 2012 12:25 PM
37	Science (non-social) faculty, too, often have very limited cultural and historical knowledge, so college/department of student evaluations would be ineffectual.	Oct 17, 2012 11:50 AM
38	Not sure on this one. Some of it can be in the dept. but it really depends on the disciple.	Oct 17, 2012 11:29 AM
39	Administering what?	Oct 17, 2012 11:11 AM
40	I don't believe this learning outcome can be assessed by taking one or two core courses. Including a course on intercultural competence specific to Alaska would be a good starting point. Perhaps requiring that all students take some type of measurable assignment that addressed this learning outcome in the semester before graduation would be the best way to find out if the learning outcome had been achieved.	Oct 17, 2012 11:03 AM
41	The department needs to be the main actor, but this will require support from and coordination by a unit that sees the bigger picture. The colleges are too strapped to take it on. so a campus-wide unit.	Oct 17, 2012 10:50 AM
42	efforts and judgements of the colleges should be coordinated across the University though	Oct 17, 2012 10:42 AM
43	Faculty should NOT turn this power over to administrators.	Oct 17, 2012 9:04 AM
44	Passing grade in courses with content that address these goals.	Oct 17, 2012 8:37 AM
45	the core needs to be assessed as a whole, not only by the instructors or departments offering the courses.	Oct 17, 2012 8:08 AM
46	There is no reason why these requirements should not be personalized to fit with the degree. An art student can study Alaska art and culture; a science student can study Alaska sciences either as a separate class or as part of an existing class.	Oct 17, 2012 7:50 AM
47	I think that the department or the college of a student could effectively administer some of these goals by having a degree specific ethics course in their degree requirements and by possibly having a capstone course that applies theoretical knowledge to real world scenarios with the goal of serving society. Other goals about increasing students' awareness/knowledge about international and Alaskan issues could be achieved by allowing students to take a selection of lower division courses that could tie in with a student's specific interests and/or goals.	Oct 17, 2012 6:38 AM
48	For it to satisfy core, it should be university-wide. That can still be accomplished by different colleges making sure that they offer something that can satisfy at least some of those learning outcomes, but it needs to be approved by consensus, thanks.	Oct 16, 2012 10:28 PM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

49	I certainly don't think we need a gatekeeper other than the department that determines whether each student has satisfied a specific learning outcome.	Oct 16, 2012 9:27 PM
50	The college can better maintain a consistent level of quality, rather than letting each department develop assessment methodologies.	Oct 16, 2012 9:10 PM
51	Students often question the relevance of such broader outcomes. Keeping the methods to accomplish these within the context of the major eliminates that source of disconnect. In addition, it changes the method for satisfying the outcome from "yet another hurdle to my degree" into "I can carry this forward into my career and will practice it regularly."	Oct 16, 2012 8:54 PM
52	add an external review system; why not	Oct 16, 2012 8:24 PM
53	A combination of these. The base work of evaluating whether the outcome is met could be carried out by the Dept level academic adviser and then approved by a larger committee that could have broader oversight.	Oct 16, 2012 7:52 PM
54	We all need to be involved in this attribute, not just some office or program. Our syllabi need to be more inclusive, no matter what the content matter. It is the same with diversity issues, we ALL need to imbue our curriculum with certain topics that we want as graduate attributes.	Oct 16, 2012 7:47 PM
55	I don't feel strongly about this one.	Oct 16, 2012 7:43 PM
56	A university-wide committee that gives an equal voice to all disciplines is essential.	Oct 16, 2012 6:50 PM
57	I think students learn from family, community, and other institutions along with the university-based schooling about civic engagement, global and cultural issues. Sometimes they bring these experiences to the classroom and that meshing of schooling with traditional-based knowledge can be very effective--for the students themselves, and for the communities that they belong to.	Oct 16, 2012 4:45 PM
58	No opinion	Oct 16, 2012 4:05 PM

Q6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.”

Do you think Le...

1	The current curriculum already allows majors to develop capstone courses; also, there is a partial capstone course in the core (the ethics course).	Nov 2, 2012 11:42 AM
2	Community involvement is crucial in understanding the global scope their major calls for in relation to other people, both locally and globally.	Nov 1, 2012 12:47 PM
3	I don't think the Core meets this objective at all, but I think each of the other three options could and we should allow each department to choose how they will address this learning outcome.	Oct 31, 2012 12:55 PM
4	Is one assessment of Learning Outcome 4 realistic? Should there be more than one model for how a student can demonstrate this?	Oct 30, 2012 2:15 PM
5	I believe that a student entering college should already have these skills and that when applying for college, should be able to show these accomplishments by a submission of a thesis, project or portfolio.	Oct 30, 2012 1:39 PM
6	The current Core does not seem effective at doing this. I have chosen e because I think that the options b, c, and d might vary in their attractiveness depending on discipline--and thus, as per below, that the student's major department or college should implement this objective. I'm also not sure whether this would count against the number of credits required for Gen Ed or whether this could involve a separate project done for the major. My view is that it should come from the latter--or from the college--because a broad foundation in gen ed courses from different disciplines needs to exist before meaningful synthesis can happen. This objective also seems tricky to implement and I wish the committee luck.	Oct 29, 2012 11:32 PM
7	Depending on what classes are included in the Core Curriculum, this may also work.	Oct 29, 2012 1:42 PM
8	I would choose C, D, or E. Option B is good in theory, but probably impossible to administer, since there are insufficient numbers of qualified, interested faculty (regular and adjunct) who could oversee the proper completion of a thesis, project, or portfolio by every 4-year undergraduate applying for graduation. The reading and writing skills among students at UAF are, overall, pretty low, and the number of faculty (regular and adjunct) who know how to deal with such challenges (and are willing to do so) is also very low.	Oct 29, 2012 11:49 AM
9	This course should have action applied that would help students get involved in community projects. This would help them establish a "get involved" mentality and would boost their resume appeal to potential employers.	Oct 29, 2012 10:58 AM
10	Experience in the work force, applying the knowledge gained through collegiate study is priceless for graduates to be more prepared to enter the real world.	Oct 27, 2012 10:55 PM
11	I'm not at all sure that it can be successfully addressed, but there should be choice to encourage the attempt. Once again, let the departments work on it.	Oct 27, 2012 7:51 PM
12	What is a capstone class?	Oct 25, 2012 1:14 PM

Q6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.”

Do you think Le...

13	All of these selected can be effective. Each Department or major area of study should have the flexibility to determine which is form would be most appropriate and applicable to their students' future profession.	Oct 25, 2012 7:54 AM
14	With a different set of prescribed courses; not the current core but a set of required classes	Oct 24, 2012 9:26 PM
15	A Sr. Research thesis in ALL departments! If we really think strongly of our University providing an eventful undergraduate 'research' experience, then lets do it - for everyone.	Oct 24, 2012 12:08 PM
16	The students major college should have a role in this decision so that it best fits the degree major.	Oct 24, 2012 11:23 AM
17	Capstone with assignments that will specifically address LO 4	Oct 24, 2012 10:16 AM
18	Again, need more information as to what this statement is saying.	Oct 24, 2012 9:41 AM
19	A modified core curriculum	Oct 24, 2012 6:45 AM
20	Each of the three I checked should be required actions for each student, regardless of major. Each department would administer the particulars but there should be a university level rubric that all departments would have to meet in setting their own criteria for students.	Oct 24, 2012 5:18 AM
21	I think B, C, D, and E would be possible ways to do this. The E would be a SERVICE LEARNING component (this is very different than an internship). I believe the best method would be for the student to write a 1 page proposal for how they would like to satisfy this requirement including which faculty would be their mentor through the process. This would be approved by a faculty advisor-type at the college level.	Oct 23, 2012 4:27 PM
22	I try to meet this outcome in every course I teach but especially at the senior level.	Oct 23, 2012 4:16 PM
23	This learning outcome needs to be reached and demonstrated in academic setting, not just "experienced" via internship. Student could write a thesis etc based on internship, but internship or other experience should not be enough. A capstone class would also be a good option, and many students might prefer this because it's more structured. Note that this learning outcome would not be reached in the first two years, and I suggest this one should also be a GRADUATION REQUIREMENT RATHER THAN GEN ED. If you don't somehow structure GenEd to fit in the first two years, then you will really really complicate the transition from associates degrees to 4-year programs, and ability of students to transfer into UAF.	Oct 23, 2012 4:13 PM
24	I prefer a capstone experience, which could be a class, thesis, or some other integrative work.	Oct 23, 2012 1:07 PM
25	Based on their post-baccalaureate goals, students should have the opportunity	Oct 22, 2012 1:27 PM

Q6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.”

