

Interdisciplinary Bachelor of Arts



UNIVERSITY
of **ALASKA**
SOUTHEAST

Work Group – Summer 2017

Dan Monteith, Anthropology (ANS)

Richard Simpson, English (Geography)

Sol Neely, English (BLA, Honors)

Lora Vess, Sociology (BASS)

Facilitator: Robin Walz, History

Background

- **AY 16: President Johnson, “Strategic Pathways – “Lead Campus” Identity and programs for each UA University.**
- **January 2016: Chancellor Caulfield, Draft Memo “Streamlining UAS Baccalaureate Degree Programs” – “*interdisciplinarity and high-impact learning* as a core value of the UAS baccalaureate experience.”**
- **Spring 2016 (January, March): “Enhancing the Baccalaureate Experience at UAS” Workshops – solicited suggestions and established priorities in terms of existing enhanced experiences in UAS baccalaureate programs, ways to strengthening opportunities, and possibilities for innovation.**

Enhancing the Baccalaureate Experience

Faculty Work Group, June 2016

- Maintain and strengthen robust UAS baccalaureate programs through experiential and high-impact learning.
- Effectively market UAS as the UA system's high-impact, experiential and student-learning university.
- Prioritize interdisciplinarity within and across programs.
- Decolonize and indigenize the curriculum.
- Affirm that academic authority resides primarily within the faculty (shared governance).

Recommendation: Fall faculty work group to consider a single, interdisciplinary B.A. within Arts & Sciences.

Enhancing the Baccalaureate Experience

Faculty Work Group – Fall 2016

Recommendation

Create a single, interdisciplinary Bachelor of Arts degree program in the School of Arts and Sciences.

Rationale

- **Interdisciplinary Studies: a “lead campus” identity at UAS.**
- **Strength in Numbers: one degree with 64-87 graduates annually, instead of eleven degrees ranging 1-28 (AY 11-16).**
- **Flexibility to establish BA degree tracks for nascent programs (e.g., Alaska Native Studies) and emerging A&S emphases (e.g., cultural geography, sustainability).**
- **Reduces disciplinary “silos” and organizational barriers to degree credit (e.g., “incorrect” cross-listing, appeals)**

Benefits

- A distinctive baccalaureate degree within the UA system.
- Truly interdisciplinary (theoretically, methodologically) and transdisciplinary (holistic).
- Integrates decolonization and indigenous knowledge into the degree program.
- Focuses upon social issues and community engagement.
- Students draw upon faculty academic & research expertise.
- Students craft a program of study within clear guidelines.
- Provides a direct pathway to high impact learning.
- Better incorporates experiential learning and fieldwork into a student's degree program.
- Students develop a sense of common identity (pride in UAS).

Interdisciplinary Bachelor of Arts Faculty Work Group – Summer 2017

Mission

The Interdisciplinary Bachelor of Arts provides integrated and experiential courses of study that relate multiple ways of knowing to empower students to advance environmental awareness, cultural responsibility, artistic expression, and social justice.

Vision

The Interdisciplinary Bachelor of Arts aspires to define and shape emerging relations in the 21st century, from the local to the global, by cultivating pedagogical innovation, indigenous intellectual authority, public dialog, social action, and by healing the wounds of historical violence.

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Values

- **Indigenous Intellectual Authority**
- **Collaborative Teaching & Learning**
 - **Community Engagement**
 - **Experiential Learning**
 - **Critical Inquiry**

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Program Objectives

- **Interdisciplinarity**
- **Local & Global Intersectionality**
- **Communicative Competency**
- **Decolonization & Social Justice**
 - **Community Engagement**
- **Research & Creative Activity**

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Program Learning Outcomes

Students who complete the Interdisciplinary Bachelor of Arts degree fulfill program objectives by demonstrating the ability to:

- Enact academic learning beyond the university classroom.
- Participate in public presentations, seminars, and workshops that demonstrate the reciprocal skills of listening and articulation.
- Contribute in meaningful ways to redress historical violence and social inequity.
- Perform innovative analyses of diverse texts, forms, and practices by drawing upon indigenous ways of knowing and interdisciplinary methodologies.
- Apply critical thinking, persuasion, and argumentation toward socially responsible scholarship, professional development, and global citizenship.

