

First Look: Refined General Education Framework

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Academic Affairs



CATAMOUNT CORE
CURRICULUM



CATAMOUNT CORE

CURRICULUM

Appreciation and Thanks

To the General Education Alignment Task Force and the ad hoc committee members for their tireless work in a short time frame!

Seven ad hoc committees, with **70** faculty experts and **8**

Alignment Taskforce co-chairs conducted over **20 hours** of meetings and additional online work over the course of **4 weeks**.

Background

- Summer 2019: Alignment Task Force charged, begins work
- Fall 2019: Task Force drafts vision, initial framework. Call for additional category proposals.
- January 2020: Catamount Core Framework presented to Faculty Senate and in February open forums. Ad hoc committee nominations received and ad hoc committees formed
- February/March: Ad hoc committees met and drafted recommendations, revised category descriptions, course approval criteria, and draft student learning outcomes



Framework Refinement Process

1. Ad hoc committee reports submitted to Faculty Senate Executive Council and Gen Ed Alignment Task Force (early March)
2. Feedback received from FS Exec Council (mid-March)
3. Task Force, guided by mission and Gen Ed vision statements, balances recommendations of the ad hoc committees (3/20)
4. Draft refinements presented to Faculty Senate and in March open forums (Microsoft Teams) (3/23; 3/25/3/31)
5. Refined Catamount Core framework circulated to campus (early April)
 1. Further discussion and vote at April or May Senate meeting

Gen Ed Alignment Process: Vision and Goal

Vision: UVM General Education should expose students to the intellectual breadth of the liberal arts, develop the skills needed to integrate and apply diverse areas of knowledge, and build the foundations for lifelong learning and active participation in local and global communities.

Goal: A General Education curriculum that will prepare our students to become the “accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct” described in the UVM mission statement.



NECHE requires a Gen Ed curriculum that:

- Is “coherent and substantive. It embodies the institution’s definition of an educated person and prepares students for the world in which they live.” (Standard 4.16)
- “Informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.” ((Standard 4.16)
- Shows “a balanced regard for what are traditionally referred to as the **arts and humanities, the sciences [and] mathematics, and the social sciences.**” (Standard 4.17)
- Has “**students complete at least the equivalent of 40 semester credits** in a bachelor’s degree program.” (Standard 4.18)





CURRENT UNIVERSITY WIDE GEN ED STRUCTURE (15 credits)

D1	RACE AND RACISM IN THE U.S.
D2	DIVERSITY OF HUMAN EXPERIENCE
FWIL	FOUNDATIONAL WRITING AND INFORMATION LITERACY
QR	QUANTITATIVE REASONING
SU	SUSTAINABILITY



CATAMOUNT CORE CURRICULUM

PROPOSED: January 2020

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (18 credits); CORE SKILLS (12 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

LIBERAL ARTS

18 CREDITS

H1, H2, H3 HUMANITIES AND ARTS
6 credits

S1 SOCIAL SCIENCES
6 credits

N1, N2 NATURAL SCIENCES
6 credits

CORE SKILLS

12 CREDITS

QR QUANTITATIVE REASONING

FWIL COMMUNICATION 1
Foundational Writing and Info Literacy

WIL2 COMMUNICATION 2
Writing and Info Literacy Tier 2
or

OC Oral Communication

IA Integration and Application of Knowledge in the Major

COMMON GROUND VALUES

12 CREDITS

D1 DIVERSITY 1

D2 DIVERSITY 2

SU SUSTAINABILITY

GC GLOBAL CITIZENSHIP

SJ SOCIAL JUSTICE*

* SOCIAL JUSTICE is a co-requirement that can be attached to a course approved in any of the other COMMON GROUND VALUES.

Recommendations from ad hoc committees:

1. *Social Justice* needs further development; implement a course designation, not part of Gen Ed. Courses may fit with Global Citizenship.
Task force: accepted recommendation
2. *Global Citizenship* will now have two pathways; recommend reviewing relationship between GC and D2 once the curriculum is implemented.
Task force: accepted recommendation
3. *Humanities and Arts* name change to Arts and Humanities.
Task force: accepted recommendation
4. *BOTH WIL2 and Oral Communication* be required.
Task force: did not accept recommendation
5. Add 3 credits of Mathematics. Change QR to Quantitative and Data Literacy that can not be fulfilled by Mathematics.
Task force: accepted recommendation; further refinement needed
6. *Integration and Application of Knowledge* reaffirmed the value of this requirement within the General Education framework.
Task force: removed this requirement to allow for stronger Quantitative requirements