Do you think Le...

	of a synthesizing class or experience in which they reflect upon or apply learning from across the curriculum.	
26	Lots of items could suffice here.	Oct 22, 2012 12:17 PM
27	What does Learning Outcome 4 mean???? It sounds like academic goblignook.	Oct 19, 2012 8:08 AM
28	I think it needs to be more than a one-time thing. There needs to be opportunity for reflection on learning and synthesis throughout the process, not just something at the end.	Oct 19, 2012 7:23 AM
29	Some intense proof of practical, working knowledge should be necessary. The current Core does not supply this proof. A "capstone class" is a terrible idea for fulfilling this BY ITSELF, unless it is linked to a practical project, apprenticeship, internship, thesis, etc.	Oct 18, 2012 7:46 PM
30	Different methods for different majors may best serve this outcome. The University needs to promote responsive flexibility - to students, subject matter, and community interface - and refrain from a "one size fits all" rigid approach to this outcome.	Oct 18, 2012 2:37 PM
31	This should be embedded in all majors and the core. This seems like a simple statement of what the university experience should be for every student. Departments and colleges should use this as a guideline for evaluating courses and majors. Yes, this is embedded in the current core.	Oct 18, 2012 1:57 PM
32	An undergraduate seminar earlier than the end of the senior year could be more useful than a capstone class.	Oct 18, 2012 12:13 PM
33	Core curriculum and other course outcomes assessment	Oct 18, 2012 11:37 AM
34	Experiential learning in settings that transcend and debunk traditional classroom settings might help here.	Oct 18, 2012 11:26 AM
35	Synthesis and advanced accomplishment should not come from the core, but rather the major. Flexibility in how this is applied could include either b or c or another method developed by the major dept.	Oct 18, 2012 3:02 AM
36	I think some type of capstone project, seminar, or internship is a good idea for most students.	Oct 17, 2012 3:56 PM
37	This goal should ideally be emphasized and developed towards the end of a student's area of study. The foundation could be introduced with the CORE but it should be developed within the student's major and minor areas.	Oct 17, 2012 1:28 PM
38	A thesis is not appropriate for many majors.	Oct 17, 2012 12:37 PM
39	Reduce the current core (conceptually) to the BOR minimum of 34 credits and for UAF baccalaureate degrees, make this a requirement (-498 or -499 required). Should be an expectation of a degree awarded by an RU/H institution.	Oct 17, 2012 11:11 AM

Q6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.”

Do you think Le...

40	A variety of methods might be applicable here depending on the college and student (honors, etc).	Oct 17, 2012 11:05 AM
41	This outcome is going to be achieved differently by students in different disciplines ... it is definitely not being achieved by the current core curriculum.	Oct 17, 2012 11:03 AM
42	Any of the above except the current core. The rest depends on the goals of the faculty in a given program as well as the content and structure of each program.	Oct 17, 2012 10:50 AM
43	I see B and D as being similar - a thesis, project or portfolio would be submitted as part of a capstone class. I don't think that just telling the students to do a thesis on their own time will work very well. They will need more guidance than that, like from a class.	Oct 17, 2012 10:42 AM
44	This one is best addressed by the major department. An open question is how it would apply to the AA degree. Perhaps they could have a "mini-capstone" project paper embedded in a required, 200 level course, such as 200 level English. I have heard complaints about the "life long learning" component of this outcome, but to me, it's the foundation we need to assess (the ability to synthesize information, think critically and creatively, solve problem, communicate well), not the life long learning part.	Oct 17, 2012 8:37 AM
45	My concern with a "thesis, project or portfolio"--wonderful though that would be for the education of our students--is that faculty would be responsible to guiding undergraduates through producing this work, and evaluating it, with no teaching credit for this work (as is often the case with graduate work). In other words, it could easily turn out to be something added to faculty workload.	Oct 17, 2012 8:13 AM
46	I am strongly in favor of a capstone experience, but I think that it needs to be broadly defined to meet the needs of different disciplines.	Oct 17, 2012 8:08 AM
47	I think any of the three above should be used because one shoe does not fit all departments.	Oct 17, 2012 7:50 AM
48	A combination of B, C and D would work the best.	Oct 17, 2012 7:18 AM
49	If we want to help students succeed after they graduate, we should help them get a foot in the door by requiring and helping to facilitate internships and other practical experiences.	Oct 17, 2012 6:38 AM
50	I think this might vary by degree program. For some a capstone, for others an internship or project or portfolio	Oct 16, 2012 10:56 PM
51	Specifics on this could be left to the department that a student majors in, but the general format should probably be approved by a university-wide committee, that has responsibility also for ensuring some degree of parity across projects and protecting students' interests in terms of making sure some form of reasonably fair evaluation is in place.	Oct 16, 2012 10:28 PM
52	Any of these could be appropriate and meaningful and could be designed to be	Oct 16, 2012 10:23 PM

Q6. Learning Outcome 4 states that students should “Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.”

Do you think Le...

meaningfully aligned with the student's major area of study.

53	Several senior-level courses in the student's major could contribute to this learning outcome.	Oct 16, 2012 9:10 PM
54	A portfolio is a good idea, but community-based learning is so much more experiential for the students, and could be included in a capstone course.	Oct 16, 2012 7:47 PM
55	There should be multiple tracks to satisfy this LO. B, C, & D would all work	Oct 16, 2012 7:27 PM
56	More than one option. Choice is important. Opportunities for Evaluation of students' skills may arrive in forms we have not thought about yet. A capstone class is not it.	Oct 16, 2012 6:52 PM
57	I remember having "Spring Camp" at the end of my junior year as a Forestry major. We spent an intensive several weeks at Ames Plantation in West Tennessee, conducting forest surveying, designing management plans, working in teams, and visiting job sites. Nothing prepared me more for the professional world than that seminar. I would like to see more of that in all fields. I know it would be tough in some cases to put together such a practice--but with all the partnerships and resources available in Alaska--I surely can't see it as impossible, either. And, I think it would be invaluable for students, professors, as well as private sector groups. Realize some of this is already going on in Science and Engineering--but I'm thinking social sciences, the Arts, all the departments.	Oct 16, 2012 4:45 PM

Q7. What is the best method for students in your major to demonstrate synthesis?

Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

1	However, NOT just one administrator should make such a determination.	Oct 30, 2012 1:39 PM
2	b would also work, but a seems the most practical, as this could be done through a thesis, project, internship, or capstone within the major and the faculty working with students would have the course as part of their regular teaching assignment. b or c could create assessment nightmares for faculty. Do we really want to foist the extra unpaid labor required for such an assessment on whichever (probably untenured, already extremely stressed, and less able to say "no") colleagues would be called upon to serve on college-level or university-wide committees for assessing Gen Ed? Assessment is already spiraling out of control and is a workload-speedup issue that also impacts faculty stress and health. We need to think about designing a Gen Ed curriculum that keeps this kind of work manageable (i.e. embedded in courses that are already part of one's workload) rather than making it a source of exploitation.	Oct 29, 2012 11:32 PM
3	To prove competency in one major field, as opposed to general education, a committee of one's department would be more effective.	Oct 29, 2012 10:22 PM
4	How students demonstrate synthesis would depend on what they are asked to synthesize. I think the opportunity to do inter-disciplinary synthesis should be an option. Therefore A, B, C, or D might be possible and needed.	Oct 29, 2012 11:49 AM
5	Math is cross curricular to many other field's.	Oct 27, 2012 10:55 PM
6	see #6	Oct 27, 2012 7:51 PM
7	To be truly internalized by the student, synthesis needs to be tailored to their area of study.	Oct 25, 2012 7:54 AM
8	Can't think of a major that does not teach synthesizing.	Oct 24, 2012 5:04 PM
9	With a significant emphasis on mentorships! People can't be expected to do this stuff all alone, in a vacuum or without resources. Identify how we, as faculty, really can effect positive outcomes.	Oct 24, 2012 12:08 PM
10	Don't know what you are asking, answers don't mesh with the question.	Oct 24, 2012 9:41 AM
11	I like the idea of a capstone class to accomplish this task but would like to see, again, a university-wide set of criteria and rubrics that each capstone course would have to include (in addition to other departmental criteria).	Oct 24, 2012 5:18 AM
12	Again, I think keeping it "in the family" of the whole college would be the best guidance for the student and allow it to connect to the rest of their learning.	Oct 23, 2012 4:27 PM
13	Especially if capstone experiences are part of the major, they definitely should be evaluated in departments.	Oct 23, 2012 1:07 PM
14	The students' advisors should be able to assess satisfaction of this outcome.	Oct 22, 2012 1:27 PM
15	requiring an applied experience within the major would seem the most applicable way to demonstrate synthesis, with administration form within the major an	Oct 22, 2012 11:33 AM

Q7. What is the best method for students in your major to demonstrate synthesis?

Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

	administratively efficient method.	
16	Eliminate Outcome 4 and let each dept. determine how best to develop a capstone course, if that is the purpose of Out. 4, decentralize	Oct 19, 2012 8:08 AM
17	This question does not make sense?	Oct 19, 2012 7:23 AM
18	The idea that a university-wide body could administer this is laughable.	Oct 18, 2012 7:46 PM
19	A faculty member, through regular coursework, with clearly defined criteria and a "complete/incomplete" (non-graded) mentality.	Oct 18, 2012 12:13 PM
20	Potential involvement of a community partner. People always say that college or public school students aren't living in the real world. Of course our students actually are living in the real world (otherwise what are they doing?), but this common phrase must have some underlying truth or something worth investigating.	Oct 18, 2012 11:26 AM
21	A capstone class would allow the department to emphasize how all of the individual classes the students have taken integrate into the basis for a lifelong career and advancement of the science.	Oct 18, 2012 9:55 AM
22	okay, on this one I think that individual departments are better positioned to determine what is the most appropriate capstone experience for students in that field.	Oct 17, 2012 3:56 PM
23	Engineering programs have specific assessment methods to address this similar outcome in the ABET review. However, Learning Outcome 4 is for all UAF students and it should be administered at a level above department and college.	Oct 17, 2012 12:06 PM
24	Since the specifics of this would differ between disciplines, this should be at the departmental level.	Oct 17, 2012 11:50 AM
25	Capstone course in the major.	Oct 17, 2012 11:29 AM
26	If this is an expectation of the core content, common to all degrees, then assessment should also be common.	Oct 17, 2012 11:11 AM
27	This seems like a no-brainer ... the department is responsible.	Oct 17, 2012 11:03 AM
28	Standards should be coordinated across campus though.	Oct 17, 2012 10:42 AM
29	Departments have this expertise NOT colleges, Not U-wide committees or administrators.	Oct 17, 2012 9:04 AM
30	if the capstone is a major requirement, it could be assessed within each major	Oct 17, 2012 8:08 AM
31	see above comment	Oct 16, 2012 10:28 PM
32	Synthesis in a student's major will allow for deeper understanding than having some synthesis in a current core class.	Oct 16, 2012 9:10 PM

Q7. What is the best method for students in your major to demonstrate synthesis?

Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

33	Students often question the relevance of when they are outside the context of the major. Further, the student is best qualified to demonstrate synthesis within the body of knowledge they are studying: within the major.	Oct 16, 2012 8:54 PM
34	supervisor and teacher	Oct 16, 2012 8:24 PM
35	This is like states rights. We need each dean to insure that each of her or her departments are meeting the graduate attributes. But give each department a goal, and let them design it.	Oct 16, 2012 7:47 PM
36	A capstone class within the major.	Oct 16, 2012 7:43 PM
37	It would depend--some departments might manage to collectively deal with this, providing a holistic approach to intensive training, using common research methods for group projects (ex-GIS and data management for social science majors--teaching them to collect, read, and utilize data). Other areas of study might provide more specialized training in one specific area (like Forestry, biology, or particular types of fieldwork).	Oct 16, 2012 4:45 PM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

1	Many students even in the 3rd and 4th year are surprisingly weak writers. There appears to be little expectation across the curriculum that they should be able to articulate a position and support it with evidence that meets academic standards.	Nov 2, 2012 2:45 PM
2	It works for only a handful of students. Most blow it off.	Nov 2, 2012 11:42 AM
3	There also needs to be a research intensive section applied to these W courses- Information Literacy.	Nov 1, 2012 12:47 PM
4	I rarely have students at the level to have taken these courses, but those I have had who most definitely have taken the courses don't seem to be prepared. I don't see that they got anything out of them but a passing grade.	Oct 31, 2012 12:55 PM
5	The W courses are absolutely essential to students' development as learners and writers in their disciplines. We still also very much need the two introductory writing courses as part of Gen Ed; they are vital and should not be reduced in number. However, they just serve as a basic foundation: they can't possibly, in two semesters, and even with the strongest of students and instructors, address every writing situation and every citation format for every discipline on campus. The W courses are also essential because they follow up on the basic knowledge taught in the ENGL courses with issues that are specific to students' majors. I know that it is tempting to cut the W on the grounds that the teaching of discipline-specific writing skills can simply be outsourced to those "service workers" on "lower campus," but writing is a part of the work that goes on in all disciplines, for both faculty and students, in ways that are embedded within each discipline and that are the part of the fabric of all of our professional lives. The W courses acknowledge and foster this part of the work of the disciplines by extending it to students. I'd much rather talk about how the W could be strengthened--how resources can be offered to help faculty across all disciplines incorporate writing assignments and instruction effectively in discipline-specific courses--than about cutting the W. I've been happy to hear people from the sciences asking these kinds of questions in past general education forums. Faculty across the disciplines should be encouraged to work on strengthening writing in all courses rather than advocating for the deletion of the W.	Oct 29, 2012 11:32 PM
6	I don't work with enough undergraduate students outside of science disciplines to answer this one.	Oct 29, 2012 1:42 PM
7	The effectiveness of these W or O intensive courses in helping students to "write at the level expected of college graduates" is currently impossible to measure or assess. Each individual class varies, depending on who is teaching the course, how that person is teaching it, and what that person values and emphasizes (or doesn't). In my opinion, there is currently no "quality control" with these courses. FYI, in the English Department, most of these courses are taught by teaching assistants and lecturers. I have witnessed, year after year, the lack of "quality control" for these courses. I think the situation is abominable and definitely needs fixing. A major problem is that there is no current definition, description, general understanding, or general consensus among UAF faculty (in the English Department and across disciplines) about what is meant by "the level expected of college graduates."	Oct 29, 2012 11:49 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

8	W courses are essential. Students need to have practice in writing in their area in a course taught presumably by a person in that field. I would also contend that since writing improves only with continued practice, the W requirement ensures that students at upper levels get practice on a more substantial level.	Oct 29, 2012 11:01 AM
9	It has been demonstrated that many students(including seniors) are unable to write effective, concise and grammatically correct reports. Universal requirements for completion of ENG 111x with better than satisfactory results may help. We have students attempting to complete work and are unable to write appropriately, despite transcripts showing an "A" in ENG 111x.	Oct 29, 2012 10:58 AM
10	a noble aim, but I'm not aware of any success here.	Oct 27, 2012 7:51 PM
11	Writing needs to be taught at all levels in all disciplines. It is not just the job of the English Department or the W intensive classes. The entire faculty needs to take responsibility for the fact that UAF students are bad writers! Although, I do think it would help to have English dept faculty teaching their department's writing classes, rather than TAs.	Oct 25, 2012 12:31 PM
12	Even after taking and passing W courses, I do not always see the expected level of writing ability.	Oct 24, 2012 9:26 PM
13	I think it is a good idea in theory but have we ever really evaluated the courses to see if meet the goal of improving writing? I have many students that still struggle with writing, even after English courses and W courses. Can the writing center help or can we create some minimum standard that students must achieve to pass English classes?	Oct 24, 2012 4:22 PM
14	In fact, we should have more opportunity for students to write - a huge deficit currently!	Oct 24, 2012 12:08 PM
15	They need more than 2 writing intensive courses. I think they need 4-5.	Oct 24, 2012 10:57 AM
16	Not strictly related, but as a side comment, we need to examine our Engl 314 curriculum which seems to be more of an "applied business" course rather than a true technical writing course focused on teaching students how to write for their audience. If anything we need more writing from students and critical grading of their writing, similar to the MBA fatal error policy.	Oct 24, 2012 10:16 AM
17	Not Sure	Oct 24, 2012 9:41 AM
18	These courses are not adequately following the guidelines set for their designators. Drafting and receiving significant comment on drafts and assistance in revising is not taking place in all of the courses with this designation. Further, some courses do meet the designator criteria but don't offer the W.	Oct 24, 2012 9:31 AM
19	More writing for science majors is a necessity.	Oct 24, 2012 8:00 AM
20	While I believe that writing is essential, I do not see evidence of the success of these courses in student writing. Part of the problem might be that these are the only courses in which a student is writing or that the writing in these courses	Oct 24, 2012 5:18 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

(and others) is not properly vetted--or that students are not learning how to write better.... Ultimately, I think this requirement should be complemented by some kind of writing test that demonstrates a student has learned grammar essentials and how to construct an argument using correct diction.

