Redesigning General Education at the University of Central Arkansas

Report prepared by the General Education Task Force

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Formation and Charge of the General Education Task Force

The General Education Task Force (TF) at the University of Central Arkansas (UCA) was formed in May 2012 by Interim Provost Steven Runge. The purpose of the TF is to provide one or two (maximum) recommendations for redesigning the general education program at UCA. The TF recommendation(s) are to be forwarded to the General Education Council for consideration by September 1, 2012.

In preparing its recommendations the TF was charged by Provost Runge to consider:

- Who are we at UCA? (see Appendix A for UCA background information including the UCA mission adopted in 2011)
- What do we want General Education to be?
- How does General Education add value rather than being "just a hurdle"?

In addition the General Education Redesign must:

- Be student focused
- Be mission driven based on the recently adopted (Spring 2012) General Education Mission (Appendix B) and the UCA Mission
- Maintain compliance with the Arkansas State Minimum Core requirements
- Ensure that anything above the state minimum core adds value and is defensible to students, faculty, ADHE, the Arkansas Legislature, and the larger UCA community both in design and in assessable outcomes
- Address Higher Learning Commission (HLC) concerns of designing a program that incorporates high-impact practices, can readily be assessed in terms of the mission, and includes a clear assessment plan
- Consider pressure on many majors of the size of the existing general education program imposed by ACT 747 requirements
- Include a specific assessment plan
- Be marketable as one of UCA's distinctive strengths
- Allow for a Fall 2013 implementation.

In the end the final focus must be on the students. How does UCA create value for students with the General Education Program?

The Current State of General Education at UCA

One of the first jobs of the TF was to examine UCA's current general education program. UCA's program has not significantly changed in over 20 years and is 47 credit hours—the largest in the state. The next closest is Henderson State at 45 hours in their Liberal Arts Core. The remainder of Arkansas four-year public institutions have adopted the 35-hour state minimum core as their general education core—many within the past year as ACT 747 was implemented.

There is a significant problem with assessment of the general education program at UCA. Following the Higher Learning Commission (HLC) visit in 2000, general education outcomes and assessment of general education were highlighted as areas that needed improvement. These continued to be areas of concern in the next visit as well. The 2010 HLC report concludes **"***UCA's assessment efforts were uneven and in need of immediate improvement"* and *"while UCA reviews general education it appears unable to think broadly about the skills and attitudes this critical program implies for the students."*

This problem is due in large part to the history and design of the program. When the current general education assessment program was established, the departmental faculty who teach each course created a course assessment plan that would measure student outcomes in area knowledge, skills, and attitudes and values. Though most departments then carried on some kind of assessment of their general education courses, until recently there has been virtually no follow-up to ascertain whether departments were participating in meaningful assessment of their courses or whether that assessment was resulting in course review or revision. In addition, when the state-mandated "Rising Junior Exam" was discontinued in 2007, the university failed to adopt a replacement measure of overall skills outcomes because of financial problems.

Recently the General Education Council (GEC) has begun a systematic evaluation of course assessment in terms of the way each course contributes to the goals of the program, but assessing the entire program to ensure that student outcomes are being met is very difficult. Currently there are 53 area learning outcomes, 30 skills outcomes, and attitudes and values outcomes that are not clearly defined and cannot be readily applied to every course. The GEC had begun a review and revision of the outcomes, but the basic design of the program with courses assigned to 11 different areas, each with different knowledge, skills, and values objectives, has made that review very difficult. Program-level assessment has recently been established based on three focus groups conducted in the 2012 academic year (two involving students and one involving potential employers) and the plan to administer the ETS Proficiency Profile to a sample of seniors beginning in Spring 2012 and a sample of incoming freshmen beginning in Fall 2012. The overall lack of coherent program goals and assessment of the program is an obvious issue that must be addressed.

Some additional concerns have arisen from the program assessment conducted by the GEC last year. The student focus groups' results indicate that there are a number of student concerns with the general education program among students, including but not limited to a perceived lack of faculty qualifications and engagement in teaching general education courses, a perception that their general

education courses lack relevance, and a need (or desire) for flexibility to allow more general education courses to satisfy requirements in the major. The employer focus group was asked to identify elements of a quality general education program. The key skills of communication, collaboration, critical thinking, problem solving, and using technology effectively were identified as being critical elements for a good undergraduate education. The employers also emphasized the value of real-world application and experience through programs such as internships. These employer results mirror those of similar studies at the national level regarding what is needed in the general education curriculum. An additional area of concern indicated by the employer group was the lack of a clear identity for UCA relative to its competitors (UALR was mentioned specifically several times in the focus group).

In addition to these concerns expressed by students and other stakeholders, the legislative constraints from Act 747 have created a burden for many professional licensure programs who must meet the mandates of their professional boards within the framework of 120 credit hours. For example, with the current General Education model, UCA nursing majors (comprising 6% of the freshman class) must complete 131 hours—putting them 11 hours beyond the 120 hours required in Act 747. The current situation forces programs to either sacrifice necessary coursework in the major (often not a possibility given professional licensure requirements) or to operate in violation of state law—resulting in loss of students to competing programs within the state. Further, the Act 747 mandate limits the electives available in many majors—in some cases limiting electives to 4 hours or less, or eliminating them entirely. This lack of electives creates difficulties for students who change majors or who wish to pursue elective courses to supplement study in their major. Many majors have quit requiring minors as part of the major due to the limited number of total program credit hours allowed. Some students have opted not to complete a minor in honors studies because of the lack of extra hours within the program.

An additional weakness in the existing general education model resides in the fact that students can now complete a general education program at another institution and, since their completed general education program meets the state minimum core requirements, transfer to UCA without having to complete additional general education requirements. Thus, the only students in the state required to complete 47 hours of general education course work are those who begin as freshman at UCA—a monetary incentive for students to begin their education elsewhere even if they plan to complete a degree at UCA.

Given these variables, it is evident that the current model of general education at UCA can no longer continue. The new general education mission adopted in Spring 2012 (Appendix B) provides the initial framework for ensuring that general education is seen as a coherent program rather than as a series of classes in different areas that students often see as unrelated. The new mission articulates the overall purpose of general education as well as eight learning goals (four critical inquiry goals, one communication goal, and three responsible living goals). These learning goals have already gone through an extensive development phase in the GEC, followed by a faculty comment period and subsequent revision before being adopted by the GEC, faculty senate, and the Council of Deans in Spring 2012. The adoption of the new mission included a renaming of the General Education Program at UCA to the UCA Core. The TF used the UCA Core learning goals as the basis for developing its general education proposal.

Guidelines for General Education Redesign

The TF began its work by focusing on the new General Education Mission (Appendix B) and the UCA Core learning goals specified in the mission. Building upon the eight (8) learning goals associated with the Core areas, the TF crafted two to three measureable student outcomes for each goal (see Figure 1). Once the student outcomes were generated, the TF began to lay out how the student learning outcomes may be achieved and assessed in a cohesive and meaningful way at UCA.

Initial TF discussions about what design elements are integral in a high impact general education program were informed by the American Association of Colleges & Universities (AAC&U) research in evaluating emerging trends in general education. In particular, the AAC&U Liberal Education and America's Promise (LEAP) Initiative provided valuable insights in designing the proposed general education model (Appendix C provides a more in-depth discussion of current trends). The TF also reviewed other research and a wide variety of model programs presented at various conferences attended by general education council members, as well as other models from universities applying best practices in their general education programs. A partial list of programs reviewed appears in Appendix D. Based on its review, the TF consensus was that the GE model should include the following features:

- A tiered structure where skills are developed and demonstrated at higher levels throughout a four-year program
- General Education areas of emphasis (skills and/or values) embedded across the curriculum and fully integrated within the majors
- Integrative knowledge emphasized throughout the program
- Enhanced assessment.

Because the UCA Core must satisfy the Arkansas State Minimum Core Curriculum using lower division courses, the TF decided that it was best to structure the UCA Core Program so that a student who completes the UCA Core can be shown to have met state requirements and participated in assessment of all of the UCA Core learning outcomes by meeting one set of requirements. The TF identified areas described in the state minimum core where one might reasonably expect instructors to already have assignments which could potentially be used to assess these learning outcomes at a foundational level. Several courses specified in the state minimum core will have multiple UCA Core learning outcomes included in the content of the course. However, assessment of every learning outcome in every course would be unwieldy and unnecessary. The matrix developed by the TF to examine this mapping of State Minimum Core subject areas/courses to the learning outcomes is available as the GETF Core Alignment Table (appendix E).

Areas in the UCA Core learning outcomes which were identified as needing additional coverage beyond the courses mandated in the Arkansas State Minimum Core were communication learning outcome 3 (collaboration) and responsible living goals 1 and 2. These areas will be addressed in the UCA Core Program in a first-year seminar class, a required lower division responsible living course, and an upper division requirement as well.

Figure 1. UCA CORE Learning Goals and Learning Outcomes

Students completing the UCA Core Program will:

Critical Inquiry

Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts

a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems

a. Apply scientific processes to solve problems
b. Apply quantitative and computational processes to solve problems

Goal #3: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems

a. Articulate one's own cultural values and assumptions
b. Compare cultural values across a range of cultures
c. Respond to complex questions with answers that reflect multiple cultural perspectives

Goal #4: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts

a. Identify creative techniques and processes and their relationship to ideas and themes in creative works
b. Evaluate the relationship between creative works and the cultural and historical context in which they are created

Effective Communication

Goal #1: Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups

a. Use appropriate conventions and strategies in oral communication for various audiences and purposes
b. Use appropriate conventions and strategies in written communication for various audiences and purposes
c. Individually apply appropriate verbal and nonverbal strategies to promote collaboration

Responsible Living

Goal #1: Describe ways in which ethical principles affect human choices

a. Articulate within a specific context the ethical principles and standards that are used in the decision-making process
b. Evaluate specific decisions based on the application of ethical principles and standards

Goal #2: Analyze the effect that decisions have on self, others, and the environment

a. Recognize and evaluate how personal decisions affect individual well-being
b. Recognize and evaluate how personal decisions affect social and environmental well-being

Goal #3: Evaluate and practice strategies leading to individual and social well-being

a. Make relevant connections between academic study and civic engagement
b. Examine the short-term and long-term consequences of citizenship and civic engagement behaviors and policies that affect the well-being of individuals and communities

Overview of UCA Core Proposal

The proposed model employs a four-year, progressive approach to emphasize the significance of the learning goals established in the UCA Core Program. To better develop these outcomes in our students, the attributes we value should be developed in students throughout their time at UCA—not completed within their first two years as university students. Courses in the first two years will teach the basic skills and knowledge that will be built upon and applied in specific areas of study within the major. For example, the basic introductory writing courses WRTG 1310 and WRTG 1320 will teach the writing process along with other aspects of good written communication for different purposes and audiences. Then additional courses in the major, minor, and electives will build upon the skills learned in these courses as a student progresses into more advanced level studies. Therefore, the model is tiered with the following levels: (1) Foundation; (2) Lower Division Core; (3) Upper Division Core; (4) Capstone Experience.

Rather than simply completing a collection of required courses, the proposed model looks to develop and assess four basic outcomes, which are taken directly from the UCA mission and the UCA Core. Students will have broad, interdisciplinary exposure to these outcomes at the lower division, and a more specific focus on how these outcomes apply to their own discipline as they progress through the university. The proposed model looks to develop and assess four basic outcomes—(1) Critical Inquiry "I" (2) Diversity "D" (3) Communication "C" (4) Responsible Living "R." The TF determined that, while the UCA Core appears to only include three areas (Critical Inquiry, Communication, and Responsible Living), a fourth area (Diversity) was inherently embedded in the UCA Core learning goals. Additionally, Diversity is a major element of the university mission.

The Lower Division (General Education) Core is 38 credit hours. This core is designed to contain educational experiences which will create students who can meet the desired learning outcomes of the UCA Core Program at a basic level. Completion of the state minimum core (35 hours) will automatically fulfill this requirement, with the exception of the Responsible Living outcomes. In addition to the state minimum core, students would take a 3-hour Responsible Living course at the foundational level, bringing the Lower Division Core to 38 hours. Each of the lower division courses will contain specific assessment requirements as part of the UCA Core Program. Included in the Lower Division Core is a First Year Foundation which all students should complete in the first year at UCA. The First Year Foundation consists of Introduction to College Writing, Academic Writing & Research, Math, a Laboratory Science Course, and the First Year Seminar, which can come from any general education course where the instructor is willing to meet the additional first year seminar requirements. The remainder of the Lower Division Core courses should be taken based upon the recommendations from the student's major advisor.

The upper division (UCA Bachelor's degree requirement) courses will be drawn from the courses in a student's major, minor, and/or electives. Each student will be required to complete at least one course in the areas of Critical Inquiry (I), Diversity (D), Communication (C), and Responsible Living (R). These courses will assess each student's ability to achieve the general education learning outcomes at a higher level of mastery than that expected at the Lower Division (General Education) level. Departments will

be able to submit courses to receive the I, D, C, and R designations based upon the criteria for each type of course (see Appendices F, G, and H). Additionally the courses in this part of the UCA Core will be able to obtain up to 2 designations. This portion of the program requires 6 to 12 credit hours depending on the choices of the majors and the students.

Finally, students will have to take a capstone course where they will fully integrate multiple learning outcomes in the UCA Core Program areas of Critical Inquiry and Communication. These courses will receive a designation of Z.

As can be seen in Figure 2, the freshman and sophomore level courses in the four areas provide the educational base which is built upon and integrated into more advanced studies in the major, minor and/or elective courses, culminating in an integrative capstone experience. Performance expectations in the learning objectives are also progressive with higher levels of performance expected at each higher level of coursework.

