QR Implementation Timelines

Fall 2015: Goal: Hallmarks approved by MFS at Jan. 20, 2016 meeting
  • Sept. 2015: Convened ad hoc Committee: GEO, GEC, F Board
    o Develop Hallmarks, QR Definition
  • Identify paperless workflow program (Kuali)

Spring 2016:
  • Draft Application Forms (GEO) and proposal requirements
  • Draft Catalogue language
  • Identify professional development needs for faculty, GAs and undergraduate mentors
  • Identify faculty interested in developing a humanities based QR course: SENCER Team
  • Work with the Assessment Office to:
    o Develop SLOs for QR
    o Develop sample/signature assignments that align with VALUE rubric
    o Develop SALG: Student Assessment of Learning Gains instrument
    o Work with Depts. to incorporate QR throughout the major – where it is introduced in the major, reinforced, mastered and assessed.
  • Create a marketing plan: Work with Advising and First year programs to develop a plan for how best to inform prospective students about the new requirement and how to inform current students about their options.
  • Work with Kuali Team on using it for Fall 2016 proposals.

Fall 2016 (These courses would be taught Fall 2017 and carry both the FS/FQ designation)
  • 1st round FQ proposals Due Oct 2016
  • UHM-2 forms and FQ proposals due simultaneously
  • Review proposals
  • Tweak application material before next round of review

Spring 2017 (These courses would be taught Spring 2018)
  • 2nd round FQ proposals Due Feb. 2017
  • UHM-2 forms and FQ proposals due simultaneously
  • Review proposals
  • Tweak application material before next round of review
  • Continue to work on curriculum and professional development

Fall 2017: (These courses would be taught Fall 2018)
  • First round FQ courses taught and assessed
  • 3rd round FQ proposals Due Oct 2017: these are new courses or courses that will convert from FS to FQ.
  • FQ Board debriefs the application process; revises form; makes recommendations for explanatory notes.

Spring 2018:
• 2nd round courses taught
• Evaluate 1st round courses
• Professional development plan revised

Summer 2018:
• Implement revisions to FQ courses

Fall 2018: Full slate of FQ courses offered across campus

Challenges:
1. System level articulation needs more attention
2. Training/professional development
3. GEO Assessment plan needs to be built into FQ implementation

Questions and concerns:
How many courses/sections of FQ are needed each semester?
What additional TA resources will be needed for large courses?
(approximately 21 sections/semester?)
How will TA, UG Peer tutors be trained to teach this course—teaching QR to non-STEM students?