21	A caveat: It is very important that classes that carry the W designator actually follow the guidelines layed out for writing intensive classes. I sometimes feel that i am one of a few people who actually follow the rules	Oct 24, 2012 5:03 AM
22	Every course should have some writing objective for a student. Many Jr and Sr currently don't write well even though they have had the W courses.	Oct 24, 2012 4:52 AM
23	The trouble is that since they don't generally have to take W courses until late in the career, they can spend much time at UAF with little writing ability, which hampers their learning in other classes.	Oct 23, 2012 4:49 PM
24	Students can easily come out without much feedback on their writing - even courses that have a final paper or something similar won't truly challenge and give feedback on their writing, by having some courses structured specifically to give that feedback can have a huge benefit for the student.	Oct 23, 2012 4:27 PM
25	In my experience, many students are poorly prepared to communicate their work in writing but are quite well versed in oral communication. The current requirement should be maintained for writing and could be reduced for oral communication.	Oct 23, 2012 4:16 PM
26	I disagree not because I know much about these courses but because I see many students who haven't learned to write. Therefore, something in the current system is not effective.	Oct 23, 2012 4:13 PM
27	My comment here is from the perspective of the specific mathematics courses with W requirements. I am not familiar with the corresponding courses for other disciplines.	Oct 23, 2012 3:57 PM
28	I can only agree because I know my department applies the W and O standards with rigor. I don't know if other departments do a good job of this or not.	Oct 23, 2012 3:47 PM
29	As it is at rural sites, where literacy skills are less strong, two writing intensives does not really suffice.	Oct 23, 2012 3:33 PM
30	The intent is good, the execution is weak. There is little accountability.	Oct 23, 2012 1:07 PM
31	Requiring students to write at the upper division level is useful but more attention is needed to the earlier development of these skills. Most upper division classes in humanities and social sciences fulfill the W requirements whether they carry the designator or not.	Oct 22, 2012 1:27 PM
32	It's a waste of time and energy. Those who can write are not helped. Those who can't aren't helped either.	Oct 21, 2012 11:13 PM
33	We really need MORE writing intensive courses, our students do not do well in	Oct 19, 2012 11:12 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

this area!

- | | | |
|----|--|-----------------------|
| 34 | I think the way it currently stands, we are still in silos versus integrating of content. I would like to see us discussing critical literacy skills for a global world. | Oct 19, 2012 7:23 AM |
| 35 | The requirements of "W" classes vary an awful lot depending on the professor. Sometimes they do what they are supposed to do. TA's should NOT grade be the primary graders in courses where the W is awarded. If the idea is to teach or affirm college-level writing skills, Professors should be evaluating this is small courses, NOT large ones where TAs are expected to grade a large number of papers. | Oct 18, 2012 7:46 PM |
| 36 | I think it is the right idea, but again, there needs to be more rigorous and uniform standards. | Oct 18, 2012 2:21 PM |
| 37 | Having taught 300-level writing intensive courses, I find that students at that level need a good refresher on the basics of good writing, analysis, and synthesis. When students begin taking upper-division classes, they address more complex material and need to practice writing at the professional level. The more writing the better! As for the O requirement, I find that working with students to meet this requirement in a class such as Technical Writing really helps reinforce material they may have taken in Comm in their freshman year. They leave our university more confident and articulate when we take the time to stress these skills later in their college career. | Oct 18, 2012 1:57 PM |
| 38 | As an instructor of a "writing intensive" course that has been audited and approved of recently, I know that QUANTITY is still emphasized over quality. If the instructor is not a writer, should they be teaching a writing intensive course? Essentially, I think the quality of the feedback can potentially vary considerably from one course to another. | Oct 18, 2012 12:43 PM |
| 39 | There's actually a pretty good literature showing that improving student writing is by requiring writing to happen across courses and with regularity, not in specialized "writing" courses. It may be impractical to insist that all courses be writing intensive, but if we are serious about improving student writing, it is going to require much more than 2 courses. | Oct 18, 2012 12:27 PM |
| 40 | I've had students who have been through those courses and were still mostly illiterate | Oct 18, 2012 12:11 PM |
| 41 | The only way to get better at writing is to keep writing. One class with this focus is probably too little too late. Writing well is a competency that wins out at the expense of others. My greatest worry is that we already live in a post-literate society and we need to figure out what to do about that--what are the other competencies? Have we really made a shift through the virtual world from a "reading" brain to a "visual" one? | Oct 18, 2012 11:26 AM |
| 42 | as often as possible - all courses should include intensive oral/written aspects, especially for courses numbered 300, 400 | Oct 18, 2012 10:03 AM |

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

43	The earlier required English classes do not prepare students to effectively communicate in the technical manner expected of college graduates in my discipline. The writing intensive courses are the only places that the students get practice doing technical writing.	Oct 18, 2012 9:55 AM
44	Writing should be applied throughout the curriculum, not just in one class. The designator is just more bureaucracy.	Oct 18, 2012 3:02 AM
45	I feel writing is critical in demonstrating students' ability to think critically and express their ideas. I would like to see an increase in courses with a writing component.	Oct 17, 2012 9:31 PM
46	Yes, writing skills and quantitative proficiency are the two most important skills for a UAF graduate to have... they are also my students biggest deficiencies. Again though, see my recommendation above -- I think every core course should seek to serve an analytic purpose (writing, oral, or quantitative skills) in addition to serving a substantive breadth purpose. This would be preferable to having two separate systems.	Oct 17, 2012 3:56 PM
47	I have not taught a W course.	Oct 17, 2012 2:16 PM
48	Two writing course should be sufficient to develop this important ability however in practice it doesn't happen. We added an additional 3 credit writing course and it still didn't accomplish the goal.	Oct 17, 2012 1:28 PM
49	Too much focus on term papers -- not realistic for most professional writing	Oct 17, 2012 12:37 PM
50	Writing is usually of low quality by American students; foreign students' capacity for writing in English is almost always superior, even if English is not their first language.	Oct 17, 2012 11:50 AM
51	Some course do and others do not. It also depends on the instructors. Maybe they should have to do a W in their major.	Oct 17, 2012 11:29 AM
52	I partially agree because I believe this statement SHOULD be correct, but current results in the classroom do not indicate this. The requirement is good ... maybe it is some of the classes that are not meeting this goal?	Oct 17, 2012 11:03 AM
53	While I agree that any writing assignment is a good thing and writing assignments that provide good feedback are even better, I don't think the W designator is successful. First of all, taking 2 writing intensive courses is simply not enough when students don't get writing practice in their other courses. And second, as I mentioned above, the W designator often makes for a rather frustrating course because most student are in it only because they need the W, not because they are interested in the subject matter. This is particularly frustrating in upper division courses where you expect to have students who are somewhat more interested and motivated than those in your typical survey course. I have taught several W, O, and W+O courses and have come to dread them.	Oct 17, 2012 10:50 AM
54	Many instructors for the writing intensive course are not following the guidelines	Oct 17, 2012 10:44 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

for revision and evaluation. I think writing intensive process is important. It should be facilitated or taught by the English department. In fact, two course already in the Core, ENG 200x and ENG 211 or 213 (should add ENG 314 to the list too) are writing intensive courses. Those courses are enough for the writing intensive skill and performance.