Figure 2. The UCA CORE Program

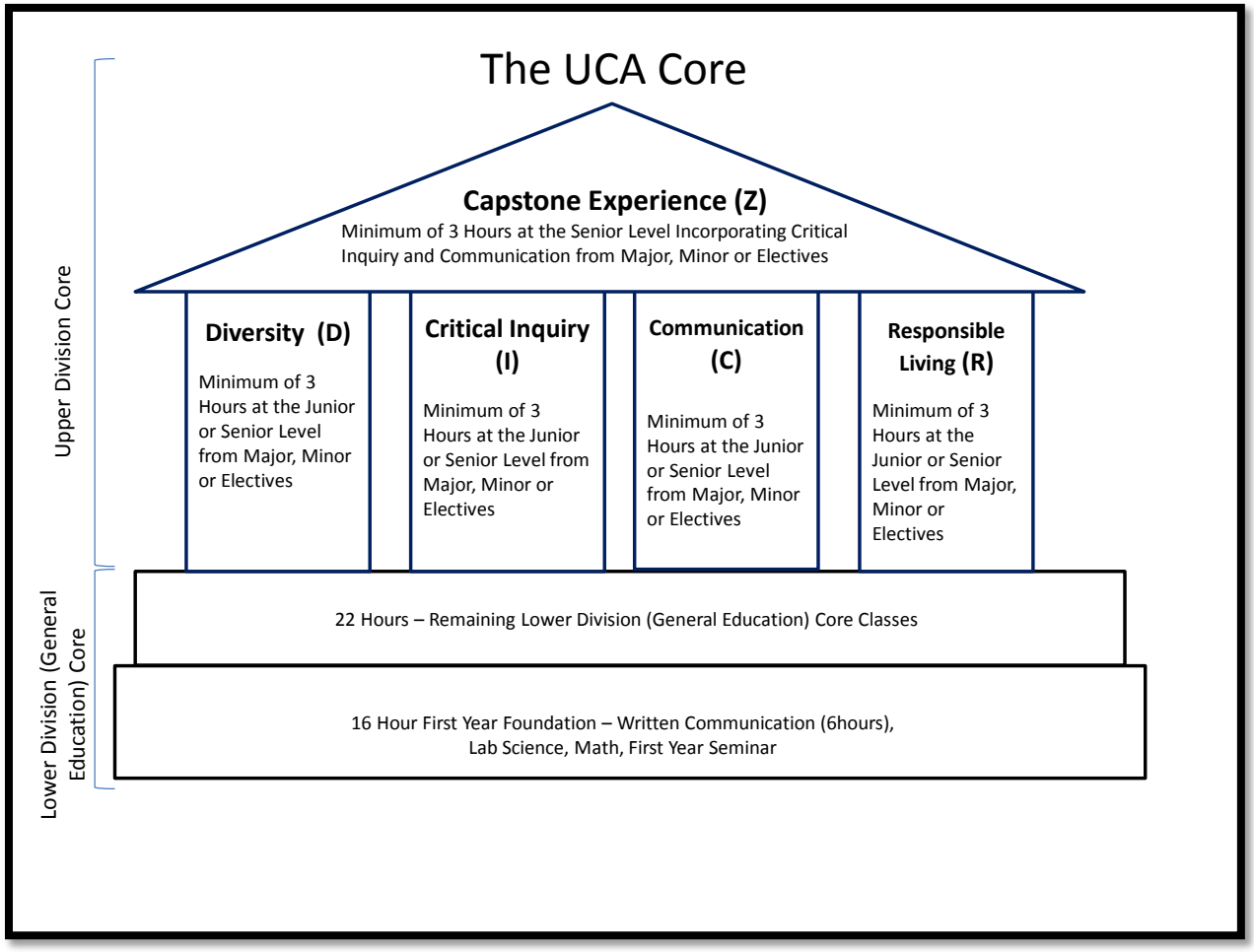
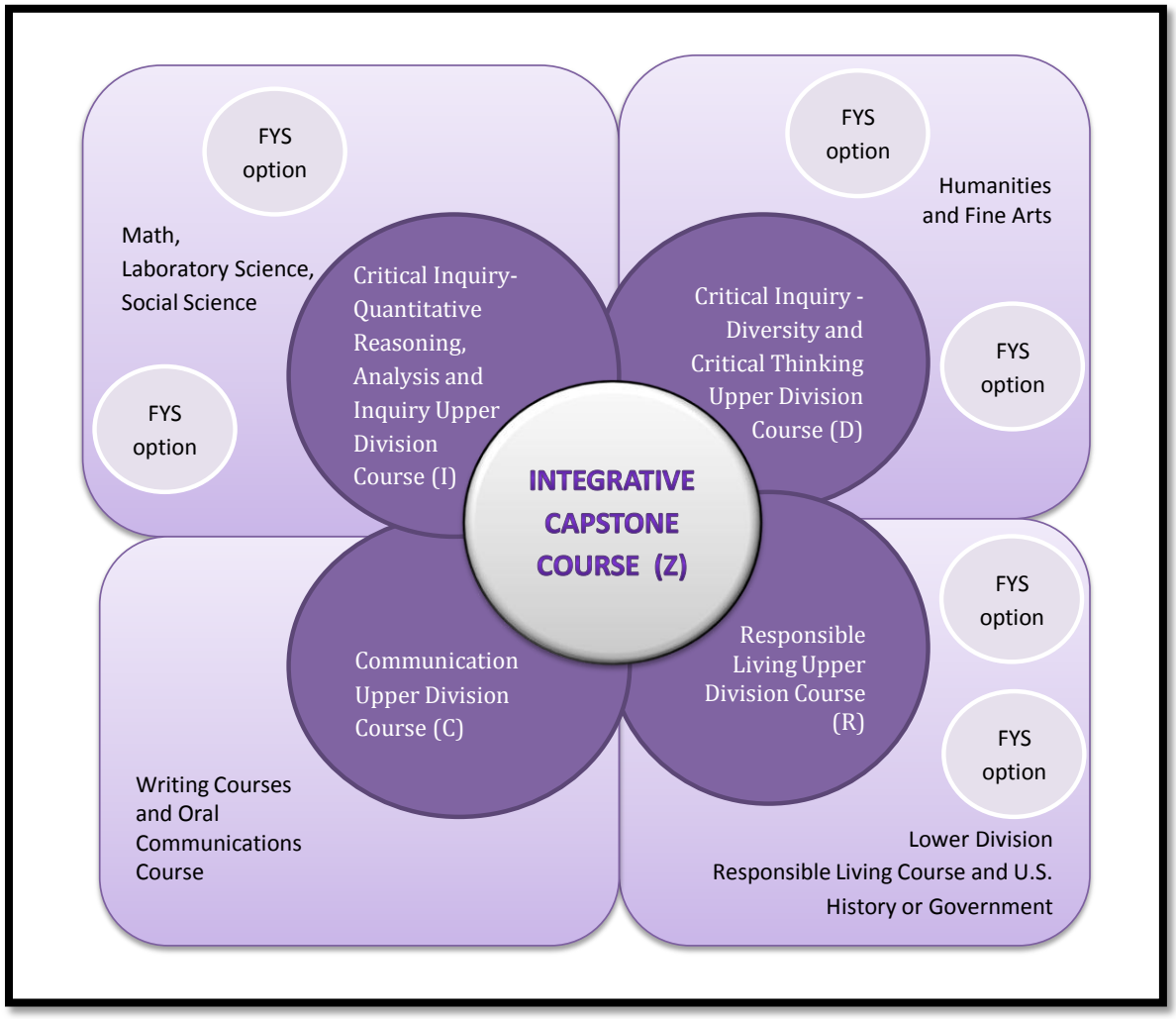


Figure 3 is looking down from the top at how this proposed model builds upwards from a base in each of the four areas of Critical Inquiry (I), Diversity (D), Communication (C), and Responsible Living (R) to a final integrative capstone experience. The First Year Seminar options are embedded within the lower division (general education) UCA Core areas.

Figure 3. Alternate View of the UCA CORE Program



UCA Core Program Proposal

The following sections contain a more detailed explanation of the two major components of the proposed model: the Lower Division Core including the First Year Foundation and the Upper Division Core including the Capstone Experience.

The Lower Division (General Education) Core

The four core skills of critical inquiry, diversity, communication, and responsible living cannot be learned in a vacuum. They are demonstrated through engagement with academic content areas across all of the disciplines at the University. The Lower Division (General Education) core will contain nine credit hours of communication (2 writing courses and one oral communications course), twenty-three hours of Critical Inquiry (one math course, two laboratory science courses, two social science courses, and six hours of humanities and fine arts), and six hours of Responsible Living (one American History or Government course and one responsible living course). The four (4) learning goals associated with the Critical Inquiry outcome clearly encompass the holistic scope historically intended for general education programs. That is, they provide "knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages, and in the arts" (AAC&U Essential Learning Outcomes, LEAP Initiative). The UCA Core provides additional outcomes for Communication and Responsible Living. Rationales for the choices made with regards to communications and responsible living course placements and content appear in Appendices I and J respectively. A draft check sheet indicating where current general education courses might appear under the proposal is included in Appendix K. Because departments may decide to submit new courses for the Lower Division (General Education) Core areas of Diversity, Communication, Critical Inquiry, and Responsible Living, specific expectations of the requirements for each of these content areas appear in Appendices F, G, and H respectively.

The First Year Foundation

Because of the desire to create a structured, progressive program, the TF carefully considered which courses need to be in the first year foundation. Under the UCA Core Program, a student will take foundational courses which provide basic skills necessary for academic inquiry during the first year. Written communication skills and quantitative skills are a vital foundation to academic inquiry. Students also will gain exposure to the scientific process and methods for academic inquiry through a natural sciences course and a first year seminar course. The first year seminar will allow students to sharpen their study skills and integrate into the university by taking a seminar course with other new students. The remaining courses in the first year will be a choice based on the recommendations of each major. For example, science majors or health related profession majors will need two laboratory sciences within the first year. Business students will need business calculus within the first year if it is not the first math course they choose to take. These additional courses may be drawn from other general education courses or from major specific courses. These recommendations will come from the individual colleges and departments.

First Year Required Foundation Courses

- **WRTG 1310**
- **Math**
- **First Year Seminar**
- **WRTG 1320 or equivalent**
- **Lab Science**

The First-Year Seminar

TF members agreed that a first year seminar (FYS) course would help students acquire skills for success in college along with a connection to UCA. Further, students would be introduced to the intended outcomes of the GE program, how they will be assessed, and the expectations of their performance as they progress through the university. A variety of courses could be used for the first year seminar. Preferably each College and potentially each major could offer one or more sections of a required general education course that would receive a special designation as a first year seminar course. Faculty members teaching FYS would be chosen by their department chairs on the basis of teaching effectiveness and willingness to adapt their course and approach to fit the FYS guidelines. Since allowing a FYS to count in place of a lower division communication course would run counter to the TF's recommendation that we increase student requirements in written and oral communication, a FYS could be offered in any area used to fulfill one of the lower division Core requirements except communication. Further details of the required content and organization of the FYS appear in Appendix L.

While the recommendation would be that FYS be taken in a student's first semester, it is expected that some students will need to take it the second semester (particularly in the early phase of implementing the UCA Core). Transfer students with more than 30 hours of transfer credit would not be required to take a FYS.

Responsible Living Courses

There would not be a single broad survey course for Responsible Living. These outcomes will be embedded into courses in the disciplines. Many majors may choose to put forward a course from their discipline at the freshman or sophomore level to satisfy the UCA Core Lower Division Responsible Living requirement. These lower division courses should have no prerequisites. The common element of the Responsible Living courses would be that they consider contemporary, real world problems faced by individuals and society and possible solutions. For example, physical and/or mental health problems, poverty, lack of adequate childhood preparation for education, social injustice, the environmental crisis, and the lack of adequate retirement planning (social security issues) and financial literacy are all problems faced by citizens of Arkansas, the nation, and the world. These courses will focus on teaching students strategies for themselves and others that address these pressing issues. By equipping students with tools to address these issues on a personal level, UCA will be equipping tomorrow's leaders with tools and decision making skills that will enable them to approach tough problems and look for ethical

solutions for themselves and society. Since the Responsible Living course is not part of the state minimum core, any transfer student who has met the Arkansas State Minimum Core requirements prior to transferring in to UCA would not have to take the Lower Division (General Education) UCA Core Responsible Living course.

Upper Division UCA Core

The Upper Division UCA Core will continue the focus on the four areas of Critical Inquiry (I), Communication (C), Responsible Living (R), and Diversity (D) with increased expectations of mastery. These upper level outcomes would be integrated and assessed in the major or minor at the junior and senior levels. These are not general education courses in terms of the state minimum core. They are UCA Core requirements for all UCA undergraduate degree programs. Students will have to complete at least one course at the upper division with each of these designations in order to graduate. These courses will be drawn from a student's major, minor, or electives. In order for a course to be given one of these designations, the department offering the course will agree to provide learning experiences that meet the designated general education learning outcomes, assess student learning using the appropriate general education rubric, and report the required assessment data. Failure to report assessment data on a regular basis after a course is approved will result in the Core designation being removed from that course, and the department will have to reapply to have the course considered for the UCA Core upper division designation. Since these courses are upper division courses in the major or minor, they may have prerequisites. The TF anticipates that some departments may choose to offer upper division courses without prerequisites to meet these requirements as well. The department offering the courses will ultimately determine whether the material requires prerequisite knowledge.

A brief summary of the requirements in order to receive the individual designations is that courses will have to incorporate the following learning outcomes from the general education learning outcomes.

- Courses with an "I" designation would meet either Critical Inquiry goal 1 or 2.
- Courses with a "D" designation would meet either Critical Inquiry goal 3 or 4.
- Courses with a "C" designation would meet the writing outcome and at least one of the two remaining outcomes.
- Courses with an "R" designation would meet two of the Responsible Living goals.

More detailed criteria for receiving a designation appear in Appendices F, G, and H. No course should have more than two thread designations.

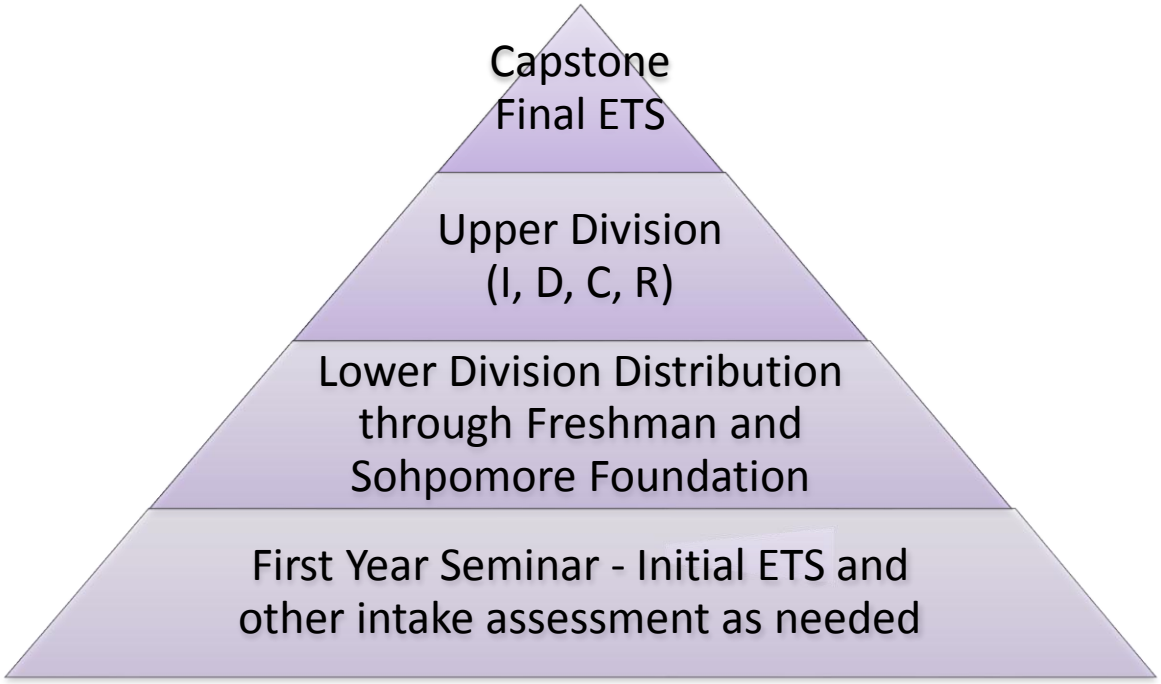
Capstone Experience

Finally, students will complete a capstone experience which integrates at least communication and critical inquiry from the general education threads. This course should be an integrative course at the senior (4000) level. These courses will be designated by a letter Z. The detailed criteria for the capstone course appear in Appendix M.

Overview of Assessment in the Program Proposal

The AAC&U LEAP Initiative (Valid Assessment of Learning in Undergraduate Education (VALUE)) Rubrics provided guidance for assessment of the proposed UCA Core Program goals. Appendix N contains the UCA Core Program assessment plan and a set of possible assessment tools (Appendix O) that can be used across the curriculum at UCA to assess the common traits that all graduates should possess. For example, a writing rubric with common traits will provide the ability to measure student development as writers throughout their college career. A commonly used rubric with higher expected benchmark performance in more advanced courses will reinforce the progressive nature of the curriculum. Figure 4 illustrates the progressive model of the assessment plan.

FIGURE 4 UCA Core Program Assessment Structure



This proposed program includes multiple assessment points throughout a student's progression through the UCA Core program. The initial assessment point will take place in the FYS or Freshman Orientation where a sample of students will be given the ETS Proficiency Profile. This assessment will provide an entry level benchmark for students. FYS will also assess written communication (Communication Learning Goal 1 Outcome 2), collaboration (Communication Learning Goal 1 Outcome 3), and students' understanding of the mission and goals of the UCA Core.

The second assessment point occurs within the Lower Division Core. Every class in the Lower Division UCA Core will have required assessment activities. Writing and Speech courses will assess written and oral communication skills as appropriate for Effective Communication Learning Goal 1. Math, Natural Science, and Social Science courses will assess Critical Inquiry Learning Goals 1 and 2. Humanities and Fine Arts will assess Critical Inquiry Learning Goals 3 and 4. The Government/American history courses will assess Responsible Living Learning Goal 3. Responsible Living courses will assess Responsible Living Learning Goals 1 and 2. All of these lower level assessments will be conducted using common

assessment rubrics. Instructors can adapt existing assignments to generate data for the rubrics. To stay an approved general education course, the instructors for the courses must routinely provide the assessment data for general education to a centralized clearing point (either the general education council or the Director of University Assessment). Thus every learning goal will be assessed in one or more lower division courses.

The third assessment point occurs in the Upper Division UCA Core courses. The I, D, C, R designated upper division courses would assess the learning goals specified in order to gain the designation. For example, an I course would have to assess either Critical Inquiry Learning Goal 1 or Critical Inquiry Learning Goal 2. The assessment results would be reported using the same rubric as is used for the lower division course. The expectation would be that there would be a higher acceptable benchmark specified for the upper division course. Since every student will have to take at least one course with each designation there would be a variety of assessment points for the UCA Core Learning Goals occurring in the upper division courses where students will be expected to demonstrate mastery of the UCA Core Learning Outcomes at a higher level and in an integrative fashion with study within the major or minor.

A final assessment will take place in the capstone course. A capstone course will provide assessments from Critical Inquiry (I) and Communication (C). In addition, an end point assessment could again be performed for a sample of students using the ETS Proficiency Profile which would be directly comparable to the incoming freshman exam given in the FYS.

Suggested Rubrics for each learning goal appear in Appendix O. As an additional note, these assessment points are not intended to imply that these courses are the only place where a student achieves and demonstrates the various learning goals. For example, communication is not taught and demonstrated only in WRTG 1310, WRTG 1320, SPCH 1300, and the C designated courses. Rather these are convenient measuring points where the courses most likely already contain assignments that can be easily tailored to measure student performance on the learning outcome specified for that course.

