

Work Team 2: Rigorous, Relevant, Respected Undergraduate Academic Experience

Outcomes

1. Lay out the mission of the liberal arts tradition/education within the context of a comprehensive university.
2. Compile a set of best practices in experiential learning so that we can identify existing and potential types/models of experiential learning opportunities. Delineate how to integrate experiential learning into the undergraduate curriculum, including the Core.
3. Provide an assessment of the benefits/costs of integrating experiential learning throughout the curriculum including any differences in needs between the traditional and ADEP populations.
4. Communicate the importance of an interdisciplinary approach to learning. Lay emphasis on the association between conventionally disconnected disciplines such as science, math, history, political science, english, and language arts.
5. Create and prioritize a list of possible new undergraduate programs (majors, minors) to be launched during the timeframe of the next strategic plan.
6. Determine if there are new delivery methods that will enhance undergraduate education
7. Create and prioritize new locations to be launched for ADEP
8. Create and prioritize a list of current programs to be modified and/or pruned in the future to provide undergraduates with optimal learning opportunities.

Questions

1. How can experiential learning be more fully integrated into the curriculum to enhance the overall undergraduate experience?

Are there best practices in experiential learning that can serve as models for CLU to consider? What roles do/will civic engagement, community service, independent research, and project-based approaches play in shaping the future of the undergraduate curriculum?

2. What more can be done to retain and advance academic quality and rigor?

Are there programs that should be added/dropped/emphasized? Do we further develop and institute alternative types of learning (e.g., on-line courses)? How do we effectively adopt experiential learning to advance academic quality and eliminate the division and the learning of solitary skills?

3. What can be done to enhance the liberal arts education, taking into account the changing dynamics of society and the workplace?

Are we trapped between society's demand for concrete returns on educational investment and the desire to graduate students with a sense of community, as well as conveyable skills such as communication and analytical problem solving?

Is the often perceived difference in the degrees offered through ADEP and the traditional UG program real? How do adults differ from younger learners? Is a new approach needed for greater uniformity? If so, how do they differ and is it important to make them more equivalent? If the goal is to make them more equivalent, how do we make that happen?

4. Does the current general education curriculum provide for a liberal arts education that is rigorous, relevant and respected? If not, how can it be improved?

Does the curriculum cultivate a critical and creative intellectual atmosphere for students in its current form? Does it need to be reshaped or recast? How would the Core benefit from experiential learning and how do we integrate such concepts?