

The UAF Faculty Senate passed the following at Meeting #202 on November 3, 2014:

MOTION:

The UAF Faculty Senate moves to change the UAF baccalaureate requirements so that each student must complete a capstone experience in the student's major or program, as broadly described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience. Each Dean's office will have a copy of the capstone requirements for all programs in the College/School on file.

RATIONALE: This change is proposed in support of satisfying UAF's Learning outcome #4: *"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."*

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to most UAF faculty and students.

EFFECTIVE: Fall 2016 (AY2016-17)



President, UAF Faculty Senate

APPROVAL: _____


Chancellor's Office

DATE: Nov 4 2014

DISAPPROVED: _____

Chancellor's Office

DATE: _____

General Suggestions for Capstone Experience

The Capstone experience should demonstrate students' ability to integrate a wide range of learning. Students should make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer their learning to new, complex areas of inquiry, products, or situations within or beyond conventional coursework. Specifically,

the Capstone should:

- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantitative and (or) qualitative analysis.
- Integrate learning from major requirements.
- Guide students through a project or experience relevant to their educational goals.
- Provide a basis for evaluating student performance.
- Be suitable as a potential means for assessing the major requirements.

Suggested General Instructional Objectives

- The student should integrate and apply learning from multiple disciplines and skill sets.
- The student should demonstrate an ability to contribute to existing knowledge, work in professional settings, and (or) create products relevant to the student's further educational, career and life goals.
- The experience should demonstrate the student possesses intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university.
- The student should complete the experience or work as a culmination of the student's baccalaureate education.

Course examples:

NORS 484 W/O Seminar in Northern Studies: An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor. (3+0)

PS F499 W Senior Thesis: Thesis will draw from the literature in at least two sub-fields of political science (U.S. government/politics, political theory, public law, comparative politics, international relations) in its analysis. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; PS F101; PS F222; senior standing; permission of instructor. (1.5+0+7.5)

Non-course examples:

- Portfolio
- Internship
- Performance / Exhibition
- Participation in competition
- Professional publication
- Student teaching

Curric Affairs Committee 25 August 2014 MINUTES 9 – 11 am Chanc Conf Rm

audio conference information: 1-800-893-8850 Participants' PIN: 1109306

present: **Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Ken Abramowicz, Rainer Newberry, Rob Duke** (remote), **Todd Radenbaugh** (remote), **Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Holly Sherouse, Libby Eddy, Stacey Howdeshell, Jonathan Rosenberg, Leah Berman**

- I. **Introduction to the issues facing us today and this semester** – rj newberry
Rainer spoke briefly concerning our committee's charge for the year: major modifications to the UAF's 'core',
- II. **Election of chair for Curricular Affairs and Curriculum Review committee**
Rainer Newberry was elected to both positions
- III. **Attempt to set meetings day/time for semester:**
We agreed to Wed afternoon 2 -3 pm, dates to be announced.

IV. Proposed statement to go to Fac Senate as part of their pre-meeting package and to be basis for short presentation & Discussion at Fac Senate Meeting (attachment 1)

Strategy: Divide Overall Requirements for Baccalaureate Degrees into two parts

- (a) **General Education Requirements (= 'identical' at UAA, UAS, UAF)**
- (b) **Baccalaureate Requirements (= unique to UAF)**

This was approved with minor modifications. Those modifications are in current version What to do with GER? Leah agreed to serve as new chair. No decision was made.

IV. PROPOSED MOTIONS TO FAC SENATE

- A. **RESOLUTION: to approved changes in UA GER Regulations—to be supplied by Leah Berman. We approved this, sight unseen, and many regretted doing so. Will introduce instead at Senate meeting as a topic for discussion. The text is attachment #2.**

B. MOTION

=====
The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must complete a capstone experience in the student's major or program, as described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience.

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: *"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."*

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Proposed criteria for Capstone Experience

The Capstone experience will demonstrate students' ability to integrate a wide range of learning. Students will make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer their learning to new, complex areas of inquiry, products, or situations within or beyond conventional coursework. Specifically, the Capstone will:

- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantification.
- Integrate learning from major requirements.
- Guide students through a project or experience relevant to their educational goals
- Provide a basis for evaluating student performance

- Be suitable as a potential means for assessing the major requirements

Proposed Instructional Objectives

The student will integrate and apply learning from multiple disciplines and skill sets.

