

## **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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**The Curricular Affairs Committee moves that the Faculty Senate make the following changes to the UAF baccalaureate requirements:**

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. Each Dean's office will have a copy of the capstone requirements for all programs in the school/college 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. Hence, we envision this proposed change as not adding a significant burden to UAF faculty and students.

### **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**

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