Thank you to everyone who attended the 9th Annual Undergraduate Experiences Symposium!

You can read more about the Symposium here:

http://www.ucdenver.edu/about/newsroom/newsreleases/Pages/Integrative-learning-takes-focus-at-undergraduate-symposium.aspx?source=today
Since 2005, the Undergraduate Experiences Symposium has been a dynamic environment for the growth and evolution of undergraduate education at the University of Colorado Denver.

The goals for the 2013 Symposium are:

- Review national efforts on shared learning outcomes and integrative learning
- Identify CU Denver integrative learning practices
- Create a draft action plan for each academic unit as a prelude to extended unit discussions
- Plan for a Spring 2014 mini Symposium to develop a campus-wide integrative learning plan
AGENDA

8:30-9:00 Registration and light breakfast
9:00-9:15 Welcome and introduction
9:15-9:45 Keynote presentation
9:45-10:00 Q & A session with keynote speaker
10:00-10:15 Break
10:15-11:00 Panel presentation by CU Denver representatives
11:00-12:00 Table discussions
12:00-1:15 Working lunch, continued table discussions
1:15-1:30 Concluding comments by keynote speaker

PANEL MEMBERS

**Cecilio Alvarez**, Academic Advisor, CLAS Academic Advising Office

**Jeff Franklin**, Associate Dean, CLAS

**Barbara Seidl**, Associate Dean, School of Education and Human Development

**Khushnur Dadabhoy**, Dean of Students and Assistant Vice Chancellor, Student Life

**Mitch Handelsman**, Professor, Psychology and CU President’s Teaching Scholar

**Keynote speaker: Dr. Terrel Rhodes**

Rhodes received his B.A. from Indiana University at Bloomington and his M.A. and Ph.D. in Political Science from the University of North Carolina at Chapel Hill. Before moving into national higher education work, he was a faculty member for twenty-five years. Dr. Rhodes is currently Vice President for the Office of Quality, Curriculum and Assessment at the Association of American Colleges and Universities (AAC&U) where he focuses on the quality of undergraduate education, access, general education, and assessment of student learning. He is also director of the annual AAC&U General Education Institute and the Institute on Integrative Learning and the Departments.

Rhodes has many years of experience leading undergraduate curriculum development efforts, teaching public policy at the graduate and undergraduate levels, developing learning outcomes assessment plans, and forging inter-institutional collaborations with community colleges and high schools.
Recently at AAC&U he lead the project on faculty driven assessment of student learning supported by the Fund for Improvement of Post Secondary Education (FIPSE) and the State Farm Companies Foundation entitled Valid Assessment of Learning in Undergraduate Education (VALUE). VALUE faculty teams developed rubrics for the full range of essential learning outcomes that can be used with authentic student work to demonstrate quality student learning. Continuing the work of the Greater Expectations: A New Vision for Learning as a Nation Goes to College project, his office furthers the importance of clearly articulating the qualities of a well-educated person, creating coherent educational programs that cultivate those qualities, and assessing to determine if they have been achieved through general education, the majors, and co-curricular work.

Currently, he leads a new initiative, Quality Collaboratives, involving campuses and state systems in nine states exploring ways in which the Degree Qualifications Profile might be used as a guide for determining student competencies on the broad range of Essential Learning Outcomes identified with student success in the context of transfer from two to four year institutions.

Rhodes has published extensively on both undergraduate education reform issues and in his academic field of public policy and administration. His many books and articles cover such issues as integrative learning, e-portfolios, high school-college connections, and public policies affecting urban American Indian communities. He is member of the Ethics Section of the American Society for Public Administration.

9th Annual Undergraduate Experiences Symposium Poster