The student will demonstrate an ability to contribute to existing bodies of knowledge, work in professional settings, and (or) create products relevant to the student's further educational, career and life goals.

The experience will demonstrate the student possesses intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university.

Each student will complete a body of work as the culmination of the student's baccalaureate education

Course examples

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Non-course examples

Portfolio internship performance / presentation participation in competition professional publication

C. We discussed the two different motions we created last spring: one to approve the 'O/W→' and one to remove the 'O/W' altogether. After considerable discussion, it was agreed to find some compromise solution and to present that to the faculty senate for consideration at some later date. We need to present something to faculty senate, however, as a discussion item

DISCUSSION ITEM: WHAT TO DO WITH THE O/W requirement?

- 1. GERC's proposal:** Replace the current requirement for 2 written-intensive and one oral intensive class with three courses marked 'C', that integrate several kinds of communication practices with upper-division content, typically in a student's major, as described below.

Draft Guidelines for 'C' courses Minimum criteria for course approval:

1. Explicitly address at least three of these objectives:

- A. Students will be able to revise written work in response to instructor and peer feedback.
- B. Students will be able to write effectively for diverse audiences.
- C. Students will be able to recognize and navigate the concepts, genres, and conventions of the course discipline.
- D. Students will be able to select appropriate writing technologies to collaborate in personal, professional and civic relationships.
- E. Students will be able to listen effectively and respond effectively to communication practices in the course.

2. At least 50% of the grade must come from assignments utilizing the types of writing and combination of written and non-written forms of communication most appropriate to disciplinary needs and standards and course content. Non-written forms of communication may include, but are not limited to: oral presentations, discussions, training, videography, podcasting, or performance.

3. Provide guided and prompt feedback and opportunities for student revision on student projects, presentations, and papers.

4. In addition to written and spoken communication, address other forms of communication in the course discipline, such as reading and listening and multimodal, digital, or visual communication.

5. Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority, academic honesty, and personal credibility.

6. Faculty must have attended a training workshop, to be offered every semester

Notes concerning the proposed requirement:

1. The ultimate rules for 'C' courses are not yet fixed; these are the proposed rules and are included to give faculty members a better understanding of what the 'C' courses would likely entail.
2. Based on the above, all existing O and W courses would need to be revised and reviewed to qualify for 'C' status. None would automatically become 'C' courses.
3. It is not clear how current W,O or W, O_{1/2} courses would fit into this scheme. Would they become C2, C², or simply be counted as 'C'?
4. At this time a majority of Curricular Affairs Committee members do not favor this proposal.

2. Alternative Suggestion

"Replace the current requirement for two written-intensive and one oral-intensive class with a requirement that all baccalaureate degrees contain a communication element integrated within the upper-division course requirements. The School/College/Program/Department (i.e., hereafter referred to as the applicable unit) in control of each degree is responsible for creating a specific list of communication objectives for each degree and implementing a plan to integrate appropriate communication components within the degree course requirements. The applicable unit shall also create appropriate assessment criteria, collect and review relevant assessment data, and take appropriate actions to close-the-loop in the assessment process. The applicable unit will report on communication actions in a separate section of the report filed as part of the regular UAF program review process."

3. What CAC is in the process of doing: trying to find some middle ground between complete deregulation of O/W and the proposed 'C'. Will take some months.

FOR DISCUSSION ONLY AT THIS TIME

GERC PROPOSED addition to Baccalaureate Requirements

Each student must take one course with each of these attributes:

- (E) Civic Engagement (3 credits)
- (A) Alaska and the Circumpolar North (3 credits)
- (D) Intercultural Competence and Diversity (3 credits)

Courses taken to satisfy these (E, A, D) requirements may also satisfy any other baccalaureate requirements.

Total credits to meet this requirement: 9 credits

Total credits in addition to the GER necessarily required to satisfy this requirement: 0 credits

Explanatory Notes

(E) attribute courses will offer coursework and/or experiential learning opportunities that enhance students' understanding in at least one of the following areas: civic identity and commitment, civic communication, civic action and reflection, and civic contexts and structures. These courses will include either direct civic engagement (e.g. a service learning project) with an academic reflection on the experience; address multiple ethical frameworks that inform relationships within and among communities; or explore how historical contexts, issues and developments shape human conflicts and interdependencies from local to global and inform the search for possible solutions to contemporary social problems

(A) attribute courses include topics such as Alaska/northern ecosystems and/or climate change; indigenous peoples, languages and world views; intercultural relations and politics in Alaska and the Arctic; economic development, industry, engineering challenges, and their relation to the environment in the north; natural resources and systems. Courses with this attribute address Alaskan and circumpolar issues as a substantial component of the course and have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North.