55	These imposed requirements are bullshit as is writing across the curriculum. Departments should address the needs of their students and design their own standards and requirements.	Oct 17, 2012 9:04 AM
56	Writing should be integrated into more of our undergraduates' education.	Oct 17, 2012 8:13 AM
57	I agree that writing skills are essential for our graduates and they need continual reinforcement. I am not sure that the current model is the best way to address writing- it seems like there should be more flexibility for the disciplines	Oct 17, 2012 8:08 AM
58	I see few signs that this is taking effect among those of my students who are not already writing reasonably well in their current jobs.	Oct 17, 2012 7:58 AM
59	There is nowhere near enough writing happening at UAF. I encounter graduates of UAF whose writing skills are extremely poor, less skilled than I would expect of high school grads. I see way too many writing assignments in which students do no research whatsoever, but instead write "perspective" papers in which they describe their feelings on subjects in which they have no knowledge. Why are we teaching them to keep personal diaries instead of proper language at a higher level? Writing is generally poorly taught here and I don't blame the beginning classes; they just don't go far enough. Writing should be happening throughout a university education, and extensive writing should be happening within the students' majors, learning the unique writing style of the discipline.	Oct 17, 2012 7:36 AM
60	I still see students making grade school grammar mistakes in their writing.	Oct 17, 2012 7:23 AM
61	However in a lot of cases it appears that the students don't know how to write before that course.	Oct 17, 2012 7:18 AM
62	I think the greater problem is having students who are not able to function on college level when they enter. I wish the skills for passing at high school matched the entrance requirements at college.	Oct 16, 2012 10:56 PM
63	I think that a more effective contribution, however, would be made by improving ENGLISH 111 and ENGLISH 211/213. MANY, MANY students complete these courses with As or Bs and they are very low-level writers. This is a serious problem at UAF.	Oct 16, 2012 10:23 PM
64	I do think that it would be useful to collaborate with other faculty to try to improve the effectiveness of W courses. I think if anything students need more experience in writing.	Oct 16, 2012 9:27 PM
65	However the Writing Intensive committee needs to be careful to not be too narrow minded in creating writing intensive rules for classes.	Oct 16, 2012 9:10 PM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

66	They need even more practice, but the current W requirements do promise better writing skills.	Oct 16, 2012 8:54 PM
67	Both W and O courses vary widely, depending on the department and even instructor. Some of our graduating bachelors' students can barely write or speak a coherent sentence, while others can communicate effectively.	Oct 16, 2012 7:55 PM
68	The W intensive classes are not doing their job. We need them to be much more rigorous. Keep W courses in English and Journalism. Do not allow Math for example to have W-intensive classes.	Oct 16, 2012 7:47 PM
69	Few courses actually stick to the guidelines or attempt to integrate writing from their discipline into the specific course.	Oct 16, 2012 7:27 PM
70	Writing is being taught as a tool/skill rather than a method of inquiry/argumentation/critique. Writing requirements should be linked with learning outcomes 2 & 3, particularly the "ethical reasoning"	Oct 16, 2012 6:59 PM
71	I do not know.	Oct 16, 2012 6:52 PM
72	Requiring 2 Writing Intensive courses is extremely beneficial for students and should be continued. However, these classes merely provide a foundation upon which students can build. Unless students are writing continually, in all or the majority of their classes and in all disciplines, most students will not be able to write at the level expected of college graduates.	Oct 16, 2012 6:50 PM
73	Not really sure, because I teach Introductory level classes in which I require a paper, and I am constantly amazed at the low level of writing proficiency among most of my students. As they may NOT have taken the required writing classes at that point, I can't really attribute their levels of writing to a failure of that class to prepare them.	Oct 16, 2012 4:45 PM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

1	Students blow off this requirement too.	Nov 2, 2012 11:42 AM
2	Tried to pick a neutral position. Few of my students, whether at that level or not, have trouble expressing themselves. In other words, they don't seem to need it.	Oct 31, 2012 12:55 PM
3	I wish that I had been asked to take courses in oral communication as an undergraduate and view this part of our curriculum as very beneficial to students. I also see the O and the O/2 as useful in following up on the foundational courses, but the extremely cumbersome and controlling structure (recording presentations for assessment purposes, for instance) for the O and O/2 need substantial revision.	Oct 29, 2012 11:32 PM
4	Same as #8.	Oct 29, 2012 1:42 PM
5	Although the Department of Communication tries to assist faculty in the English Department with Oral Intensive courses by distributing written information and providing the services of the Speaking Center, I have not observed that either of these methods has much of an impact on what is taught (or expected of students) in O courses offered by the English Department. Again, "quality control" is non-existent, and the "quality" and outcomes vary, depending on the course and the individual instructor.	Oct 29, 2012 11:49 AM
6	I certainly would not add to the requirement.	Oct 29, 2012 11:01 AM
7	Oral Interpretation, Speech Communication, and Public Speaking should be a part of each graduates degree.	Oct 27, 2012 10:55 PM
8	worthless, in most cases!	Oct 27, 2012 7:51 PM
9	No knowledge of efficacy	Oct 25, 2012 1:14 PM
10	I find my students generally to be more adept at oral than written communication.	Oct 24, 2012 9:26 PM
11	I agree but perhaps greater emphasis in additional courses are necessary to meet a higher level expected of college grads.	Oct 24, 2012 8:32 PM
12	I don't know.	Oct 24, 2012 4:22 PM
13	And we need more of this experience potential as well!	Oct 24, 2012 12:08 PM
14	I teach the Oral Intensive Classes, both public speaking and Small Group and for reasons stated in question 3, I do not believe students are adequately prepared for the 300 and 400 level of academic achievement in this area (or in writing for that matter!) I have pasted that response here: I believe the existing core curriculum would better serve the students if they were required to take the 100 and 200 level courses in their first two years of education. As it stands, too many of them end up waiting until their 4th year to take them. I believe that causes them to miss out on a LOT of what they might have gained in the Outcome 2 arena because they haven't developed the academic skills and knowledge to fully benefit from the more advanced classes.	Oct 24, 2012 11:33 AM
15	Same as above.	Oct 24, 2012 10:57 AM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

16	have no clue	Oct 24, 2012 9:41 AM
17	Students who intend to pursue a professional career in research or administration need good presentation styles. These can only be obtained through practice.	Oct 24, 2012 8:00 AM
18	I agree that having a specific requirement is essential because the articulation of one's thoughts is a dying art. But, students, again, do not seem to take knowledge from this course and bring it to other courses. Perhaps there should be a higher number of O/2 courses required in addition to the one oral intensive.	Oct 24, 2012 5:18 AM
19	Same caveat here: It is very important that classes that carry the O designator actually follow the guidelines layed out for oral intensive classes. I sometimes feel that i am one of a few people who actually follow the rules	Oct 24, 2012 5:03 AM
20	Really need more than one O course	Oct 24, 2012 4:52 AM
21	If they are done well, I think this is a great addition. I teach an O course and I feel like the students grow a lot over the course of the semester by having to give lots of presentations.	Oct 23, 2012 4:27 PM
22	My comment here is from the perspective of the specific mathematics courses with O requirements.	Oct 23, 2012 3:57 PM
23	I can only agree because I know my department applies the W and O standards with rigor. I don't know if other departments do a good job of this or not.	Oct 23, 2012 3:47 PM
24	The intent is good, the execution is weak. There is little accountability.	Oct 23, 2012 1:07 PM
25	Requiring students to speak at the upper division level is useful but more attention is needed to the earlier development of these skills. Most upper division classes in humanities and social sciences fulfill the O requirements whether they carry the designator or not.	Oct 22, 2012 1:27 PM
26	A poorly prepared oral presentation wastes EVERYONE'S time....and such is typically the case.	Oct 21, 2012 11:13 PM
27	We really need MORE oral intensive courses, our students do not do well in this area!	Oct 19, 2012 11:12 AM
28	The Oral intensive requirements are complete BS. Good intention, poor execution.	Oct 18, 2012 7:46 PM
29	Same as above.	Oct 18, 2012 2:21 PM
30	no basis	Oct 18, 2012 12:43 PM
31	Given how little experience most students have with making public presentations, any practice is an improvement, but I think this is far from enough.	Oct 18, 2012 12:27 PM
32	Oral expression is a very large part of the degree program I facilitate. I do see our students taking and fulfilling opportunities for this requirement.	Oct 18, 2012 11:26 AM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

