

## Agenda: CAC meeting 9/14 /2011, 3:30-4:30 pm Kayak

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- 1. Chairperson and minutes taker elections (or whatever) for the year**
- 2. Request to approve R Newberry as chair of Curric Review Committee 2011-2012**
- 3. Review of Old Business**
  - A. GERK issues (chairperson, etc) —comments by Carrie??**
  - B. 'stacked' courses -- comments by Tony or Rainer**
  - C. courses taught at high schools for high school students with UAF 100-level designators-- rainer**
- 4. New business: discussion of Dean's Council suggestions RE GERK**

1. We encourage the faculty senate to adopt general education requirements of 34 to 35 credits plus a capstone experience. The capstone experience is particularly useful in satisfying the integration component of the new learning outcomes and for assessment. In particular, a capstone experience (many of which already exist, is recommended for every baccalaureate program.
2. The intended learning outcomes of each general education area (e.g., humanities and social science) should be approved by the faculty senate, made available in a convenient web location, and well communicated to the faculty. Guidelines like those for the current W, O, and Natural Science courses, which were approved by the faculty senate, need to be updated. In addition, the course syllabi for general education courses should be reviewed regularly to ensure the intended learning outcomes are included. Suggested revisions should specify explicit student experience requirements. For example, W courses might require at least 20 pages written in a semester.
3. We encourage the faculty senate to incorporate the collaborative learning, globalization, technology competence and sustainability elements of the new intended learning outcomes into the learning objectives of general education requirements. For example, the collaborative learning element could be incorporated in communication or natural sciences requirements. The intended outcomes for these elements need definition. Courses satisfying the collaborative learning (C), globalization (G), technological competence (T), and sustainability (S) elements could be labeled much like W and O courses are now. Existing courses could be revised or new ones created that fulfill these new elements of the intended learning outcomes. Assessment of these elements could be incorporated into the capstone requirement. The senate should consider waving one or more of these requirements for students who complete a related experiential activity such as study abroad, internships or volunteerism, or spending a semester at a rural campus.
4. The collection of possible ways to satisfy the information literacy component of the general education requirements should be expanded to include the existing stand alone LS101X course, a one-credit addition to first-year experience courses, a one-credit addition to other existing courses, or the incorporation of content into existing courses without adding credit. Library faculty would team teach courses in the case of one-credit additions and when the content is incorporated into existing courses; distance methods could be used in these situations. In addition, the information literacy requirement should be a prerequisite or co-requisite for ENGL 211 and 213 to ensure that this requirement is not put off until the end of a student's academic career.
5. Each general education course should include the senate approved intended learning outcomes in the course syllabi distributed to students. Course syllabi should be regularly reviewed for inclusion of intended learning outcomes as well as the faculty senate general syllabus requirements.
6. General education requirements should allow more choices for Alaska and transfer student flexibility no matter where or how delivered provided these choices are regularly assessed to ensure the intended objectives are being fulfilled.
7. General education requirements should be available by a variety of delivery methods to provide broad access so that a path to complete the AA degree is available. Not every general education course need be available by multiple delivery modes but every area of general education should be. Hybrid distance plus intensive in person delivery modes may be warranted for some subject areas.
8. The faculty senate and the administration should identify and implement an ongoing mechanism to add, evaluate, and remove courses from the list of approved general education courses. Approval, evaluation and removal of such courses should be based on intended learning outcomes statements and Regents' Policy and University Regulation. General education courses might be removed for a variety of reasons including but not limited to a) not meeting intended learning outcomes, b) not being offered in any five year period, and c) not taking part in the annual assessment process. A probationary period may be appropriate for those identified for removal so the department involved may revise the course to meet the general expectations. Current faculty senate bylaws empower the Core Review Committee to conduct assessment so this may be a starting point for consideration.