Submit original with signatures + 1 copy + electronic copy to UAF Governance.
See http://www.uaf.edu/uafgov/faculty/cd for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>SUBMITTED BY:</th>
<th>College/School</th>
<th>Prepared by</th>
<th>Department</th>
<th>Division of General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C. P. Price</td>
<td>Honors Program</td>
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<td>College/School</td>
<td>College of Natural Resources</td>
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<td>Division of General Studies</td>
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<td>Phone</td>
<td>x6106</td>
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<td></td>
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<td></td>
<td>Faculty Contact</td>
<td>C. P. Price</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Contact</td>
<td><a href="mailto:cprice@alaska.edu">cprice@alaska.edu</a></td>
</tr>
</tbody>
</table>

1. ACTION DESIRED (CHECK ONE):
   - Trial Course
   - New Course [X]

2. COURSE IDENTIFICATION:
   - Dept: HONR
   - Course #: 382
   - No. of Credits: 1
   - Justify upper/lower division status & number of credits:
     - This will be a required course for third-year Honors students.
     - This class will meet for one hour each week.

3. PROPOSED COURSE TITLE:
   - Honors Capstone Support

4. To be CROSS LISTED?
   - YES/NO [No]
   - If yes, Dept: [ ] Course #: [ ]
   - (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?
   - YES/NO [No]
   - If yes, Dept: [ ] Course #: [ ]

6. FREQUENCY OF OFFERING:
   - Fall & Spring of every year
   - Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved):
   - Spring 2012

8. COURSE FORMAT:
   - COURSE FORMAT: (check all that apply)
     - [X] 1
     - [ ] 2
     - [ ] 3
     - [ ] 4
     - [ ] 5
     - 6 weeks to full semester
   - OTHER FORMAT (specify)
     - Lecture/discussion.

9. CONTACT HOURS PER WEEK:
   - LEKTURE hours/weeks: 1
   - LAB hours/week: 0
   - PRACTICUM hours/week: 0
   - OTHER HOURS (specify type)

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cd/credits.html for more information on number of credits.
10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

HONR 382 “Honors Capstone Support” (1 credit) Offered in Fall and Spring.

The single greatest part of the Honors education at UAF is the student's capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student's goal to successfully complete their capstone project, the sequence of Honors Capstone courses are required of Honors students during their last two years of study. This course is the second in the sequence. Students in this course will present regular progress reports and prepare (at least) one abstract at the level of a presentation at a regional or national meeting; by the completion of the course, each student will have made a significant advancement towards the completion of their capstone project. Open only to Honors students; required of all third-year (spring) and fourth-year (fall) Honors students. This course can be repeated twice for credit.

11. COURSE CLASSIFICATIONS:
(undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

| H = Humanities | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core? [X] NO

IF YES, check which core requirements it could be used to fulfill:

- O = Oral Intensive, Format 6
- W = Writing Intensive, Format 7
- Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? [X] NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

As with practicum courses, the course goals are realized in different ways as the student progresses towards completing their capstone project.

How many times may the course be repeated for credit? 2 TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? 3 CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER: [X]  PASS/FAIL:

14. PREREQUISITES

ENGL 211 or ENGL 213, and COMM 141 or COMM 131, and HONR 381

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Honors sections of ENGL 211 or ENGL 213, and of COMM 141

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

Open only to students in the Honors Program. Required for third-year and fourth-year Honors students.

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No
17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? **Yes/No**  
No

If yes, give semester, year, course #, etc.:  

18. **ESTIMATED IMPACT**

What impact, if any, will this have on budget, facilities/space, faculty, etc.

