Appendix C

Baccalaureate Core Curriculum

Included here is background information concerning the Core Curriculum, followed by some of the more pertinent policies currently in place. A more exhaustive compilation of policies is maintained at the Faculty Senate web site: http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/

• Background

In 1986, before the Faculty Senate existed as a formal body, the Fairbanks Academic Council adopted a formal philosophy statement titled, “The Baccalaureate Experience at the University of Alaska Fairbanks.” (This statement was updated in 2001 at Meeting #103.) The purpose of the statement was to answer the question, “What intellectual experience shall be deemed essential for all UAF students, regardless of academic major or career aspirations?” Institutional restructuring resulted in a hiatus from the task of further defining a learning program to fulfill the philosophy.

In 1989, the newly established UAF Faculty Senate tasked Core Curriculum Committees with developing essential courses to fulfill the intellectual goals of the baccalaureate education (Meeting #15, December 8, 1989). The core curriculum as we know it to the present day (minor modifications over the last 20 years notwithstanding) resulted from these efforts.

For historical reference, two documents provide a detailed summary of the practical implementation of the new baccalaureate core curriculum established in 1990. Copies of these documents are on file at the Faculty Senate Office.

• Core Curriculum Proposal (January 1990)
• The Baccalaureate Experience: Core Curriculum Requirements (August 1990)

More current developments:

In AY2010-11, the Faculty Senate created a subcommittee of the Curricular Affairs Committee called the General Education Revitalization Committee (GERC). The GERC was charged with developing objectives and Student Learning Outcomes for UAF’s General Education Curriculum. To that end, the GERC developed a set of Student Learning Outcomes which were approved and adopted at Meeting #175, May 2, 2011. They have held faculty forums and polled the faculty about general education requirements and the UAF baccalaureate core. The GERC web site provides a thorough overview of the committee’s extensive work (link below). The Curricular Affairs Committee and UAF Faculty Senate, utilizing the recommendations from GERC, are presently working on changes to the General Education Requirements for UAF in concert with efforts at the statewide level to achieve system-wide alignment.

https://gerc.community.uaf.edu/

Baccalaureate Core / General Education Requirements

Requirements of the UAF baccalaureate core are summarized in the UAF Catalog in the section “How to Earn a Bachelor’s Degree,” subsection “The Core Curriculum.” In the 2015-16 edition of the Catalog, the summary starts on pages 130. In the section titled “Beyond the Core” additional general education requirements for the various types of bachelor’s degrees are identified.
In short, the UAF Core consists of 38-39 credits comprised of courses in the areas of Communication, Perspectives on the Human Condition, Mathematics, Natural Sciences, Library and Information Research, and upper-division Writing and Oral Communication. Additional General Education Requirements are specific to type of bachelor’s degree (e.g., the BA requires an additional 18 credits of Humanities and Social Sciences). See Appendix D for a copy of the UA Regulations defining general education requirements (GERs).

Policies pertaining to the Core Curriculum:

A full list of academic policy changes may be found online at http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/faculty-senate-policy-inde/academic-policy-changes/

