The Higher Learning Commission Action Project Directory

University of St. Francis

Project Details

<table>
<thead>
<tr>
<th>Title</th>
<th>General Education Curriculum Revision (Phase II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>1-Helping Students Learn</td>
</tr>
<tr>
<td>Timeline</td>
<td>Planned Project Kickoff 10-01-2012 Target Completion 10-01-2013</td>
</tr>
<tr>
<td>Status</td>
<td>ACTIVE</td>
</tr>
<tr>
<td>Updated</td>
<td></td>
</tr>
<tr>
<td>Reviewed</td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>10-12-2012</td>
</tr>
<tr>
<td>Version</td>
<td>1</td>
</tr>
</tbody>
</table>

1: Project Goal

A: The first iteration of this project (now retired) was to determine if the general education curriculum should be revised. The Ad Hoc Committee has narrowed the potential models from seven to three over the two-year span. Phase 2 of this project will involve obtaining further feedback from stakeholders (including students) and further narrowing to one general education model to be presented to University Curriculum Committee no later than September 2013. Other goals include piloting some new General Education classes that could be used in the new model. Faculty from History, Theology and Philosophy has already expressed interest in this endeavor.

2: Reasons For Project

A: The General Education program has not changed in the last 25 years with the exception of Core classes and Core classes are not fulfilling their original intent as stated in Phase 1 of the original project. Significant work on this project has already occurred, and with the momentum gathered already, we hope to move it to fruition during this next Phase. AQIP Reviewer recommendations have influenced us to break this project into manageable pieces to hopefully give us a better chance of ultimate success.

3: Organizational Areas Affected

A: This Action Project will affect all colleges, and ultimately all undergraduate students attending USF in future years. It will also have significant impact on Admission, Registrar, Advising and the Academic Resource Center. As stated previously, input from current students will be important to allow us to narrow to one model to be presented to the University Curriculum Committee.

4: Key Organizational Process(es)

A: This process change will affect student learning for all undergraduate freshman and transfer students.

<table>
<thead>
<tr>
<th>Support Area</th>
<th>Department</th>
<th>Key Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Enrollment</td>
<td>Undergraduate/Graduate/Degree Completion Admissions, Enrollment Support Services, Marketing, Academic Advising and Articulation, Student Development</td>
<td>Inquiry, application, admission, placement and testing, registration/advising, articulation and prior learning, orientation/confirming registration, welcome center, marketing, enrollment communication</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Academic Colleges, Academic Resource Center, Academic and Information Support Services, Academic Advising</td>
<td>Academic advising, online learning, academic information services, tutoring, supplemental instruction, academic coaching, disability accommodations, assessment of student learning</td>
</tr>
<tr>
<td>Mission Integration</td>
<td>Mission Integration, University Ministry</td>
<td>Spiritual development and activities, mission/Ex Corde alignment, mission awareness</td>
</tr>
</tbody>
</table>

5: Project Time Frame Rationale

A: The most recent review of this project suggested that we narrow our timeframe to more manageable pieces and we have taken that advice. We hope that by narrowing the timeframe we keep on a obtainable track and meet the next significant portion of this project.
which will be presenting the "final draft" model to the University Curriculum Committee.

6: Project Success Monitoring

A: As noted in Phase 1 of this project, the committee is responsible for reporting to the Executive Committee and Academic Assembly on a regular basis. The sponsor of this project is the Vice-President of Academic Affairs (Provost) and he is very interested in the culmination of our efforts.

7: Project Outcome Measures

A: If the new General Education Program is approved by Governance and new courses are put into place, assessments will be put in place that can determine whether we met the following goals:

The goals for student learning at USF can be summarized as follows:

1. A sense of ethics and values reflecting the religious foundations of USF and its Franciscan charism
   - Evidence of having embarked on a personal search for truth, meaning, and faith, including an understanding of and respect for Catholic ideals
   - Understanding of and sensitivity to values including personal integrity, respect for the dignity of others, and reverence for creation, compassion, justice, and peacemaking

2. Mastery of the chosen discipline
   - Clear understanding of key ideas, concepts, and theories of the chosen discipline
   - Proficiency in skills and methodology

3. Active participation as a citizen of a diverse democracy and pluralistic world
   - Deep understanding of oneself and respect for the diverse identities of others, their histories, and their cultures
   - Positive personal and interpersonal skills
   - Capacity for associative living (i.e., living in common with others)
   - Potential to contribute to society with leadership through service

4. Ability to communicate complex ideas in written and oral form in various situations and with diverse audiences

5. Intellectual competencies, curiosity and habits of mind that foster continual pursuit of knowledge and independent thought
   - Facility in quantitative reasoning, as well as scientific and technological literacy
   - Aesthetic awareness and appreciation
   - Ability to analyze and interpret historical data; to understand methods and analyze concepts from philosophy, theology, and the social sciences
   - Read imaginatively and critically

6. Intellectual agility and ability to adapt and manage change, including the ability to translate knowledge into action and to solve problems.
   - Ability to learn in multiple modes and from different disciplines
   - Ability to find the best available sources of information (electronic and print, questionnaire, interviews, etc.); sift, organize, and evaluate that information, and develop critical analyses