Assessment data collected will be compiled by the Director of University Assessment and sent to the General Education Council. Assessment results will be evaluated against the targeted benchmarks set for each assessment point. The General Education Council will review results and make recommendations for closing the loop to improve overall student learning. The TF strongly recommends that changes not be made to the established benchmarks and assessments for two years after implementation to allow time to establish familiarity with the assessment instruments and their application to designated courses.

Considerations for Implementation of Proposal

One of the major obstacles to implementation that the TF has considered is the amount of time that it will take for the General Education Council to review course proposals and to re-categorize courses for the new model. The TF suggests that an expedited procedure for the review of courses could be adopted for the implementation phase of the proposal. In the semester before adoption of the program

and the first two years of the new program, the General Education Council could accept departmental proposals for expedited review. All courses currently in the General Education program would be grandfathered into the proposed Lower Division (General Education) UCA Core as long as the department offering the course agrees to (1) provide learning experiences that align with the new UCA Core Lower Division learning outcome(s) for the assigned area , (2) collect and report required assessment data, and (3) incorporate changes in the course required by the General Education Council related to implementation of the UCA Core Program. Departments have the option of proposing up to three new or existing courses in each subject area prefix to be included in the Lower Division (General Education) UCA Core. At the upper division departments may propose two new or existing courses in each of the four areas (I, D, C, R) for each major/concentration. Departments will have to strategically choose their first courses to be adopted into the UCA Core curriculum and put careful thought into their selections for expedited review. In each case, new courses will be reviewed by first the department and then the college curriculum committee relative to the guidelines for receiving a specific course designation. The department will have to provide a narrative with examples of learning experiences and a sample assignment which will use the appropriate UCA Core Learning Goal Rubric. The General Education Council can then adopt these first proposals as information items or after a minimal review since they will have already undergone a two-tiered review within the college. However, courses that go through the expedited review will be reviewed for assessment results at one year and two years after adoption. These courses may lose their designation as a UCA Core course if appropriate assessment activities and results are not being reported. This type of expedited process will allow the General Education Council time to develop and adopt new review procedures while still allowing for implementation of the UCA Core Proposal.

Departments may decide whether to implement for their majors the entire UCA Core Curriculum in Fall 2013, 2014, or 2015 based on the department's ability to designate and make possible changes in courses that will assess the pillar rubrics for the sophomore-junior level assessment and the capstone experience assessment.

The FYS will be implemented Fall 2013 but due to ability to prepare faculty and/or budget constraints, all incoming freshmen might not have a FYS until Fall 2015 when it should be fully operational.

Currently enrolled students may elect to complete the current General Education program or the proposed UCA Lower Level (General Education) Core when it is implemented in Fall 2013. Once a department begins to collect assessment data for the UCA Upper Level Core, all students in a designated assessment course will participate in data collection regardless of which general education program they are completing. A more detailed discussion of the TF recommendations with regards to implementation appear in Appendix P.

Concluding Remarks

This general education program proposal incorporates many innovations and best practices. The first-year seminar, a progressive structure to the general education program, integration across all four years of the program, and integration into the major all come from the best practices and trends in general education. There is room for future innovation with team teaching and other integrative learning measures. The extra element of the Responsible Living course requirement is assessable and a definite value-added item because it address the needs of our community and state. The proposal turns general education into a program that is owned by the entire campus and is integrated fully within the majors and minors.

The proposal also alleviates pressure on many programs that was imposed by ACT 747 while maintaining compliance with state law and guidelines. One of the goals of this proposal is to provide constrained major programs which have struggled to reach the 120-hour limit imposed by ACT 747 an opportunity to reach that limit. Appendix Q shows some sample four-year plans for selected majors to show the impact this proposal will have on their ability to reach 120 hours.

The TF feels that this proposal best represented the intense cross-campus collaboration of the task force and the compromises needed to address all of the elements of our charge. The TF proposal represents a program that is mission driven, innovative, and consistent with current research on high impact practices and emerging trends. The proposal also has a clearly defined assessment plan that will simplify the assessment structure of general education, making it easier to follow and implement. Finally, the proposal establishes a clear identity for general education as the UCA Core Program with clear learning goals and learning outcomes for students.

Appendix A UCA Background Information

Who are we at UCA?

In order to start the process of reviewing general education at UCA, it is necessary to have an understanding of where UCA fits within the higher education landscape in Arkansas. UCA is a four-year public institution with selected Masters and Doctoral level programs. ADHE has a defined role and scope for every public institution within the state of Arkansas. UCA's role and scope as defined in Board Policy 102, which was most recently revised during August 2011, appear below:

UCA's Role and Scope as Defined by the Arkansas Department of Higher Education

http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Role%20and%20Scope%20Designations/RoleAndScope-ADHE-Web.pdf

University of Central Arkansas

1. Audiences

The University of Central Arkansas (UCA) is responsible for serving:

- Residents of the state, particularly those in central Arkansas who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UCA serves these audiences by providing:

- Baccalaureate arts and science programs in the variety appropriate to a comprehensive, teaching university.
- Baccalaureate programs in the professional fields of journalism, computer and information sciences, education, public administration, nursing and allied health, and business.
- Masters programs in education, business, nursing, allied health and selected arts and science fields.
- Doctoral programs in physical therapy, communicative sciences and disorders, leadership studies, and school psychology.
- Services specifically designed to meet the needs of state and regional economic development.

3. Special Features

- UCA supports Arkansas public schools through the Arkansas Center for Mathematics and Science Education, the Arkansas Public School Resources Center, and other initiatives.

- UCA is a regional center of the Asian Studies Development Program for the East-West Center.
- UCA serves communities and their leaders through the Community Development Institute – the first such organization in the nation, established in 1987 – and related initiatives.

UCA also went through an extensive mission review by faculty, staff, administration, and external stakeholders as part of implementing a strategic planning process over the past two years. The mission of UCA determines our priorities for strategic planning and budgeting and needs to be considered in evaluating the general education curriculum at UCA. The UCA Mission adopted in 2011 appears below:

UCA's Vision, Mission, and Values Statement

Vision

The University of Central Arkansas aspires to be a premiere learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

Statement of Mission and Core Values
The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas is dedicated to academic vitality, diversity, and integrity.

In carrying out this mission, the university is guided by the following core values:

Intellectual Excellence We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

Educated Citizens: We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure our faculty and students promote instructional excellence and lifelong learning.
Scholarship: We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.
Cultural Competence: We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.
Learning Environment: We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

Community We value and respect as our greatest asset the people who make up our community—students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution.

Collegiality: We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals.

Partnerships: We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.

Safe and Healthy Environment: We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.

Service: We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

Diversity

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

Recruitment and Retention: We actively pursue and seek to retain a diversified student body, faculty, and staff.

Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

Integrity

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

Ethics: We believe in acting with honesty, courage, and trustworthiness.

Respect: We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.

Responsibility: We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.

Trust: We value and continually seek to earn the public's trust in all of our actions and words

Another piece of information to consider when evaluating UCA as an institution is the demographics of the campus and of the surrounding community. Given the emphasis on diversity in the university mission and the scope of the institution, it is important to recognize the diversity of the campus and compare it to the citizens of the state of Arkansas who are our primary constituency. The table below presents the demographics of the campus, the state, and the nation for comparison:

Demographics 2010

Category (all numbers reported as a percentage of population)	UCA	Arkansas	United States
Male	40.6	49.1	49.2
Female	59.4	50.9	50.8
Minority	21.2	25.5	36.3
Black	15.6	15.4	12.6
Hispanic	2.4	6.4	16.3
Caucasian	69.9	74.5	63.7

The number of UCA students needing remediation is a significant concern as well when evaluating the general education program at UCA. We wanted to get an idea of where incoming freshmen start when they arrive at UCA. We know that the average ACT of incoming students at UCA is significantly higher than the state average composite score (UCA 23.2, Arkansas 19.9, National 21.1); however, there is also a large demand for university college remedial courses as well.

First Time Students Taking Remediation Courses in Fall 2010

Type of Remediation	UCA (% assigned to remediation)	Arkansas (% assigned to remediation at 4 year institutions)
Total	30.1%	49.3%
Math	23.4%	26.6%
English	12.0%	18.9%
Reading	10.5%	17.1%

A final consideration for general education is the total size of the freshman class at UCA. If the general education program requires students to take a common set of courses which are limited in size, UCA must be able to accommodate students in the required courses when they enroll.

Total Size of Freshman Class

Year	2007	2008	2009	2010	2011
First Time Enrolling Freshman	1793	2111	1777	1847	1960
Total Freshman Enrollment	2925	3159	2786	2817	2645

(First time and Returning)					

Total Sections Needed to Accommodate the Fall First Time Enrolling Freshman Class if Class Size is Limited

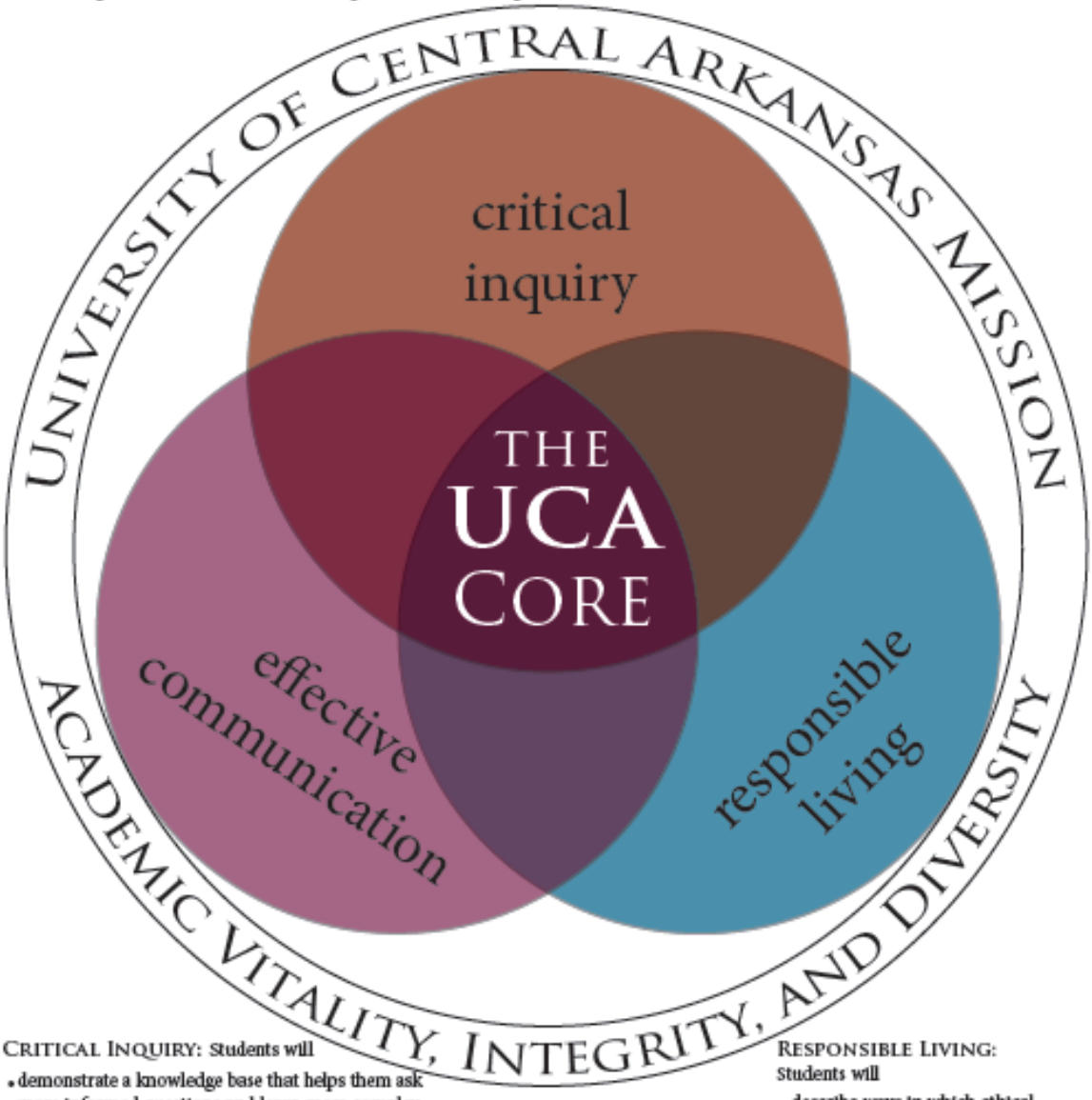
Class Size Limit	2007	2008	2009	2010	2011
20	89.7	105.6	88.9	92.4	98.0
25	71.7	84.4	71.1	73.9	78.4
30	59.8	70.4	59.2	61.6	65.3
35	51.2	60.3	50.8	52.8	56.0

Appendix B UCA General Education Mission adopted Spring 2012

The UCA Core

Mission: The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.

Core Values: The overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.



Critical Inquiry: Students will

- demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts;
- use scientific, quantitative, and computational processes in order to solve real-world problems;
- analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems;
- analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Effective Communication:

Students will

- develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Responsible Living:

Students will

- describe ways in which ethical principles affect human choices;
- analyze the effect that decisions have on self, others, and the environment;
- evaluate and practice strategies leading to individual and social well-being.

Appendix C Emerging Trends and Best Practices in General Education

Trends in General Education

The Association of American College and Universities (AAC&U) commissioned Hart Research Associates to conduct multiple surveys on general education and a liberal arts education. The first set of surveys was directed at business leaders on the qualities desired from new employees upon completion of their undergraduate degree (Hart Research Associates 2007, 2011). The second is a survey of member institutions of AAC&U about characteristics of their general education programs (Hart Research Associates 2009).

The surveys of business leaders focused on essential learning outcomes that are the goal of a liberal arts education as defined by AAC&U. They broke down the learning outcomes into four areas: knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning. In the knowledge area, employers were asked about science and technology, global issues, the role of the United States in the world, and cultural values and traditions (U.S. and global). The intellectual and practical skills area included questions on teamwork in diverse groups (intercultural competence), critical thinking and analytical reasoning, written and oral communication, information literacy, creativity and innovation, complex problem solving, and quantitative reasoning. In personal and social responsibility, the questions dealt with intercultural competence (teamwork in diverse groups), intercultural knowledge (global), cultural values and traditions (U.S. and global), and ethics and values. Notice that the first three issues in personal and social responsibility are repeated from previous categories because they were traits/skills that are included in two areas. The final category of integrative learning asked questions focusing on real world application or experience. The same types of questions and categories were used in the 2006 and the 2010 surveys. One area of interest was to see how business leaders changed after the Great Recession and to also see which factors were most important in keeping a job during and after the recession.

While both sets of employer surveys indicated that they would like to see college and universities place more emphasis on all of these learning outcome areas, the five most frequently cited goals which should have more emphasis in 2006 were science and technology, teamwork in diverse groups (intercultural competence), critical and analytical reasoning, written and oral communication, and applied knowledge in real world settings. By 2010 the top five were written and oral communication, critical and analytical reasoning, applied knowledge in real world settings, complex problem solving, and ethical decision making. Teamwork in diverse groups (intercultural competence) had fallen to sixth in order of importance and science and technology was tied for seventh with creativity and innovation. Ethics which had been twelfth on the 2006 list rose considerably in importance along with communication skills. The percentage of employers who felt that college should place “more emphasis” on communication skills rose from 73 percent in 2006 to 89 percent by 2010. The percentage of employers who felt that college should place “more emphasis” on ethical decision making rose from 56 percent in 2006 to 75 percent by 2010. Obviously communication skills and ethical decision making are at the top of the list for skills desired by employers in graduates today.

The UCA Business Leader focus group conducted as part of the General Education Council assessment in Spring 2012 matches up well against the items that national business leaders are looking for in their recent college graduate employees. A definite focus is the intellectual and practical skills that result from a liberal arts focus in the curriculum. However, there is also a desire for communication, real world applications, and interpersonal skills as well.

AAC&U also commissioned Hart and Associates to conduct a survey of chief academic officers at AAC&U institutions in late 2008 and early 2009 regarding the state of general education at member institutions. Questions were asked about whether institutions general education programs were undergoing revision, whether the programs had clearly stated learning goals and active assessment of those goals, the structure of the program (2 year lower division, 4 year program, types of learning experiences in the program, sequencing of courses, etc.), and the content of the program (using questions based on the 2006 employer survey). Many of these questions are based on the recommendations from AAC&U's Liberal Education and America's Promise (LEAP) Initiative recommendations about best practices in liberal arts general education. From the member institution surveys (Hart Research Associates 2009), 89% of institutions are in some stage of assessing or modifying their general education curriculum. 56% of institutions say that general education has become more of a focus in the last five years. The institutions are also placing a greater emphasis on the areas identified in the 2006 survey of employers mentioned above. 63% of institutions have clear learning goals with requirements linked to those goals. However, only 49% assess student achievement of the learning goals and only 35% have a coherent sequence of courses. Less than half of institutions feel that general education is integrated well (11%) or fairly well (37%) with the majors.

