

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

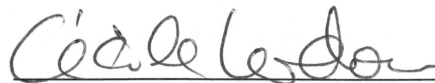
MOTION:

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."*

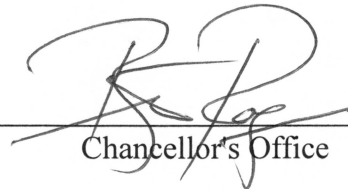
Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to most UAF faculty and students.

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