Honors Program Director will teach this course as part of assigned duties. There is no impact on other departmental budgets. The Honors Program will coordinate with scheduling to set class time when class space is available.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
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</tbody>
</table>

9/24/2010; no library support required

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td><strong>X</strong></td>
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</table>

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This course supports undergraduate research undertaken by students in all programs.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The UAF Honors Program aims to educate critical thinkers, problem solvers and community leaders who adapt as the future unfolds. The single greatest part of the Honors education at UAF is the student’s capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student's goal to successfully complete their capstone project, the sequence of Capstone Project courses are required of Honors students during their last two years of study. This course is the second in the sequence. Students in this course will: prepare and present regular progress reports, develop or learn and use project management tools, write and submit (at least) one abstract for a presentation at a regional or national meeting. On completing this course, each student will have made a significant advancement towards the completion of their capstone project. This course will be open only to Honors students, and is required of all third-year (in spring) and fourth-year (in fall) Honors students.
**APPROVALS:**

<table>
<thead>
<tr>
<th>Signature, Interim Director, Honors Program: Channon Price</th>
<th>Date: 27 September 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, DGS Curriculum Council</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, Division of General Studies</td>
<td>Date</td>
</tr>
</tbody>
</table>

Signature of Provost (if applicable)

**Offerings above the level of approved programs must be approved in advance by the Provost.**

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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

| Signature, Chair, UAF Faculty Senate Curriculum Review Committee | Date |

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**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: The guidelines are online: http://www.uaf.edu/uafgov/faculty/cd/syllabus.html
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST for all UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. **Course information:**
   - Title, number, credits, prerequisites, location, meeting time
   (make sure that contact hours are in line with credits).

2. **Instructor (and if applicable, Teaching Assistant) information:**
   - Name, office location, office hours, telephone, email address.

3. **Course readings/materials:**
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. **Course description:**
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. **Course Goals (general), and (see #6)**
6. **Student Learning Outcomes (more specific)**

7. **Instructional methods:**
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. **Course calendar:**
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. **Course policies:**
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. **Evaluation:**
    - Specify how students will be evaluated, what factors will be included, their relative value, and
    - how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. **Support Services:**
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. **Disabilities Services:**
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."
Instructor: Instructor, phone, email TBD
Office hours: Days, time(s) TBD
Class hours: Days, time(s), location TBD
Prerequisites: HONR 381, ENGL 211 or ENGL 213 (preferably taken in Honors), and COMM 141 (preferably taken in Honors) or COMM 131.

Texts: Materials will be provided by the Honors Program.

Description: The single greatest part of the Honors education at UAF is the student’s capstone project, which uniquely defines them as a scholar. In recognition of the value of the capstone project, and to support each student’s goal to successfully complete their capstone project, the sequence of Honors Capstone courses are required of Honors students during their last two years of study. This lecture and discussion course is the second in the sequence. Students in this course will present regular progress reports, will develop or learn and use project management tools, and will submit (at least) one abstract to a regional or national meeting; by the completion of the course, each student will have made a significant advancement towards the completion of their capstone project. Open only to Honors students; required of all third-year (in spring) and fourth-year (in fall) Honors students. Can be repeated twice for credit.

Grading: 1 credit. Grades will be based on written work, oral presentations, and class participation (10%). Students will write monthly progress reports (3 @ 20%), and will prepare (at least) one abstract at the level of a presentation at a regional or national meeting (10%). Students will make at least two oral progress reports (10% each). The course will be graded on a rubric (attached), and will be graded plus/minus.

Schedule: See the attached course schedule.

Learning Outcomes: Students who complete this course will be able to efficiently produce regular progress reports, will have submitted an abstract for a regional or national meeting, and will have become familiar with project management tools. On completing this course, each student will have made a significant advancement towards the completion of their capstone project.

Remarks: The UAF Honors Program aims to educate critical thinkers, problem solvers and community leaders who adapt as the future unfolds. One of the goals of the Honors Program is for each student to develop and practice the skills involved in the scholarly activity which contributes to the advance of knowledge. It is against both the standards of the Honors Program and the UAF Honor Code to misrepresent work which is not your own; plagiarism will result in a failing grade. In the second semester of the course, students whose work is sufficiently advanced will be encouraged to develop the support needed to make a presentation of their project in an extramural venue.