Based upon several years of research and dialogue with college and universities, business leaders, and analysis of accreditation requirements from engineering, business, nursing, and teacher education, AAC&U has developed a list of essential learning outcomes for a liberal arts education in the 21st century. These "Essential Learning Outcomes" provide the cornerstone for the LEAP initiative. The full listing of the LEAP Essential Learning Outcomes is available at http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf. These outcomes were used in developing the new UCA Core Mission Statement which was adopted in Spring 2012. In addition to these learning outcomes, AAC&U has developed LEAP Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics for each of the essential learning outcomes. These rubrics have also been developed through an eighteen-month process involving faculty from a wide variety of colleges and universities. More information on the LEAP VALUE rubrics is available at http://www.aacu.org/value/rubrics/index_p.cfm?CFID=41491006&CFTOKEN=47815061. The TF relied heavily upon these rubrics as well as other published rubrics in developing the learning outcomes and the rubrics which are in the assessment plan of the proposal.

High Impact Practices

AAC&U provides several resources regarding high impact practices in higher education. Kuh (2008) provides the following list of high impact practices: first year seminars and experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and

projects, undergraduate research, diversity / global learning, service learning / community based learning, internships, and capstone courses and projects. Each of these practices has been demonstrated in multiple research studies to increase student learning at a deep level. The TF discussed and considered each of these items along with many others in developing the proposal. While not all of these are feasible for all majors and disciplines and may not appear explicitly in the general education proposal that the TF developed for UCA, all of these high impact practices are encouraged and we recommend financial and administrative support for initiatives which incorporate these high impact practices whenever possible.

Appendix D Selected List of Program Reviewed

University of Nebraska, Kearney
http://www.unk.edu/academicaffairs/generalstudies.aspx?id=16436

California State University, Los Angeles
http://ecatalog.calstatela.edu/preview_program.php?catoid=4&poid=1284

University of North Dakota
http://und.edu/academics/registrar/essential-studies-goals.cfm

Portland State University
http://pdx.edu/unst/unst-introduction

Emory University
http://college.emory.edu/home/academic/course/requirements/ger/fall2005/index.html

Worcester State University
http://www.worcester.edu/AcademicSuccess/Shared%20Documents/LASC.pdf

Kennesaw State University
http://catalog.kennesaw.edu/preview_program.php?catoid=12&poid=881
http://www.kennesaw.edu/inst_res/ucatpdf2001-02/GenEd.pdf
http://www.kennesaw.edu/fyp/students/fyseminars.html

Indiana University – Purdue University Indianapolis
http://www.iupui.edu/~bulletin/iupui/2010-2012/schools/univ-college/academic-program/FYS.shtml

Lewiston Auburn College - University of Southern Maine
http://www.usm.maine.edu/lac/common-core

Henderson State University
http://www.hsu.edu/uploadedFiles/bachelors_degree/catalog/16_Liberal_Arts_Core/Liberal%20Arts%20Core%20Requirements%2045%20hours.pdf

Appendix E General Education Task Force Core Alignment Table

UCA Core								
Critical Inquiry			**Effective Communication**			**Responsible Living**		
Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts.			**Goal #1:** Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.			**Goal #1:** Describe ways in which ethical principles affect human choices.		
Outcome	***Assessment***	***Instruction/ Experiences***	***Outcome***	***Assessment***	***Instruction/ Experiences***	***Outcome***	***Assessment***	***Instruction/ Experiences***
a. Demonstrate an understanding of the basic concepts and principles in the discipline		Soc Sci 1, Soc Sci 2,	a. Use appropriate conventions and strategies in oral communication for various audiences and purposes.		SPCH 1300 or equivalent	a. Articulate within a specific context the ethical principles and standards that are used in the decision-making process.		Responsible Living Course
b. Find and evaluate appropriate information based on knowledge of subject and technology		Soc Sci 1, Soc Sci 2,	b. Use appropriate conventions and strategies in written communication for various audiences and purposes.		WRTG 1310, WRTG 1320 or equivalent, and FYS	b. Evaluate specific decisions based on the application of ethical principles and standards.		Responsible Living Course
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline		Soc Sci 1, Soc Sci 2,	c. Individually apply appropriate verbal and nonverbal strategies to promote collaboration.		FYS			

UCA Core

Critical Inquiry

Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems

Outcome	*Assessment*	*Instruction/ Experiences*
a. Apply scientific process to solve problems		Lab Science (Life Science) & Lab Science (Physical Science)
b. Apply quantitative and computational processes to solve problems		Math

Goal #3: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems

Outcome	*Assessment*	*Instruction/ Experiences*
a. Articulate one's own cultural values and assumptions		Humanities and Fine Arts
b. Compare cultural values across a range of cultures		Humanities and Fine Arts
c. Respond to complex questions with answers that reflect multiple cultural perspectives		Humanities and Fine Arts

Effective Communication

Responsible Living

Goal #2: Analyze the effect that decisions have on self, others, and the environment

Outcome	*Assessment*	*Instruction/ Experiences*
a. Recognize and evaluate how personal decisions affect individual well-being.		Responsible Living Course
b. Recognize and evaluate how personal decisions affect social and environmental well-being.		Responsible Living Course

Goal #3: Evaluate and practice strategies leading to individual and social well-being.

Outcome	*Assessment*	*Instruction/ Experiences*
a. Make relevant connections between academic study and civic engagement.		Am. Hist or POLS 1300
b. Examine the short and long term consequences of citizenship and civic engagement behaviors and policies that affect the well-being of individuals and communities.		Am. Hist or POLS 1300

UCA Core

Critical Inquiry

Goal #4: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts

Outcome	*Assessment*	*Instruction/ Experiences*
a. Identify creative techniques and processes and their relationship to ideas and themes in creative works.		Humanities and Fine Arts
b. Evaluate the relationship between creative works and the cultural and historical context in which they are created.		Humanities and Fine Arts

Effective Communication

Appendix F Critical Inquiry Course Expectations Including Diversity

The UCA Core Mission lists Critical Inquiry as one of three key areas in the general education program at UCA. The critical inquiry learning goals and learning outcomes are:

Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts.

a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology

c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems

a. Apply scientific process to solve problems
b. Apply quantitative and computational processes to solve problems

Goal #3: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems

a. Articulate one's own cultural values and assumptions
b. Compare cultural values across a range of cultures
c. Respond to complex questions with answers that reflect multiple cultural perspectives

Goal #4: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts

a. Identify creative techniques and processes and their relationship to ideas and themes in creative works.
b. Evaluate the relationship between creative works and the cultural and historical context in which they are created.

Needless to say these goals cover a very broad spectrum of courses over a wide variety of disciplines. To guide development of new critical inquiry courses, definitions of different elements of critical inquiry in the UCA Core are needed. The AAC&U VALUE Rubrics provide the following definitions related to critical inquiry:

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Additionally in developing critical inquiry courses, it is necessary to recognize that the State Minimum Core specifies that students must complete a minimum of nine hours of social sciences (including the three hours of American history or government which appear in the responsible living course designations at UCA), a minimum of eight hours of lab sciences, a minimum of three hours of math at the college algebra level or higher, and a minimum of six hours of humanities and fine arts. For this reason when developing courses to meet the critical inquiry learning outcomes, the course must fall into one of these areas mandated by the state.

Lower Division Critical Inquiry Learning Goal One Courses

At the lower division, learning goal one is accomplished in a wide variety of classes from many different discipline areas; however, a single state minimum core area needs to be specified where all courses in the area meet the learning objectives and goals for learning goal one. For this learning goal the state minimum core area selected is social sciences. This selection is NOT meant to imply that these are the only courses where learning goal one is met. It is simply to designate specific courses for assessment purposes. To be included as a general education lower division social sciences course the department proposing the course must agree to provide learning experiences that meet the general education learning outcomes for critical inquiry learning goal one, assess student learning using the general education critical inquiry learning goal assessment rubric, and report the required assessment data. The course must also meet the standard conventions to be a social science course.

Lower Division Critical Inquiry Learning Goal Two Courses

At the lower division, the critical inquiry learning goal two objectives are most easily demonstrated in math (apply quantitative and computational processes to solve problems) and the lab sciences (apply scientific process to solve problems). There are two different general education learning outcome rubrics for the two different learning outcomes in this area. Lab sciences courses will be used to assess learning outcome A. To have a course included as a general education lower division lab sciences course the department proposing the course must agree to provide learning experiences that meet the general education learning outcomes for critical inquiry learning goal two learning outcome A, assess student learning using the appropriate general education critical inquiry learning goal assessment rubric, and report the required assessment data. The course must also meet the following requirements to be a lab science course:

> ***The objective of a foundational lab-science course at UCA is the development of scientific literacy.*** Such a course must provide a rigorous, in-depth examination of the conceptual foundations of the scientific subject studied. Regardless of subject area, the course should develop students' abilities to:
>
> a) articulate the realm of science and describe specific ways in which the sciences are important in their lives;
>
> b) explain the role of theories in the sciences, and accurately explain the key components of major theories in specific scientific disciplines;
>
> c) participate directly in all phases of the scientific process;
>
> d) explain natural phenomena on the basis of underlying scientific principles; and
>
> e) make informed judgments about real-life issues related to the sciences.
>
> To accomplish these objectives, the lab component of the course must provide opportunities for students to work independently and collaboratively—in a hands-on lab setting—to formulate

scientific questions; test hypotheses; collect, analyze, and present data; use scientific tools appropriately; and draw evidence-based conclusions.

In addition UCA has specified in its current general education requirements that a student must take one life science course and one physical science course. Currently unless a student has to take BIOL 1440 for their major, all students must take BIOL 1400. The task force debated this restriction to a single course for the life science requirement and determined that this was an issue that the College of Natural Sciences and Math and the College of Health and Behavioral Sciences would need to resolve.

For Critical Inquiry learning goal 2, math courses will be used to assess learning outcome B. To have a course included as a general education lower division math course the department proposing the course must agree to provide learning experiences that meet the stated general education learning outcomes for critical inquiry learning goal two learning outcome B, assess student learning using the appropriate general education critical inquiry learning goal assessment rubric, and report the required assessment data. The course must also meet the state requirements to be a math course at least as sophisticated as college algebra.

Lower Division Critical Inquiry Learning Goal Three Courses

At the lower division, learning goal three is accomplished in a wide variety of classes from many different discipline areas; however, a single state minimum core area needs to be specified where all courses in the area meet the learning objectives and goals for learning goal three. For this learning goal the state minimum core area selected is humanities and fine arts. This selection is NOT meant to imply that these are the only courses where learning goal three is met. It is simply to designate specific courses for assessment purposes. To be included as a general education lower division critical inquiry learning goal three course the department proposing the course must agree to provide learning experiences that meet the general education learning outcomes for critical inquiry learning goal three of analyzing culture and cultural assumptions, assess student learning using the appropriate general education critical inquiry learning goal assessment rubric, and report the required assessment data. The lower division courses in this category will examine multiple perspectives in both Western and Non-Western cultures, thereby providing a global diversity focus. The course must also meet the standard conventions to be a fine arts and humanities course.

Lower Division Critical Inquiry Learning Goal Four Courses

At the lower division, learning goal four is accomplished in a wide variety of classes from many different discipline areas; however, a single state minimum core area needs to be specified where all courses in

the area meet the learning objectives and goals for learning goal four. For this learning goal the state minimum core area selected is humanities and fine arts. This selection is NOT meant to imply that these are the only courses where learning goal four is met. It is simply to designate specific courses for assessment purposes. To have a course included as a general education lower division critical inquiry learning goal four course the department proposing the course must agree to provide learning experiences that meet the general education learning outcomes for critical inquiry learning goal four dealing with creative works, assess student learning using the appropriate general education critical inquiry learning goal assessment rubric, and report the required assessment data. The lower division courses in this category will examine diverse cultural perspectives. Diversity in this context is spelled out in the UCA mission as "including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective." The course must also meet the standard requirements to be a fine arts and humanities course.

Upper Division Critical Inquiry (I) Learning Goal One and Two Courses

At the upper division a course may receive a Critical Inquiry Designation "I" by demonstrating that it meets either critical inquiry goal one or critical inquiry learning goal two. The department offering the course will agree to provide learning experiences that meet the general education learning outcomes for the chosen learning outcome, assess student learning using the appropriate general education rubric, and report the required assessment data.

Upper Division Critical Inquiry Learning Goal Three and Four Courses (D)

At the upper division a course may receive a Diversity Designation "D" by demonstrating that it meets either critical inquiry goal three or critical inquiry learning goal four. The department offering the course will agree to provide learning experiences that meet the general education learning outcomes for the chosen learning outcome, assess student learning using the appropriate general education rubric, and report the required assessment data. In addition the course will examine several different cultural perspectives. However, diversity at the upper division does not have to be global. It could also include diversity in U.S. or other cultures. Diversity in this context is spelled out in the UCA mission as "including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective."

Appendix G Effective Communication Course Expectations

The UCA Core Mission lists effective communication as one of three key areas in the general education program at UCA. To guide development of new communication courses, definitions of different elements of communication in the UCA Core are needed. The AAC&U VALUE Rubrics provide the following three definitions related to communication:

> Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

> Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

> Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Additionally it is necessary to recognize that the State Minimum Core specifies two English composition courses and gives the option for a speech communication course as well.

Written Communication

At present, UCA uses WRTG 1310--Introduction to College Writing--and WRTG 1320--Academic Writing and Research--to fulfill state requirements. The WRTG 1310 goals and objectives are appropriate for the first written communication course and appear below:

<u>First course in written communication: WRTG 1310 Introduction to College Writing</u>

Rhetorical Knowledge

> By the end of Writing 1310, students should be able to

1. Understand writing as a purposeful activity
2. Understand and use personal experience appropriate to the rhetorical situation
3. Recognize and respond to the needs of academic, professional, and other educated audiences
4. Recognize and respond appropriately to different kinds of rhetorical situations
5. Understand and use conventions of format and structure appropriate to the rhetorical situation
6. Acknowledge and adopt appropriate voice, tone, and level of formality
7. Understand how occasion, purpose, and audience shape reading and writing
8. Demonstrate a knowledge of the various strategies for engaging in academic conversations, drawing on personal experiences and other sources
9. Understand writing as a knowledge-creating activity

Critical Thinking, Reading, and Writing

By the end of Writing 1310, students should be able to

1. Use writing and reading for inquiry, learning, thinking, and communicating
2. Engage in an ongoing conversation with the ideas of others
3. Use language to accomplish goals
4. Find, evaluate, analyze, and synthesize appropriate sources

Processes

By the end of Writing 1310, students should be able to

1. Compose multiple drafts to create and complete a successful text
2. Develop flexible strategies for generating, revising, editing, and proof-reading
3. Engage in writing as an open process that permits writers to use later invention and re-thinking to revise their work
4. Employ the collaborative and social aspects of writing processes
5. Critique their own and others' works
6. Write a well-organized essay that offers a clear thesis and effectively supports and develops that thesis
7. Compose in a variety of types of discourse, from narrative to analytical to persuasive

Conventions

By the end of Writing 1310, students should be able to

1. Demonstrate a knowledge of common patterns of organization appropriate to different occasions, purposes, and audiences, such as chronological and climactic order
2. Demonstrate a knowledge of discourse conventions ranging from structure and paragraphing to tone and mechanics
3. Demonstrate control of such surface features as grammar, punctuation, and spelling

4. Demonstrate an understanding of basic principles for integrating source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and MLA or APA bibliographic entries
5. Demonstrate a knowledge of common strategies of development, such as exemplification and elaboration

Second Course in Writing

For the second course in Academic Writing and Research the TF examined the goals and objectives of WRTG 1320, Academic Writing and Research. These written communication goals provide the framework for a course in Academic Writing and Research. In order to be adopted as a second course in written communication, the course must meet the following objectives and goals, agree to provide learning experiences that meet the stated general education learning outcomes for written communication, assess student learning using the general education written communication assessment rubric, and report the required assessment data. The TF envisions other departments developing proposals for a second course in Academic Writing and Research using the following guidelines:

Academic Writing and Research Goals and Objectives:

Knowledge Area:

- Students will develop their understanding of writing's relationship to academic inquiry.
- Students will learn the nature and benefits of the writing process when applied to research-related writing projects.
- Students will understand the practical value of focused, strategic, and comprehensive revision.
- Students will examine the characteristics of academic conversations and engage an academic audience.
- Students will learn the concepts, principles and vocabulary of reasoning and argumentation and how analysis, synthesis, and evaluation work to advance arguments.
- Students will explore rhetorically persuasive arrangements of source information and of their own ideas in order to advance an argument.
- Students will expand their understanding of scholarly presentation and further evolve in their knowledge of academic writing and research approaches within particular disciplinary discourse communities.
- Students will become more aware of their inclusion in and responsibility to the academic community.

