

University Studies Review and Renewal

2018/2019

The Charge

Review the University Studies curriculum with an eye toward adoption of an innovative model to prepare 21st Century students to become active and informed citizens who understand the importance of learning and the power of knowledge and who go on to be successful in their lives and careers.

Directed to:

- Reduce the number of required credit hours
 - to be more in line with other universities
 - to provide academic programs more flexibility with degree requirements
- Improve transferability
- Improve and streamline assessment
- Implement changes ASAP

Faculty Representation

- Steering Team
 - (Staci Stone) Sue Sroda
 - Kevin Revell
 - Ashley Ireland
 - Renae Duncan
- Committee Members
 - Brian Parr (HSOA)
 - Cindy Clemson (COEHS)
 - Danielle Nielsen (CHFA)
 - Firm Faith Watson (FDC)
 - Jeremy Erdmann (SONHP)
 - Maeve McCarthy (JCSET)
 - Melony Shemberger (BCOB)
 - Mike Bordieri (Faculty Senate)

Constraints

- Must align with SACS-COC and CPE general education requirements and expectations
- Must be transferable (both into and out of the university)
- Must review/renew the program with assessment in mind

SACS Principles of Accreditation

Gen Ed requirements

- The institution requires the successful completion of a general education component at the undergraduate level that
 - is based on a coherent rationale.
 - is a substantial component of each undergraduate degree program. The component constitutes a minimum of 30 semester hours or the equivalent.
 - ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.
- These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

CPE General Education expectations

- Must provide “Employability Skills”
- Must address diversity
- “Authentic Assessment”
- Transferability
- Academic Quality: “The measurable degree to which an educational experience is coherent, engaging, and transformational for all learners.”
- Coherent Curriculum: “Curricular frameworks that are well organized, scaffolded (SLOs are introduced, reinforced, and mastered in aligned courses), there is a clear connection between general education and majors, and SLOs are assessed throughout the curriculum.”

STATEWIDE GENERAL EDUCATION CORE

(Effective Fall Semester 2012)

Pursuant to the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC) *Principles of Accreditation* (2010 Edition) Core Requirement, this policy requires a minimum of 30 unduplicated semester credit hours or the equivalent (may include an approved SACS justification for fewer hours) to meet the general education component of a baccalaureate degree. All student-learning outcomes in each category must be met through courses identified within each category.

Communications – 6-9 hours

Written Communications (WC)

Oral Communications (OC)

Each written or oral communication course must meet multiple student-learning outcomes,* including the student-learning outcome specific to written or oral communication.

Quantitative Reasoning (QR) – 3-6 hours

Each quantitative reasoning course must meet all the student-learning outcomes,* which reflect the possibility of courses from mathematics and/or statistics.

Arts and Humanities (AH) – 6-9 hours

Each of the Arts and Humanities courses must meet multiple student-learning outcomes.*

Natural Sciences (NS) – 3-7 hours

Each natural science course must meet all the student-learning outcomes.* At least one course must include a hands-on project using scientific principles whether offered in a lecture or laboratory setting (SL).

Social and Behavioral Sciences (SB) – 6-9 hours

At least two courses from different disciplines must be taken to meet all of the student-learning outcomes.*

Process

- Preliminary Work
 - Survey faculty, staff, and students
 - Review national employer surveys
 - Review best practice in General Education
 - Literature review, AGLS conference, etc.
 - Review General Education programs at other universities
- Based on preliminary work and SACS/CPE constraints, build proposed new program
- Present to various groups and make revisions based on feedback

Proposed new learning outcomes

Students will:

- display effective oral and written communication.
- demonstrate the ability to interpret, express, and define questions of natural phenomena by using the scientific method.
- demonstrate use of mathematical reasoning to define and interpret questions and to build and express informed conclusions.
- display a rich understanding of the process, meaning, and value of creativity and creative expression.
- demonstrate critical thinking in the application of ethical and enduring questions.
- demonstrate an understanding of the complexities of diverging perspectives, both current and historical.
- demonstrate understanding of the interconnectedness of human behavior and the human experience.
- demonstrate an understanding of the importance of participating as well-informed citizens in a diverse and global society.

Proposed new University Studies program

DRAFT

- **Foundations** (17 hours minimum – one course from each category)
 - Oral Communication
 - Written Communication
 - Quantitative Reasoning
 - Scientific Inquiry and Methodologies
 - One additional course to fulfill BA/BS degree requirements
- **The Human Experience** (15 hours – one course from each category)
 - **Creative Perspectives** (Courses from Art, Creative Writing, Music, Theatre)
 - **Historical Perspectives** (World Civilizations and other globally focused history courses)
 - **Literary and Philosophical Perspectives** (Courses from HUM, Literature, Philosophy)
 - **Social and Behavioral Perspectives** (Courses from the Social and Behavioral sciences)
 - **Culture and Diverse Perspectives and Responsible Citizenship** (courses from a variety of disciplines)

Bachelor's Degree Requirements

- Experiential Education Activity
- Technology Intensive course (currently required)
- Writing Intensive course (currently required)

Next steps

- Present to the following for input/approval:
 - Registrar's Office, Transfer Office, Assessment Office, University Studies Assessment Coordinator, SACS Coordinator, etc. (Done)
 - Deans, chairs, academic departments (Done/in progress)
 - Faculty Senate (Done)
 - Undergraduate Studies (Fall 2019)
 - Academic Council (Fall 2019)

Timeline (*Ideal World*)

- ✓ First draft Nov 30, 2018
- ✓ Spring 2019
 - ✓ Present to Deans and Department Chairs in their first Spring meetings
 - ✓ Make necessary revisions
 - ✓ Information sessions held with department chairs, program directors, Transfer Center, Registrar's Office, etc.
 - ✓ Make necessary revisions
 - ✓ Present to Faculty Senate
 - Meet again with department chairs, program directors, Transfer Center, Registrar's Office, etc. (Happening now)
- Fall 2019
 - Academic departments begin exploring modifications of their program degree requirements
 - September Undergrad Council
 - Move through Academic Council
 - Academic programs submit changes through Academic Council
 - Present to Board of Regents for approval
 - Inclusion all changes in 2020/2021 Catalog
- Spring 2020
 - New requirements included in creation of Fall 2020 schedule of classes
- **Fall 2020 Program is implemented** (Fall 2021 might be more realistic)

Questions?