33	see previous comment.	Oct 18, 2012 10:03 AM
34	More experience than giving a single seminar would be preferable.	Oct 18, 2012 9:55 AM
35	Oral communication should be applied throughout the curriculum, not just in one class. The designator is just more bureaucracy.	Oct 18, 2012 3:02 AM
36	I don't know enough to answer this question.	Oct 17, 2012 3:56 PM
37	I like the idea of teaching students the best practices of how to speak to discipline-related audience (e.g., preparing for academic conference, etc.) but leaving that sort of public speaking training to professors makes those classes difficult to teach. Since students only have one class worth of exposure to public speaking training (and its questionable whether that training is of any value as it's currently given and assessed), I end up spending more time teaching kids speaking fundamentals and less time working on argument development, synthesis, etc. Get rid of the O and revise the public speaking course.	Oct 17, 2012 2:16 PM
38	Students are allowed to select small group or public speaking. These have different goals.	Oct 17, 2012 1:28 PM
39	Focus on major formal presentations no appropriate for all majors.	Oct 17, 2012 12:37 PM
40	Most students at most levels continue to be very uncomfortable in oral expression.	Oct 17, 2012 11:50 AM
41	Again, it depends on the course and the skill of the instructor. Most of us have not been trained to teach public speaking.	Oct 17, 2012 11:29 AM
42	I partially agree because I believe this statement SHOULD be correct, but current results in the classroom do not indicate this. The requirement is good ... maybe it is some of the classes that are not meeting this goal?	Oct 17, 2012 11:03 AM
43	I don't think the O designator is successful. First of all, taking 1 oral intensive courses is simply not enough when students don't get speaking practice in their other courses. And second, as I mentioned above, the O designator often makes for a rather frustrating course because most student are in it only because they need the O, not because they are interested in the subject matter. This is particularly frustrating in upper division courses where you expect to have students who are somewhat more interested and motivated than those in your typical survey course. I have taught several W, O, and W+O courses and have come to dread them.	Oct 17, 2012 10:50 AM
44	Many instructors in general do not know how to facilitate or evaluate proper public speaking skills. These courses are often no different than any other course with an oral presentation as a requirement. The Core Review committee spends much time every semester trying to police the syllabi of these courses. Many syllabi fail to achieve the intended oral intensive goals. I believe this skill should be taught by the experts in the Communication department. In fact, an upper division oral intensive course could be created to satisfy this need. Or, existing oral intensive course instructors must complete ongoing training through the Communication Department's Speaking Center.	Oct 17, 2012 10:44 AM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

45	COMM 131/141 are not effective, either because they are taught by temporary/inexperienced faculty or because their content is bad. However, communication (oral and written) is important.	Oct 17, 2012 9:25 AM
46	See my comments for #8.	Oct 17, 2012 9:04 AM
47	Ditto as for the writing.	Oct 17, 2012 8:13 AM
48	Again, oral communication skills are vital. However, this requirement is not achieving that goal, in my opinion.	Oct 17, 2012 8:08 AM
49	I do not know based on direct experience. Based on the unstructured rambling that many of my students introduce into discussion board assignments, however, I suspect that average student oral expression remains at the level of waiting one's turn to editorialize, rather than engaging in Socratic dialogue.	Oct 17, 2012 7:58 AM
50	Again this should be happening throughout a university education.	Oct 17, 2012 7:36 AM
51	I think it's important to stress oral communication in multiple courses.	Oct 16, 2012 9:27 PM
52	Oral communications is important in any field.	Oct 16, 2012 9:10 PM
53	They need even more practice, but the current W requirements do promise better oral presentation skills.	Oct 16, 2012 8:54 PM
54	We need more rigor in the Communication Department classes. We should have regular debates, or a Forensic Society, where all students have to take stands on issues, and argue them regularly. Way too many of our students leave UAF without this attribute.	Oct 16, 2012 7:47 PM
55	Oral intensive courses as currently taught are ineffective.	Oct 16, 2012 7:27 PM
56	I do not know	Oct 16, 2012 6:52 PM
57	Students need to be able to express themselves effectively orally and the Oral Intensive course requirement should be continued. However, it does not make sense for students to merely adhere to universal expectations. Students also need to learn what types of oral expectations are germane to their discipline and to be able to meet these expectations at the level appropriate for college graduates.	Oct 16, 2012 6:50 PM
58	Some of these classes need to be more profession-based or workplace-based. Technology HAS to be a requirement - group work has to be a requirement, electronic collaboration has to be a requirement, etc.	Oct 16, 2012 5:51 PM
59	see above--same can be said for Oral expression...as I require some assignments involving oral presentations. They simply may not have had the class yet when they are taking my class.	Oct 16, 2012 4:45 PM
60	The current oral intensive focuses on public speaking before an audience. This is a very narrow interpretation of the type of oral communication desirable in the professional world today.	Oct 16, 2012 4:12 PM

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

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|---|---|-----------------------|
| 1 | As indicated, drop the W and O intensive courses, add a technology requirement, consider dropping the aesthetics appreciation requirement, and leave the rest of it alone. | Nov 2, 2012 11:42 AM |
| 2 | Well, you can make pretty much anything fit these learning outcomes even if it isn't a great fit so I don't think the Core must be revised. I think it should be revised because it isn't functional. Many of the Core courses seem to be outdated (Communications courses that don't address modern methods of communication) or based more on some sense of what is "college level" than what is useful (Mathematics requirements that are only useful for some majors - not saying we shouldn't have a mathematics requirement, just that we need to redefine our concept of college level math so that students can actually focus on getting a good foundation in the mathematical concepts they need instead of a bad foundation in concepts they'll never look at again) or are taught without any context or connection to other parts of the curriculum. These learning outcomes need to be tied more closely to student interests and needs in order for them to realize the learning outcomes. Right now the Core is a meaningless hoop for most students. I can understand advising students to grit their teeth and bare it for one or two courses, but sometimes it seems like they have to do that for the entire Core. Students can get through the Core without meeting these objectives because they are not tied together in any way and not tied to their program in any way. They are just a random batch of courses that they have to take. I would like to see a smaller, more connected, targeted system that includes a few universal courses, a broader assortment of additional courses, and some flexibility for departments to determine the ways that students meet them in their own programs. | Oct 31, 2012 12:55 PM |
| 3 | I think that the new learning objectives could be met with the current Core--and that we would not be operating at variance with those objectives if we do not make any changes or if we take our time to engage in substantive shared governance as we decide what to do with the objectives. However, I also think that the new objectives could be accomplished more effectively and that the educational experience would be improved if we were to give the students not total choice, but rather a set of options, within each of the disciplines that are currently represented in "Perspectives on the Human Condition." To stick to my own areas of interest, I'd advocate continuing to require separate courses in History, Literature, and the Arts/Humanities (as well as in the other fields that are currently a part of "Perspectives" or "Aesthetic Appreciation") because students need to be shown what it's like to look through those fields' different lenses, but that students should be offered more choice in how to fulfill those requirements. The current Core's notion that all students should have a "common experience" is an unrealistic fantasy: all of World Literature and World History cannot be covered in a single semester, or even a four-year major; and one can teach two sections of the same Core course with the same syllabus in the same afternoon and students will have different experiences, simply because different groups will respond differently to the readings. There's still much value in expecting students to learn how to approach the world through those disciplines, however. So I'd suggest more choice of courses whose content is specifically advertised, and more choice of the level of the courses that are taken to fulfill requirements in history, literature, and the arts/humanities (but that students from across UAF still be required to engage these disciplines, which teach students how to situate the present historically [history, literature, arts/humanities] and how to engage | Oct 29, 2012 11:32 PM |

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

creatively with the world [literature; arts/humanities]). Also, right now HIST 100X and ENGL/FL 200X serve to support the idea that students should be exposed to the perspectives of multiple cultures. I think that the current Core's idea that students should be pushed by Gen Ed to look beyond North America and Western Europe continues to be essential (and yes, I do know that these regions, and Alaska, contain their own forms of diversity, but I think that global awareness is now even more important than it was when the current Core was designed) but that we could look into allowing students to investigate globally diverse perspectives from within the context of other disciplines as well.

