

Integrative Capstone and
General Education Assessment Proposal
to the Faculty Senate of the
University of Alaska Anchorage
5 March 2004

General Education Subcommittee of the
Undergraduate Academic Board

Daniel T. Kline, Chair (English)

Ben Curtis (Mat-Su / Sciences), Gail Holtzman (Nursing),
Susan Kalina (Languages), Caedmon Liburd (History),
Ann McCoy (Education), Tom Miller (AVP, *ex officio*),
Cathy Pearce (Kenai), John Riley (Justice),
Len Smiley (Math), Robin Wahto (CTC)

Table of Contents

Integrative Capstone Curriculum Model and Assessment Criteria

0.0	Memorandum: Introduction	3
0.1	Overview	3
0.2	Summary	4
0.3	Conclusion	5
1.0	Integrative Capstone Curriculum Model and Assessment Criteria	6
1.1	Definition of UAA Integrative Studies	6
1.2	Purpose of Integrative Studies	6
1.3	Integrative Capstone Course Description	6
2.0	Integrative Capstone Linkage to GER Preamble Student Outcomes	6
3.0	Integrative Capstone Courses, Disciplinary Majors, and Professional Programs	7
4.0	Integrative Capstone Instructional Goals and Student Outcomes	7
5.0	Integrative Capstone Goals, Outcomes, & Criteria	7
6.0	Skills Demonstration and Assessment Requirement	9
7.0	Transferability and Portability	9
8.0	Integrative Capstone Summary	9
8.1	Description	9
8.2	Content and Focus	9
8.3	Pedagogical Mode	10
8.4	Double-Slotting	10
8.5	Integrative Focus	10
8.6	Assessment Requirements	10
8.7	Examples of Other GER Capstone Programs	10
8.8	Summary of INST Curricular Requirements	10
9.0	Discussion Draft: Revised Tiered GER Model	12
9.1	Preamble	12
9.2	Tier 1: Basic Skills	12
9.3	Tier 2: Disciplinary Distribution Areas	12
9.4	Tier 3: Integrated Capstone	13
9.5	GER Restrictions	13
9.6	GER Assessment	13
9.7	GER Student Outcomes	13
10.0	Discussion Timeline and Tentative Implementation Schedule	15

Memorandum

To: Larry Foster, Faculty Senate President; Executive Board Members; UAA Faculty Senators
 From: Dan Kline, Chair, GER Subcommittee of UAB
 Date: 27 February 2004
 Re: GER Integrative Capstone and Assessment Proposal

0.0 Introduction

For the last five years, the GER Subcommittee of UAB has been involved in raising the level of discourse among faculty concerning the UAA GER, and the 2000 NASC Accreditation Report gave further evidence (and considerable impetus) that the UAA GER was in need of significant revision and assessment if UAA were to meet NASC (now the Northwest Commission on Colleges and Universities [NWCCU]) accreditation mandates. To that end, in Fall 2002, the Faculty Senate passed two motions concerning an "integrative component" for the UAA GER. The pertinent motions were:

- "That an upper-division integrative component of not less than 3 credits, consisting of courses approved by the GER oversight committee, be incorporated into the revised GER."
- "That the UAA GER be at least 37 credits. The integrative component requirement may be satisfied through degree major requirements that meet the GER integrative component criteria."

The proposal you have before you concerning GER Integrative Studies Capstone supplies the specific curricular and assessment parameters for the "integrative component" passed by Faculty Senate. The archived history of the discussion, as well as all documentation referred to in this report, is available for your review at [the GER Subcommittee webpage](http://www.uaa.alaska.edu/govn/uab/ger/ger.htm):
 <<http://www.uaa.alaska.edu/govn/uab/ger/ger.htm>>.

0.1 Overview

The culmination of a five-year effort within the GER Subcommittee of UAB, the process of defining the GER Integrative Capstone has been long and complex, and a brief review is warranted. The UAA Accreditation Self-Study Report [identified the GER](#) as an area needing review, and the 2000 NASC Accreditation Report concurred, noting that "it is not clear if the [GER] also includes courses that focus on the interrelationships among these major fields of study. . . . At present, general education seems to be vested in 'islands' with little interconnectedness." The Accreditation Report also noted that "Once a thorough review has been

undertaken, regular and continuous assessment of general education will help UAA meet the standard on assessment."

