

Hi Babara,

Based on the last UAF Curriculum Committee meeting results, some modifications are needed for your proposals (2 seminar courses and 2 undergraduate research courses) and they are listed below:

URSA192 (New course) Undergraduate Research and Scholarly Activity:

Comments-

Need to show that a student needs to spend time on course related work outside of the class.

Based on Board of Regent, student is expected to spend 1600 minutes of study and preparation outside of class for every 800 minutes lecture (or 2 hours work outside of class for every hour lecture, i.e. 1 credit). Examples of study and preparation outside of class are report writing, assigned reading, etc.

Need more detailed evaluation method to evaluate the effect of the student effort on final grade.

For example, how the study and preparation are evaluated and who is doing the evaluation.

Assignments:

Students will be informed of each seminar speaker and topic one week in advance. Students will research, using the internet, the speaker and the topic and write a two-paragraph research-reflection on what they learn through their internet search and how their expectations for the seminar have been shaped by their research. The research-reflection is due at the seminar. Following the seminar students will write a two-paragraph seminar-reflection articulating what they learned from the seminar and how their views, formed through the internet search, were reshaped by the seminar itself. Seminar-reflections are due at the seminar; thus, two assignments will be turned in at all seminars except the first and the last. Seminar-reflections for the final seminar are due one week after the seminar. Reflection assignments will not be accepted if the student does not attend the seminar

Grading: Each reflection (one research-reflection and one seminar-reflection for each of approximately 15 seminars – 30 reflections in all) will be graded out of ten points by the instructor (aided by a TA if class size warrants). This is a Pass/Fail course. Students must accumulate 210 points on their assignments to pass the course

Comment [BT1]: I have added the Assignments section and altered the Grading section of the syllabus to address these concerns

URSA492 (New course) Undergraduate Research and Creative Scholarship Seminar:

Comments:

How to ensure that there will be enough seminar presentations for the class?

Need more details about the evaluation:

What will be the effect of assigned reading and journal article presentations on student's final grade?

How to distinguish between the students who spend time on assigned course reading/materials and those who don't.

Assignments: Students will be informed of each seminar topic one week in advance. Students will research, using the internet, the topic and write a two-paragraph research-reflection on what they learn through their internet search and how their expectations for the seminar have been shaped by their research. The research-reflection is due at the seminar. Following the seminar students will write a two-paragraph seminar-reflection articulating what they learned from the seminar and how their views, formed through the internet search, were reshaped by the seminar itself. They will also be asked to reflect on the quality of the presentation and describe what aspect they believe worked best and which worked poorest. Together, these three paragraphs compose the seminar-reflection. Seminar-reflections are due at the seminar; thus, two assignments will be turned in at all seminars except the first and the last. Seminar-reflections for the final seminar are due one week after the seminar. Reflection assignments will not be accepted if the student does not attend the seminar. Students do not complete reflection assignments for the seminar they deliver.

Grading: Each reflection (one research-reflection and one seminar-reflection for each of approximately 15 seminars – 30 reflections in all) will be graded out of ten points by the instructor (aided by a TA if class size warrants). Each student's seminar will also be graded by the instructor out of ten points. This is a Pass/Fail course. Students must accumulate 210 points on their assignments to pass the course.

Comment [BT2]: I added these sections to the syllabus to address the raised concerns

How to determine who should present journal articles and who shouldn't. All student's make one presentation, journal articles are presented by students who want to present background work upon which their project is based. Many students will simply present their own project.

URSA388 (Trial course) Undergraduate Research and Creative Scholarship I:

Comments:

The course number should be 394 (-94 is the number reserved for trial course).

Suggest adding prerequisites or restrictions, such as junior standing, etc.

Reason: Students need to have 300 level background for 300 level research. Otherwise, the course could be a 100 level course.