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|----|---|-----------------------|
| 4 | I think the university cannot justify offering so many "core" courses in the College of Liberal Arts and continue to have them taught largely by teaching assistants and part-time faculty. If the university chooses to continue requiring General Education courses, it needs to pay for regular faculty positions to teach those courses, and use TAs and part-time faculty in more carefully targeted and supervised situations. In my opinion, the current system is a slave-labor system that, in the end, takes advantage of the students at UAF and the TAs and part-time faculty. | Oct 29, 2012 11:49 AM |
| 5 | Having been to some of the meetings, I don't know how the GERC Committee can move beyond the statements fueled by faculty who fear that their departments will lose out in any new configuration. At the same time I admit I have found it worthwhile to hear faculty members defend courses in their department. I believe that after 20 years some revision is needed--but I haven't seen anyone make a strong case for how the current model is failing students or not meeting their needs. A presentation of a couple of possible concrete alternatives might move the discussion to a new level-- And I think UAF is failing students by not requiring foreign language study-- | Oct 29, 2012 11:01 AM |
| 6 | reduce core to 34cr, and make it very flexible to still cover breadth across disciplines | Oct 26, 2012 3:02 PM |
| 7 | Give students more choice! They should be able to take classes that interest them AND cover the above outcomes, rather than a prescribed set of classes that they dread taking (the current core). | Oct 25, 2012 12:31 PM |
| 8 | There is no *Critical Thinking* course in the Core. I would rather see PHIL F102 "Intro to Philosophy" or PHIL F104 "Logic and Reasoning" in the Core, than the Ethics class (PHIL F322X "Ethics" or one of its many alternatives). It is not realistic to expect students with no background in Philosophy to be able to handle truly 300-level work in the subject as part of the Core. Could that happen in French, Physics, or Computer Science? | Oct 24, 2012 9:26 PM |
| 9 | The poll is weird. There is a different set of questions for the different learning outcomes ??? In addition to some of the more open questions above I would have like the committee let us vote on a set of specific suggestions that the committee has worked (or agreed on). The committee has worked with these issues for years and should be further along than having nothing else to offer than a completely open poll. Don't think this is productive. | Oct 24, 2012 5:04 PM |
| 10 | I think individual classes in the core will likely need to be refined to meet the new learning requirements. Additionally, I think new courses (in and out of the core) | Oct 24, 2012 4:22 PM |

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

will need to be created to meet the new learning requirements. Furthermore, I think it would be advantageous to make the system as flexible as possible (i.e. learning outcomes can be met in the core, in the major and/or in electives). For instance, disciplinary breadth is achieved in the core and the learning outcomes are achieved in concert with the core and/or in classes outside the core. I think creating a designator system for the learning outcomes would allow many courses to be available to this end and would allow students the most choice in creating an individualized educational plan to meet their learning/career goals.

11	Have no clue	Oct 24, 2012 9:41 AM
12	A few classes/departments have a headlock on the core: this system is neither good for students nor fair to other departments. A more flexible system in which any class, if it has certain content, could carry a certain designator and thus fulfill specific gen ed requirements would lead to more interesting and creative classes, as well as more interested and involved students	Oct 24, 2012 5:03 AM
13	Yes, reduce requirements and make it as flexible as possible. Add a Service learning option, as well as possibly internship or experiential learning options (but these need to be reviewed by someone so the students are actually getting something beneficial out of the option).	Oct 23, 2012 4:27 PM
14	Comments above. Two major differences that I think would help: (1) Some of what is under consideration could be met by experience rather than formal courses. If the point is to ensure that a student has sufficient General Education, then that should be fine. Note that meeting requirements does NOT mean the student gets college credit for that. Instead, meeting requirements outside of courses means there is more room in the college curriculum for electives and courses in the major. (2) Not all requirements have to be in GenEd -- ones that can be met by experience or should be done in upper division could be graduation requirements instead.	Oct 23, 2012 4:13 PM
15	The devil is in the details.	Oct 23, 2012 1:07 PM
16	We need something like a more tradition General Education menu with specific competencies and areas of knowledge designated. Competencies should include literary, mathematical, scientific and socio-political.	Oct 22, 2012 1:27 PM
17	get rid of the 'O' requirement!!!!!!!!!!!!	Oct 21, 2012 11:13 PM
18	Make the learning objectives identifiable, then ask this question	Oct 19, 2012 8:08 AM
19	To best prepare students for the 21st Century with its challenging economic times, emerging job markets and rapidly changing technologies, the UAF must move to greater responsive flexibility in core requirements. The current rigidity and lack of balance with other UA MAU's is inexcusable at a time when financial aid rules have drastically changed, many students are faced with having to chose home heating and food over tuition, student time and energy are limited, and some current core courses constitute barriers to educational progress while having little or nothing to do with the student's academic or employment goals.	Oct 18, 2012 2:37 PM
20	I teach ART/MUS/THR 200X. My department chair told me I could teach ANY	Oct 18, 2012 2:21 PM

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

curriculum that I wanted, whether it was art or music or theater and some combination. It seems that most department chairs are more (or entirely) concerned with courses for majors and not with the core classes for non-majors. It's actually really exciting, though, when, say, music or art or theater majors take an appreciation class and gain a whole new perspective on what they thought they already knew about. I DEFINITELY think there should be a requirement for some kind of aesthetic appreciation class, and theoretically, the idea of teaching interrelation of art, music and theater is interesting and valuable. But realistically, it doesn't work. It ends up being pretty superficial. So I think the three have to be separated. The Learning Outcomes can still be achieved, perhaps more effectively. When I say that course curriculums need higher standards and oversight, I do NOT mean that they have to be uniform. I designed my own curriculum. It is quite different from what the usual appreciation textbooks offer, and I'm very happy and proud to teach it. I also emphasize very specific academic skills. I used to give writing assignments, but I learned that even though the students had all taken ENG111X as a prerequisite, their writing level was generally extremely poor. The most fundamental problem was that the students didn't have anything to say. So I decided to back up a few steps and emphasize the skills of note-taking and rigorous revision and rethinking of class notes and homework assignments. So they are required to take thorough notes on everything, and revise all assignments and exams, and finally, turn in their notebooks for grading twice. My exams are open notebook, and are designed to encourage the synthesis and application of all the information and ideas they have collected. SO--no, I don't really think the core curriculum needs revision per se. Somebody just needs to be checking that something substantial is happening in all of the classes. Perhaps this could mean that each class MUST contain a particular item from the core curriculum learning outcomes. Those could be determined by the level of the course. For instance, ART/MUS/THR 200X is 200 level, so the academic skill is something more fundamental like note-taking (which really is more like 100 level, but I saw need for it, so I put in in my 200 level class!) I know I am required to turn in my syllabus each semester, but only after-the-fact. I would think it completely appropriate to be expected to turn it in for approval the semester BEFORE.

21	shortened to 34 credits and standardized for UAF, UAA & UAS.	Oct 18, 2012 11:37 AM
22	It seems that the current core is a hypothesis that we have been testing for 20 years. It seems fair that if enough people want to test a new hypothesis than it is time to make revisions. One of the major strange things I see in this survey and in the GERC informational meeting I attended is that we're more than happy to satisfy the BOR and we're more than happy to satisfy our version of fulfilling learning outcomes, but I don't see an explicit student-centric push here. We're looking at everything from a top down semi-authoritarian fashion that is going to put us a little more than out of phase with our students. I understand one could backpedal and suggest that the BOR is about students and that our outcomes are about students, but again, are we working for the institutional needs or do we develop ways of investigating what our students need? The latter is much more difficult. I think President Gamble's convocation message that we can't predict anything these days is about 5-10 years late. I do think he's correct if we're working from an old Cartesian-Newtonian paradigm. Where he's wrong is that we don't always have to work from that old worldview. We can predict if not	Oct 18, 2012 11:26 AM

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

document that science and science fiction are merging at a faster rate than ever before. We can predict that we've made some choices that embody demonstrable consequences that change the playing field in ways that demand new solutions (if we really have problems) or maybe we had better prepare our students to deal with paradoxes and dilemmas that unlike problems, don't necessarily have solutions. We can also address that A Nation at Risk (1983) and No Child Left Behind (2001), not to mention what Bill Readings (1994) documented in his book, The University in Ruins, all point to a shift from a Jeffersonian education to an education with disempowered teachers and disempowered institutions that is now industrial and economic in nature. Change happens, but could a core experience help students think about these ideas? Could a core introduce students to what happens when two incompatible profound truths appear simultaneously? I would like to argue that the arts is one major mode of thinking that allows this to happen very naturally, but I bet this appears in all disciplines and modes of thinking and it's of value for our students and faculty to experience. If we (the university) don't ask and explore these questions who will?