(D) attribute courses will place social justice in historical and political context; enable students to articulate insights into their own cultural rules and biases; demonstrate a complex understanding of the complexity of the history, values, politics, beliefs, and practices of other cultures; interpret intercultural experiences from more than one worldview; and articulate a complex understanding of cultural differences in verbal and non-verbal communication. Courses in this category may focus on differences among people in the United States and/or on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States. Such courses explicitly address at least two of the instructional objectives listed above; address issues of race, ethnicity, gender and sexual identity, and other markers of cultural difference as a substantial component of the course; emphasize the cultural interactions between the Western and non-Western worlds, and/or the interplay between various identity groups within the United States; and have at least 50% of the readings and assignments of the course devoted to topics relating to diversity and intercultural competence.

- Students will be provided with lists of courses with these attributes and such courses will also be indicated in their catalog descriptions. Faculty Senate committees will determine whether a course should have a certain attribute based on the above criterion.
- These requirements should not necessitate taking additional credits to satisfy a student's common baccalaureate requirements, although depending on the choices, the courses could increase that total.
- Majors are not required to offer courses marked A, E, or D.
- It is intended that foreign languages, Alaska Native or American Sign Language, and many Study Abroad programs will satisfy the D requirement.

Rationale:

The purpose of this change is to satisfy UAF's General Education Learning Outcome 3: "Acquire Tools for Effective Civic Engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues. *Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability.*"

Why only a discussion item at this time:

The intention of GERC is that a baccalaureate student **could** satisfy the A, D, and E requirements through taking designated Arts/Humanities/Social Science (and possibly Natural Science) courses while satisfying the BOR 34 credit GERs. (They could also satisfy the requirement by taking courses in addition to the 34 minimum if desired, but the intention is to **not add to the credits** required for baccalaureate degrees). BA students can easily take additional courses with A, D, and E attributes without being overloaded with credit requirements because the B.A. also requires an additional '18 credits of social science and humanities courses'. However, other baccalaureate programs do not have the same flexibility.

Based on responses to the GERC proposal, a requirement for adding A,D, and E attributes is only acceptable to schools/colleges with non-B.A. baccalaureate programs IF the attributes can be incorporated within the 34 credit 'General Education Requirements'. However, requirements for the attributes (e.g., 'have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North') seemingly violate the **current restriction** of acceptable GER social science courses to "broad survey courses". Further, how do we coordinate with UAA and UAS concerning this addition to the requirements for acceptable GER courses?

In sum, although an A, D, E attribute requirement could be put in place and certainly courses outside of the 34 General Education Requirement credit could be so designated, it's not clear how we can go about incorporating the attributes into the 34 'unified UA General Education' credits. For example, one possible solution is for UAA and UAS to add A, D, and E attributes to their GER courses. Of course, they'd have to agree to do so.

Although the majority of Curricular Affairs Committee members do not favor the motion, we offer it to the Faculty Senate out of respect to the GERC sub-committee of CAC.

Curricular Affairs Committee

Weds 3 Sept 2014 MINUTES 2-3 pm Reich 300

PRESENT: Brian Cook, Catherine Hanks, Cindy Hardy, Joan Hornig, Ken Abramowicz, Rainer Newberry, Rob Duke (remote), Todd Radenbaugh (remote), Jayne Harvie, Alex Fitts, Carol Gering, Holly Sherouse, Libby Eddy, Linda Hapsmith, Caty Oehring

I. Minutes of Previous meeting (Aug. 25) were approved

II. Confirmed meetings: alternate Weds, time changed from 2-3 to 3-4 pm Reich 300

III. Review of results from last Friday's AdComm meeting

A. Presentation of proposed changes in Univ Regs RE

These were approved, but we agreed that they shouldn't move forward until each proposed change is justified and the effects of the change be clearly spelled out.