Comment [BT3]: I checked the wrong box; this is a new course not a trial course

I added the prerequisite of junior standing or permission of the instructor. The latter part is important since some students enter UAF with two years of research experience through the Alaska State wide High School Science Symposium and are ready to continue their research for academic credit. I have had two such students in my own laboratory.

Increase the number of weeks for research.

Reason: Based on experience, some of the committee members consider 11 to 12 weeks (3 weeks will be spent on attending mandatory training and identifying a research mentor) too

short for a research project to come up with reasonable research results, especially for the case that the research activities include defining the project, conducting research, and presenting research results.

Course Meetings Meetings with the instructor will be held on an ad hoc basis during the first 2 weeks of the semester. The purpose of these classes is to insure students identify a research mentor, complete any safety training required for research participation in their chosen discipline and understand the requirement to produce a poster and a report by the end of the semester. Students are encouraged to identify a mentor as quickly as possible, perhaps even before the semester starts so they can have the maximum amount of time for project work. Attendance is not mandatory if the student has a research project and has completed all necessary training.

Comment [BT4]: I made these changes to the Course Meetings section of the syllabus to address concerns over time

Suggest changing the time line described in the section of "Instructional Methods & Course Activities."

Reason: The purpose of this suggestion is to avoid possible extra financial burden on the student.

If a student cannot find a research project that match the student's interest after 3 weeks (activities of research training and identify research mentor) of the class, the student needs to drop the course, register for another course, and pay late fee. Therefore, the student needs to pay 50% of tuition for this research course, full tuition for another course, and late fee. Adding together all the three payments may become a significant financial burden on the student.

I believe the changes indicated above address this concern and I believe the instructor can and should play an important role in insuring that students find a mentor within the first week, which is what the syllabus indicates. The written project description is due the 3rd week, this presumes significant contact between the student and a mentor has already occurred

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URSA488 (New course) Undergraduate Research and Creative Scholarship II:

Comments:

Suggest adding prerequisites or restrictions, such as junior standing, etc.

Reason: Students need to have 400 level background for 400 level research. Otherwise, the course could be a 100 level course.

Suggest delete or change #14 (Format 1) "URSA 388 recommended:"

Reason: No "recommended" has been used in the catalog. "Recommended" may have no clear effect on student's study and evaluation for final grad. For example delete it or change it into prerequisite.

#14 now reads: URSA 388 or permission of the instructor

Increase the number of weeks for research.

Reason: Based on experience, some of the committee members consider 12 to 13 weeks (2 weeks will be spent on attending mandatory training and identifying a research mentor) too short for a research project to come up with reasonable research results, especially for the case

that the research activities include defining the project, conducting research, and presenting research results.

Course Meetings Meetings with the instructor will be held on an ad hoc basis during the first 2 weeks of the semester. The purpose of these classes is to insure students identify a research mentor, complete any safety training required for research participation in their chosen discipline and understand the requirement to produce a poster and a report by the end of the semester. Students are encouraged to identify a mentor as quickly as possible, perhaps even before the semester starts so they can have the maximum amount of time for project work. Attendance is not mandatory if the student has a research project and has completed all necessary training.

Comment [BT5]: I made these changes to the Course Meetings section of the syllabus to address concerns over time

Suggest changing the time line described in the section of “Instructional Methods & Course Activities.”

Reason: The purpose of this suggestion is to avoid possible extra financial burden on the student.

If a student cannot find a research project that match the student’s interest after 2 weeks (activities of research training and identify research mentor) of the class, the student needs to drop the course, register for another course, and pay late fee. Therefore, the student needs to pay 50% of tuition for this research course, full tuition for another course, and late fee. Adding together all the three payments may become a significant financial burden on the student.

I believe the changes indicated above address this concern and I believe the instructor can and should play an important role in insuring that students find a mentor within the first week, which is what the syllabus indicates. The written project description is due the 3rd week, this presumes significant contact between the student and a mentor has already occurred

If you have questions, please let me know by e-mail or phone (5126).

Thanks,

Chuen-Sen