Skills Area:

- Students will become proficient at identifying types of resources necessary to formulate a researchable question.
- Students will become proficient at assessing the quality and utility of various kinds of resources for academic research.

- Students will become proficient at formulating conclusions based on the results of their research.
- Students will become proficient at incorporating expert opinion to support the claims they have developed
- Students will become proficient at incorporating source material using accepted forms of scholarly citation.
- Students will become proficient at communicating their research findings to an academic audience.

Oral Communication

Oral communication is a critical component of the General Education curriculum. It is also consonant with UCA's mission, which emphasizes the importance of both oral and written communication skills.

These courses prepare students for oral communication expectations throughout their college experience. In order to be adopted as a foundation course in oral communication, the course must meet the following objectives and goals, agree to provide learning experiences that meet the stated general education learning outcomes for oral communication, assess student learning using the general education oral communication assessment rubric, and report the required assessment data.

Oral Communication Course Goals and Objectives:

- understand rhetorical situations for oral communication
- emphasize performance in oral communication including both verbal and nonverbal messages and an ability to overcome speaker apprehension
- explore critical thinking, including research skills, audience analysis, and ethical communication
- emphasize appropriate language use

Upper Division Communications Courses

At the upper division a course may receive a Communication Designation "C" by demonstrating that it meets the written communication learning outcome and at least one of the two remaining communication learning outcomes--either oral communication or collaboration within groups. The department offering the course will agree to provide learning experiences that meet the stated general education learning outcomes for written communication and the other chosen learning outcome of either oral communication or collaboration, assess student learning using the general education written communication assessment rubric and the appropriate general education communication rubric for either oral communication or collaboration, and report the required assessment data.

Appendix H Responsible Living Course Expectations

The common element of the responsible living courses is that they consider contemporary, real world problems faced by individuals and society and possible solutions. For example, physical and mental health problems, poverty, lack of adequate childhood preparation for education, social injustice, the environmental crisis, and the lack of adequate retirement planning (social security issues) and financial literacy are all problems faced by citizens of Arkansas, the nation, and the world. These courses will focus on teaching students strategies for themselves and others that address these pressing issues. These courses will provide a grass roots approach to "solving real world problems." By equipping students with tools to address these issues on a personal level, UCA will be equipping tomorrow's leaders with tools and decision making skills that will enable them to approach tough problems and look for ethical solutions for themselves and society.

Lower Division Courses

To be approved as a Responsible Living Lower Division Course the course must meet the following criteria, agree to provide learning experiences that meet the stated general education learning outcomes for responsible living learning goals one and two, assess student learning using the general education ethical decision making and responsible living learning goal two assessment rubrics, and report the required assessment data.

1. The course must have no prerequisites.
2. The course should not be a broad survey course
3. The course must address contemporary real world problems.
4. The course must emphasize ways in which ethical principles affect responsible decision making by individuals
5. The course must include self-analysis and application of personal strategies leading to individual and social well-being.

Upper Division Courses

In order to receive a responsible living designation "R," upper division responsible living courses must meet the following criteria, agree to provide learning experiences that meet the stated general education learning outcomes for two out of three responsible living learning goals, assess student learning using the appropriate general education responsible living assessment rubrics, and report the required assessment data.

The course must address contemporary real world problems.

1. The course must emphasize ways in which ethical principles affect responsible decision making by individuals and society
2. The course must include self-analysis and application of personal strategies leading to individual and social well-being.

3. The course must extend the application of strategies beyond the individual into the community or society.

Ethical Reasoning

In response to concerns about interpreting ethical decision making, the TF recommends that instructors of responsible living courses use the definition of ethic reasoning from AAC&U Ethical Reasoning Value Rubric*:*

> Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Appendix I Why the Focus on Communication?

The focus on communication in both written and oral formats comes directly from the UCA mission and core values which state, "We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech." This statement emphasizes both written oral communication skills. The UCA Core (general education) Mission also identifies effective communication including collaboration as a key area of the general education mission at UCA. Many comments were sent to the TF over the summer suggesting that oral communication might be a place to cut hours as a required course because it is an optional area in the State Minimum Core that can be excluded in favor of an additional three hours in either the fine arts and humanities area or the social sciences area. The TF also looked at a considerable amount of research with regards to written and oral communication in the curriculum and student learning outcomes.

Communication courses have been at the heart of Western education for well over 2,500 years. It is thus no surprise that a 1997 study of "National Preferences in Business and Communication Education," surveying almost a quarter-century of research, found that of seventeen critical employment factors, oral communication skills were ranked first. Ranked second were written communication skills. These results are borne out in the AAC&U employer surveys from 2006 and 2010 which both rank written and oral communication in the top five skills that business leaders recommend an increased emphasis. Local employers expressed a desire for higher level communication skills in UCA graduates as well during a general education focus group with local business leaders.

Numerous studies have shown that writing promotes cognitive activity, develops critical thinking skills, and is, in effect, an act of learning. Drawing on the work of Lev Vygotsky, Jean Piaget, Jerome Bruner, and John Dewey, Janet Emig (1994) notes that "learning is the re-organization or confirmation of a cognitive scheme in light of an experience" (p. 92). For many learners, that re-organizational experience takes the form of writing, a process that involves the hand, the eye, and the brain simultaneously to reinforce cognition. As Charles Bazerman (1994) points out, students "not only learn to write but write to learn" (p. xiv).

An increased emphasis on written communication is a pedagogical movement that began in the 1980s as a response to a perceived deficiency in literacy among college students. This movement is premised on theories that maintain that writing is a valuable learning tool that can help students synthesize, analyze, and apply course content. Communication-designated courses tend to apply the writing-to-learn approach (informal written assignments in which students use writing in their own words to react to course content and readings) and writing in the disciplines (formal writing assignments that show students' understanding of a particular discipline's conventions of academic discourse).

In any course, a combination of writing to learn and writing in the disciplines gives students the chance to become successful writers and scholars in their field. They are able to integrate themselves more deeply into the learning process and better grasp the differences in discourse communities across fields of study than through traditional lecture classrooms.

To that end, writing-intensive courses use writing as a tool for learning and provide ample opportunities to write in the discipline. The discovery that the written expression of information expands the learning process provides the philosophical basis of a written communication emphasis. Therefore, faculty are encouraged to incorporate more writing into their curricula in order to produce not just better writers but critical readers and thinkers. Toby Fulwiler (1986) asserts that "The more students write, the more active they become in creating their own education: writing frequently, for themselves as well as their instructors, helps students discover, rehearse, express, and defend their own ideas" (p. 35). At the core of any written communication emphasis are the introductory composition courses which serve as a foundation on which written communication intensive courses can continue.

Oral communication is a critical component of the General Education curriculum. It is also consonant with UCA's mission, which emphasizes the importance of communication education. Morreale, Osborn, and Pearson (2000) concluded "communication education is most appropriate and effective when it is taught by faculty trained in the discipline and in departments that are devoted to the study of communication" (p. 23). The need for such education is great. Indiana State's Center for Learning Outcomes Assessment recently explored seven learning outcomes of more than 18,000 students. Thinking, self-awareness, communication, diversity, citizenship, membership and leadership, and relationships were assessed. In six of the seven, the study found deficient oral communication skills.

Based upon our research and the stated mission of UCA as well as the adopted UCA Core mission (both of which went through extensive faculty review), the TF has recommended keeping written and oral communication in the general education curriculum at UCA. The TF strongly felt that we could not exclude oral communication given its explicit presence in the university mission. This is part of a core value for all students. It is not enough for a department to issue a statement, "Department X's graduates are strong oral communicators by the time they graduate from our department." The learning and development of oral communication skills must be a university focus and student learning of those skills must be assessed at the university level.

However, it should be noted that the proposal does recommend that other departments may wish to apply to have either new or modified existing courses in the curriculum be counted for satisfying oral communications and the second written communications (Academic Writing and Research) courses at the foundational first year level. While the existing courses (WRTG 1320 and SPCH 1300) may be well taught in their current form, limiting the ownership of these courses to only two departments creates problems with students being able to meet these requirements in the first year of study at the university. We also feel that students can benefit from learning communication styles and conventions appropriate to a field of study from experts in those fields of study. The TF has repeatedly emphasized the need to offer students and departments flexibility in meeting the general education requirements and general education is owned by the entire campus. The task force has developed a set of guidelines for use in evaluating courses for consideration as either the second writing course or the oral communications course. Ultimately at the foundational level these courses must be communication courses first and foremost and discipline specific courses second. For example, if the History Department or the English Department wishes to develop a second course in writing, the course must be "Academic Writing and Research in History" or "Academic Writing and Research in Literature."

Appendix J Why Include Responsible Living?

Many elements underlie the choices that the TF made with regards to the responsible living requirement in the TF proposal. First and foremost, the newly adopted UCA Core (general education) Mission Statement includes responsible living as one of three primary areas in the mission. Responsible living in the Core mission was interpreted by the TF to contain three key components: ethics, responsible decision making, and citizenship or civic engagement. Citizenship in this context relies on practicing "strategies leading to individual and social well-being." The choice to interpret responsible living as containing citizenship or civic engagement also flows from the UCA mission statement which includes educated citizens as the first listed core value of the university which is followed by "We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech." This definition of citizenship requires students "to engage complex issues" and "express informed opinions." This definition further implies that UCA encourages active citizenship. Arkansas state law (6-61-105 and 6-61-106) requires "All colleges and universities in this state that are sustained or in any manner supported by public funds shall give instructions in the essentials of the United States Constitution, including the study of and devotion to American institutions and ideals." This requirement also focuses on a citizenship component in the general education curriculum at the state level. For this reason, the TF has decided to classify the required general education American history or government course requirement as part of the responsible living courses that focus on active citizenship. A student has to understand the process of government before effectively engaging in social issues and effectively advocating for change. It is impossible to navigate the system to have a permanent impact on public policy without an understanding of the process by which public policy is developed.

Responsible living also includes the subject areas of ethics and responsible decision making which "analyze the effect that decisions have on self, others, and the environment." These two elements are woven into a number of courses that are taught on the UCA campus, but those courses have never been brought together as a consistent group of courses that is recognized as teaching these core elements. Unlike the traditional general education discipline group areas such as social sciences, lab sciences, math, fine arts, and humanities, this set of courses have developed within disciplines that may not be affiliated in a single group. The TF had to determine the key characteristics of a "responsible living" course. We reviewed a number of documents including AAC&U publications on personal and social responsibility (O'Neill 2012), descriptions of service learning courses (Kuh 2008), and others (Ribova 2000, Fleurbaey 2008). We also looked at the UCA mission again and focused on "engaging complex issues." We also took into account the UCA role and scope statement, revised in 2011, which describes the curriculum as being "current, dynamic, and responsive to curricular trends and state needs." We wanted these courses to be responsive to the issues that are of concern to the state of Arkansas, the nation, and the global communities in which we live. This focus also flows from the UCA core values which state, "We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world." In defining the elements that are needed for a course to be considered a responsible living course, the TF continually went back to the UCA mission concepts of "positive engagement with a diverse and changing world."

The common element of the responsible living courses is that they consider contemporary, real world problems faced by individuals and society and possible solutions. For example, physical and/or mental

health problems, poverty, lack of adequate childhood preparation for education, social injustice, the environmental crisis, and the lack of adequate retirement planning (social security issues) and financial literacy are all problems faced by citizens of Arkansas, the nation, and the world. These responsible living courses will focus on teaching students strategies for themselves and others that address these and other pressing issues. These courses will provide a grass roots approach to "solving real world problems." By equipping students with tools to address these issues on a personal level, UCA will be equipping tomorrow's leaders with tools and decision making skills that will enable them to approach tough problems and look for ethical solutions for themselves and society.

The following is a limited list of courses that the TF has identified at the lower division that may fulfill the responsible living requirement. The existing general education course of KPED/H ED 1320 is included here, but the category is greatly increased in scope beyond just health related issues.

Possible Lower Division Responsible Living Course

_____ H ED 1320 Concepts of Lifetime Health
_____KPED 1320 Concepts of Lifetime Fitness
_____FACS 2341 Lifespan Development
_____FACS 2351 Family Relations
_____FINA 2330 Personal Finance
_____H ED 2320 Mental Health
____ NUTR 1300 Nutrition
_____PHIL 2325 Contemporary Moral Problems
_____PHIL 2360 Gender, Race, and Class
_____SOC 2325 Social Problems

Obviously, there will be many other courses that may fit in this category as well. The Responsible Living Course Expectations document provides the TF recommendations on what a course will need to include to be adopted as a responsible living general education course.

Appendix K Sample General Education Check Sheet

Critical Inquiry (23 Hours)

Scientific, Quantitative and Computational Processes (11 Hours)

Math - Assessment C.I. Goal 2 Outcome B

Choose one

_____MATH 1360 Mathematics in Society
_____MATH 1390 College Algebra

OR if required by student's program of study

_____MATH 1392 Plane Trigonometry**
_____MATH 1395 Business Calculus**
_____MATH 1491 Calculus for the Life Sciences**
_____MATH 1580 Algebra and Trigonometry**
_____MATH 1591 Calculus**

Natural Sciences – Assessment C.I. Goal 2 Outcome A

Choose one Life Science

_____BIOL 1400 Biology for General Education (4 hours)
_____**or alternatives yet to be developed**

OR if required by student's program of study

_____BIOL 1440 Principles of Biology I

Choose one Physical Science

_____CHEM 1400 Chemistry in Society (4 hours)
_____PHYS 1400 Physical Science for General Education (4 hours)
_____PHYS 1401 Descriptive Astronomy (4 hours)

OR if required by student's program of study

_____CHEM 1450 College Chemistry I
_____CHEM 1402 Physiological Chemistry I
_____PHYS 1405 Applied Physics
_____PHYS 1410 College Physics I
_____PHYS 1441 University Physics I

Critical Inquiry – Diversity (6 Hours)

Humanities and Fine Arts –

***Choose one Diversity in World Cultures Course* – Assessment C.I. Goal 3**

_____AFAM 1330 African & African-American Studies
_____ENGL 2305 World Literature I
_____ENGL 2306 World Literature II
_____HONC 1310 Honors Core I*
_____HONC 2310 Honors Core III*
_____PHIL 1301 Philosophy for Living
_____PHIL 1330 World Philosophies
_____PHIL 2305 Critical Thinking
_____RELG 1320 World Religions
_____RELG 1330 Exploring Religion
_____WRTG/WLAN 2350 World Languages
_____WLAN 2315 Cultural Studies
_____WLAN 2325 Issues of Cultural Identity in Francophone Africa and the Caribbean
_____FREN or GERM or SPAN 2320 Conversation/Composition II

***Choose one - Diversity in Creative Works Course* – Assessment C.I. Goal 4**

_____ART 2300 Art Appreciation
_____ENGL 1350 Introduction to Literature
_____ENGL 1355 Film and Literature
_____ENGL 2370 Introduction to Fiction
_____ENGL 2380 Introduction to Poetry
_____ENGL 2390 Introduction to Drama
_____FILM 2300 Film Appreciation
_____HONC 2320 Honors Core IV
_____MUS 2300 Music Appreciation
_____THEA 2300 Theatre Appreciation

***HONC courses may only be taken with consent of the Honors College**

Critical Inquiry – Inquiry and Analysis (6 hours)

Social Sciences – Assessment C.I. Goal 1

Choose two

_____ANTH 1302 Introduction to Anthropology
_____ECON 1310 Modern Political Economy
_____ECON 2320 Principles of Macroeconomics
_____ECON 2321 Principles of Microeconomics
_____GEOG 1300 Geography of World Regions
_____GEOG 1305 Principles of Geography
_____HIST 1310 World History I
_____HIST 1320 World History II
_____HONC 1320 Honors Core II*
_____HONC 2310 Honors Core III*
_____PSYC 1300 General Psychology
_____PSCI 1300 Introduction to Political Science
_____PSCI 2300 International Relations
_____SOC 1300 Principles of Sociology

Communication (9hours)

Writing – Assessment Communication Goal 1 Outcome B

Choose one

_____WRTG 1310 Introduction to College Writing
_____HONC 1310 Honors Core I*

Choose one

_____WRTG 1320 Academic Writing & Research**
_____HONC 1320 Honors Core II*
_____**or alternatives yet to be developed**

Speech – Assessment Communication Goal 1 Outcome A

Choose one

_____SPCH 1300 Basic Oral Communication
_____**or alternatives yet to be developed**

Responsible Living (6 hours)

Lower Division Responsible Living Course – Assessment R.L. Goals 1 and 2

Choose One

_____ H ED 1320 Concepts of Lifetime Health
_____KPED 1320 Concepts of Lifetime Fitness
_____FACS 2341 Lifespan Development
_____FACS 2351 Family Relations
_____FINA 2330 Personal Finance
_____**H ED 2320 Mental Health**
_____ NUTR 1300 Nutrition
_____PHIL 2325 Contemporary Moral Problems
_____PHIL 2360 Gender, Race, and Class
_____**SOC 2325 Social Problems**

Civic Engagement and Citizenship Course – Assessment R.L. Goal 3

Choose One

_____HIST 2301 American Nation I
_____HIST 2302 American Nation II
_____PSCI 1330 U.S. Government & Politics

Course used to satisfy FYS requirement _____ ***

****This course has prerequisites; check the Undergraduate Bulletin for details**
***** This must be one of the general education courses already used on the check sheet.**

Appendix L First Year Seminar Background and Course Requirements

Since the first–year seminar(FYS) is one of the "high impact practices" recommended by the AAC&U, and since three versions of the FYS (two academically focused--FYFS 1301 and 1310—and one that is more transitional--FYFS 1320) have been in place at UCA for some time, the TF reviewed several models of first year seminars and research about first-year seminar outcomes. As indicated by UCA's versions of the course, there are two overall models that seem to be most common. The first is the transitional model, which usually focuses on an introduction to the aims, practices, requirements, and services of the university as well as the development of study skills; the second has an academic focus aimed at developing such skills as critical thinking and communication while engaging academic subject matter. Research on the FYS is voluminous and almost universally shows positive effects associated with the FYS, though comparisons of different types are limited by the fact that there are so many varied approaches to the FYS (e.g. voluntary vs. mandatory, different seminar designs, different types of institution, etc.) What seems to be most significant in the research is that offering an FYS of any type has positive effects. Goodman and Pascarella, for example (2006), point out that "several studies have concluded that students who participate in first-year seminars experience more frequent and meaningful interactions with faculty and with other students. Other investigations indicate that participants become more involved in co-curricular activities, while still others show an increased level of satisfaction with the college experience. Academically, students who participate in first-year seminars have more positive perceptions of themselves as learners. They also achieve higher grades in college." Though not all studies show increased retention rates associated with the FYS (e.g. Barton and Donahue, 2009), a number of them demonstrate that retention and persistence do increase among students who take a FYS (e.g. Pascarella and Terenzini 2005; Starke and Sirianni 2001). In addition, even studies that question the impact of a FYS on retention show that it has other positive effects, such as increased student satisfaction (Barton and Donahue, 2009, Hendel, 2006).