On the basis of the [UAA Accreditation Self-Study](#) and the [2000 NASC Accreditation Report](#), [the GER Subcommittee of UAB was tasked on 7 February 2001](#) by then Provost Dan Johnson and then Faculty Senate President Jim Liszka "to address the issues raised in the report of the accreditation evaluation committee and to apply the principles of [Accreditation Policy 2.1 on General Education and Related Instruction](#)." The charge letter further specified that the GER Subcommittee of UAB "prepare a proposal to address the weaknesses identified This document should contain a step-by-step action plan for implementation. It should also contain a statement of general education outcomes and a plan for assessing them."

Incorporating feedback from internal and external constituencies, including the [UAA Accreditation Self-Study](#), the [2000 NASC Accreditation Report](#), UAB and [Faculty Senate deliberations](#), [GER Summer Working Group reports](#), [UAA department input](#), [faculty surveys](#), [CAFÉ sessions](#), the GER Subcommittee of UAB [made a report](#) and presented recommendations to UAB in March 2002 in response to the charge letter. These recommendations were then broken into separate motions that were reviewed and debated by the Faculty Senate in Fall 2002, and a number of suggestions were incorporated into the motions. [All motions were passed](#), including those mentioned above.

0.2 Summary

In your review of the attached report, Integrative Capstone Curriculum Model and Assessment Criteria, please keep the following issues in mind.

First, the current proposal regarding the Integrative Capstone identifies the specific curricular parameters of the "integrative component" approved by the Faculty Senate by defining integration in three (and potentially four) areas:

- Course content,
- Student outcomes,
- General education assessment, and
- Program / major requirements.

The precise way in which that integration occurs is, however, dependent upon faculty creativity and programmatic needs; that is, the GER Subcommittee of UAB has refrained from naming one form of integration preferable to any others because the Integrative Capstone needs to be flexible enough to meet multiple curricular objectives (as a capstone for the GER and/or the major). All proposed Integrative Capstone courses will go through the normal curriculum approval process.

Second, the addition of the Integrative Studies capstone is part of a larger rationale for adjusting the UAA GER. While the GER lacks formal program status, the addition of the Integrative Capstone category as the culminating experience of the UAA GER adds a programmatic aspect to general education; that is, requiring a 3 credit "Integrative Capstone"

course that brings together GER Basic Skills and Disciplinary Areas with the GER Preamble Student Outcomes and/or major / program requirements. Add to this “back end” revision the “front end” condition also passed by Faculty Senate that will eventually require incoming baccalaureate students to complete 12 hours of GER Basic Skills (Oral, Written, & Quantitative requirements) prior to completing 60 total degree credits, and UAA will approach a GER that has

- A coherent curricular design,
- A considered pedagogical rationale,
- A clear communication path to students,
- A compelling justification for students (and faculty), and
- A clear linkage to majors and degree programs.

Without a culminating *assessable* educational experience, the GER loses much of that focus.

Third, as the Faculty Senate discussion in Fall 02 made clear, any revision of the GER had to minimize the credit hour impact on the already overloaded programs and majors. As a result, the GER Subcommittee of UAB has developed a plan that, in effect, can be implemented with a 0-credit impact on total hours. This is, without a doubt, the simplest and least disruptive way to effect the changes to the GER that have been required by the NASC Accreditation Report.

Finally, not only does this plan offer the least disruptive possibility for revising the GER, it also offers a substantial benefit to students (in the form of capstone experience), to faculty (in the form of new course development), and the institution (in the form of assessment data). Accepting the Integrative Studies proposal moves the UAA GER one step closer to the linkage, articulation, and assessment of GER Preamble Outcomes, GER Category Descriptors, and Course Objectives, Instructional Goals, and Student Outcomes in GER courses. It is clear that the NASC (now the Northwest Commission on Colleges and Universities [NWCCU]) considers that GER assessment is a fundamental requirement, and the Integrative Capstone proposal addresses the requirement and opportunity for GER assessment at UAA.

0.3 Conclusion

The GER Subcommittee of UAB appreciates the respect shown, and input contributed, by our faculty colleagues during the discussion. We have full confidence in the Integrative Capstone Curriculum Model and Assessment Criteria and in the GER revision process that we've been involved with over the last five years. We urge you in the strongest possible way to carefully review the proposal, provide your input, and register your approval.