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Program Assessment

Ongoing assessment conducted upon:

- Student self-report of academic, personal, and professional goals (INDS 300) and accomplishments (INDS 499).
- Faculty evaluation of each student's culminating project in relation to program learning outcomes.
- Written and oral exit interviews with graduates to gather information about each student's academic course of study.
- Annual discussion and comprehensive five-year program review of assessment materials by the Interdisciplinary Bachelor of Arts work group.

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Common Degree Structure

1. Common Set of General Education Requirements (GER)

Year 1: Fall

HUM 120 Sense of Place* (Hum GER)
WRTG 111 (Writing GER)
MATH 113/STAT 107 (Math GER)
(MATH 105 or Placement)

Year 2: Fall

ANS 263 NW Coast Art & Culture**
(Fine Arts GER)
COMM 111 Fundamentals of Oral
Communication (Comn GER)

Spring

ANS 101 Intro** (Soc Sci GER)
Social Science (Soc Sci GER)
Lab/Non-Lab Science (Nat Sci GER)
Lab: BIO 103 or GEOL 104

Spring

WRTG 211/212 (Writing GER)
Additional Hum/Soc Sci GER
Lab/Non-Lab Science (Nat Sci GER)
Lab: BIO 103 or GEOL 104

**Recommended GER for all Interdisciplinary BA Students*

*** Required GER for all Interdisciplinary BA Students*

Interdisciplinary Bachelor of Arts

Common Degree Structure

2. Fundamentals of Interdisciplinary Inquiry

Required cohort courses for all Interdisciplinary BA students to complete by the third year of study.

Year 1 Language Competency (1-Year Sequence or Equivalency)

Year 2 INDS 200 Interdisciplinary Inquiry (Fall Semester)
GEOG 210 Cultural Geography (Spring Semester)
100/200-Level Prerequisites (e.g. MATH 105, PSY 101)

Year 3 INDS 300 Interdisciplinary Theory & Practice (Fall Semester)

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Common Degree Structure

3. Major Requirements (Years 3 & 4 – 45 Credits)*

Concentrations in the Interdisciplinary Bachelor of Arts are:

- Alaska Native Language & Studies
- Creative Expression
- Cultural Studies
- Outdoor & Adventure Studies
- Social Inquiry

** Students with completed AA or transfer/returning/non-traditional students with 45+ credits begin degree program here. Begins with INDS 300 Interdisciplinary Theory & Practice (INDS 200 & GEOG 210 waived). May require outstanding introductory prerequisite courses, including language competency. Any outstanding UA GERs may need to be completed.*

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Common Concentration Structure

Concentration Core (27 Credits; 15 Upper-Division Minimum)

The fundamental courses for each concentration. Includes content coursework, theory and application (experiential learning).

Focus (15 Upper-Division Credits)

Intensive study design between faculty advisor and student (“Flexible 15”) created in INDS 300 Interdisciplinary Theory & Practice. May focus either on interdisciplinary inquiry, transdisciplinary theme or problem, disciplinary depth or field experience immersion.

Culmination Project (3 Upper-Division Credits)

Completion and presentation of a significant project to demonstrate fulfillment of degree program outcomes through enrollment in and completion of either: INDS 499 Capstone, ENGL 499 Thesis, or GEOG 499 Capstone (currently GEOG 490).

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Wednesday Afternoon Work Groups (3:30-5:00)

Discussion & Preliminary Concentration Design

Needed: 4-5 A&S Faculty (with Work Group Facilitator)

- Alaska Native Language & Studies (Dan Monteith)
- Creative Expression (Sol Neely)
- Cultural Studies (Richard Simpson)
- Outdoor & Adventure Studies (Robin Walz)
- Social Inquiry (Lora Vess)

Work groups will chart out the basic design for the Concentration Core (27 credits), including disciplinary and cross-disciplinary coursework, and propose options for the Focus (“Flexible 15”).

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What Remains?

- Endorsement or rejection at Fall Convocation 2017
(School of Arts & Sciences & Departments)
- Concentration Options & Focus Contract
(Convocation through September)
- Curriculum Committee Review & Approval
(Degree Plan, INDS 200, INDS 300 by October 1)
- Faculty Senate
- UA Statewide Academic Council (SAC) & Board of Regents (BOR)

Goal: Implementation Fall 2018

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Initial Response? Questions? Comments?
Detailed Discussions for the School of Arts & Sciences,
Departments, and Work Groups