Disability Services: The Honors Program will work with the Office of Disabilities Services (208 WHIT, x7043) to provide reasonable accommodation to students with disabilities.
Tentative HONR 382 Course Schedule

Week 1: The format of the progress report; tools for project management

Week 2: Preparing an abstract for a meeting

Week 3: Student oral progress reports; roundtable discussions

Week 4: Individual consultations on capstone projects

Week 5: Student oral progress reports; roundtable discussions

Week 6: Student oral progress reports; roundtable discussions

Week 7: Individual consultations on capstone projects

Week 8: Student oral progress reports; roundtable discussions

Week 9: Student oral progress reports; roundtable discussions

Week 10: Individual consultations on capstone projects

Week 11: Student oral progress reports; roundtable discussions

Week 12: Student oral progress reports; roundtable discussions

Week 13: Individual consultations on capstone projects

Week 14: Preparing for semester break: checkpointing a project
What is a grading rubric, and why is it useful?
A grading rubric is simply a table showing expected performance levels for various aspects of graded work. By giving the student a clear description of the criteria applied in grading, and explicit standards of performance for those criteria, a rubric gives the student the opportunity to direct their efforts productively. Note that use of a rubric allows the instructor to assign the grade which each student deserves (in contrast to grading on a curve, which forces a distribution of grades regardless of student performance.)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Criteria \ Standard</th>
<th>Not To Expectations</th>
<th>Partly to Standards</th>
<th>Fully to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly written progress reports</td>
<td>Statement of current status</td>
<td>Unclear, unfocussed or stagnant statement</td>
<td>Somewhat clear understanding of larger picture</td>
<td>Clear and succinct statement of status</td>
</tr>
<tr>
<td></td>
<td>Statement of progress since last report</td>
<td>Unclear or evasive on current progress</td>
<td>Somewhat clear understanding of current progress</td>
<td>Clear and succinct statement of current progress</td>
</tr>
<tr>
<td></td>
<td>Statement of outstanding issues or problems</td>
<td>Evasive or inappropriate focus; assignment of blame rather than acceptance of situation</td>
<td>Somewhat clear understanding of issues or problems; some willingness to hear suggestions</td>
<td>Open sharing; accepts responsibility as appropriate; open for suggestions</td>
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<tr>
<td></td>
<td>Statement of projected progress by next report</td>
<td>Unrealistic or absent projections</td>
<td>Expectations are somewhat unrealistic for situation or externalities</td>
<td>Realistic expectations focussed for maximum effect</td>
</tr>
<tr>
<td>Oral group progress reports</td>
<td>Description of project</td>
<td>Unprepared, evasive, or otherwise unable to succinctly summarize project</td>
<td>Limited in ability to summarize project for mixed group</td>
<td>Succinct and effective summary for mixed group</td>
</tr>
<tr>
<td></td>
<td>Sharing of situations</td>
<td>Uncooperative or hostile in group interactions</td>
<td>Selective in sharing about self; limited interest in assisting others</td>
<td>Honest and non-judgemental sharing of situations</td>
</tr>
</tbody>
</table>

(Rubric continues on next page.)
<table>
<thead>
<tr>
<th>Development of Abstract</th>
<th>Introduction</th>
<th>Methodology</th>
<th>Results (for work in progress, may be presented hypothetically)</th>
<th>Conclusion (for work in progress, may be presented hypothetically)</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absent or inaccessible introduction; no background or context; no statement of problem/thesis goal</td>
<td>Partly accessible, leaving key terms undefined; context and background are unclear</td>
<td>Discussion of methodology is disorganized/vague/verbose/jargonized</td>
<td>Results presented independently of methods and in larger context; results connected to methods appropriately</td>
<td>Numerous undefined terms; numerous grammatical, syntactical, spelling errors</td>
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<tr>
<td></td>
<td>Concise, thorough entry providing context and background; explicit statement of problem/thesis/goal</td>
<td>Methodology described in clear, concise, organized manner</td>
<td>Results discussed qualitatively; no connection to methods or to context</td>
<td>Interprets results in context; concise reflection of purpose of project; suggestion of further work</td>
<td>Some undefined terms; one or two grammatical, syntactical, spelling errors</td>
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<tr>
<td></td>
<td>No discussion of methodology</td>
<td>Methodology described in clear, concise, organized manner</td>
<td>Results discussed qualitatively; no connection to methods or to context</td>
<td>Results presented independently of methods and in larger context; results connected to methods appropriately</td>
<td>All terms and acronyms are defined; no grammatical, syntactical, spelling errors</td>
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</table>