1.0 Integrative Capstone Curriculum Model and Assessment Criteria

1.1 Definition of UAA Integrative Studies

The central goal of the Integrative Studies / Integrative Capstone category is to require students to synthesize across GER domains. INST courses give students the opportunity to develop and apply the collaborative working skills, critical thinking skills, and intensive written and oral communication skills that lead to an understanding of the fundamental interrelations among, as well as the distinctive viewpoints of the disciplines as well as the fundamental interrelationships among disciplinary skills and perspectives.

1.2 Purpose of Integrative Studies

The purpose of Integrative Studies is five-fold: (1) to enable UAA students to become well-rounded, liberally educated people; (2) to stimulate curricular innovation; (3) to integrate GER Preamble Student Outcomes with GER content areas; and (4) to facilitate general education assessment. Although course and general education assessment are vital components of the Integrative Capstone, the purpose of the Integrated Capstone is to enrich the academic experience of students.

1.3 Integrative Capstone Course Description

The GER experience concludes with the Integrative Capstone (Tier 3), which includes courses from across the university that involve the interrelationships and synergy of GER skills (Tier 1) and disciplines (Tier 2). Courses in this category should focus on practice, study, and critical evaluation, but must include in their student outcomes an emphasis on the evolving realities of the 21st century (such as globalization, diversity, scientific developments, and social dynamics) and the responses of an educated person to these forces.

2.0 Integrative Capstone Linkage to GER Preamble Student Outcomes

The Integrative Capstone course lends a programmatic aspect to the GER and serves as the culminating educational experience for the UAA GER. While all GER Preamble Student Outcomes are appropriate for INST courses, depending upon the pedagogical aims and disciplinary home of the course, the following specific outcomes must be addressed in INST courses:

- Communicate effectively in a variety of contexts and formats;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Thus, INST courses (Tier 3) serve to integrate GER Basic Skills (Tier 1) with the disciplinary perspectives of the Distribution Areas (Tier 2). Moreover, INST courses provide opportunities to

integrate GER skills and perspectives into disciplinary and professional majors. Table 1: Integrative Capstone Learning Outcomes (following in Part VI) links GER Preamble Outcomes to specific INST instructional goals and student outcomes.

3.0 Integrative Capstone Courses, Disciplinary Majors, and Professional Programs

Integrative Capstone courses are provided by the faculties of UAA's Schools and Colleges to require students to synthesize academic achievement in the GER. INST courses may count for major and GER credit, but in all cases INST courses must be approved by the GER Subcommittee of UAB in the normal review process. Students must check in advance to see if their major requires a specific INST course.

4.0 Integrative Capstone Instructional Goals and Student Outcomes

The following table is meant neither to be definitive nor exclusive; it is designed to provide a framework for faculty developing and proposing INST courses to the GER Subcommittee of UAB. These are INST goals and outcomes, but the way those goals and outcomes are met is dependent upon faculty creativity, disciplinary expertise, and pedagogical focus. In order to facilitate faculty innovation and maintain coherence across the Integrative Studies category, INST courses must address the following instructional goals and student outcomes:

- At least four out of the five must be incorporated as part of course design; and
- Three out of the same four must be specifically addressed as part of outcomes assessment for the proposed course.

The specific criteria are as follows:

5.0 Integrative Capstone Goals, Outcomes, & Criteria

1. KNOWLEDGE INTEGRATION
<p>Instructional Goal 1: Knowledge Integration</p> <p>Knowledge Integration concerns the ability to integrate information, skills, and concepts from multiple disciplines for personal development, professional enhancement, and civic engagement.</p>
<p>Student Outcome 1: Knowledge Integration</p> <p>Students shall demonstrate both the ability to access, judge, and compare diverse fields of knowledge and to evaluate critically their own views in relation to these different fields of knowledge.</p>
<p>INST Criteria</p> <p>INST courses require students to create connections between different disciplines and their real-life applications and to require students to synthesize their skills and knowledge across disciplinary domains.</p>
2. EFFECTIVE COMMUNICATION
<p>Instructional Goal 2: Effective Communication</p> <p>Effective Communication embraces aural, visual, and language arts, including the ability to read, write, speak, and listen.</p>

