

Senior Experience

UCGE Proposal Criteria & Suggestions

University of Idaho Faculty are invited to submit proposals for Senior Experiences for the General Educational curriculum.

Along with ISEM 101 and ISEM 301, the Senior Experience courses are part of the Integrated Studies component of the university's General Education. This curriculum seeks to enhance student competencies in integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is defined as the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization, and to incorporate information across disciplines and perspectives. It is a cumulative learning competency, initiated as a first-year student and culminating as reflected work in a graduating senior.

(Please include this paragraph in your course syllabus)

Guidelines for the Senior Experience of the University Core:

The type of experience should be chosen to provide students within each degree program with the greatest opportunity to integrate that program's specific goals and student outcomes within the context of General Education and the University's Learning Outcomes (see below). Examples of senior experiences might include capstone courses, internships, externships, student teaching, student research, and service learning, either as already existing courses or newly designed courses. This experience is the culminating and integrating Senior Experience for the disciplinary degree or major, and for General Education.

Faculty members are invited to develop and submit plans for a Senior Experience to their department chairs/directors. In turn, these proposals will be submitted and reviewed by the University Committee on General Education, which in turn will forward them to the University Curriculum Committee and Faculty Senate for final approval. This one-semester course is designed as a culminating, capstone-experience for seniors, and should meet the following goals, themes and conditions:

- The experience should seek to integrate the goals, methods and outcomes of the student's discipline/major/program of study with General Education through the University's Learning Outcomes.
- The learning activities (e.g., written paper, oral presentation, collaborative project, etc.) of the course should directly emphasize and be integrated equally with the Learning Outcomes of the discipline and the University Learning Outcomes, and should provide some means of measuring the students' competencies in meeting these integrated Learning Outcomes.
- The experience should promote effective use of information literacy and research skills, as well as oral and written communication skills. Library research is encouraged.
- The course instructor is willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues common to this course and General Education. The faculty member should also be willing to provide the Director of General Education a copy of the course syllabus at the beginning of each semester in which the course is taught, and work with the Director on a Gen Ed "assessment artifact."

Proposals should consist of the following:

Title of Course: If a new course or experience, select a short descriptive title, applicable for registration and future transcript identification. Keep to 30 or less characters.

Number of Credit Hours: Identify the number of credit hours, typically ranging from 1 or 2 credits to as many as 6 credits, depending on nature of senior experience as determined by the major.

Instructor: Name and title of Individual teaching or monitoring the senior experience. If the individual is not a full-time faculty member, please briefly describe his or her teaching or mentoring experience or in teaching in professional preparation.

Description: In one to two pages, describe the proposed senior experience, its objectives, and how the experience will integrate student learning within their degree program

And the University Learning Outcomes. Please include a description of the learning materials and activities included in the experience, and how these learning activities (e.g., written paper, oral presentation, collaborative project, etc.) are directly integrated with both the learning outcomes of the students' discipline and of the University, and how the students' competencies will be measured in meeting these learning outcomes, as expressed in an "assessment artifact."

Identify Major(s) to Satisfy: Identify the major or majors this senior experience seeks to be the culminating learning experience.

Department Support: A signature line indicating departmental support for the experience.

For assistance with the course proposal, contact Dean Panttaja, Director of General Education at panttaja@uidaho.edu or visit the General Education, Resources for Faculty page at <https://www.uidaho.edu/academics/general-education/faculty-advisor-information/faculty>

Learning Outcomes to be considered in Senior Experience Courses:

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

Learn and integrate -Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create -Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

Communicate -Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective -Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship -Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

(Please include these University Learning Outcomes, along with your course/departmental Learning Outcomes, in your course syllabus)