

**Meeting Minutes CAC meeting**  
**9/14/2011, 3:30-4:30 pm at the Kayak Room**

Voting members present:

Carrie noted she'll be out on maternity leave during spring semester. She would like her seat to be filled by another Arts person, if possible.

Dana T. noted that he is willing to send one or two members to the annual AACU General Education meeting taking place in late January or early February.

Dana asked about what sense of a timeline David and Carrie had for accomplishing the tasks ahead. Carrie and David expressed guarded optimism about what could be accomplished this academic year.

Dana shared some good suggestions about how to approach assessment: 1.) NSSE results cover the areas of teamwork and globalization; 2.) Writing and Oral components could be built into the Ethics piece or capstone courses or [English] 211 / 213; 3.) ETS proficiency profile tool could be used. Another approach would be to put writing projects in every capstone course within a degree program. LEAP also speaks to assessment. It was noted that 211 or 213 could be used as the capstone for the AA degree. Baccalaureate capstones would be more specific to majors, of course.

Dana mentioned sending a web link related to program by program techniques in use (such as portfolios) to integrate core requirements into university education.

Everyone agreed that a simpler, holistic approach is needed. Carrie noted that a new standing committee is needed just to assess the new general education core, and that Core Review Committee has enough to do with regular semester-to-semester business with petitions and curriculum.

**B. 'Stacked' courses -- Postponed discussion for next meeting.**

**C. Courses taught at high schools for high school students with UAF 100-level designators**

Dana suggested bringing in guests for discussing this topic (Tech Prep, instructors like Victor Zinger or Shannon Atkinson). Doug Goering mentioned that there is now an Engineering Curriculum Academy in one of the high schools. He's partial to the AP model which doesn't fit with the academy approach. The idea with the academy is that students would take several 0xx-level courses which would add up to receiving some college credit (such as being able to skip the intro-level engineering courses). That high school students could earn 3 college credits is a big selling point for the academy with parents because they didn't have to pay for the credits.

Ideas mentioned in the discussion included: bring h.s. students to the campus for courses; if taught at the high school, the same UAF college midterms and finals

must be used. Cons noted: having no authority over a high school faculty teaching a college course; how would such a course be assessed; students miss out on the 'college pace' of the course when a semester course is taught in the high school over nine months. Some areas are pretty fuzzy, for example what course would constitute 'entry-level' math? Lillian recommended using CLEP in the process.

**4. New business: discussion of Dean's Council suggestions for GERC**

(Points of the recommendations touche