<p>Student Outcome 2: Effective Communication</p> <p>Students shall demonstrate communication skills necessary to function professionally in the 21st century.</p>
<p>INST Criteria</p> <p>INST courses should be communication intensive, should provide opportunities for oral presentations, and must include analytical writing assignments appropriate to the pedagogical focus of the course. Students should be evaluated on both the form and content of their analytical writing and oral communication assignments and should be given ample and timely feedback on their communication skills.</p>
<p>3. CRITICAL THINKING</p>
<p>Instructional Goal 3:</p> <p>Critical Thinking concerns the ability to apply intellectual standards (clarity, accuracy, precision, relevance, depth, breadth, and logic) to the quality of reasoning about a problem, issue, or situation.</p>
<p>Student Outcome 3:</p> <p>Students shall demonstrate the ability to think critically by defining issues clearly, identifying problems accurately, stating situations precisely; bringing to those problems, issues, and situations material of appropriate relevance, depth, and breadth; analyzing them logically; and conceptualizing reasoned solutions.</p>
<p>INST Criteria</p> <p>INST courses should include an explicit component of critical thinking appropriate to the pedagogical focus of the course and emphasize the critical dimensions of academic reasoning in disciplines relevant to the course.</p>
<p>4. INFORMATION LITERACY</p>
<p>Instructional Goal 4: Information Literacy</p> <p>Information Literacy concerns the skills and aptitudes necessary to determine the nature of required information, to access it effectively and efficiently, to evaluate it critically, and to incorporate it ethically into academic research and life long learning.</p>
<p>Student Outcome 4: Information Literacy</p> <p>Students shall practice the responsible, legal, and ethical uses of information, including demonstrating a thorough understanding of the issues surrounding plagiarism and the canons of academic honesty, and students should be able to demonstrate the ability to distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media.</p>
<p>INST Criteria</p> <p>INST courses should include an investigative component appropriate to the pedagogical focus of the course and should include the analysis, critique, and usage of information from various media (including print sources).</p>
<p>5. QUANTITATIVE PERSPECTIVES</p>
<p>Instructional Goal 5: Quantitative Perspectives</p> <p>Quantitative Perspectives calls upon students' background quantitative skills to create and/or critique mathematical and/or statistical models.</p>
<p>Student Outcome 5: Quantitative Perspectives</p> <p>Students shall demonstrate the ability to perform (original) and/or to critique (published) studies using the scientific method or standardized statistical practice.</p>

INST Criteria

INST courses, to the degree possible, should include quantitative analysis appropriate to the pedagogical focus of the course.

6.0 Skills Demonstration and Assessment Requirement

Continuous assessment for academic improvement must be a part of UAA general education. The GER Subcommittee of UAB has determined that INST courses are the appropriate place to assess student achievement in the GER, and students will be asked to participate in assessment activities relating to the goals of general education as well as assessment of the goals of the INST course. *Therefore, all INST courses must:*

- Incorporate four of the previous five instructional goals and student outcomes;
- Assess student performance in three of those four instructional goals and student outcomes; and
- Generate student artifacts that demonstrate achievement in the student outcomes for the course.

In course design and outcomes assessment, INST courses should demonstrate (1) the integration of GER Basic Skills (Tier 1) and GER disciplinary perspectives (Tier 2), (2) student achievement in the GER Preamble Outcomes, (3) and if the INST course is required by the major, the linkage of GER Preamble Outcomes to the major area of study and/or program requirements. GER assessment in all cases will focus upon student achievement, not faculty evaluation.

7.0 Transferability and Portability

Students transferring into UAA baccalaureate degree programs will have their GER credits evaluated according to Board of Regents policy as stated in the UAA Catalog.

8.0 Integrative Capstone Summary**8.1 Description**

The Integrative Capstone is the culmination of the GER experience, and students can enroll in INST (1) only after completing the 12-credit Basic Skills component of the GER (the Written, Oral, and Quantitative Skills requirements) and (2) only after reaching Junior standing (60 total credit hours). Capstone courses are also therefore upper-division by their nature. There is no restriction on additional prerequisites for Capstone courses. This enables current courses within Degree Major programs to be (re)structured to meet the criteria. All INST courses must be approved by the GER Subcommittee of UAB and go through the normal curriculum review process.

