

UAF General Ed History

- Core Curriculum begun in 1991
 - Little substantial change since
- CRAG LEAP-based proposal declined by Faculty Senate in 2009, referred to CAC
- CAC developed proposal
- CEM offered revision
- GERC

General Ed Revitalization Committee (GERC)

- Develop objectives and Student Learning Outcomes for UAF's General Education Curriculum.
- Present its proposal to Faculty Senate during the Spring 2011 semester.
- Does not include curriculum development or assessment.
- Weekly meetings starting 8 February, 2011

Initial Options

- Curricular Affairs Committee (CAC) Proposal
- College of Engineering and Mining (CEM) modification of CAC Proposal
- Core Revitalization and Assessment Group (CRAG) Proposal
- Blank slate

CAC & CEM BA & BS Proposals

shared goals

- A high level of proficiency in written and oral English
 - including the ability to construct clearly organized and well-argued presentations in both oral and written form
- An ability to think critically and creatively across all disciplines
- Basic numeracy skills
 - problem solving strategies, communication of mathematical concepts, and the ability to construct and evaluate mathematical arguments
- An understanding of ethical theories, in order to examine and be able to explain personal and societal value systems

CAC & CEM differences

- The ability to use scientific methods *and observations of the Earth* to
 - address problems through inquiry, interpretation, and analysis; make inferences from data; generate hypotheses; and determine whether conclusions or solutions are reasonable
- An understanding of global issues such as (and not limited to)
 - cultural and ethnic diversity, global economies, and changing technology
- *A critical understanding of global and financial economic issues*
- *An understanding of issues related to long-term sustainability of the Earth*
- An intellectual and experiential involvement with the arts and literature, science and engineering

CRAG Proposal, 1

- Knowledge of Human Cultures and the Physical and Natural World
 - through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts
 - *focused by engagement with big questions, both contemporary and enduring;*
- Intellectual and Practical Skills, including
 - inquiry and analysis, critical and creative thinking, written and oral communication (including the current upper division oral and writing intensive requirement), quantitative literacy, information (and technology) literacy, teamwork and problem solving
 - *practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards of performance;*

CRAG Proposal, 2

- Personal and Social Responsibility, including
 - civic knowledge and engagement – local and global (*including globalization, sustainability, knowledge of Alaska and Alaskan issues, and the current understanding of global economic interdependence Core curriculum component*), intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning
 - *anchored through active involvement with diverse communities and real-world challenges*
- Integrative and Applied Learning, including
 - synthesis and advanced accomplishment across general and specialized studies
 - *demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems (through, in part, first-year courses).*

LEAP at UAF concerns

- Liberal Education and America's Promise (LEAP) Essential Learning Outcomes
 - are too general
 - cannot be assessed
 - may not be appropriate for a research university like UAF

GERC strategy

- Start with CRAG (LEAP-based) proposal
 - Little "disciplinary topography"
 - Potential for UA-wide harmonization
 - AAC&U Value Rubrics for assessment
- Modify to address perceived assessment problems
 - Initial focus on areas of agreement (consensus)
 - Use working draft with provisional edits
 - Aim for consensus on final proposal to Senate

GERC Working Draft, 1

- Knowledge of Human Cultures and the Physical and Natural World
 - through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts
- Intellectual and Practical Skills across the curriculum, including
 - inquiry and analysis, information literacy
 - critical and creative thinking, problem solving
 - written and oral communication (including the current upper division oral and writing intensive requirement),
 - quantitative literacy,
 - collaborative learning

Getting "Buy-in"

- Solicited input from all UAF Curriculum Councils
 - CLA offered concerns about CAC proposal that largely were addressed in CRAG proposal
- Solicited input from all UAF Academic Deans
 - CEM & SNRAS voiced strong support for LEAP-based approach
- Solicited input from all UAF Department Chairs
- Soliciting input from UAF Faculty Senate

CEM support

- The support for LEAP is very strong from engineering.
- Engineering has also been doing outcomes assessment for our accrediting agency (ABET) for well over 8 years and we have learned that it is possible to accurately assess things we originally didn't think we could assess.

CEM example: Teamwork Development

- Defines stages of team development
- Recognizes distinctions in stages, identifies behaviors & skills that support effectiveness
- Determines a team's current state of development
- Distinguishes effectiveness of team process
- Formulates plan for advancing team to next stage
- Evaluates current state of development, prescribes plans for enhancing effectiveness

University of Nebraska

- 2008: UNL adopted (ACE)

AAC&U Essential Learning Outcomes	UNL's Institutional Learning Objectives
Knowledge of Human Cultures and the Physical and Natural World	Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.
Intellectual and Practical Skills	Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.
Personal and Social Responsibility	Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.
Integrative Learning	Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities

Constraints

- Board of Regents Policies & Regulations
- Mission Statement: UAF
 - ...advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.
- Academic Master Plan
- Strategic Plan
- Accreditation requirements
- What else?

Additional Questions

- What about LEAP is inappropriate for a research university?
- How best to integrate GERC effort with accreditation work?
- Assessment
 - Identify useful rubrics
 - Adopt them

GERC Members

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Academic Master Plan

- Goal 1: Educate students to become informed and responsible citizens.
 - Objective 3: Integrate education, training, research, and hands-on opportunities for students
 - Objective 4: ...promote cross-cultural understanding
- Goal 3: Engage Alaskans via lifelong learning, outreach, and community development

UA Board of Regents

P10.04.040. General Education Requirements.

- ...a critical awareness of the human heritage,
- of the challenging requirements and opportunities of the present and future, and
- of the complexities and possibilities of the human mind and personality.
- Each MAU will have a common core of general education requirements consisting of a minimum of 34 credits of coursework

R10.04.040.

General Ed. Requirements

Written Communication Skills: ≥ 6 credits

Oral Communication Skills: ≥ 3 credits

Humanities/Social Sciences: ≥ 15 credits

≥ 3 credits in the arts

≥ 3 credits in general humanities

≥ 6 credits in the social sciences, from 2 different disciplines

Quantitative Skills/Natural Sciences: ≥ 10 credits

≥ 3 credits in mathematics

≥ 4 credits in the natural sciences, including a laboratory