REVISED: March 2020

CATAMOUNT CORE CURRICULUM: *Draft Revision - March 2020*

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (21 credits); CORE SKILLS (9 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

LIBERAL ARTS

21 CREDITS

H1, H2, H3 **ARTS AND HUMANITIES**
6 credits

S1 SOCIAL SCIENCES
6 credits

N1, N2 NATURAL SCIENCES
6 credits

MA **MATHEMATICS**
3 credits

CORE SKILLS

9 CREDITS*

QD **QUANTITATIVE AND DATA LITERACY** 3 credits

FWIL COMMUNICATION 1
Foundational Writing and Info Literacy
3 credits

WIL2 COMMUNICATION 2
3 credits from:
Writing and Info Literacy Tier 2
or
Oral Communication

*IA has been removed

COMMON GROUND VALUES

12 CREDITS*

D1 DIVERSITY 1
D2 3-6 credits
DIVERSITY 2
0-3 credits

SU SUSTAINABILITY
3 credits

GC GLOBAL CITIZENSHIP
3 credits

*SJ has been removed

Next Step: Offer Feedback:

Open forums (URL will connect to a Teams meeting):

3/25 from 11-12:30 <http://go.uvm.edu/eh3v6>

3/31 from 11:30-1 <http://go.uvm.edu/rgyto>



The administration and the Faculty Senate of the University of Vermont share responsibility for the effective management of the academic affairs of the University.

Authority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. Meetings of the Faculty Senate are presided over by a Senate President and Vice-President and follow a town-meeting format at which all University faculty members have a voice.

Elected Senators



Senators are the elected representatives of their academic units to the Faculty Senate. Senators are responsible for communicating with the faculty in their units about all Faculty Senate actions, as well as bringing information from their academic units to the attention of the Senate and Senate Committees. [Elected Senators for 2019-2020](#)

FACULTY SENATE FAQS



FACULTY SENATE SUGGESTION BOX



FACULTY SENATE
CONSTITUTION & BYLAWS



The UVM Faculty Senate meetings are open to the public, and are generally held on the fourth Monday of each month from 4:00 - 5:30 p.m. in the Waterman Memorial Lounge. The May meeting is an exception to the general meeting pattern.

NOTICE:

The next meeting of the Faculty Senate will be:

Monday, January 27, 2020

4:00 - 5:30 p.m.,

Waterman Memorial Lounge.

· [January Meeting Agenda and Materials >>](#)

· [2019-2020 Senate Meeting Schedule >>](#)

Other key elements:

- **Three curricular areas:** Liberal Arts, Core Skills, Common Ground Values
- **40 credit rule:** Students can “double dip,” but they must still take 40 credits of Gen Ed approved courses overall
- **Central Approval:** A university-wide Gen Ed Curriculum committee will approve courses; current Gen Ed committees will be folded into this larger committee
- **A Gen Ed Coordinator** will oversee the curriculum. Half-time, faculty position



Detailed Timeline for Spring 2020

January 2020	Final Draft Framework discussed with senior leaders
January 27, 2020	Review of framework at Faculty Senate meeting; call for nominations for ad hoc committees to refine Gen Ed category criteria
February 2020	Ad hoc committees empaneled and working (up to Spring Break) *Open forums: February 12th and February 20th
March 2020	Alignment Task Force revises curriculum based on ad hoc committee work *Open forums: March 25th and March 31st
March 23, 2020	Revised Gen Ed categories/framework presented for discussion
April 20, 2020	Continued discussion and vote on Gen Ed Framework
May 2020	Gen Ed curriculum presented to Board of Trustees

TENTATIVE Implementation Timeline

Academic Year	Implementation Goals
2020-2021 2021-2022	<ul style="list-style-type: none">- Establish Gen Ed Curriculum Committee- Begin course approvals for all categories.- Units address curriculum and catalogue changes to align with Gen Ed
2022-2023	Phase 1 adding in Arts and Humanities, Social Sciences, Natural Sciences, Gen Ed requirements for class of 2026. Ongoing assessment of capacity based on course approvals for new categories.
2023-2024	Goal to begin phase 2 implementation for class of 2027 for all remaining Gen Ed categories, including adding Mathematics and QD, and phasing out QR.
2023-2025	Assessment of progress, and opportunity to consider some revisions to the curriculum. Spring 2024: 5-year interim report to NECHE.

Questions?



The University of Vermont