

FORMAT 1

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
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SUBMITTED BY:

Department	Honors Program	College/School	Division of General Studies
Prepared by	C. P. Price	Phone	x6106
Email Contact	cpprice@alaska.edu	Faculty Contact	C. P. Price

1. ACTION DESIRED (CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower
division status &
number of credits:

This will be a required course for fourth-year Honors students.
This class will meet for one hour each week.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/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 If yes, Dept: Course #

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

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

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.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

HONR 383 "Honors Capstone Seminar" (1 credit) Offered in 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 last in the sequence. Students in this course will present their work to an audience of their peers, and practice the skills of posing substantive questions to speakers outside their own fields. Open only to Honors students; required of all fourth-year Honors students.

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?

YES

NO

X

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?

YES

NO

X

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

How many times may the course be repeated for credit?

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?

CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

HONR 381, HONR 382, ENGL 211 or 213, and COMM 141 or 131

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 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

Yes

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

Offered Spring 2009, Spring 2010 as HONR

293 "Honors Capstone/Research Seminar" in substantially the same form as this proposal.

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.

No

Yes

☒

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)

No departmental or programmatic impacts.

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.


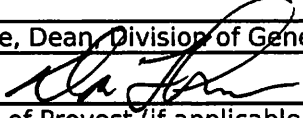
JUSTIFICATION FOR ACTION REQUESTED

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 last in the sequence. Students in this course will: present their capstone projects before an audience of their peers; have demonstrated their broad competence in areas outside their fields by posing (at least) one substantive question to each speaker. On completing this course, each student will have fully completed the capstone requirements to graduate in Honors. This course will be open only to Honors students, and is required of all fourth-year Honors students.

This course has been offered previously (Spring 2009 and Spring 2010) as the Special Topics course HONR 293 "Honors Capstone/Research Seminar" in substantially the same form as this proposal. It was successful in advancing the same goals described here.

APPROVALS:

	Date	27 September 2018
Signature, Interim Director, Honors Program: Channon Price		
	Date	
Signature, Chair, DGS Curriculum Council		
	Date	
Signature, Dean, Division of General Studies		
	Date	October 10, 2018
Signature of Provost (if applicable)		

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

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

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."

- HONORS CAPSTONE SEMINAR -

HONORS 383 - Syllabus

Spring 2012

Instructor : *Instructor, phone, email TBD*

Office hours : *Days, time(s) TBD*

Class hours : *Days, time(s), location TBD*

Prerequisites : HONR 381, HONR 382, 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 seminar course is the last in the sequence. Students in this course will present their work to an audience of their peers, and practice the skills of posing substantive questions to speakers outside their own fields. Open only to Honors students; required of all fourth-year Honors students.

Grading : 1 credit. Grades will be based on the oral presentation of the capstone project (70%) and class participation in the form of post-presentation questions for the day's speaker (30%). 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 have made a public presentation of their capstone project before an audience of their peers, and in the process also improve their oral presentation skills; will improve their ability to field questions about their work, especially from people outside their area; will learn how to participate in a seminar, especially in a seminar outside their academic domain; and have demonstrated their broad competence in areas outside their fields by posing (at least) one substantive question to each speaker. On completing this course, each student will have fully completed the capstone requirements to graduate in Honors.

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. The dissemination of that knowledge, through both formal record and public presentation, is a key aspect of the process. 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.

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 383 Course Schedule

Week 1: The format of the Honors Capstone seminar; the responsibilities of the speaker; the responsibilities of the audience; scheduling presentations for the semester; requests from the individual class members for technical support, pre-presentation distributions, variances in venue, and publicity

Weeks 2-14: Student presentations, and post-presentation discussions based on audience questions

Grading Rubric for HONR 383

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.)

Stage	Criteria \ Standard	Not To Expectations	Partly to Standards	Fully to Standards
Seminar participation	Formulating and posing questions	Questions are trivial/ antagonistic/distracting or do not bear on topic	Questions are not fully on point, or are evidently inattentive	Questions are pertinent/ reasoned/thoughtful/ integrative
	Engagement in discussion	Silence or monosyllabic offerings; pattern of derailing or dominating discussions	Partial discussion of problem context	Cooperative, thoughtful and engaging comments which broaden discussion
Capstone presentation	Effective introduction	No statement of i) thesis/goal/purpose ii) major results iii) methodology	Imprecise statement of i) thesis/goal/purpose ii) major results iii) methodology	Appropriately thorough and precise statement of i) thesis/goal/purpose ii) major results iii) methodology
	Ability to convey information	Speaker is not prepared for material	Speaker is mostly familiar with information; some	Speaker is completely familiar with information and can convey it at multiple levels
	Effective conclusion	Lacking a summary statement of i) thesis/goal/purpose ii) major results iii) methodology	Imprecise summary statement of i) thesis/goal/purpose ii) major results iii) methodology	Thorough and precise summary statement of i) thesis/goal/purpose ii) major results iii) methodology
	Good use of time	Talk is too short/ too long/disorganized/ ineffective	Talk can be improved on organization/ use of time	Talk is on point, within time limit, and maximizes use of time
	Good use of slides	Too many or too few slides; slides are ineffective at presenting information	Slides can be improved for organization/layout	Appropriate number of slides for time allotted; slides well laid out and well organized
	Handling questions	Does not engage question; derides questions; answers are not pertinent	Answers are not completely effective or pertinent for question and/or source	Thoughtful, respectful responses that are appropriate for the source and encourage further discussion