| Motions | Motion to extend submission deadline for degree program Communication Plans to the Provost's Office. | #215 | May 2, 2016 |
| Motions | Motion to limit programs to no more than five total courses per program designator code in the course classification lists. | #214 | Apr. 4, 2016 |
| Motions | Motion to adopt a classification list system during 2016-17 to meet GERs in lieu of current PHC courses (to take effect in 2016-17), with minimum credits specified and intention to retain ethics. | #210 | Nov. 9, 2015 |
| Motions | Motion to replace upper division Oral (O) and Written (W) requirement with Communication Plans within each degree program. | #210 | Nov. 9, 2015 |
| Motions | Resolution of intent to adopt a classification list system during 2015-16 to meet GERs in lieu of current Perspectives on the Human Condition courses (to take effect in 2016-17). | #207 | May 4, 2015 |
| Motions | Motion to endorse a common set of student learning outcomes as recommended by GELO. (Effective upon approval by UAA and UAS) | #199 | May 5, 2014 |
| Motions | Motion to apply UA Regulation definition of general education requirements for transfer of courses to satisfy the UAF core requirements for Perspectives on the Human Condition. | #197 | Mar. 3, 2014 |
| Motions | Motion to amend the academic policy regarding transfer of credits (2+2 program portion of policy) such that students who’ve completed an AA / AS from a regionally accredited school will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements. | #188 | Feb. 4, 2013 |
| Motions | Motion to amend the academic policy regarding transfer of credits such that any student having completed general education requirements from a regionally accredited 4-year institution will be considered as having fulfilled the UAF baccalaureate core (excluding the W and O requirements). | #187 | Dec. 3, 2012 |
| Motions | Motion to amend the Natural Science requirement of the Core Curriculum to allow student to complete any two Core science courses to fulfill the Core science requirement. | #119 | Dec. 8, 2003 |
| Motions | Motion to approve the a Credit for Testing procedure regarding language credit for the Core Curriculum under “Perspectives on the Human Condition” | #114 | Mar. 3, 2003 |
| Motions | Motion to amend the Baccalaureate Core Curriculum requirements such that courses used to meet a Science or Mathematics core requirement may also be used to satisfy other degree requirements. | #113 | Feb. 13, 2003 |

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Assessment of the Core Curriculum

- FS Meeting #70 (March 10, 1997): Motion amending the Educational Effectiveness Policy such that department heads and the Core Review Committee are identified as responsible parties for preparing outcomes assessment reports every four years.

**MOTION:**

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

**EFFECTIVE:** Upon approval by the Chancellor

**RATIONALE:** The first paragraph of additions offers some protection to students and faculty from the misuse of the outcomes assessment process. The second paragraph provides a means of recognition for involvement in this process. The third and fourth additional paragraphs identify department heads and the core review committee as the responsible parties for preparing outcomes assessment reports, identifies the required committee as the responsible parties for preparing outcomes assessment reports, identifies the required content of those reports, identifies the timing of such required reports, and identifies the housing of these reports.

If there is no practical reason for the chairs of each department (or equivalent as identified by the Dean or Director) to prepare a report every 3 years, there is no reason to do it more often than every 4 years.

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CAPS = Additions
[[ ]] = Deletions

UAF
EVALUATION OF EDUCATIONAL EFFECTIVENESS
POLICY
In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

THE DATA GATHERED AND SUMMARIZED AS PART OF THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS SHALL NOT BE USED FOR EVALUATING INDIVIDUAL FACULTY. FURTHERMORE, NO STUDENT SHALL BE DENIED GRADUATION BASED SOLELY UPON INFORMATION GATHERED FOR THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS.

EACH FACULTY MEMBER'S ACTIVITIES IN DEVELOPING AND/OR IMPLEMENTING PROGRAMMATIC AND INSTITUTIONAL EDUCATIONAL EFFECTIVENESS EFFORTS MAY BE SUMMARIZED IN THE INSTRUCTIONAL SECTION OF ANNUAL EVALUATIONS AND PROMOTION AND TENURE FILES.

Evaluations shall be conducted with regard to the following:

1) Student Information
   Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum
   Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses. the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment
   Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning
   An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.
The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least every FOUR [[three]] years summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

A. STUDENT OUTCOME GOALS AND OBJECTIVES OF THE PROGRAM,

B. THE METHODS AND CRITERIA USED TO EVALUATE WHETHER THE GOALS AND OBJECTIVES ARE BEING MET,

C. A DESCRIPTION OF WHAT INFORMATION IS COLLECTED ANNUALLY, AND

D. HOW THE RESULTS OF SUCH INFORMATION ARE BEING USED TO IMPROVE THE CURRICULUM.

THE REPORT SHALL BE PRESENTED TO THE DEAN OR DIRECTOR'S OFFICE DURING THE MONTH OF MAY. AT LEAST SOME INFORMATION GATHERING FOR THIS PROCESS SHALL OCCUR ANNUALLY.