B. Adcomm felt that 'capstone' motion was too much but...good opportunity to discuss 'faculty as a whole' vs. 'fac senate' votes for various proposals.

No one was opposed to the notion of taking each change through the faculty senate and not having a vote of the faculty as a whole. However, the proposed procedure would be: introduce the proposed change at one meeting and then vote at the next (or subsequent).

IV. New business: moving forward on finding middle ground between O/W or C and complete deregulation

Cindy has agreed to chair a subcommittee dedicated to finding solutions

Discuss problems with W/O and how not fixed by C

Curricular Affairs Committee

Minutes for 17 Sept 2014 3-4 pm Reich 300

Present: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser (remote), Joan Hornig, Ken Abramowicz, Rainer Newberry, Rob Duke (remote), Todd Radenbaugh (remote), Doug Goering (remote), Jayne Harvie, Casey Byrne, Holly Sherouse, Libby Eddy (remote), Linda Hapsmith (remote), and Stacey Howdeshell (remote)

I. minutes of Sept 3 meeting approved as revised Sept 17

II. Old business

A. proposed changes in Univ Regs RE General Education

David Valentine (pres, fac alliance) felt these should not go forward to various fac senates until each proposed change has a justification and an explanation. However, Fac Alliance has yet to take up the proposed changes, but is likely to do so at its next meeting. Fac Alliance is sending a letter to AAUP asking their opinion concerning the BOR 'charge' of last April. Depending on how that turns out, Fac Senates may be asked to send a resolution to BOR asking for reconsideration of their 'charge' to the faculty. In the meanwhile, Fac Alliance is setting up committees to look into (a) common GE Math courses, (b) common GE English courses, and (c) common UA academic calendar.

B. Revised Capstone Motion to be submitted to AdComm as discussion item for October fac senate meeting.

Motion was approved as amended (next page). Doug Goering agreed to bring up at Dean's Council the question of 'what are various programs doing for a capstone requirement' in order to better assess the extent to which capstone requirements are already in place. Holly brought up the question 'will this requirement be something degreeworks will need to deal with?' to which the answer is: it will depend on the individual program. Adding 'C' (= capstone) designators is not envisioned by the motion. Considerable discussion about the practical implications of the motion. All faculty members present endorsed the concept, with hesitations about the mystery program that doesn't have a capstone and for which having one would be a burden. The plan: both pursue getting more information about the capstones that programs currently employ and get feedback from Faculty Senators on the motion.

C. Progress Report from O/W/C subcommittee

Problems with current O/W: no consistent outcomes assessments

W regulations are relatively complicated and subject to interpretation; O regulations are more flexible but very complicated (2+ pages to cover a variety of possibilities)

Look for more discussion on this topic in 2 weeks!!

MOTION proposed Capstone Requirement Effective Fall 2016

=====

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- Be suitable as a potential means for assessing the major requirements

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Non-course examples

Portfolio internship performance /exhibition participation in competition professional publication
student teaching

A New General Education at UAF

[New Common Baccalaureate Requirements](#)
[Assessment](#)
[Old Core vs New GER](#)
[GER Scenarios](#)
[FAQ](#)
[Contact GERC](#)

Capstones

Capstone courses or experiences will demonstrate students' ability to integrate a wide range of learning. Students will make connections among ideas, skills and bodies of knowledge, and synthesize and transfer their learning to new, complex areas of inquiry, products or situations within or beyond conventional coursework.

Instructional Objectives:

Integrate and apply: learning from multiple disciplines and skill sets.

Demonstrate: the ability to contribute to existing bodies of knowledge, work in demanding professional settings, and/or create products relevant to the student's further educational, career and life goals.

Create: a project or experience that demonstrates the student's intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university.

Complete: a body of work that may be evaluated as the culmination of the student's total baccalaureate education

Minimum criteria for course approval:

- Require that students demonstrate the appropriate skill levels in communication and/or quantification.
- Try to integrate learning from as many of the new Attributes as is practicable.
- Guide students through a project or experience relevant to their educational goals.
- Provide a basis for evaluating students' performance in the capstone course, in a form appropriate to the discipline and subject matter.
- Make completion of all or most General Education Requirements a prerequisite.
- Be suitable as a means for assessing the General Education Requirements as a whole.

Examples of currently available courses that may be eligible (as is or with minor revisions):

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