All:
Please find attached a more detailed proposal for “Preparing Students for Success in the Professions,” for possible discussion on Friday. At this point it is rather difficult to determine a budget for the proposal, and that would require some research for eportfolio platforms. I will be on conference all for this meeting.
Best wishes,

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Proposal submitted to the Humanities, Social Sciences and Fine Arts Planning Group

Title: Preparing Students for Success in the Professions

Description
The Association of American Colleges and Universities (AACU) have promoted an initiative entitled Liberal Education and American’s Promise (LEAP). In this initiative, which has received wide support, the goal is to identify student outcomes that not only matter for what is to count as an educated person, but also to identify those student outcomes that employers seek in college graduates. Based on a survey of over 300 executives in both the private and non-profit sectors (http://www.aacu.org/leap/public_opinion_research.cfm), employers are looking for a number of skills, aptitudes, and knowledge in college graduates, in the following rank order:

1. Effective oral and written communication;
2. Critical thinking and analytical reasoning;
3. Knowledge as applied to real world settings;
4. Problem-solving skills;
5. Ability to connect choices and actions to ethical decisions;
6. Teamwork skills;
7. Innovation and creativity;
8. Conceptual understanding of developments in science and technology;

Additionally, employers think that the following learning practices would have the most impact on students in the context of preparing them for the workplace:

1. Having Both in-depth and broad range of skills and knowledge;
2. Completion of a significant project that demonstrates depth of knowledge in their major and the acquisition of analytical, problem-solving, and communication skills.
3. Completion of an internship or community-based field project that connects classroom learning with real-world experiences;
4. Acquisition of Research skills and evidence-based analyses;
5. Hands-on Experience with methods of science;
6. Learning about cultural and ethnic diversity in the U.S.;
7. Learning about non-Western cultures;
8. Taking courses that explore current social issues;

It is clear from this survey, that the student outcomes we generally associate with the liberal arts are the skills that employers are looking for in potential employees. However, it is also clear that employers believe that these outcomes can be achieved by high-impact teaching methods that connect these skills to real-world experiences. In effect, what employers would like to see is not just good written and oral communication skills, but demonstrations of those skills as they might apply to the workplace.

Preparing students for the Professions has the purpose of integrating skills employers recognize as important with demonstrations of those skills. The project would focus on three critical areas
related to the humanities: oral communication, written communication, and ethics skills. The project would involve the following phases:

1. Phase I: A series of focus group meetings with prominent employers to discuss what is needed, from their perspective, in regard to communication and ethics skills in the workplace.
2. Phase II: intercollegiate and intercampus meetings, workshops, and discussions, between instructors in communication and ethics programs, and colleagues in the professional colleges and programs, about how best to address content and pedagogy in the context of enhancing student outcomes in these areas. These efforts would be supported by opportunities to learn from national experts in these areas.
3. Phase III: the development of e-portfolios and the identification of materials gleaned from Phase II that would best serve as evidence for communication and ethics skills;

The final outcome of the project would be content for an E-portfolio that could serve as a demonstration to any potential employer of a student’s communication skills and ethical competence for the workplace. It would be a way of having a practical connection between these basic liberal arts skills and skills needed in the workplace.

For a general overview of E-portfolios, link to:
http://www.danwilton.com/eportfolios/
To see a demonstration video of e-portfolios, link to the following site from Penn State:

**Budget**
Associate degree  60 credits
Bachelor's degree  120 credits
Master's degree  30 credits
Graduate Certificate  12 credits
Post-Baccalaureate Certificate  24 credits

B. The maximum number of credits that may be required by a degree or certificate program will be, for each level:

Occupational Endorsement  29 credits
Certificate  60 credits
Associate degree  75 credits
Bachelor's degree  132 credits
Master's degree  45 credits
Graduate Certificate  29 credits
Post-Baccalaureate Certificate  60 credits

C. The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.

D. The president may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate MAU faculty senate and chancellor.

E. Non-credit only workforce credentials have no minimum or maximum number of continuing education units or contact hours.

F. While no minimum or maximum credit hours are required for the doctorate, a student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.


University general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality. Each MAU will have a common core of general education requirements consisting of a minimum of 34 credits of coursework distributed among categories as described in the accompanying university regulation. This core will be the minimal requirements for the general education curriculum for baccalaureate degrees. The definitions of distribution categories for the common core of general education requirements and the distribution of credit among these categories will be established by university regulation, following review by the faculty and the MAU chief academic officers and the recommendation of the chancellors.