23	Substantially different and more flexible.	Oct 18, 2012 3:02 AM
24	er... obviously I think it needs to be revised in the way that I would like to revise it. Most of all, I think it could be clearer and simpler for students. BUT I do worry that if opened up, this process could just become a competition among departments to win credit hours. The current system is pretty solid and I fear that opening it up for revision will lead to a result that may be worse than what we have now.	Oct 17, 2012 3:56 PM
25	Writing, history, culture, social concerns, ethics, logic, and epistemological diversity are all lacking in most students, sometimes even at the graduate level. Without a diverse educational background that is effective, students will be less prepared to deal with the sociocultural diversity that characterizes our state and country. Without the capacity to effectively write, written communication is also compromised for these students, and will negatively affect their future employment opportunities.	Oct 17, 2012 11:50 AM
26	More flexibility but a system that is easy for the students to understand. Many seem very confused, for example about ENG 200X or Os and Ws because they think the lower division classes satisfied them. The new DegreeWorks helps a lot.	Oct 17, 2012 11:29 AM
27	The current core does not meet the learning objectives. Many of the requirements are seen as a nuisance or irrelevant by students and this in itself speaks to why it is not working. Many of our students are non-traditional. As a former UAF student who struggled through the core I was horrified at some of the courses I was required to take. Maths, when what I really needed in my field was strong business arithmetic skills. An arts course that spent almost the entire semester on historic European artists and performers almost completely ignoring all the other producers of arts, music and other performance around the globe. Hard science labs when I was headed for law and business. In other words I viewed much of the core as wasting my time and money ... and that is NOT how we want students to view it if we want to meet these learning objectives!	Oct 17, 2012 11:03 AM

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

28	I think the current core would do a fine job meeting some aspects of the new intended learning outcomes. The W and O requirement is good. The cafeteria-style means of satisfying math and science requirements is fine. PHC requirements are too course-specific in my view, though. Students should have more flexibility to choose among courses that satisfy the broad goals, and fewer credits of PHC should be required.	Oct 17, 2012 8:37 AM
29	It is basically sound but needs some tweaking--some of the required courses need to be rethought (e.g. World History, World Literature)--the course descriptions require these courses to be so broad in concept that they are difficult to teach effectively without some circumvention of the course description!	Oct 17, 2012 8:13 AM
30	Virtually no one is happy with the current core- students hate it; instructors don't like teaching it; advisors can't communicate why it is important. We need a core that represents the changed and changing needs of our students and graduates.	Oct 17, 2012 8:08 AM
31	Disclaimer: This is based on visible indication of the curriculum's impact, which is marginal, rather than direct experience with the core curriculum.	Oct 17, 2012 7:58 AM
32	I strongly agree that a core experience is a great idea, but I think there is a need for a lot of flexibility so students get the best out of their education. I think there should be university wide oversight, but at the same time, departments should be able to propose a package that best fits with their discipline. Stuffing students into these broad overview classes that are in the core now is a waste of student's time and money. Speaking as a Mom of two graduates as well as an advisor, I can tell you the existing core is considered a joke, a time-water, and above all a money pit. If the University wants to remain competitive, especially in light on the avalanche of on-line degrees, it needs to maintain high standards but add flexibility that is attractive and useful for students.	Oct 17, 2012 7:50 AM
33	I don't think we need to throw out the whole core, but I believe some revision is needed, particularly with regard to the Alaska requirement.	Oct 16, 2012 9:27 PM
34	The Core, as sold 20+ years ago, was to be taught by "the best" faculty, so that students could gain maximum appreciation of the general qualities incorporated in the Core Curriculum. That concept was not realized. The Core became a rigid set of classes mainly taught by uninspired faculty who didn't want to be there, teaching students who didn't want to be there. It is time to move to the future, allowing flexibility in achieving the Core Learning Outcomes, as we are entering rapid change in what is important for students to learn, as well as teaching methodologies. We need to allow flexibility so that both students and faculty can appreciate and value the learning outcomes of the core.	Oct 16, 2012 9:10 PM
35	"If it ain't broke..."	Oct 16, 2012 8:54 PM
36	Lets call them Graduate Attributes, and make them across the board. The faculty need a lot of assistance to transform their syllabi, to align them with program outcomes, department outcomes, and college outcomes.	Oct 16, 2012 7:47 PM
37	The core is an absolute failure where it requires every student to take the same classes. These end up dumbed down and useless to *every* student that takes them. Simply accepting one from a wide choice of classes would remedy this. as	Oct 16, 2012 7:43 PM

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

would many other solutions. DO NOT REQUIRE A SPECIFIC CLASS.

38	10 year ago, a similar committee (I was a member) made recommendations to change the Core. They were not accepted because too many departments counted on their core courses for their credit generation which is tied to finances. In order to affect any change, this knot needs to be disentangled.	Oct 16, 2012 7:27 PM
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Q11. SECTION 3: Demographics**The College or School of my primary faculty appointment is:**

1	FTWRT	Nov 1, 2012 11:52 PM
2	KUC	Oct 30, 2012 1:39 PM
3	SOE	Oct 29, 2012 10:22 PM
4	SFOS	Oct 29, 2012 1:42 PM
5	SFOS	Oct 29, 2012 8:44 AM
6	Dental Hygeine	Oct 27, 2012 5:47 PM
7	CTC	Oct 26, 2012 7:37 PM
8	School of Education	Oct 25, 2012 12:43 PM
9	Recreation Program of the Technical Community College	Oct 24, 2012 12:09 PM
10	General Studies	Oct 24, 2012 12:08 PM
11	UAF Community and Technical College	Oct 24, 2012 10:32 AM
12	TCC	Oct 24, 2012 9:41 AM
13	CNSM and CRCD	Oct 24, 2012 6:45 AM
14	SOE	Oct 24, 2012 3:54 AM
15	SOE	Oct 23, 2012 3:44 PM
16	SFOS	Oct 23, 2012 3:37 PM
17	SOE-RAHI	Oct 23, 2012 2:49 PM
18	Should be "SNRAS"	Oct 23, 2012 1:07 PM
19	ARSC	Oct 18, 2012 12:13 PM
20	Center for Research Services	Oct 18, 2012 9:31 AM
21	SFOS	Oct 18, 2012 3:02 AM
22	teach many CLA classes as well	Oct 17, 2012 11:50 AM
23	SOE	Oct 17, 2012 6:12 AM
24	What is "SOC?"	Oct 16, 2012 10:23 PM
25	SFOS	Oct 16, 2012 8:23 PM
26	SFOS	Oct 16, 2012 8:16 PM

Q11. SECTION 3: Demographics**The College or School of my primary faculty appointment is:**

27	SOE	Oct 16, 2012 6:52 PM
28	CTC	Oct 16, 2012 6:18 PM
29	SOE	Oct 16, 2012 4:12 PM

Q12. My current UAF faculty rank is:

1	I am an Adjunct at UAA MATSU College	Oct 27, 2012 10:55 PM
2	emeritus profesor	Oct 27, 2012 7:51 PM
3	Inupiaq Coordinator	Oct 25, 2012 7:30 AM
4	Director	Oct 24, 2012 12:08 PM
5	I am a temporary research assistant at UAF. I initially didn't think it would be appropriate for me to complete this survey, due to my short time at UAF. I have minimal experience with the UAF core curriculum. However, I have talked with some students about the core curriculum, and have some opinions about it. I received two e-mails requesting that I complete the survey, so I decided to share my thoughts.	Oct 24, 2012 9:38 AM
6	Emeritus professor	Oct 17, 2012 12:37 PM
7	research assistant professor	Oct 16, 2012 6:59 PM