Since both types of seminars have positive effects, the TF decided that the FYS should more closely follow the academic model rather than the transitional one. If the FYS counts for academic credit, we believe, it will be taken more seriously both by students, who will complete a Core requirement by taking the seminar, and faculty, who will be engaging small groups of students intellectually on topics that are relevant to their discipline. In their comprehensive survey of research on the ways students are affected by the college experience, Pascarella and Terenzini (2005) conclude that "student/faculty nonclassroom interactions that tend to reinforce or extend the intellectual ethos of the classroom . . . can have positive effects on dimensions of general cognitive development such as postformal reasoning, analytical ability, and critical thinking skills" (209). In the view of the TF an academically-focused FYS with limited enrollment and qualified faculty would greatly encourage such interactions in the crucial first year.

The first-year seminar courses would be specially designed and would address the Communications outcomes and either the Critical Inquiry or Responsible Living outcomes. Faculty members would be chosen by their department chairs on the basis of teaching effectiveness and willingness to adapt their course and approach to fit the FYS guidelines (listed below). Since allowing a FYS to count in place of a

lower-division communication course would run counter to the TF's recommendation that we increase student requirements in written and oral communication, a FYS could be offered in any area used to fulfill one of the lower-division Core requirements except communication requirements.

Required content of the FYS should include the following:

- Written discourse, which will be assessed using the writing rubric;
- Collaboration, which will be assessed using the teamwork rubric;
- An orientation to the UCA Core mission, purpose, and general learning outcomes, which will be integrated into the course and assessed;
- A focus on the basic principles of the discipline, which will allow the course to fulfill one of the lower-division Core requirements other than communications.

Assessments in these areas will be required for a course section to receive the FYS designation. Obviously, not all sections of a particular course will be offered as a FYS. Only sections which meet the specific requirements would be included in this category. In addition, the FYS would focus on the unique needs of first-year students, so instructors would address study skills and habits such as effective note taking, preparing for exams, etc. As a 3-credit academic course, the FYS would not use class time to address the aspects of the university typically associated with orientation (e.g. health services, the counseling center, etc.); however, instructors would be informed about these resources so they could recommend them as needed to students. A list of all university services would be given to FYS instructors (with appropriate training regarding what to look for, etc.). The expectation is that FYS instructors would be aware of and able to refer students to special services (e.g., the Academic Success Center, the Writing Center, the Counseling Center, etc.) and have an understanding of how to weave academic success skills into the course. The list of resources could also be made available via Blackboard or some other venue for the students in the class.

Additional considerations for first year seminars include the following:

- Class size must be small (25 students or fewer);
- Faculty must be selected by the department chair and have demonstrated an aptitude for high impact teaching;
- FYS faculty will agree to participate in more thorough assessment and additional training as needed (e.g. in teaching writing skills, developing collaborative assignments, etc.)

While the recommendation would be that FYS be taken in a student's first semester, it is expected that some students will need to take it the second semester (particularly in the early phase of implementing the UCA Core). Transfer students with more than 30 hours of transfer credit would not be required to take a FYS.

Appendix M Capstone Course Expectations

In order for an upper division to receive a general education Capstone designation "Z", courses must meet the guidelines to receive both an I and a C designation at the upper division.

Upper Division Critical Inquiry (I) Learning Goal One and Two Courses

At the upper division a course may receive a Critical Inquiry Designation "I" by demonstrating that it meets either critical inquiry goal one or critical inquiry learning goal two. The department offering the course will agree to provide learning experiences that meet the general education learning outcomes for the chosen learning outcome, assess student learning using the appropriate general education rubric, and report the required assessment data.

Upper Division Communications Courses

At the upper division a course may receive a Communication Designation "C" by demonstrating that it meets the written communication learning outcome and at least one of the two remaining communication learning outcomes of either oral communication or collaboration within groups. The department offering the course will agree to provide learning experiences that meet the stated general education learning outcomes for written communication and the other chosen learning outcome of either oral communication or collaboration, assess student learning using the general education written communication assessment rubric and the appropriate general education communication rubric for either oral communication or collaboration, and report the required assessment data.

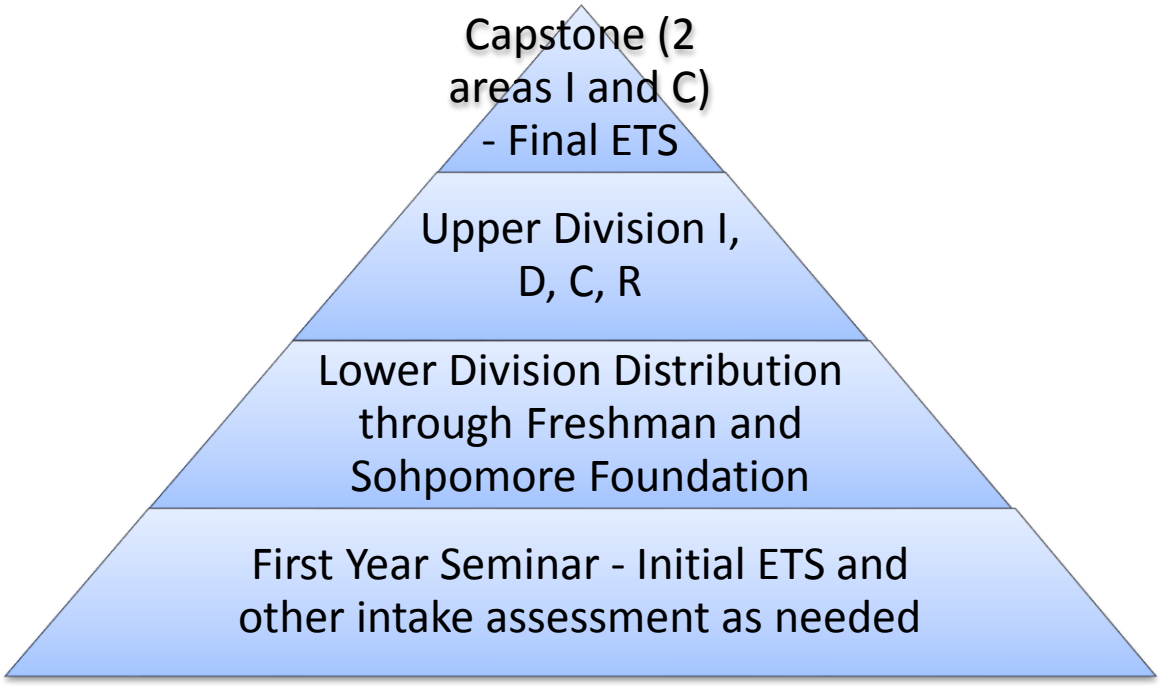
Appendix N UCA Core Assessment Plan

This proposed UCA Core program includes multiple assessment points throughout a student's progression through the program. The initial assessment point will take place in the first year seminar or Freshman Orientation where a sample of students will be given the ETS Proficiency Profile. This assessment will provide an entry level benchmark for students. FYS will also assess written communication (Effective Communication Goal 1), teamwork (Communication Learning Goal 1 Outcome 3), and students' understanding of the mission and goals of the UCA Core.

Then every class in the Lower Division core will have required assessment activities. Writing and Speech courses will assess written and oral communication skills as appropriate for Effective Communication Learning Goal 1. Math, Natural Science, and Social Science courses will assess Critical Inquiry Learning Goals 1 and 2. Humanities and Fine Arts will assess Critical Inquiry Learning Goals 3 and 4. The Government/American history courses will assess Responsible Living Learning Goal 3. Responsible Living courses will assess the first two Responsible Living Learning Goals. All of these lower level assessments will be conducted using common assessment rubrics. Instructors can adapt existing assignments to generate data for the rubrics. To stay an approved general education course, the instructors for the courses must routinely provide the assessment data for general education to a centralized clearing point (either the general education council or the Director of University Assessment). Thus every learning goal will be assessed in one or more lower division courses.

The I, D, C, R designated upper division courses would assess the learning goals specified in order to gain the designation. For example, an I course would have to assess either Critical Inquiry Learning Goal 1 or Critical Inquiry Learning Goal 2. The assessment results would be reported using the same rubric as is used for the lower division course. The expectation would be that there would be a higher acceptable benchmark specified for the upper division course. Since every student will have to take at least one course with each designation there would be a variety of assessment points for the UCA Core Learning Outcomes occurring in the upper division courses where students will be expected to demonstrate mastery of the UCA Core Learning Outcomes at a higher level and in an integrative fashion with study within the major or minor.

A final assessment will take place in the capstone courses. First, the courses would have to provide assessments from Critical Inquiry (I) and Communication (C); in addition, an end point assessment could again be performed for a sample of students using the ETS Proficiency Profile which would be directly comparable to the incoming freshman exam given in the first year seminar.



Suggested Rubrics for each learning goal appear in Appendix H. As an additional note, these assessment points are not intended to imply that these courses are the only place where a student achieves and demonstrates the various learning goals. For example, communication is not taught and demonstrated only in WRTG 1310, WRTG 1320, SPCH 1300, and the C designated courses. Rather, these are convenient measuring points where the courses most likely already contain assignments that can be easily tailored to measure student performance on the learning outcome specified for that course.

Assessment data collected will be compiled by the Director of University Assessment and sent to the General Education Council. The General Education Council will review results and make recommendations for closing the loop to improve overall student learning.

UCA Core Learning Goals, Outcomes, and Assessments

Critical Inquiry

Students completing the UCA core will:

Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts.

> **Learning Outcome A**: Demonstrate an understanding of the basic concepts and principles in the discipline
>
> **Learning Outcome B**: Find and evaluate appropriate information based on knowledge of subject and technology

Learning Outcome C: Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Courses Assessed: Lower Division (General Education) Social Science courses, Upper Division Critical Inquiry (I) courses and Capstone (A) courses

Assessment Tool: Critical Inquiry Goal #1 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)
- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)
- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 17 or higher on the rubric)

Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems

Learning Outcome A: Apply scientific process to solve problems

Courses Assessed: Lower Division (General Education) Lab Science courses, Upper Division Critical Inquiry (I) courses and Capstone (Z) courses

Assessment Tool: Critical Inquiry Goal #2 Learning Outcome A Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)
- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)

- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 17 or higher on the rubric)

Learning Outcome B: Apply quantitative and computational processes to solve problems

Courses Assessed: Lower Division (General Education) Math courses, Upper Division Critical Inquiry (I) courses and Capstone (Z) courses

Assessment Tool: Critical Inquiry Goal #2 Learning Outcome B Rubric (AAC&U Quantitative Literacy VALUE Rubric)

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 12 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 15 or higher on the rubric)

- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 21 or higher on the rubric)

Goal #3: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems

Learning Outcome A: Articulate one's own cultural values and assumptions

Learning Outcome B: Compare cultural values across a range of cultures

Learning Outcome C: Respond to complex questions with answers that reflect multiple cultural perspectives

Courses Assessed: Lower Division (General Education) Humanities courses, Upper Division Diversity (D) courses

Assessment Tool: Critical Inquiry Goal # 3 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 6 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 9 or higher on the rubric)

Goal #4: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts

Learning Outcome A: Identify creative techniques and processes and their relationship to ideas and themes in creative works.

Learning Outcome B: Evaluate the relationship between creative works and the cultural and historical context in which they are created.

Courses Assessed: Lower Division (General Education) Fine Arts courses, Upper Division Diversity (D) courses

Assessment Tool: Critical Inquiry Goal # 4 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 8 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 11 or higher on the rubric)

Effective Communication

Students completing the UCA core will:

Goal #1: Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Learning Outcome A: Use appropriate conventions and strategies in oral communication for various audiences and purposes.

Courses Assessed: Lower Division (General Education) Oral Communications Course, Upper Division Communications (C) courses and Capstone (A) courses

Assessment Tool: Communication Learning Outcome A Rubric (modified AAC&U Oral Communication VALUE Rubric)

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)

- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 17 or higher on the rubric)

Learning Outcome B: Use appropriate conventions and strategies in written communication for various audiences and purposes.

Courses Assessed: Lower Division (General Education) Written Communications Courses and FYS, Upper Division Communications (C) and Capstone (A) courses

Assessment Tool: Communication Learning Outcome B Rubric (modified AAC&U Written Communication VALUE Rubric)

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)

- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 17 or higher on the rubric)

Learning Outcome C: Individually apply appropriate verbal and nonverbal strategies to promote collaboration

Courses Assessed: Lower Division (General Education) FYS, Upper Division Communications (C) and Capstone (Z) courses

Assessment Tool: Communication Learning Outcome C Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)
- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)
- At the capstone level students are expected to be performing at the high milestone or capstone level. (75% of students will score a 17 or higher on the rubric)

Responsible Living

Students completing the UCA core will:

Goal #1: Describe ways in which ethical principles affect human choices.

Learning Outcome A: Articulate within a specific context the ethical principles and standards that are used in the decision-making process.

Learning Outcome B: Evaluate specific decisions based on the application of ethical principles and standards

Courses Assessed: Lower Division (General Education) Responsible Living courses, Upper Division Responsible Living (R) courses

Assessment Tool: Responsible Living Goal # 1 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 6 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 9 or higher on the rubric)

Goal #2: Analyze the effect that decisions have on self, others, and the environment

Learning Outcome A: Recognize and evaluate how personal decisions affect individual well-being

Learning Outcome B: Recognize and evaluate how personal decisions affect social and environmental well-being

Courses Assessed: Lower Division (General Education) Responsible Living courses, Upper Division Responsible Living (R) courses

Assessment Tool: Responsible Living Learning Goal # 2 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 10 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 13 or higher on the rubric)

Goal #3: Evaluate and practice strategies leading to individual and social well-being

Learning Outcome A: Make relevant connections between academic study and civic engagement

Learning Outcome B: Examine the short and long term consequences of citizenship and civic engagement behaviors and policies that affect the well-being of individuals and communities

Courses Assessed: Lower Division (General Education) PSCI 1330, HIST 2301, HIST 2302 courses, Upper Division Responsible Living (R) courses

Assessment Tool: Responsible Living Learning Goal #3 Rubric

Performance Expectations:

- In Freshman and Sophomore level courses students will be expected to perform at the benchmark or early milestone level. (75% of students will score a 6 or higher on the rubric)

- In Junior and Senior level courses students will be expected to perform at the milestone level. (75% of students will score a 9 or higher on the rubric)

Appendix O Proposal Assessment Rubrics

Critical Inquiry, Goal #1

Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts.