8.2 Content and Focus

While specific content areas are not specified for Capstone courses, a thematic element is expected by the Subcommittee. Every effort should be made to design the course to

address the complexity of 21st century life (the forces of globalization and diversity; scientific, social, and technological change) and the response of an educated person to these forces.

8.3 Pedagogical Mode

In the view of the Subcommittee, courses that are cross-disciplinary, interdisciplinary, and multidisciplinary and address the goals of General Education have an inherent Capstone character. The interrelationships among academic disciplines, as well as their distinctive perspectives and intersections, should also be apparent in INST courses to allow a student to critically reflect on his/her undergraduate experience. Interdisciplinary staffing, while not essential, is encouraged when practical.

8.4 Double-Slotting

Any course in another category in the GER menu is not eligible for the Integrative Capstone, but Departments may ask to delete a course from the GER menu simultaneously with its approval for the Capstone category. INST courses may also meet degree major or program requirements as well as Integrative Capstone credit.

8.5 Integrative Focus

Courses explicitly addressing the stated goals of the Integrative Capstone in the GER Preamble (globalization, diversity, scientific and social change, 21st century concerns) will receive particular consideration. Furthermore, INST courses that include as a prerequisite documented proficiency in a world language or Alaska Native language could be excellent examples of UAA INST courses.

8.6 Assessment Requirements

In addition to any course-based Skills Demonstration and Assessment (6.0 above), INST courses may also be required to participate in assessment of student achievement in the GER preamble outcomes as well as the assessment of any degree / program requirements (for courses counting for both GER INST and degree / major / program requirements). In all cases, the purpose of these assessment activities is curriculum development and program improvement rather than faculty evaluation.

8.7 Examples

Example courses and programs informing the discussion:

- <http://www.smsu.edu/ucollege/General%20Education/CapStone.htm>
- <http://www.indstate.edu/acad-aff/current/1.contents/general-ed.htm>
- <http://www.units.muohio.edu/led/capstone.htm>

8.8 Summary of INST curricular requirements:

- Credits: 3
- Type of Course: Upper Division Capstone (300- and 400-level). Special Note: Junior standing and completion of 12 hours of GER Basic Skills courses.

- Possible Teaching Modes: The GER Subcommittee of UAB encourages creative modes of delivery that model the goals of the INST category, including, but not limited to multidisciplinary, interdisciplinary, and cross-disciplinary teaching.
- Assessment Activities: INST courses will be required to assess student achievement of the Integrative Criteria and may be required to participate in GER assessment and/or major / degree program evaluation.
- Review Process: INST courses may be developed out of currently existing courses or generated from scratch, but in all cases, prospective INST courses must be submitted to and approved by the GER Subcommittee of UAB and move through the regular faculty peer-review process (UAB and Faculty Senate).

In addition to meeting the educational needs of UAA students and preparing them for the personal and professional challenges of a new century, the Integrative Capstone provides the opportunity for curricular innovation across campus and the occasion for all Colleges and Programs to become invested in UAA general education.

9.0 Discussion Draft: Revised Tiered GER Model

9.1 Preamble

The GER is a common requirement that the UAA Faculty prescribes (1) to provide a foundation for further study and (2) to broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st Century (Tier 3).

9.2 Tier 1: Basic Skills

The UAA GER begins with Basic Skills enhancement in three course areas (12 credits):

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Students will complete the 12 credits of Basic Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved courses in these categories, which may also be appropriate to their intended major fields. Faculty in English, Communication, and Mathematics provide placement criteria (which may require the completion of preparatory coursework) for Basic Skills courses.

9.3 Tier 2: Disciplinary Distribution Areas

The GER continues with courses in four required distribution areas categorized by course content and academic discipline; these are Fine Arts, General Humanities, Natural Science, and Social Science (22 credits):

- Courses in the Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

There are additional restrictions on a student's Tier 2 selections designed to guarantee a breadth of academic experience (see page 12345).

9.4 Tier 3: Integrated Capstone

The GER concludes with an Integrative Capstone, which includes courses involving the interrelationships and synergy of GER disciplines and skills (3 credits). In a productive life characterized by personal growth, it is necessary to combine and integrate lessons learned from diverse experiences. Courses in this category may focus as needed on practice, study, and critical evaluation, but are assumed to include in their goals an emphasis on evolving realities of the 21st Century (e.g. globalization, diversity, scientific or social progress), and the responses of the educated person to these forces. Tier 3 (Integrative Capstone) courses may only be taken after the student has completed all Tier 1 (Basic Skills) requirements.

