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

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;

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 Working Draft, 1

Knowledge of Human Cultures and the Qcan Culture/C2_002_0

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 develpment, prescribes plans for enhancing effectiveness

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

Anne Armstrong

Carrie Baker

Chris Coffman

Mike Earnest (ex officio)

Rajive Ganguli

Linda Hapsmith

Latrice Laughlin

Chanda Meek

Mala Strohmaier

Dana Thomas (ex officio)

Kate Quick

David Valentine

Diane Wagner

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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