Criteria	Capstone 4	Milestones 3	 2	Benchmark 1
Knowledge *I.1.a.:Demostrate an understanding of the basic concepts and principles in the discipline*	Shows both a broad and deep understanding of basic principles and their relevance to important questions in the discipline	Shows a general grasp of principles and how they relate to important questions in the discipline	Shows some knowledge of principles and can begin to relate them to important questions in the discipline	Shows some knowledge of principles and limited ability to relate them to important questions in the discipline
Access the Needed Information (AACU, IL)** *I.1.b.: Find and evaluate appropriate information based on knowledge of subject and technology*	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically (AACU, IL)** *I.1.b.: Find and evaluate appropriate information based on knowledge of subject and technology*	Thoroughly (systematically and methodically) analyzes own and others' assumptions and biases and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and biases and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions and biases than one's own (or vice versa).	Shows an emerging awareness of present assumptions and biases (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis) (AACU, CT*) *I.1.c: Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline*	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Analysis (AACU, IA*)** *I.1.c: Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline*	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.

Critical Inquiry, Goal #2 *Use scientific, quantitative, and computational processes in order to solve real-world problems.*

Learning Outcome A: Apply scientific process to solve problems

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Define Problem/Question (AACU, PS*) *I.2.a.: Apply scientific process to solve problems*	Demonstrates the ability to construct a clear and insightful problem/question statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem/question statement is adequately detailed.	Begins to demonstrate the ability to construct a problem/question statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem/question statement or related contextual factors.
Identify Strategies (AACU, PS*) *I.2.a.: Apply scientific process to solve problems*	Identifies multiple approaches for solving the problem or addressing the question that apply within a specific context.	Identifies multiple approaches for solving the problem or addressing the question, only some of which apply within a specific context.	Identifies only a single approach for solving the problem or addressing the question that does apply within a specific context.	Identifies one or more approaches for solving the problem or addressing the question that do not apply within a specific context.
Propose Solutions/ Hypotheses (AACU, PS*) *I.2.a.: Apply scientific process to solve problems*	Proposes one or more solutions/answers/hypotheses that indicate(s) a deep comprehension of the problem/question. Solutions/answers/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem/question.	Proposes one or more solutions/answers/hypotheses that indicate(s) comprehension of the problem/question. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem/question.	Proposes one solution/answer/ hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem/question.	Proposes a solution/answer /hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem/question statement.
Evaluate Potential Solutions/Answers (AACU, PS*) *I.2.a.: Apply scientific process to solve problems*	Evaluation of solutions/answers is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem/question, reviews logic/reasoning, examines feasibility of solution/answer, and weighs impacts of solution/answer.	Evaluation of solutions/answers is adequate (for example, contains thorough explanation) and includes the following: considers history of problem/question, reviews logic/reasoning, examines feasibility of solution/answer, and weighs impacts of solution/answer.	Evaluation of solutions/answers is brief (for example, explanation lacks depth) and includes the following: considers history of problem/question, reviews logic/reasoning, examines feasibility of solution/answer, and weighs impacts of solution/answer.	Evaluation of solutions/answers is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem/question, reviews logic/reasoning, examines feasibility of solution/answer, and weighs impacts of solution/answer.
Evaluate Results (AACU, PS*) *I.2.a.: Apply scientific process to solve problems*	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

**AACU, Problem Solving*

Critical Inquiry, Goal #2 *Use scientific, quantitative, and computational processes in order to solve real-world problems.*

Learning Outcome B: Apply quantitative and computational processes to solve problems

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Interpretation (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Representation (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication (AACU, QL*) *I.2.b.: Demonstrate quantitative and computational literacy to solve problems*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

**AACU, Quantitative Literacy*

Critical Inquiry (Diversity), Goal #3

Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems.

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Cultural self-awareness (AACU, ICKC*) *I.3.a.: Articulate one's own cultural values and assumptions*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks (AACU, ICKC*) *I.3.b.: Compare cultural values across a range of cultures*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Empathy (AACU, ICKC*) *I.3.c.: Respond to complex questions with answers that reflect multiple cultural perspectives*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

**AACU, Intercultural Knowledge and Competence criteria 1-3*

Critical Inquiry (Diversity), Goal #4

Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Identify techniques and processes used in creative works I.4.a.: *Identify creative technologies and processes and their relationship to ideas and themes in creative works.*	Shows clear understanding of a wide range of creative techniques and processes and their significance	Shows an ability to describe several techniques and processes and provide some explanation of their significance	Shows an ability to describe a few techniques and processes and demonstrates a limited understanding of their significance	Shows little knowledge of techniques, processes, or their significance
Relate techniques and processes to the expression of themes and ideas I.4.a.: *Identify creative technologies and processes and their relationship to ideas and themes in creative works.*	Explains clearly with examples how relevant techniques and processes contribute to the overall effect of the work	Identifies relevant techniques and processes and provides some explanation of their relationship to the overall effect of the work	Identifies some relevant techniques and processes and shows a limited sense of how they contribute to the overall effect of the work	Shows little understanding of the way in which techniques and processes relate to the overall effect of the work
Relate creative works to their cultural context I.4.b.: *Evaluate the relationship between creative works and the cultural and historical context in which they are created.*	Applies a clear understanding of cultural assumptions and values to the analysis of a creative work	Demonstrates some knowledge of cultural assumptions and values and provides some explanation of their relationship to a particular creative work	Demonstrates a limited and/or general knowledge of cultural assumptions and values and their influence on creative works but fails to apply it effectively	Shows little understanding of cultural assumptions and values or their influence on creative works
Relate creative works to their historical context I.4.b.: *Evaluate the relationship between creative works and the cultural and historical context in which they are created.*	Applies a clear understanding of historical context to the analysis of a creative work	Demonstrates some knowledge of historical context and its relationship to a particular creative work	Demonstrates a limited and/or general knowledge of historical context and its influence on creative works but fails to apply it effectively	Shows little understanding of historical context or its influence on creative works

Communication—Oral

Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Learning Outcome A: Use appropriate conventions and strategies in oral communication for various audiences and purposes.

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Organization (AACU, O*)	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language (AACU, O*)	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery (AACU, O*)	Delivery techniques (verbal and nonverbal) make the communication effective and appropriate for the audience.	Delivery techniques (verbal and nonverbal) make the communication interesting and largely appropriate for the audience.	Delivery techniques (verbal and nonverbal) make the communication understandable and acknowledge the audience.	Delivery techniques (verbal and nonverbal) detract from the understandability of the communication ignores or is inappropriate for the audience.
Supporting Material (AACU, O*)	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message (AACU, O*)	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation

**AACU, Oral Communication*

Communication—Written

Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Learning Outcome B: *Use appropriate conventions and strategies in written communication for various audiences and purposes.*

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing (AACU, W*)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development (AACU, W*)	Uses appropriate, relevant, and compelling content to achieve purpose and illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to achieve purpose and explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to achieve main purpose and develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions (AACU, W*)	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence (AACU, W*)	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics (AACU, W*)	Uses syntax and mechanics that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses syntax and mechanics that generally conveys meaning to readers. The language has few errors.	Uses syntax and mechanics that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses syntax and mechanics that sometimes interferes with meaning because of errors in usage.

**AACU, Written Communication*

Communication—Collaboration

Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Learning Outcome C: ***Individually apply appropriate verbal and nonverbal strategies to promote collaboration.***

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Contributes to Group Meetings (AACU, TC*)	Helps the group move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Group Members (AACU, TC*)	Engages group members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages group members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages group members in ways that facilitate their contributions to meetings by restating the views of other group members and/or asking questions for clarification.	Engages group members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Group Meetings (AACU, TC*)	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other group members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Group Climate (AACU, TC*)	Supports a constructive group climate by doing all of the following: • Treats group members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work. • Motivates group	Supports a constructive group climate by doing any three of the following: • Treats group members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work. • Motivates group	Supports a constructive group climate by doing any two of the following: • Treats group members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work. • Motivates group	Supports a constructive group climate by doing any one of the following: • Treats group members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work. • Motivates group members by expressing confidence about the importance of the task and the group's ability to

	members by expressing confidence about the importance of the task and the group's ability to accomplish it. • Provides assistance and/or encouragement to group members. • Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall group cohesiveness and future effectiveness.	members by expressing confidence about the importance of the task and the group's ability to accomplish it. • Provides assistance and/or encouragement to group members. • Identifies and acknowledges conflict and stays engaged with it.	members by expressing confidence about the importance of the task and the group's ability to accomplish it. • Provides assistance and/or encouragement to group members. • Redirecting focus toward common ground, toward task at hand (away from conflict).	accomplish it. • Provides assistance and/or encouragement to group members. • Passively accepts alternate viewpoints/ideas/opinions.
Exhibits cooperation by listening to and compromising with others (SLR)**	Listens and speaks a fair amount and never argues.	Listens, but sometimes talks too much and rarely argues.	Usually does most of the talking, rarely allowing other to speak and sometimes argues.	Is always talking, never allowing others to speak and usually argues.

**AACU, Teamwork Communication*

***Student Life Rubrics, "Leadership Skills" rubric, criteria 2 and 3*

Responsible Living, Goal #1

Describe ways in which ethical principles affect human choices.

Criteria	Capstone 4	Milestones		Benchmark 1
		3	2	
Identifies ethical dilemma(s) *R.1.a. Articulate within a specific context the ethical principles and standards that are used in the decision-making process.*	Student is able to identify all major ethical, factual, and conceptual issues, with clear elaboration considering all pertinent facts.	Student is able to identify most of the major ethical, factual, and conceptual issues with some elaboration of considering the most pertinent facts.	Student is able to identify most of the major ethical, factual, and conceptual issues, but elaboration is unclear.	Student is unable to identify the major ethical, factual, and conceptual issues present.
Analyzes alternatives and consequences *R.1.b. Evaluate specific decisions based on the application of ethical principles and standards.*	Clarifies a number of alternatives and evaluates the ethical impact of each.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies at least one alternative and predicts some associated consequences in detail.	Student begins to appraise the relevant facts and assumptions and identifies few to no alternatives.
Chooses an ethical course of action *R.1.b. Evaluate specific decisions based on the application of ethical principles and standards.*	Student clearly indicates a choice for an appropriate course of action from among generated alternatives and evidences a thoughtful reflection on the benefits and risks of the action selected.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives and evidences some reflection on the benefits and risks of the action selected.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives but does not indicate reflection on the benefits and risks of the action selected.	Student has difficulty identifying an appropriate course of action from among alternatives.

Modified from UCA College of Business *Ethical Decision Making / Social Responsibility of Business Rubric*

Responsible Living, Goal #2 *Analyze the effect that decisions have on self, others, and the environment.*

Criteria	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge of Well Being (LCS*) *R.2.a.: Recognize and evaluate how personal decisions affect individual well-being.*	Demonstrates orally, in writing, and / or through projects an understanding of the individual's role in society of making choices that promote personal, social, and/or environmental well-being.	Demonstrates some awareness of an understanding of the individual's role in society of making choices that promote personal, social, and/or environmental well-being. However, is struggling with the importance of individual decisions on society as a whole.	Demonstrates elementary level of awareness of an understanding of the individual's role in society of making choices that promote personal, social, and/or environmental well-being. Gives little consideration of importance or impact of the individual within society.	Demonstrates very poor understanding and/or clear misunderstanding of the individual's role in society of making choices that promote personal, social, and/or environmental well-being.
Analysis of Knowledge (AAC&U, CE*) *R.2.a.: Recognize and evaluate how personal decisions affect individual well-being.*	Connects and extends discipline based knowledge to one's own well-being and decision making.	Analyzes discipline based knowledge making relevant connections to one's own well-being and decision making.	Begins to connect discipline based knowledge making relevant connections to one's own well-being and decision making.	Begins to identify discipline based knowledge making relevant connections to one's own well-being and decision making.
Self-Actualization (LCS*) *R.2.a.: Recognize and evaluate how personal decisions affect individual well-being.*	Demonstrates an ability to make responsible decisions by identifying and discriminating fully among risks and identifying consequences of each possible decision.	Demonstrates an ability to make responsible decisions by identifying and discriminating among most risks and identifying consequences of each possible decision.	Demonstrates an ability to make responsible decisions by identifying and discriminating among a few risks and identifying limited consequences of each possible decision.	Demonstrates an inability to identify and discriminate among risks and identify consequences of possible decisions.
Empathy for individuals and groups influenced by social issues *R.2.b.: Recognize and evaluate how personal decisions affect social and environmental well-being.*	Demonstrates a clear and profound understanding of the situation and perspective of a person or group influenced by a social issue.	Demonstrates knowledge of the situation and perspective of a person or group but lacks a clear understanding of the social issue.	Demonstrates textbook knowledge of the situation but lacks a clear understanding of the social issue from a person or group viewpoint.	Unable to understand the situation or perspective of another person or group affected by a social issue.
Public Policy *R.2.b.: Recognize and evaluate how personal decisions affect social and environmental well-being.*	Fully identifies how public policy affects the well-being of individuals, families, communities, and /or the natural environment by identifying and discriminating fully among risks and identifying consequences of each possible policy.	Identifies how public policy affects the well-being of individuals, families, communities, and /or the natural environment by identifying and discriminating among most risks and identifying consequences of each possible policy.	Identifies how public policy affects the well-being of individuals, families, communities, and /or the natural environment at an elementary or textbook level by identifying and discriminating among a few risks and identifying limited consequences of each possible policy.	Unable to identify how public policy affects the well-being of individuals, families, communities, and /or the natural environment or identifying limited consequences of possible public policy.

*Modified from *iRubric, Rubric: Life Coping Skills* http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=C44W85&

** *AAC&U, Civic Engagement, criteria 2*

Responsible Living, Goal #3

Evaluate and practice strategies leading to individual and social well-being. (Civic Engagement and Citizenship)

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Analysis of Knowledge (AACU, CE*) *R.3.a.: Make relevant connections between academic study and civic engagement.*	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Citizenship (CSUEB, SR)** *R.3.a.: Make relevant connections between academic study and civic engagement.*	Demonstrates orally, in writing, and / or through projects an understanding of the citizen's proactive role in society, such as participating in the democratic process and contributing to one's own community.	Demonstrates some awareness of an understanding of the citizen's proactive role in society. However, is struggling with how important one person might be and the importance of one person within the system.	Demonstrates elementary level of awareness of an understanding of the citizen's proactive role in society. Gives little consideration of importance or impact of the individual within society.	Demonstrates very poor understanding and/or clear misunderstanding of citizen's role in society.
Public Policy *R.3.b: Examine the short and long term consequences of citizenship and civic engagement behaviors and policies that affect the well-being of individuals and communities*	Fully identifies how public policy affects the well-being of individuals, families and communities by identifying and discriminating fully among risks and identifying consequences of each possible policy.	Identifies how public policy affects the well-being of individuals, families and communities by identifying and discriminating among most risks and identifying consequences of each possible policy.	Identifies how public policy affects the well-being of individuals, families and communities by identifying and discriminating among a few risks and identifying limited consequences of each possible policy.	Unable to identify how public policy affects the well-being of individuals, families and communities or identifying limited consequences of possible public policy.

**AACU, Civic Engagement, criterion 2*

*** California State University East Bay. GE Social Responsibility Rubric 2006*
http://www20.csueastbay.edu/about/accreditation/files/pdf/eer/EERattch/2_GE/SocResru.pdf

Appendix P UCA Core Implementation Recommendations

Recommendation by the General Education Task Force (GETF)
Regarding Implementation of Proposed UCA Core Curriculum

Because of the burden that would be placed on many departments if they had to submit every general education course for approval to be included in the new plan and because Arkansas Legislative Act 747 has placed pressure on programs to meet the 120-hour requirements for majors as quickly as possible, the General Education Task Force recommends the following procedures to streamline implementation of the new UCA Core once it has been approved:

1. All courses currently in the General Education program be grandfathered in to the proposed Lower Division UCA Core as long as the department offering the course agrees to a) collect and report required assessment data, b) incorporate any necessary changes in the course required by the General Education Council to make the course fit the UCA Core Curriculum, and c) report those changes to the GEC. It is understood that some of the course changes might not be processed until after the beginning of the implementation period due to the initial work required of the GEC as the new program is implemented. In that case, the courses would be taught during this period with the understanding that further changes may need to be incorporated as recommended by the GEC.
2. Departments have the option of proposing up to three (3) new courses to be included in the lower division/general education core. These courses will follow an expedited review process to be determined by the GEC in order to speed implementation. Once the courses are implemented, the assessment process will determine whether changes need to be made in the courses in order to meet the appropriate outcomes.
3. Departments also may offer two (2) new or revised courses from each major/concentration to be included in the upper-division core for each designation area (I, D, C, R, Z), subject to the same expedited review process noted above. This will enable departments to develop upper-division Core courses quickly so that they can ensure that students are able to complete the requirements of the new program. As in the case of lower-division courses, the assessment process will determine whether these courses need to be revised in order to meet the appropriate outcomes.
4. After review/revision by the GEC, the assessment rubrics proposed by the GETF be implemented for at least 2 years prior to revision in order to provide some consistency and establish a benchmark. If the new program is approved, the GEC's review of the rubrics should be completed by March 1, 2013, in order for departments to make appropriate modifications in the courses that will use the rubrics.
5. The First-Year Seminar will be implemented Fall 2013 but due to the necessity to prepare faculty and/or budget restraints all incoming freshmen might not have a FYS. By Fall 2015 the FYS will be fully operational.
6. Currently enrolled students may elect to complete the current General Education program or the proposed UCA Core Curriculum program when it is implemented. Once a department begins to collect assessment data for the UCA Core Curriculum, all students in a designated assessment course will participate in data collection regardless of which general education program they are completing.

