

Fitchburg State University All University Committee

2020-2021 Proposal Form

Date: 11/20/2020

I. Proposal Title: Recognition of Fitchburg State University's Institutional Learning Priorities

II. Sponsor/Contact Person: Alberto Cardelle & Laura Bayless

III. Sponsor's Department, Phone No., e-mail: _____

IV. Collaborating Parties: Academic Affairs and Student Affairs

V. Proposal Summary (If applicable, highlight changes from previous policy or practice.): *

At the January 2018 Development Day, the campus engaged in productive conversations with, Dr. Paul Gaston, about what he called "essential education." He defined essential education as one that aligns our goals for student learning—through curricular as well as co-curricular experiences—with our institutional vision. Following that discussion, a campus team* was charged to develop a set of learning priorities for the institution as a whole. That charge included: evaluating and incorporating the responses generated at discussion tables at the January 2018 Development Day; researching best practices of our peer institutions as well as those from national organizations such as the AAC&U and AASCU; all while honoring the learning outcomes already identified by the new LA&S.

The attached Institutional Learning Priorities outline what we as a campus community wish our students to know, be able to do, and value upon graduation from Fitchburg State University. These ILPs similar to our strategic plan reflect the broader mission and vision of the institution and help align our diverse curricular and co-curricular efforts.

The process envisions that the campus continue to engage in conversation of the ILPs at the unit, department, and division levels so that we may continue to cultivate and integrate them over time.

As thus we request that the AUC recognize the ILPs as the broad statement of: What students know, are able to do, and value upon graduation from Fitchburg State University.

VI. Rationale for the Proposal:

Institutional Learning Priorities (ILPs) allow all students to share in a collective academic culture and are a statement of the general knowledge and skills that all graduates should be able to demonstrate at the time of graduation, regardless of academic program of study.

ILPs define the Fitchburg State learning experience in broad terms including but not limited to curricular and co-curricular experiences and provide a mechanism to anchor students' learning.

The ILPs provide a framework that can be used at the level of the institution to identify how well our graduates in general have achieved competence in the institutional areas of learning.

ILPs provide a way to demonstrate student growth across activities, they allow for dialogue about how we are doing as an institution in contributing to student growth and documents our promise to students and to the public

VII. Proposal (Attach a complete proposal): *

That the AUC recognize the ILPs as the broad statement of: What students know, are able to do, and value upon graduation from Fitchburg State University, and that units, departments, across all divisions cultivate and integrate the ILPs into their work with students over time. The process does not envision the ILPs to be specific benchmarks (measuring stick) by which units and departments are assessed. They are to be used like the strategic plan to broadly guide program activities.

Institutional Learning Priorities

What students know, are able to do, and value upon graduation from Fitchburg State University

Through their complete educational experience, Fitchburg State graduates will be creative and critical thinkers who integrate and communicate their learning from a variety of disciplines and experiences in ways that enhance their civic, personal and professional lives.

1. Graduates have a deep understanding of the world	
Accomplished through:	
1A. FOUNDATIONAL SKILLS & DISCIPLINARY BREADTH	Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program.
1B. MASTERY IN A DEFINED BODY OF KNOWLEDGE	Students will attain the specialized academic objectives of their major or program.
1C. ENGAGEMENT WITH CAMPUS AND COMMUNITY LIFE.	Students will develop personal and professional skills, goals, and ethical standards of behavior through co-curricular experiences.

2. Graduates know how to learn and how to apply their knowledge	
Accomplished through:	
2A. CREATIVE AND CRITICAL THINKING	Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways.
2B. EFFECTIVE COMMUNICATION	Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication.
2C. INTEGRATIVE LEARNING	Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues.

3. Graduates are engaged citizens who demonstrate integrity and continuous personal growth	
Accomplished through:	
3A. RESPECT FOR PEOPLE AND CULTURES	Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally.
3B. CIVIC PARTICIPATION IN WIDER COMMUNITIES	Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice.
3C. CONTINUOUS LEARNING AND PERSONAL GROWTH	Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the <u>arger community</u>

VIII. If this proposal requires the publication of new information in the Catalog, provide the text you propose for how it should appear in the Catalog. If this proposal will require a change to existing material in the Catalog, or a change to a four-year plan of study, show the current wording, and how you propose the new wording appear.

* All proposals that involve curriculum change require review by the Department Curriculum and the Department Chair.

Vote: _____ / _____ / _____ (For / Against / Abstain)

Name of Chair, Department Curriculum Committee _____

Name of Chair, Department _____

IX. Submitted to Appropriate Dean(s):

Name of Dean(s): _____