9.5 GER Restrictions

Students will complete the 12 credits of Basic Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Each of the eight distribution areas has a list of approved courses (see the GER Menu, page 12345). No course appears on more than one list, and only courses from the GER Menu may be used to satisfy an area requirement. Courses used to satisfy area requirements in General Education may also be used to satisfy School/College requirements and/or Degree Program requirements, but no course may be counted in more than on General Education category. Courses ending with numbers_93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER menu cannot be petitioned to meet a GER. All courses on the GER Menu are graded on the A-F basis.

9.6 GER Assessment

To facilitate the ongoing review of the efficacy of the GER, courses approved for the GER menu may require the student to participate in assessment activities relating to the goals of general education apart from the goals of the course. Such activities should on no account occupy more than one class meeting. Courses approved for the GER Menu should therefore contribute to the fulfillment of one or more of the goals listed below in the Outcomes section.

9.7 GER Student Outcomes

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;

5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity;
and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

10.0 Discussion Timeline and Tentative Implementation Schedule

<ul style="list-style-type: none"> • AY 1997-98 <ul style="list-style-type: none"> ○ Outcomes Assessment Coordinating Council (OACC) review of courses in each of the GER categories ○ OACC report to Board of Regents (Will Jacobs & Bob Madigan)
<ul style="list-style-type: none"> • AY 1998-99 <ul style="list-style-type: none"> ○ OACC review of courses in each of the GER categories ○ GER disciplines develop curriculum manuals based upon OACC findings ○ OACC report to Board of Regents (Will Jacobs & Bob Madigan)
<ul style="list-style-type: none"> • AY 1999-2000 <ul style="list-style-type: none"> ○ UAA Accreditation Self-Study identifies GER review & assessment as a priority ○ GER Subcommittee study of Comparison and Aspiration Peer GER programs ○ Revised GER Preamble and Preamble Student Outcomes approved
<ul style="list-style-type: none"> • AY 2000-2001 <ul style="list-style-type: none"> ○ Accreditation Site Team Visit ○ Charge letter to GER Subcommittee from Provost Johnson and Faculty Senate President Liszka ○ GER Subcommittee considers three models (Menu, Outcomes, Core)
<ul style="list-style-type: none"> • AY 2001-2002 <ul style="list-style-type: none"> ○ GER Subcommittee researches and discusses integrative studies options ○ GER Subcommittee discusses NASC report findings
<ul style="list-style-type: none"> • AY 2002-2003 <ul style="list-style-type: none"> ○ UAB approves GER Revision Plan and forwards to Faculty Senate ○ Expanded GER Working Groups established to investigate and report on (1) Curriculum Revision, (2) Assessment, (3) Integrative Studies, (4) AA-AAS Link ○ Faculty Senate passes GER revision plan motions ○ Faculty Senate approves increasing GER to 37 credits and the addition of a integrative component of 3 credits
<ul style="list-style-type: none"> • AY 2003-2004 <ul style="list-style-type: none"> ○ Integrative Capstone Curriculum Model and Criteria forwarded to UAB for discussion and approval. ○ INST model forwarded to Faculty Senate for discussion and approval. ○ Guidance issued for curriculum development. Minigrant funding available from OAA.
<ul style="list-style-type: none"> • AY 2004-2005 (tentative) <ul style="list-style-type: none"> ○ Integrative Capstone Curriculum Model and Assessment Criteria disseminated to faculty ○ Curriculum development continues. Some minigrant funding available ○ Proposed curriculum reviewed through normal governance process
<ul style="list-style-type: none"> • AY 2005-2006 (tentative) <ul style="list-style-type: none"> ○ Integrative Capstone Curriculum Model and Assessment Criteria disseminated to faculty; CAFÉ discussions ○ GER basic skills requirements, new category descriptors, and revised GER menu in catalog ○ Curriculum development continues. Some minigrant funding available ○ First INST courses offered (trial runs). ○ Continued discussion, development, & approval of INST courses.
<ul style="list-style-type: none"> • Fall 2006 (tentative) <ul style="list-style-type: none"> ○ INST courses made requirement for students admitted to baccalaureate programs beginning Fall 2006