Appendix Q Sample Four Year Plans Under New General Education Proposal for Selected Majors

Program Completion Plan (Four-Year Plan with Summers)

Department: ECSE **Degree:** BSE

Program/Major: Early Childhood

Track/Emphasis:

Does this program require a minor? (Yes/No) No

Important program information in the online *Undergraduate Bulletin*:

General Education Requirements: http://www.uca.edu/ubulletin/02/207.html

Degree Requirements: http://www.uca.edu/ubulletin/02/208.html

Program Description: http://uca.edu/ubulletin/03/30103.php

Course Description: http://www.uca.edu/ubulletin/04/

This degree program requires a total of ~~128~~ 119 semester credit hours, including at least 40 upper-division credit hours.

Year 1					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
WRTG 1310 *(W1)*	3	WRTG 1320 *(W2)*	3		
SPCH 1300 *(Sp)*	3	EDUC 1300[1]	3		
KPED 1320/HED 1320 *(RL)*	3	PHYS 1400 *(S2)*	4		
HIST 1310/1320—FYS *(SS)*	3	MATH 1390 *(M)*	3		
BIOL 1400 *(S1)*	4	ENGL 2305 or 2306 *(HUM)*	3		
		Technology Competency Exam or EDUC 1240[2]			
Total credits	**16**	**Total credits**	**16**	**Total credits**	
Year 2					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
HIST 2301/2302 *(Gv/Hist)*	3	~~Humanities Elective~~	~~3~~		
Fine Arts Elective *(FA)*	3	MATH 3351	3		
ECSE 3300	3	EDUC 3309*(D)*	3		
GEOG 1305 *(SS)*	3	ECSE 3301[3]	3		

~~PCSI 1330~~	~~3~~	HIST 3310	3		
~~WCT Elective~~	~~3~~				
Total credits	~~18~~ 12	**Total credits**	~~15~~ 12	**Total credits**	
Year 3					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
		[5]		[6]	
MATH 4310	3	EDUC 4210	2	SCI 4410	4
[4] ENGL 3310	3	ECSE 4307	3		
MUS 3251	2	ECSE 4309	3		
ART 4260	2	ECSE 4311	3		
KPED 3220	2	ECSE 4315	3		
EDUC 3320	3	ECSE 4330	3		
Total credits	**15**	**Total credits**	**17**	**Total credits**	**4**
Year 4					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
[7]		[8]			
ECSE 4316	3	ECSE 4603 *(Capstone)*	6		
ECSE 4319 *(C & RL)*	3	ECSE 4604 *(Capstone)*	6		
ECSE 4320	3				
ECSE 4331 *(I)*	3				
ECSE 4318	3				
Total credits	**15**	**Total credits**	**12**	**Total credits**	

Notes

[1] Professional Portfolio Introduced; see admission requirements; take PRAXIS I

[2] Must complete competency test; if not successful EDUC 1240 may be taken

[3] Professional portfolio implementation

[4] Must be admitted to teacher education to enroll in following courses

[5] Must be admitted to teacher education to enroll in the following courses; cohorts formed; JR. BLOCK field T 8:00-2:00

[6] Must be admitted to teacher education to enroll in the following course

[7] Must be admitted to teacher education to enroll in the following courses; take PRAXIS II content exam; INTERNSHIP I field T 8:00-4:00 & TH 8:00-12:00

[8] Must be admitted to teacher education to enroll in the following courses; Admission to INTERNSHIP II; take remaining PRAXIS II exam(s); field daily 8:00-4:00

Program Completion Plan (Four-Year Plan with Summers)

Department: Teaching and Learning **Degree:** BSE

Program/Major: Middle Level Education

Track/Emphasis: Language Arts/Social Studies

Does this program require a minor? (Yes/No) No

Important program information in the online *Undergraduate Bulletin*:

General Education Requirements: http://www.uca.edu/ubulletin/02/207.html

Degree Requirements: http://www.uca.edu/ubulletin/02/208.html

Program Description: http://uca.edu/ubulletin/03/30103.php

Course Description: http://www.uca.edu/ubulletin/04/

This degree program requires a total of 125 semester credit hours, including at least 40 upper-division credit hours.

Year 1					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
WRTG 1310 *(W1)*	3	WRTG 1320 *(W2)*	3	GEOG 1305 *(SS)*	3
ART, MUS, THEA 2300 *(FA)*	3	~~KPED 1320/HED 1320~~	~~3~~	HIST 1320	3
HIST 1310—FYS *(SS)*	3	PHYS 1400 *(S2)*	4		
MATH 1390 *(M)*	3	HIST 2301	3		
EDUC 1300[i] [ii]	3	Technology Competency Exam **or** EDUC 1240			
Total credits	**15**	**Total credits**	**10**	**Total credits**	**6**
Year 2					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
~~ENGL 2370 or 2380~~	~~3~~	SPCH 1300 *(Sp)*	3		
MSIT 3220 [iii]	2	ENGL 2305 **or** 2306 *(Hum)*	3		
BIOL 1400 *(S1)*	4	PSCI 1330	3		
ENGL 2312 **or** 2313	3	MATH 3351	3		
ECON 1310	3	HIST 2302 *(Gv/Hist)*	3		
Total credits	**12**	**Total credits**	**15**	**Total credits**	

Year 3					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
ENGL Upper Division Literature Elective	3	HIST 4355	3	EDUC 3309[iv] *(D)*	3
ENGL 3335	3	ENGL 3320[v]	3	MSIT 4305[vi] *(RL)*	3
MSIT 3310[vii] *(RL, lower)*	3	SCI 3430	3		
WRTG 3340	3	MATH 4335[viii]	3		
HIST 2320	3	EDUC 3321[ix]	3		
MATH 3364	3				
Total credits	**18**	**Total credits**	**16**	**Total credits**	**6**
Year 4					
Fall		**Spring**		**Summer**	
Course[x]	**SCH**	**Course**[xi]	**SCH**	**Course**	**SCH**
MSIT 4320 *(I & C)*	3	MSIT 4612 *(Capstone)*	6		
MSIT 4411	4	MSIT 4613 *(Capstone)*	6		
MSIT 4310	3				
MSIT 4325	3				
EDUC 4210	2				
Total credits	**15**	**Total credits**	**12**	**Total credits**	

Notes

[i]Field experience hours required
[ii]See admission to teacher education requirements; Take Praxis I Exam.
[iii]Field experience hours required
[iv]Field experience hours required
[v]Must be admitted to teacher education
[vi]Must be admitted to teacher education
[vii]Field experience hours required
[viii]Must be admitted to teacher education
[ix]Must be admitted to teacher education and field experience hours required
[x]Must be admitted to teacher education to enroll in the following courses (except MSIT 4325); MSIT 4411 field experience hours required; Take Praxis II Principles of Learning and Teaching Exam and Content Exam
[xi]Must be admitted to teacher education to enroll in the following courses

Program Completion Plan (Four-Year Plan with Summers)

Department: Teaching and Learning **Degree:** BSE

Program/Major: Middle Level Education

Track/Emphasis: Mathematics/Science

Does this program require a minor? (Yes/No) No

Important program information in the online *Undergraduate Bulletin*:

General Education Requirements: http://www.uca.edu/ubulletin/02/207.html

Degree Requirements: http://www.uca.edu/ubulletin/02/208.html

Program Description: http://uca.edu/ubulletin/03/30103.php

Course Description: http://www.uca.edu/ubulletin/04/

This degree program requires a total of 126 semester credit hours, including at least 40 upper-division credit hours.

Year 1					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
WRTG 1310 *(W1)*	3	WRTG 1320 *(W2)*	3	BIOL 1400 *(S1)*	4
ART, MUS, THEA 2300 *(FA)*	3	~~KPED 1320/HED 1320~~	~~3~~	HIST 1320	3
HIST 1310—FYS *(SS)*	3	PHYS 1400 *(S2)*	4		
MATH 1390 *(M)*	3	MATH 3351	3		
EDUC 1300[i] [ii]	3	Technology Competency Exam or EDUC 1240			
Total credits	**15**	**Total credits**	**10**	**Total credits**	**7**
Year 2					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
~~ENGL 2370 or 2380~~	~~3~~	SPCH 1300 *(Sp)*	3		
MSIT 3220 [iii]	2	ENGL 2305 **or** 2306 *(HUM)*	3		
HIST 2301 **or** 2302 *(Gv/Hist)*	3	PSCI 1330	3		
SCI 3410	4	MATH 3354	3		
MATH 3364	3	CHEM 1400	4		
Total credits	**12**	**Total credits**	**16**	**Total credits**	

Year 3					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
GEOG 1305 *(SS)*	3	HIST 4355	3	EDUC 3309 [iv] *(D)*	3
ENGL 3335	3	SCI 3420	4		
MSIT 3310 [v] *(RL, lower)*	3	MSIT 4305 [vi] *(RL)*	3		
MATH 4320	3	EDUC 3321 [vii]	3		
MSIT 4325	3	MATH 4335 [viii]	3		
WRTG 3340	3				
Total credits	**18**	**Total credits**	**16**	**Total credits**	**3**
Year 4					
Fall		**Spring**		**Summer**	
Course [ix]	**SCH**	**Course** [x]	**SCH**	**Course**	**SCH**
MSIT 4320 *(I & C)*	3	MSIT 4612 *(Capstone)*	6		
MSIT 4411	4	MSIT 4613 *(Capstone)*	6		
SCI 4420	4				
MATH/SCI 4414	4				
EDUC 4210	2				
Total credits	**17**	**Total credits**	**12**	**Total credits**	

Notes

[i]Field experience hours required
[ii]See admission to teacher education requirements; Take Praxis I Exam.
[iii]Field experience hours required
[iv]Field experience hours required
[v]Field experience hours required
[vi]Must be admitted to teacher education and field experience hours required
[vii]Must be admitted to teacher education and field experience hours required
[viii]Must be admitted to teacher education
[ix]Must be admitted to teacher education to enroll in the following courses; MSIT 4411 field experience hours required; Take Praxis II Principles of Learning and Teaching Exam and Content Exam
[x]Must be admitted to teacher education to enroll in the following courses

Program Completion Plan (Four-Year Plan with Summers)

Department: Nursing **Degree:** BSN

Program/Major: Nursing

Track/Emphasis: Nursing

Does this program require a minor? (Yes/No) No

Important program information in the online *Undergraduate Bulletin*: Using Proposed GE Model 7/2012

General Education Requirements: http://www.uca.edu/ubulletin/02/207.html

Degree Requirements: http://www.uca.edu/ubulletin/02/208.html

Program Description: http://www.uca.edu/ubulletin/03/30408.html

This degree program requires a total of ~~131~~ 120 semester credit hours, including at least 40 upper-division credit hours.

Year 1[1]					
Fall[2]		**Spring[2]**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
BIOL 1400*[3] *Science 1*	4	BIOL 2405*	4		
CHEM 1402*[4] *Science 2*	4	CHEM 2450*	4		
MATH 1390* *Math*	3	NUTR 1300* *Responsible Living*	3		
PSYC 1300* *Soc Science 1*	3	SOC 1300* *Soc Science 2*	3		
WRTG 1310* *Writing 2*	3	WRTG 1320* *Writing 2*	3		
Total credits	**17**	**Total credits**	**17**	**Total credits**	

Year 2					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
BIOL 2411*	4	BIOL 4311*	3		
~~GEN ED (HIST 1310 or 1320)~~	~~3~~	PSCY 2370* or FACS 2341*	3		
GEN ED (SPCH 1300)* *Comm*	3	NURS 2310	3		
NURS 2305	3	NURS 2510	5		
NURS 2505	5				
Total credits	**~~18~~ 15**	**Total credits**	**14**	**Total credits**	

Year 3					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
PHIL 2325* or 1301* *Humanities*	3	GEN ED (HIST 2301 or 2302 or PSCI 1330) *US Hist/Gov*	3		
~~GEN ED (KPED/HED 1320)~~	~~3~~	PSYC 2330*, SOC 2321*, MATH 2311* or PSCI 2312*	3		
NURS 3201 *(C)*	2	NURS 3505 *(D)*	5		
NURS 3501	5	NURS 3515 *(I)*	5		
NURS 3510 *(R)*	5				
Total credits	**~~18~~ 15**	**Total credits**	**16**	**Total credits**	
Year 4					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
GEN ED (MUS, ART, THEA 2300 or FILM 2310) *Fine Arts*	3	~~General Elective~~	~~3~~		
~~GEN ED (FYFS 1310, PHIL 1330, AFAM 1330, LING/WRTG 2350)~~	~~3~~	~~GEN ED (ENG 2305 or 2306)~~	~~3~~		
NURS 4213	2	NURS 4510 *(CE – D)* *CE = Capstone Experience*	5		
NURS 4220	2	NURS 4515 (*CE – C)*	5		
NURS 4505	5	NURS 44xx Capstone *(I & R)*	4		
Total credits	**~~15~~ 12**	**Total credits**	**~~16~~ 14**	**Total credits**	

Notes

[1]First-year courses listed are prerequisite to the nursing major. However, admission to UCA as a pre-nursing major does not guarantee admission to nursing courses. Students must apply and be accepted for admission to the nursing major before enrolling in nursing courses for the second year. Applications are available in early January from the Department and are due March 1.

[2]All courses with an asterisk (*) and all nursing courses (NURS) are to be completed with a minimum grade of "C."

[3]BIOL 1400 and 2405 or BIOL 2406 and 2407 will meet program requirements. BIOL 2406 requires CHEM 1402 or 1450 & BIOL 1400 or 1440. BIOL 1440 will substitute for BIOL 1400.

[4]CHEM 1402 and 2450 is preferred. CHEM 1450 and 1451 will meet program requirements.

Program Completion Plan (Four-Year Plan with Summers)

Department: EFIRM **Degree:** BBA

Program/Major: Finance

Track/Emphasis:

Does this program require a minor? (Yes/No) No

Important program information in the online *Undergraduate Bulletin*:

General Education Requirements: http://www.uca.edu/ubulletin/02/207.html

Degree Requirements: http://www.uca.edu/ubulletin/02/208.html

Program Description: http://uca.edu/ubulletin/03/30103.php

Course Description: http://www.uca.edu/ubulletin/04/

This degree program requires a total of 120 semester credit hours, including at least 40 upper-division credit hours.

Year 1					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
WRTG 1310	3	WRTG 1320	3		
MATH 1390	3	SPCH 1300	3		
FYS GEN ED (HUM)	3	MATH 1395	3		
GEN ED (FA)	3	ECON 2320 or 2321 (SS)	3		
GEN ED (POLS/HIST)	3	GEN ED (NAT SCI)	4		
Total credits	**15**	**Total credits**	**16**	**Total credits**	
Year 2					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
ECON 2320 or 2321 (SS)	3	GEN ED (RL)	3		
ACCT 2310	3	ACCT 2311	3		
QMTH 2330	3	ECON 2310 (D)	3		
MIS 2343	3	ACCT 2321	3		
MGMT 2301 (C)	3	GEN ED (NAT SCI)	4		
Total credits	**15**	**Total credits**	**16**	**Total credits**	

Year 3					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
FINA 3330[1] (I)	3	MIS 3321	3		
FINA 3340	3	ACCT 3311	3		
MGMT 3340[1] (R)	3	MGMT 3344[1] (I)	3		
MKTG 3350[1] (D)	3	FINA 3350 (R)	3		
ELECTIVE	3	ELECTIVE	3		
Total credits	**15**	**Total credits**	**15**	**Total credits**	
Year 4					
Fall		**Spring**		**Summer**	
Course	**SCH**	**Course**	**SCH**	**Course**	**SCH**
QMTH 3325 or ECON 3335, or ACCT 3312	3	FINA 4336 (C)	3		
FINA 4332	3	FINA ELECTIVE[2]	3		
FINA 4333	3	MGMT 4347 (A)	3		
ELECTIVE	3	ELECTIVE	3		
ELECTIVE	3				
ELECTIVE	1				
Total credits	**16**	**Total credits**	**12**	**Total credits**	

Notes

[1]MGMT 3340, 3344, FINA 3330, and MKTG 3350 require completion of ACCT 2310, 2311, ECON 2320, 2321, and QMTH 2330.

[2]Finance elective to be chosen from FINA 3323, 3382, 4331, 4334, 4376, ACCT 3312, INSU 3324, MGMT 4341, and INSU 3382.

Appendix R Selected References

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AAC&U. High impact educational practices. http://leap.aacu.org/toolkit/wp-content/files_mf/hips_list.pdf

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