(12-08-05)

(02-16-96)
9. authorizations from governmental or other agencies (e.g. Northwest Association of Schools and Colleges, state higher education commissions) which will be needed to operate and grant degrees; and

10. an executive summary of about one page. (12-03-07)

**R10.04.030. Credit Hour Requirements for Degree and Certificate Programs.**

Unless otherwise specified by the appropriate academic unit, a course may be used more than once for fulfilling degree, certificate, major, and minor requirements. Credit hours for such courses count only once toward total credits required for the degree or certificate. (01-10-01)

**R10.04.040. General Education Requirements.**

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.

2. Written Communication Skills

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in communicating

3. Quantitative Skills

   Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.

4. Natural Sciences

   Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.

5. Humanities

   Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses
introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.

6. Social Sciences

Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

B. Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills 6 credits minimum
Oral Communication Skills 3 credits minimum
Humanities/Social Sciences 15 credits minimum
  at least 3 credits in the arts
  at least 3 credits in general humanities
  at least 6 credits in the social sciences, from 2 different disciplines
Quantitative Skills/Natural Sciences 10 credits minimum
  at least 3 credits in mathematics
  at least 4 credits in the natural sciences, including a laboratory

Total 34 credits minimum

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.

2. Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.

3. Credit may be counted towards general education or a degree major requirement, but not both.

4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

(02-16-96)

R10.04.060. Transfer of Credit.

In accepting credits from regionally accredited colleges and universities in the United States, maximum recognition of courses satisfactorily completed will be granted to transfer students toward satisfying requirements at the receiving institution. Coursework must be at the 100 level or above to transfer and, from institutions outside the University of Alaska, must be completed with a grade of C or better. A student's entire transcript from any MAU within the University of Alaska will be transferred to another MAU, subject to applicability toward degree requirements and measures of academic performance as established elsewhere in Regents' Policy. University
UAS Competencies:
The faculty has defined six competencies in which baccalaureate degree students will be assessed periodically during their studies at UAS. The general education courses as well as degree requirements will help students develop and improve their skills in six critical areas. No one course will cover all the competencies. Assignments and tasks will be embedded into the course objectives of many different courses at different levels of the curricula to provide students the opportunity to learn and demonstrate mastery of these competencies.

Competency in Communication

College graduates should be able to write, speak, read, and listen effectively for a variety of purposes and audiences. Whether their aim is personal, academic, or professional, they should be able to communicate ideas and information effectively.

Competency in Quantitative Skills

A quantitatively literate person is capable of analytical and mathematical reasoning. This individual can read and understand quantitative arguments, follow logical development and mathematical methods, solve mathematical and quantitative problems, perform mathematical calculations, express functional relationships, and apply mathematical methods. As a minimum, a student should know the mathematical techniques covered in the general education mathematical requirements.

Competency in Information Literacy

Competency in information literacy combines the skills of being able to 1) identify needed information; 2) locate and access the information; 3) analyze and evaluate the content; 4) integrate and communicate the information; and 5) evaluate the product and the process. Reading and writing literacies plus traditional library skills provide the foundation to access the vast availability of electronic information.
Competency in Computer Usage

Students should have the knowledge to make efficient use of computers and information technology in their personal and professional lives because basic technological knowledge and skills apply to all fields and disciplines. Necessary skills range from a basic ability to use a keyboard through word processing concepts, spreadsheet and graphics applications to telecommunications, conferencing, and electronic mail technologies.

Competency in Professional Behavior

Professional behavior is expected of college students. Success in professional life depends on many behaviors, including responsibility, good work habits, ethical decision making, recognition of the value of community service, and successful human relations.

Competency in Critical Thinking

Competency in critical thinking reflects proficiency in modes of thought: conceptualizing, analyzing, synthesizing, evaluating, interpreting, and/or applying ideas and information. A critical thinker can approach a concept from multiple perspectives and frames of reference, compare and contrast ideas or models, and demonstrate a willingness to take intellectual risks. A critical thinker knows not only how but also when to apply particular modes of thinking. It should be noted that problem solving and analytical approaches may vary from discipline to discipline.
AAC&U’s Liberal Education and America’s Promise

Knowledge
Science
Social sciences
Mathematics
Humanities
Art

Intellectual and Practical Skills
Written and oral communications
Inquiry, critical and creative thinking
Quantitative literacy
Information literacy
Teamwork
Integration of learning

Individual and Social Responsibility
Civic responsibility and engagement
Ethical reasoning
Intercultural knowledge and actions
Propensity for lifelong learning

UAA’s Institutional Learning Outcomes
Communicate effectively
Employ critical thinking skills
Employ independent learning and information literacy skills
Demonstrate a knowledge base in the required general education areas, and
Demonstrate specific knowledge and skills in degree or major discipline.

GER Student Outcomes
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of Globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.